	Art Curriculum Cycle A Overview		
	Autumn	**Spring**	**Summer**
Y1 and 2	**Drawing & Sketchbooks** **Explore & Draw** In this pathway, children are introduced to the idea that artists can be collectors: they go out into the world, look at things in new ways, and bring things back to the studio to inspire their art. Children explore observational drawing and experimental mark making, and think about how they can use composition to create their artwork. The exercises and projects in this pathway encourage children to begin to develop hand-eye coordination through slow and paced looking. This is balanced by encouraging children to nurture a playful exploration of media, a curiosity towards the world around them, and to begin to take creative risks/trust instinct. **Discipline:** Drawing, Sketchbooks, Collage **Themes:** Natural Forms, Seasonal Changes, Patterns, Symmetry **Medium:** Graphite, Handwriting Pen, Watercolour / Brusho, Wax Resist **Artists:** Rosie James, Alice Fox **Outcome:** To create leaf pictures using wax resist and a leaf mobile using twigs and leaves from outside.		**Surface & Colour** **Exploring Watercolour** In this pathway, children are introduced to watercolour. Through an open and exploratory approach, children not only discover what watercolour can do, how it acts and how they can "control" it, but also how the watercolour itself can help reveal the "story" of the painting. **Discipline:** Painting **Medium:** Watercolour **Artists:** Paul Klee, Emma Burleigh **Outcome:** To build a picture using watercolour.
Y3 and 4	**Surface & Colour** **Working with Shape & Colour** In this pathway, children use close looking and the "Show Me What You See" technique to explore artwork from a particular artist, movement or era. Children then explore how they can use shape and colour to simplify elements, inspired by the Cut-outs of Henri Matisse. Using first collage, then simple printmaking methods, pupils play with positive and negative shapes and spaces to create meaningful compositions in response to the original artworks they looked at. **Disciplines:** Printmaking (Stencil/Screen Print), Collage **Medium:** Paper, Printmaking Ink, Stencils & Crayons **Artist:** Henri Matisse, Claire Willberg **Outcome:** A creative response to an Ancient Egyptian painting.		**Working in 3D** **Telling Stories through Drawing and Making** In this pathway, children are enabled to make sculptural equivalents of characters from film and literature. The pathway begins with an introduction to the work of two artists who use their sketchbooks to help them make the transition from words/film to image/object. Pupils then use their own sketchbooks to explore their response to the original stimulus, and then go on to develop and make a sculptural character. **Disciplines:** Drawing, Sculpture, Sketchbooks **Medium:** Paper, Drawing Materials, Modelling & Construction Materials (clay, plasticine) **Artists:** Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake **Outcome:** To make a sculptural representation of a Roald Dahl character. **The Art of Display** In this pathway, children begin to think about two very important aspects of making art: context and presentation. When we make art that others will see, it's important that we understand that how we present the work will influence the way people see it. This pathway presents an opportunity for pupils to discover and question the role of the "plinth" in sculpture. Children explore how other artists use the idea of "plinth" to display their work. **Disciplines:** Sculpture, Creative Thinking Sketchbooks **Medium:** Clay, Paper, Drawing Materials, Various Modelling & Construction Materials **Artists:** Anthony Gormley, Yinka Shonibare, Thomas J Price **Outcome:** To create a plinth to display their Roald Dahl character.
Y5 and 6	**Surface & Colour** **Fashion Design** In this pathway, children are introduced to the idea that design is often about relationships – between the designer/artist and the person who then sees, buys or wears the end result. Where and how do the experiences and passions of both designer and viewer meet? How is one affected by the other and what can we learn from each other?		**Working in 3D** **Festival Feasts** In this pathway, children are enabled to begin to recognise that their individual creative response will be different to that of their peers, but that it is valued and can contribute to a larger shared artwork.

	Children are introduced to contemporary fashion designers and use sketchbooks to record things about the designers which interest them, or to note ways of working which may be useful. Pupils are then given a design brief and invited to make their own designs, again working in sketchbooks to explore and test, before making and decorating paper through which they can bring their designs to life in 2d and 3d. **Disciplines:** Fashion, Painting, Collage, Sketchbooks **Medium:** Paper, Acrylic Paint, Tape **Artists:** Alice Fox, Rahul Mishra **Outcome:** To create a futuristic school uniform outfit.		The pathway begins with an exploration of artists who make sculptures of food, working at unexpected scales, working in a sketchbook to make visual notes to consolidate their experience. Children then further develop drawing skills by drawing from still imagery and from life, and then using Modroc and other modelling and construction materials to make a shared sculptural feast. **Disciplines:** Sculpture, Painting, Drawing, Collage, Sketchbooks **Medium:** Paper/Card, Drawing Materials, Modelling Materials (incl. Modroc) **Artists:** Claes Oldenberg, Lucia Hierro, Nicole Dyer **Outcome:** To make an item of food for a picnic out of Modroc.