



“Every child is an artist. The problem is how to remain an artist once they grow up.” **Pablo Picasso**

VISION: At the Moorsway Federation, being an Artist means our children develop passion and creativity: exploring how artists think, make and design through a variety of cultures and time. We want them to be artists who are constantly observing, exploring, questioning and learning about their craft and who they are.

DRAWING AND SKETCHBOOKS **PRINT, COLOUR AND COLLAGE** **WORKING IN 3D** **PAINT, SURFACE AND TEXTURE**

EYFS	EYFS R	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. PD Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. PD Develop overall body-strength, balance, coordination and agility. PD Explore, use and refine a variety of artistic effects to express their ideas and feelings. EA&D Return to and build on their previous learning, refining ideas and developing their ability to represent them. EA&D Create collaboratively, sharing ideas, resources and skills. EA&D				
	EYFS ELG	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. PD Use a range of small tools, including scissors, paintbrushes and cutlery. PD Begin to show accuracy and care when drawing. PD Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. EA&D Share their creations, explaining the process they have used. EA&D				
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
R/Y1	Spirals Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks. ACCESS ART	Simple Printmaking Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry. ACCESS ART	Making birds Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird. ACCESS ART	Exploring watercolour Exploring watercolour and discovering we can use accidental marks to help us make art. ACCESS ART	Playful Making Exploring materials and intention through a playful approach. ACCESS ART	Inspired by flora and fauna Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork. ACCESS ART
Disciplines	Drawing, Collage, Sketchbooks	Printmaking, collage, drawing	Sculpture, drawing, collage	Painting (water colour)	Sculpture, drawing	Drawing, collage, sketchbooks

Key concepts	That drawing is a physical and emotional activity. That when we draw, we can move our whole body. That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. That we can draw from observation or imagination. That we can use colour to help our drawings engage others.	That we can make a “plate” from which to “print” That there is a relationship between plate and print: e.g. negative / positive. That we can use print to create “multiples” That we can explore line, shape, colour and texture to explore pattern, sequence, symmetry and intention.	That there is a relationship between drawing & making – we can transform 2d to 3d. That we can use observational drawing and experimental mark-making together to make art. That we can work from similar stimulus or starting point but end up with very different individual results. That the individual results can then be brought together to make a whole artwork.	That watercolour paint has special characteristics. That we can use the elements of surprise and accident to help us create art. That we can develop our painting by reflecting upon what we see, and adding new lines and shapes to help develop imagery.	That when we make art in 3 dimensions it is often called Sculpture. That we can generate ideas through playful exploration. That we can build understanding of the properties of materials through manipulation. That making sculpture is a partnership between materials, ideas, hands and tools. That we can reflect upon our intention when we see our ideas made physical.	That artists can be inspired by the flora and fauna around them. That we can use careful looking to help our drawing, and use drawing to help looking. That we can use a variety of materials to make images, and that the images we make can become imaginative. That we can create individual artwork, and that we can bring that artwork together to make a shared artwork.
Medium	Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, Paper, (Sketchbook Making Task: Paper, string, elastic bands, glue)	Paper, Printing Ink, Plasticine, Printing Foam	Paper (sugar and cartridge), Soft pencils, wax crayons, watercolours, pastels, graphite, scissors, glue sticks, cardboard or foamboard, paper clips or wire.	Watercolour	Construction Materials (card, paper, wood, wire, string, fabric including recycled and found objects)	Handwriting pen, Graphite, Oil pastel, Paper & Collage
Artists	Molly Haslund	Orla Kiely, Hans Holbein	Andrea Butler	Paul Klee, Emma Burleigh	Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett	Eric Carle, Joseph Redoute, Jan Van Kessel

Y2/3/4	Autumn A	Spring A	Summer A
YEAR A	Explore and Draw Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills. ACCESS ART	Expressive Painting Explore how painters use paint in expressive and gestural ways. Explore colour mixing and experimental mark making to create abstract still lifes. ACCESS ART	Working with Shape and Colour “Painting with Scissors”: Collage and stencil in response to looking at artwork. ACCESS ART
Disciplines	Drawing, Sketchbooks, Collage	Painting, Sketchbooks	Printmaking (screen printing), collage

