


AccessArt Curriculum at Northbourne CE Primary School Cycle A

	Autumn Term	Spring Term	Summer Term
<p>Willow Class</p> <p>See AccessArt Early Years Exemplar Plan</p>	<p><u>Exploring and using media and materials</u> Early Learning Goal: Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p> <p><u>Being imaginative</u> Early Learning Goal: Children talk about the ideas and processes which have led them to make designs, or images. They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.</p> <ul style="list-style-type: none"> • I know the names of different drawing tools, including chalk, crayons, and pencils. • I know that you can create straight, wavy, zig zag, dotted and curly lines. • I know that shapes can be represented through drawings e.g. a circle to show the head of a person. • I know that you can use different tools including paintbrushes, feathers, leavers, string and my hands to give different effects. • I know that a collage uses lots of different materials. • I know that some materials (such as paper and tissue) can be torn and some (such as fabric) cannot. • I know how to hold a pair of scissors correctly. • I know that different materials have different textures. • I know that mixing: red and yellow makes orange; red and blue makes purple; blue and yellow makes green. • I know that mixing black and white makes grey. The more black paint you use, the darker the grey will be. The more white you use, the lighter the grey will be. • I know that different artists have different styles. • I know that marks are created by pushing down. • I know that tracing over lines makes them darker. • I know that larger tools create thicker lines. • I know that some materials can change shape (such as cardboard, paper, playdough) and some cannot (such as plastic Lego, wood). • I know that some objects leave marks e.g. hand prints, spongers, fruit and vegetables. • I know that you can print on different materials e.g. paper, playdough, mud. • I know that printing can create a repeating pattern. • I know that you can show the texture of an object through rubbing a crayon on paper on top of the object. 		
<p>Beech Class</p>	<p style="text-align: center;">Spirals</p> <p>Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p> <ul style="list-style-type: none"> • I know that I can draw using different parts of my body such as 	<p style="text-align: center;">Simple Printmaking</p> <p>Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p> <ul style="list-style-type: none"> • I know how to make simple prints using my hands and feet. 	<p style="text-align: center;">Playful Making</p> <p>Exploring materials and intention through a playful approach</p> <ul style="list-style-type: none"> • I know what we mean by the term 'sculpture' and I thought about

	<p>my fingertips, my wrist, my elbow and my shoulder.</p> <ul style="list-style-type: none"> • I know how to make a drawing using a continuous line for a minute or two. • I know how to make a sketchbook and make it feel like it belongs to me. • I know how to draw from observation. • I know how to make different marks with various writing tools such as soft pencils, graphite sticks, and a handwriting pen. • I have explored and can explain how water affects the graphite and pen, and know how I can use a brush to make new marks. • I know how to make choices about which colours I would like to use in my drawing. • I know how to share what I feel when discussing an artist's work. • I can talk about what I like in my drawings, and what I'd like to try again. • I know how to take photos of my artwork. 	<ul style="list-style-type: none"> • I can explore my environment and take rubbings of textures I find. • I know how to use my rubbings to make an image. • I know how to push objects I find into plasticine and make prints. • I know how to cut shapes out of foam board and stick them onto a block to make a plate. I can print from the plate. • I know how to draw into the surface of the foam board and print from the plate. • I know how to use colour, shape, and line to make my prints interesting. • I know how to create a repeat print. • I know to create a symmetrical or sequenced print. • I know how to use my sketchbook to collect my prints and test ideas. 	<p>what I like about different pieces of sculpture.</p> <ul style="list-style-type: none"> • I know how to use my sketchbook to make drawings inspired by sculptures I have seen to help me think about what I like, and to remember what I have seen. • I know how to use my hands to make small sculptures out of lots of different materials. • I can bend, twist, fold, cut, and fasten materials. • I know to use my hands to make sculptures without designing first. I can just see what happens if... • I understand that sometimes working with materials is hard work – things my break – but that is all ok! • I know how to share my work and listen to what other people like about it. • I can look at other people's work and share what I like about it with them.
<p>Key Vocabulary</p>	<p>Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful</p> <p>Hand, Wrist, Elbow, Shoulder</p> <p>Graphite, Chalk, Pen</p> <p>Drawing Surface (Paper, Ground)</p> <p>Oil Pastel, Dark, Light, Blending</p> <p>Mark Making</p>	<p>Print, Press, Pressure, Paint</p> <p>Primary colours: Red, Yellow, Blue</p> <p>Shape, Line, Arrangement</p> <p>Rubbing, Texture,</p> <p>Wax crayon, Pencil Crayon, Cut, Collage, Stick, Arrange</p> <p>Explore, Try, Test, Reflect</p>	<p>Sculpture, Sculptor, Three Dimensions</p> <p>Respond Response</p> <p>Design Through Making, Playful Making, Explore, Construction, Materials,</p> <p>Invent, Imagine</p> <p>Tools, Construct, Structure, Balance</p> <p>Reflect, Share, Discuss</p>

