

# Access Art



## **AccessArt Progression (Skills and Knowledge) for Primary Schools Years 1 to 6**

This plan has been created to support the [AccessArt Primary Art Curriculum](#)

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Year 1	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		
Drawing	Sketchbooks	Printmaking	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Understand drawing is a physical activity. <a href="#">Spirals</a></p> <p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. <a href="#">Making Birds</a></p>	<p>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. <a href="#">Spirals</a></p> <p>Make a simple elastic band sketchbook. Personalise it. <a href="#">Spirals</a></p>	<p>Understand prints are made by transferring an image from one surface to another. <a href="#">Simple Printmaking</a></p> <p>Understand relief prints are made when we print from raised images (plates). <a href="#">Simple Printmaking</a></p>	<p>Understand collage is the art of using elements of paper to make images. <a href="#">Making Birds</a></p> <p>Understand we can create our own papers with which to collage. <a href="#">Making Birds</a></p> <p>Collage with painted papers exploring colour, shape and composition. <a href="#">Simple Printmaking Flora &amp; Fauna</a></p> <p>Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. <a href="#">Making Birds</a></p>	<p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. <a href="#">Making Birds</a></p> <p>Understand the meaning of "002Design through Making" <a href="#">Making Birds</a></p> <p>Use a combination of two or more materials to make sculpture. <a href="#">Making Birds</a></p> <p>Use construction methods to build. <a href="#">Making Birds</a></p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. <a href="#">Making Birds</a></p>	<p>Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities.</p> <p>Understand all responses are valid.</p> <p><a href="#">All Pathways for Year 1</a></p> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Some children may feel able to share their response about classmates work.</p> <p><a href="#">All Pathways for Year 1</a></p>
<p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. <a href="#">Spirals</a></p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings. <a href="#">Spirals</a></p> <p>Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. <a href="#">Simple Printmaking</a></p>	<p>Use sketchbooks to:</p> <p>Test out printmaking ideas <a href="#">Simple Printmaking</a></p> <p>Develop experience of primary and secondary colours <a href="#">Spirals</a> <a href="#">Simple Printmaking</a></p> <p>Practice observational drawing <a href="#">Spirals</a> <a href="#">Simple Printmaking</a> <a href="#">Making Birds</a></p> <p>Explore mark making <a href="#">Spirals</a> <a href="#">Simple Printmaking</a> <a href="#">Making Birds</a></p>	<p>Use hands and feet to make simple prints, using primary colours. <a href="#">Simple Printmaking</a></p> <p>Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. <a href="#">Simple Printmaking</a></p> <p>Explore concepts like "repeat" "pattern" "sequencing". <a href="#">Simple Printmaking</a></p>			

Year 2	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		
Drawing	Sketchbooks	Printmaking	Painting	Collage	Purpose/Visual Literacy/Articulation
<p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. <a href="#">Explore &amp; Draw</a></p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. <a href="#">Explore &amp; Draw</a></p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them. <a href="#">All Pathways for Year 2</a></p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <a href="#">Explore &amp; Draw</a></p>	<p>Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. <a href="#">Explore Through Monoprint</a></p>	<p>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. <a href="#">Expressive Painting</a></p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. <a href="#">Explore &amp; Draw</a></p>	<p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p>
<p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting &amp; representing. Photograph. <a href="#">Explore &amp; Draw</a></p>	<p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <a href="#">Explore &amp; Draw</a></p>	<p>Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line. <a href="#">Explore Through Monoprint</a></p>	<p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making. <a href="#">Expressive Painting</a></p>	<p>Use the observational drawings made (see column 1 "drawing"), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. <a href="#">Explore &amp; Draw</a></p>	<p>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p>
<p>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. <a href="#">Explore &amp; Draw</a></p>	<p>Work in sketchbooks to: Explore the qualities of different media. <a href="#">Explore &amp; Draw Explore Through Monoprint</a></p>		<p>Understand that primary colours can be mixed together to make secondary colours of different hues. <a href="#">Expressive Painting</a></p>	<p>Collage with drawings to create invented forms. Combine with making if appropriate. <a href="#">Explore &amp; Draw</a></p>	<p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <a href="#">All Pathways for Year 2</a></p>
<p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. <a href="#">Explore &amp; Draw Music &amp; Art Explore Through Monoprint</a></p>	<p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. <a href="#">Explore &amp; Draw Explore Through Monoprint</a></p>		<p>Understand the concept of still life. <a href="#">Expressive Painting</a></p>		
<p>Create final collaged drawings (see column 5 "collage") which explore composition. <a href="#">Explore &amp; Draw Music &amp; Art</a></p> <p>Make drawings inspired by sound. <a href="#">Music &amp; Art</a></p>	<p>Explore colour and colour mixing. <a href="#">Expressive Painting Music &amp; Art</a></p> <p>Make visual notes about artists studied. <a href="#">Explore &amp; Draw Explore Through Monoprint</a></p>		<p>Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools. <a href="#">Expressive Painting</a></p>		<p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p>
			<p>Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above. <a href="#">Expressive Painting</a></p>		<p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p>
					<p>Talk about intention.</p>
					<p>Share responses to classmates work, appreciating similarities and differences.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective. <a href="#">All Pathways for Year 2</a></p>