Key concepts	That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. That we can use the things we find to draw from, using close observational looking. That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like.	That artists sometimes use loose, gestural brush marks to create expressive painting. Expressive painting can be representational or more abstract. Artists use impasto and sgraffito to give texture to the painting. Artists sometimes use colour intuitively and in an exploratory manner. That we can enjoy, and respond to, the way paint and colour exist on the page.	That we can be inspired by key artworks and make our own work in creative response. That we can use shape and colour as a way to simplify elements of the world. That shapes have both a positive and negative element. That we can arrange shapes to create exciting compositions. That we can build up imagery through layering shapes. That we can use collage to inspire prints.
Medium	Graphite, Handwriting Pen, Watercolour / Brusho, Wax Resist	Acrylic Paint, Paper	Paper, Printmaking Ink, Stencils & Crayons
Artists	Rosie James, Alice Fox	Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne	Henri Matisse, Claire Willberg

Y2/3/4	Autumn B	Spring B	Summer B
YEAR B	Gestural Drawing with Charcoal Making loose, gestural drawings with charcoal, and exploring drama and performance. ACCESS ART	Cloth, Thread, Paint Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece. ACCESS ART	Telling Stories Through Drawing & Making Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film. ACCESS ART
Disciplines	Drawing, sketchbooks	Painting, sewing, drawing, sketchbooks	Drawing, sculpture, sketchbooks
Key concepts	That when we draw we can use gestural marks to make work. That when we draw we can use the expressive marks we make to create a sense of drama. That when we draw we can move around. That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.	That artists can combine art and craft using painting and sewing together to make art. That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image. That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing. That we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art.	That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response. That through making work in another medium we can make the work our own, re-interpreting and re-inventing. That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour.

Medium	Charcoal, Paper, Body	Fabric (Calico), Paint, Thread	Paper, Drawing Materials, Modelling & Construction Materials (Modroc, clay, plasticine etc).
Artists	Heather Hansen, Laura McKendry, Edgar Degas	Alice Kettle, Hannah Rae	Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake

Y2/3/4	Autumn C	Spring C	Summer C
YEAR C	Storytelling through Drawing Explore how we can create sequenced imagery to share and tell stories. Children create either an accordian book, or a graphic novel. ACCESS ART	Exploring Pattern Explore pattern and develop a range of technical skills and knowledge through drawing and collage. Introduce the idea that working with pattern can be a mindful activity, and that as humans we respond to patterns made by other people. ACCESS ART	Making Animate Drawings In this pathway children are introduced to the idea that animations can be made by sequencing drawings. After exploring the work of other artists making drawn animations, children make simple “paper puppets” with moving parts. ACCESS ART
Disciplines	Drawing, sketchbooks	Drawing, Collage, Design	Drawing, Animation, Sketchbooks
Key concepts	That we can tell stories through drawing. That we can use text within our drawings to add meaning. That we can sequence drawings to help viewers respond to our story. That we can use line, shape, colour and composition to develop evocative and characterful imagery.	That the act of making drawings can be mindful. That we can use line, shape and colour to create patterns. That we can use folding, cutting and collage to help us create pattern. That we can create repeated patterns to apply to a range of products or outcomes.	That artists can make animations by creating drawings which move in a sequence. That we can use all our mark making skills and imagination to make our drawings visually engaging. That we can use our moving drawings to share narratives.
Medium	Drawing Materials, Paper	Paper, Pens, Paint	Paper, (Digital media)
Artists	Laura Carlin, Shaun Tan	Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont	Paper, (Digital media)

Y4/5/6	Autumn A	Spring A	Summer A
YEAR A	Typography & Maps Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps. ACCESS ART	Exploring Still Life Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work. ACCESS ART	Making Monotypes Explore how artists use the monotype process to make imagery. Combine the monotype process with painting and collage to make visual poetry zines.