	<p>Colour, Pattern</p> <p>Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places"</p> <p>Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour</p> <p>Reflect, Discuss, Share, Think</p>	<p>Artwork, Artist: Printmaker</p> <p>Relief print, Plasticine, Plate, Impression,</p> <p>Colour Mixing, Secondary Colours: Green, Orange, Purple</p> <p>Pattern, Sequence, Picture, Image</p> <p>Reflect, Discuss, Share, Crit</p>	
Artists	Molly Haslund		Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett
Maple Class	<p><u>Explore & Draw</u> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.</p> <ul style="list-style-type: none"> • I know how some artists explore the world around them to help them find inspiration. • I know how to explore my local environment and collect things which catch my eye. • I know how to explore composition by arranging the things that I have collected. • I know how to talk about what I collected, and how and why I arranged the things I collected. • I know how to take photographs of my artwork and I can think about focus and light. • I know how to use careful looking to practice observational drawing and I can focus for 5 or 10 minutes. • I know how to hold an object and I can make a drawing thinking about the way the object feels. • I know how to combine different drawing media such as wax resist, and watercolour, graphite and water, 	<p><u>Be an Architect</u> Exploring architecture and creating architectural models.</p> <ul style="list-style-type: none"> • I know that architects design buildings and that architecture can be large, incredible buildings or smaller places near where I live. • I can share how architecture makes me feel, what I like and what I think is interesting. • I know how to use my sketchbook to help me look at architecture carefully by using my drawings and notes. • I know how architects use their imaginations to try to design buildings which make people's lives better and I can use my own imagination when thinking about architecture I might design. • I know how to make an architectural model of a building around a theme thinking about form, structure, and balance and the way the model looks. • I know how to use a variety of materials and how to reshape or fasten them together to make my model. • I know that I don't need to design on paper first; that I can design as I make. 	<p><u>Expressive Painting</u> Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still life's.</p> <ul style="list-style-type: none"> • I have seen how artists, contemporary and old masters, sometimes use paint in an expressive, loose way to create paintings full of life and colour. • I can start to share my response to the work of other artists. • I know how to use my sketchbook to fill full of colour and brush-marks, inspired by other artists. • I know how to recognise primary colours and mix secondary colours. • I know how to experiment with hues by changing the number of primary colours I add. • I know how to use various home-made tools to apply paint in abstract patterns. • I know how to make a loose drawing from a still life.

	<p>wax crayon and pencil in my observational drawings.</p> <ul style="list-style-type: none"> • I know how to work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work. • I know how to cut out and collage to explore composition. • I know how to talk about the work I have made with my classmates by sharing the things I thought were successful and thinking about things I would like to try again. 	<ul style="list-style-type: none"> • I know how to reflect upon what I have made by sharing it with others. • I know how to share my thoughts about my own piece and the models of my classmates. • I know how to use digital media to document my work, including taking photographs and short videos. 	<ul style="list-style-type: none"> • I can see colours and shapes in the still life. • I know how to use gestural mark making with paint, and incorporate the colours and shapes in the still life to make an expressive painting. • I know how to share my experiments and final piece with others and share what I liked and what went well. • I know how to enjoy the work of my classmates and can see how all the work is different. I can share my response to some of their work. • I know how to take a photograph of my final piece, thinking about focus and lighting.
<p>Key Vocabulary</p>	<p>Explore, Collect, ReSee, Imagine, Curious,</p> <p>Present, Re-present, arrange, composition</p> <p>Photograph, Focus, Light, Shade, Colour, Pattern</p> <p>Observational Drawing, Close study, Draw slowly, Intention,</p> <p>Pressure, Line, Mark, Page</p> <p>Sense of Touch</p> <p>Wax resist, Graphite, Watercolour, Brusho, Pencil,</p> <p>Mark making, Line, Tone, Shape,</p> <p>Reflect, Present, Share, Discuss, Feedback</p>	<p>Architect, Architecture, Designer, Maker</p> <p>Model, Scale,</p> <p>Response, Imagination, experience.</p> <p>Three Dimensional, Form, Structure,</p> <p>Wall, Floor, Window, Door, Roof, Relationship with Area, Community.</p> <p>Response, React, Colour, Form, Shape, Line, Pattern</p> <p>Model Making, Design through Making, Form, Structure, Balance, Experience, Construct, Construction, Tool, Element</p> <p>Present, Share, Reflect, Discuss, Feedback,</p> <p>Photograph, Film, Focus, Lighting, Composition, Angle, Perspective</p>	<p>Gesture, Gestural, Mark making, Loose, Evocative, Emotion,</p> <p>Intention, Exploration, Reaction, Response</p> <p>Personal, Imagination,</p> <p>Energy, Impression, Colour, Life, Shape, Form, Texture, Line</p> <p>Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues,</p> <p>Medium, Surface, Texture, Impasto</p> <p>Brush, Mark making Tools, Palette Knife, Home-Made Tools,</p> <p>Abstract, Explore, Invent, Discover, Reflect,</p> <p>Focus, Detail, Dissect, Imagine, Intention</p>

			<p>Still Life,</p> <p>Line, Rhythm, Gesture, Mark</p> <p>Composition, Positive shapes, Negative shapes</p> <p>Present, Share, Reflect, Discuss, Feedback,</p>
Artists	Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Lorna Crane, Alice Fox, Nicole White.	Hundertwasser, Zaha Hadid, Heatherwick Studios	Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne
Hazel Class	<p>Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.</p> <ul style="list-style-type: none"> • I can explore the work of artists who tell stories through imagery. • I know how to respond to the work of illustrators and/ or graphic novelists, “reading” the visual images and sharing my thoughts. • I know how to work in my sketchbook to record my ideas and thoughts generated when looking at another artists’ work. • I know how to use my sketchbook to generate ideas about how I might respond to a piece of poetry or prose. • I know how to use line, shape, and colour using a variety of materials to test my ideas. • I can think about how I might use composition, sequencing, mark making and some text in my drawings. • I know how to create a finished piece which contains sequenced images to describe a narrative. 	<p>Exploring Still Life Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.</p> <ul style="list-style-type: none"> • I have explored the work of contemporary and more traditional artists who work within the still life genre. • I know how to express my thoughts about other artists’ work, and can talk about the meanings of objects as artists present them. • I know how to use my sketchbook to make visual notes, record, and reflect. • I know how to draw from observation and can think about how I use line, colour, shape, texture, form and composition to make my artwork interesting. • I know how to present and share my artwork, and explain how my sketchbook work helped build my final knowledge and skills towards my final piece. 	<p>Festival Feasts How might we use food and art to bring us together?</p> <ul style="list-style-type: none"> • I have explored the work of artists who are inspired by food and know how to share my responses with the class. • I know how to use my sketchbook to record and reflect how the artist’s work makes me feel. • I know how to use my sketchbook to draw food using a variety of media, drawing from still images and from life, exploring how I can use line, shape, and colour to capture the texture and form of the food. • I know how to make a sculpture of food, and understand that by working in 3D my sculpture will be seen from different view-points. • I know how to explore and experiment using “Design through Making” and discover how I can transform and construct with different materials to make my sculpture.

	<ul style="list-style-type: none"> • I know how to share my work with others and talk about my journey and outcome. I can listen to their feedback and take it on board. • I know how to appreciate the work of my classmates and think about the similarities and differences between our work. • I know how to share my feedback on their work. • I know how to take photographs of my work, thinking about lighting and focus. 		<ul style="list-style-type: none"> • I have seen how my own sculpture can form part of a larger artwork, and how we can all find inspiration in each other's ideas. • I can explore drawing on different surfaces such as fabric, understanding how the drawing materials act differently to when they are used on paper. • I know how to present my work as part of a larger artwork, and I can share my response to my own artwork as well as the work of my peers.
Key Vocabulary	<p>Illustration, Inspiration, Interpretation, Original Source, Respond, Response</p> <p>Graphic Novel, Illustrator,</p> <p>Poetry, Prose, Stage, Arrange</p> <p>Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble,</p> <p>Composition, Sequencing, Visual Literacy, Narrative</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>Still Life, Genre, Traditional, Contemporary,</p> <p>Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground,</p> <p>Light, Dark, Tone, Shadow, Colour, Hue, Tint,</p> <p>Elements, Pattern, Texture, Colour, Relationship, Mark Making, Appearance, 2D, 3D</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>Viewpoint, Relationship 2D 3D, Transform, Graphics, Design Through Making, Construct, Contribute, Artwork, Installation,</p> <p>Surface, Fabric, Texture,</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p> <p>Photograph, Lighting, Focus, Composition,</p>
Artists	Laura Carlin, Shaun Tan	Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato	Claes Oldenberg, Lucia Hierro
Oak Class	<p><u>Fashion Design</u> Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief.</p>	<p><u>Activism</u> Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.</p>	<p><u>Making Monotypes</u> Combine the monotype process with painting and collage to make visual poetry zines.</p>

	<ul style="list-style-type: none"> • I have explored the work of contemporary fashion designers and I can see how their interests and experiences feed into their work. • I know how to share my own response to their artwork, articulating what I like and don't like about their work. • I know how to use my sketchbook to make visual notes and to capture key ideas about how designers work. • I know what a design brief is and can use my sketchbook to generate and test ideas, explore colour, line, shape and pattern in response to the brief. • I know how to use my sketchbook work to inform how I make a 2D or 3D design using paints, paper, and collage. • I understand how 2D shapes can become 3D form and the relationship they have to our bodies. • I know how to share my designs and outcomes with my classmates and articulate my journey. • I know how to listen and respond to their feedback. • I know how to appreciate the work of my classmates and reflect upon similarities and differences. • I know how to share my response to their work. • I know how to take photographs of my work, thinking about presentation, lighting and focus. 	<ul style="list-style-type: none"> • I know how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities. • I have explored how I can find out what I care about and find ways I might share my ideas. • I know how my classmates have different things they care about, or share things we care about, but they are all valid. • I know how to create visuals and text which communicate my message. • I know how to use line, shape and colour to make my artwork. • I know how to use typography to make my messages stand out. • I know how to combine different techniques such as print, collage and drawing. • I know how to reflect and articulate about my own artwork and artwork made by my classmates. 	<ul style="list-style-type: none"> • I have understood what a Monotype is and can see how artists use monotypes in their work. I have been able to share my response to their work. • I can study drawings made by other artists and identify particular marks they have used in their drawings. • I can use my sketchbook to create a collect of marks for me to use later. • I can listen to a piece of poetry and think about how the piece evokes colour, lines, shapes and words in my head. • I can use these to create imagery which captures the mood of the piece of poetry. • I can use my sketchbook to explore my ideas. • I can use my mark making skills to create exciting monotypes, combining the process with painting and collage. • I can share my thinking and outcomes with my classmates. I can listen to their views and respond. • I can share my response to the artwork made by my classmates. • I can photograph my work, thinking about lighting, focus and composition.
<p>Key Vocabulary</p>	<p>Contemporary, Historical, Fashion Design, Designers, Design Brief, Colour, Texture, Shape, Form, Texture, Material,</p> <p>Body, Wearable, Fit for Purpose, Pattern Cutting</p>	<p>Activism</p> <p>Voice</p> <p>Message</p>	<p>Mono type, Artists Book, Installation, Poetry, Evoke, Response, Translate,</p> <p>Mood, Sense,</p> <p>Layer, Combine, Multimedia</p>

	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Community Poster Zine Screen-printing Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,
Artists	Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla	Luba Lukova, Faith Ringgold, Shepard Fairey	Kevork Mourad