Year 3	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills		
Drawing	Sketchbooks	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Understand charcoal and earth pigment were our first drawing tools as humans. <a href="#">Gestural Drawing with Charcoal</a></p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation. <a href="#">All Pathways for Year 3</a></p> <p>Understand that the way each persons' sketchbook looks is unique to them. <a href="#">All Pathways for Year 3</a></p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <a href="#">All Pathways for Year 3</a></p>	<p>Understand that we can create imagery using natural pigments and light. <a href="#">Telling Stories</a></p> <p>Understand that paint acts differently on different surfaces. <a href="#">Cloth, Thread, Paint</a></p> <p>Understand the concept of still life and landscape painting. <a href="#">Cloth, Thread, Paint</a></p>	<p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. <a href="#">Telling Stories</a></p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). <a href="#">Telling Stories</a></p> <p>That clay and Modroc are soft materials which finally dry/set hard. <a href="#">Telling Stories</a></p>	<p>To understand that visual artists look to other artforms for inspiration.</p> <p>Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p>
<p>Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Understand that animators make drawings that move.</p>	<p>Work in sketchbooks to:</p> <p>Explore the qualities of charcoal. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own. <a href="#">Gestural Drawing with Charcoal</a> <a href="#">Telling Stories</a> <a href="#">Cloth, Thread, Paint</a></p> <p>Develop mark making skills. <a href="#">Gestural Drawing with Charcoal</a> <a href="#">Telling Stories</a> <a href="#">Cloth, Thread, Paint</a></p>	<p>Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 "making"). <a href="#">Telling Stories</a></p> <p>Continue to develop colour mixing skills. <a href="#">Cloth, Thread, Paint</a></p> <p>Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. <a href="#">Cloth, Thread, Paint</a></p>	<p>An armature is an interior framework which support a sculpture. <a href="#">Telling Stories</a></p>	<p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <a href="#">All Pathways for Year 3</a></p>
<p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). <a href="#">Gestural Drawing with Charcoal</a></p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance). <a href="#">Gestural Drawing with Charcoal</a></p> <p>Develop mark making skills by deconstructing the work of artists. <a href="#">Cloth, Thread, Paint</a></p> <p>Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject. <a href="#">Telling stories</a></p>	<p>Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own. <a href="#">Gestural Drawing with Charcoal</a> <a href="#">Telling Stories</a> <a href="#">Cloth, Thread, Paint</a></p> <p>Develop mark making skills. <a href="#">Gestural Drawing with Charcoal</a> <a href="#">Telling Stories</a> <a href="#">Cloth, Thread, Paint</a></p>		<p>Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. <a href="#">Telling Stories</a></p> <p>Make an armature to support the sculpture. <a href="#">Telling Stories</a></p>	<p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective. <a href="#">All Pathways for Year 3</a></p>

Year 4	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills	www.accessart.org.uk	
Drawing	Sketchbooks	Painting	Making	Purpose/Visual Literacy/Articulation
Understand that artists and illustrators interpret narrative texts and create sequenced drawings. <a href="#">Storytelling Through Drawing</a>	Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. <a href="#">All Pathways for Year 4</a>	Understand that still life name given to the genre of painting (or making) a collection of objects/elements. <a href="#">Exploring Still Life</a>	Understand that a plinth is a device for establishing the importance or context of a sculptural object. <a href="#">Art of Display</a>	Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.
Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. <a href="#">Storytelling Through Drawing</a>	Use sketchbooks to: Practise drawing skills. <a href="#">Storytelling Through Drawing</a> <a href="#">Exploring Still Life</a>	That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today. <a href="#">Exploring Still Life</a>	Understand that artists can re-present objects, in a particular context with a particular intention, to change the meaning of that object. <a href="#">Art of Display</a>  To understand that sometimes people themselves can be the object, as in performance art. <a href="#">Art of Display</a>	Understand artists often collaborate on projects, bringing different skills together.  Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.
Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. <a href="#">Storytelling Through Drawing</a>	Make visual notes to record ideas and processes discovered through looking at other artists. <a href="#">Storytelling Through Drawing</a> <a href="#">Art of Display</a> <a href="#">Exploring Still Life</a>	To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. <a href="#">Exploring Still Life</a>	Explore how we can re-see the objects around us and represent them as sculptures. That we can use scale to re-examine our relationship to the things around us. <a href="#">Art of Display</a>	Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <a href="#">All Pathways for Year 4</a>
Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. <a href="#">Storytelling Through Drawing</a>	Brainstorm pattern, colour, line and shape. <a href="#">Exploring Still Life</a>  Brainstorm and explore ideas relating to performance art. <a href="#">Art of Display</a>  Reflect. <a href="#">Storytelling Through Drawing</a> <a href="#">Exploring Still Life</a> <a href="#">Art of Display</a>	To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets) <a href="#">Exploring Still Life</a>  Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard. <a href="#">Exploring Still Life</a>	To work in collaboration to explore how we can present ourselves as art object, using a plinth as a device to attract attention to us. <a href="#">Art of Display</a>  To construct sculptural self portraits of ourselves on a plinth, using a variety of materials including fabric. <a href="#">Art of Display</a>  To combine modelling with construction using mixed media and painting to create sculpture. <a href="#">Festival Feasts</a>	Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").  Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.  Work collaboratively to present outcomes to others where appropriate. Present as a team.  Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.  Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. <a href="#">All Pathways for Year 4</a>

Year 5	Green = Implicit Knowledge / Skills		Purple = Substantive Knowledge	
Drawing	Sketchbooks	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that designers create fonts and work with <a href="#">Typography &amp; Maps</a></p> <p>Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. <a href="#">Typography &amp; Maps</a></p>	<p>Use sketchbooks to:</p> <p>Explore mark making. <a href="#">Typography &amp; Maps</a> <a href="#">Mixed Media Landscapes</a></p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. <a href="#">Typography &amp; Maps</a> <a href="#">Mixed Media Landscapes</a> <a href="#">Architecture: Big or Small</a></p> <p>Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. <a href="#">Architecture: Big or Small</a></p>	<p>Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. <a href="#">Mixed Media Landscapes</a></p>	<p>Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. <a href="#">Architecture: Big or Small</a></p>	<p>Look at the work of designers, artists, animators, architects.</p> <p>Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p>
<p>Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. <a href="#">Typography &amp; Maps</a></p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. <a href="#">Typography &amp; Maps</a></p> <p>Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. <a href="#">Typography &amp; Maps</a></p>	<p>Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. <a href="#">Mixed Media Landscapes</a></p>	<p>Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. <a href="#">Mixed Media Landscapes</a></p>	<p>Use Design through Making and scale models to create a piece of architecture which would make the world a better place. Use a combination of materials, construction methods and tools.</p> <p>Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building. <a href="#">Architecture: Big or Small</a></p>	<p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <a href="#">All Pathways for Year 5</a></p>
				<p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by...."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? <a href="#">All Pathways for Year 5</a></p>

Year 6	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	
Drawing	Sketchbooks	Printmaking	Painting	Purpose/Visual Literacy/Articulation
<p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. <a href="#">2D to 2D</a></p>	<p>Use sketchbooks to:</p> <p>Practise seeing negative and positive shapes. <a href="#">2D to 2D</a> <a href="#">Activism</a></p> <p>Using the grid method to scale up an image. <a href="#">2D to 2D</a></p>	<p>Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. <a href="#">Activism</a></p> <p>Understand that the nature of the</p>	<p>Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between 2d shape and pattern and 3d form and function.</p>	<p>Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</p> <p>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</p>
<p>Understand that graphic designers use typography and image to create packaging which we aspire to use. <a href="#">2D to 2D</a></p>	<p>Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? <a href="#">Activism</a> <a href="#">Exploring Identity</a></p>	<p>object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. <a href="#">Activism</a></p>	<p>Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our</p>	<p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <a href="#">All Pathways for Year 6</a></p>
<p>Understand that there are technical processes we can use to help us see, draw and scale up our work. <a href="#">2D to 2D</a></p>	<p>Explores what you care about, your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. <a href="#">Activism</a> <a href="#">Exploring Identity</a></p> <p>Explore colour: make colours, collect colours, experiment with how colours work together. <a href="#">Activism</a></p>	<p>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. <a href="#">Activism</a> <a href="#">Exploring Identity</a></p>	<p>background, experience, culture and personality. <a href="#">Exploring Identity</a></p> <p>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. <a href="#">Exploring Identity</a></p>	<p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by...."). Talk about intention.</p>
<p>Explore using negative and positive space to "see" and draw a simple element/object. <a href="#">2D to 2D</a></p> <p>Use the grid system to scale up the image above, transferring the image onto card. <a href="#">2D to 2D</a></p> <p>Use collage to add tonal marks to the "flat image". <a href="#">2D to 2D</a></p>	<p>Explore combinations and layering of media. <a href="#">Activism</a> <a href="#">Exploring Identity</a></p> <p>Develop Mark Making <a href="#">Activism</a> <a href="#">2D to 2D</a> <a href="#">Exploring Identity</a></p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. <a href="#">Activism</a> <a href="#">2D to 2D</a> <a href="#">Exploring Identity</a></p>	<p>Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art. <a href="#">Activism</a></p> <p>Or create a zine using similar methods. <a href="#">Activism</a></p>		<p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective. <a href="#">All Pathways for Year 6</a></p>