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Disciplines	Design: Typography, Drawing, Collage, Sketchbooks	Painting, Drawing, Collage, Sketchbooks, Relief	Printmaking (Monotype), Drawing, Painting, Collage, Sketchbooks
Key concepts	That when designers work with fonts and layout it is called Typography. That we can use the way words look to help us communicate ideas and emotions. That we can create our own typography and combine it with other visual elements to make artwork about chosen themes.	That when artists make work in response to static objects around them it is called still life. That still life has been a genre for many hundreds of years, and is it still relevant today. That when artists work with still life, they bring their own comments and meaning to the objects they portray. That we can make a still life creative response in many media That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space.	That Monotype is a process where we make images by transferring ink from one surface to another to make a single print. That we can use the “distance” that monotype gives us between mark making and outcome to make images with texture and a sense of history/process. That we can combine monotype with other disciplines such as painting and collage. That we can make art by expressing our own personal response to literature or film.
Medium	Pencil, Pen, Paper	Acrylic or poster paint, pen, pencil, ink, clay (depending upon project chosen)	Paper, Ink, Carbon Copy Paper, Paint
Artists	Louise Fili, Grayson Perry, Paula Scher, Chris Kenny	Paul Cezanne, Peter Claesz, Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato	Kevork Mourad

Y4/5/6	Autumn B	Spring B	Summer B
YEAR B	2D Drawing and 3D Making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome ACCESS ART	Mixed Media Land & City Scapes Explore how artists use a variety of media to capture spirit of the place. Focus upon exploratory work to discover mixed media combinations. ACCESS ART	Sculpture, Structure, Inventiveness & Determination What can artists learn from nature? Nurture personality traits as well as technical skills. ACCESS ART
Disciplines	Drawing, Sculpture, Graphic Design, Collage, Sketchbooks	Painting, drawing, sketchbooks	Drawing, sketchbooks, sculpture
Key concepts	That drawing and making have a close relationship. That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object. That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour,	That artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or city scapes. That artists often work outside (plein air) so that all their senses can be used to inform the work. That as artists we are able to experiment with materials, combining them to see what happens.	That artists can learn from the world around them. That artists can draw parallels with other beings/events That artists take creative risks. That artists try to say new things by manipulating and representing the materials of the world.

	pattern and composition to help us create our artwork. That we can use methods such as the grid method and looking at negative space to help us draw. That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.	We can share our artistic discoveries with, and be inspired by each other. We can use sketchbooks to focus this exploration and we do not always need to create an “end result” – sometimes the exploratory journey is more than enough.	That we can express our personality through the art we make. That we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure.
Medium	Card, Paper, Drawing materials	Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, Paper, (Sketchbook Making Task: Paper, string, elastic bands, glue)	Various Drawing Materials, Construction Materials
Artists	Lubaina Himid, Claire Harrup	Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones	Marcus Coates

Y4/5/6	Autumn C	Spring C	Summer C
YEAR C	Exploring Form through Drawing Explore a range of mark-making, taking inspiration from artists’ work and will have the opportunity to experiment with a variety of materials. ACCESS ART	Print and Activism Children are introduced to the idea that they can use art as a way of sharing their passions and interests with their peers and community. We start by introducing pupils to artists who are activists, and then we go on to help pupils identify and voice the things they care about as individuals. ACCESS ART	Set Design Explore the work of set designers – in the first instance a set designer that works in theatre, and in the second instance a maker that creates sets for animation. Pupils go on to explore how they can create their own model set, inspired by a creative stimulus (poetry, prose, film or music). ACCESS ART
Disciplines	Drawing, Sketchbooks	Printing, Collaging, Drawing	Set Design, Making, Drawing, Sketchbooks
Key concepts	That we use the word form to describe a three-dimensional shape. That when we draw on two-dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create an illusion of form, mass or volume. That contour marks can help to describe volume and form/mass. That we can mix colours and use a range of media to create atmosphere and meaning in drawings. That drawing and sculpture share a close relationship, and can inform each other.	That artists can use art as a way to express their opinions, using their skills to speak for sectors of society. That artists acting as activists often use print because it allows them to duplicate and distribute their message. That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language. That through art as activism we can come together.	That designers and makers design “sets” which form the backdrop/props to give context to drama (theatre, film or animation). That we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound. That we can create our own “sets” to create models for theatre design, or backgrounds for an animation. That we can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama.

Medium	Drawing materials, Loose sheets of paper varying in size, shape and quality.	Paper, Pen, Paint	Paper, Card, Construction Media, Mixed Media, Paint, Drawing Materials
Artists	Henry Moore, Christo and Jeanne-Claude	Luba Lukova, Faith Ringgold, Shepard Fairey	Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson