| Access Art | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Spring 1** | **Playful Making**<br>Sculpture, sketchbooks, drawing | **Be An Architect**<br>Architecture, sketchbooks, drawing | **Telling Stories Through Making**<br>Sculpture, Drawing, Sketchbooks | **Art of Display**<br>Sculpture, Drawing, Sketchbooks | **Set Design**<br>Making, Drawing, Sketchbooks | **Brave Colour**<br>Making, Drawing, Sketchbooks |
| Working in 3 Dimensions | Pupils become familiar with the term 'sculpture'. Pupils are introduced to the idea that sculptures are made by sculptors. They are involved in discussion about the work with their peers. Pupils create drawings inspired by the sculptures that they have seen.<br><br>Pupils respond to prompts through making and constructing materials. They demonstrate that they can experiment with materials without having a predefined outcome. Children find out how they might attach more than one material together to construct new forms through trial and error.<br><br>Pupils apply what they found out about the properties of materials during lesson 2 and push their exploration further by responding to the selected brief. Using their imaginations and hands, pupils will manipulate, build and invent sculptures. Sketchbooks are used to record their findings.<br><br>Pupils reflect on their sculptures over the half term, sharing what they like and what they would like to try again through peer discussion. Pupils identify what they learnt about different materials. They may photograph their work and stick photos into their sketchbooks.<br><br>Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett | Pupils will become familiar with the term 'architecture'. They will think about architecture in their local area and engage in peer discussion about local landmarks. Pupils will be challenged to make several drawings in sketchbooks using hand-writing pens taking no longer than 5 or 10 minutes, thinking about line and mark making.<br><br>Pupils will be introduced to the work of Hundertwasser and will use images and videos to frame discussion around his work. Pupils will respond by collecting and gathering information visually in their sketchbooks using a range of materials.<br><br>Pupils will use the 'design through making' approach to make their own architecture. They will be inventive about the shapes and structures that they will use and which 3d forms they want to create. Pupils will address questions of how their architecture will stand, the purpose of it, and who it will be made for. They will work in their sketchbooks to record their findings. Pupils will respond to interventions designed to give them fresh perspectives or ideas.<br><br>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.<br><br>Hundertwasser, Zaha Hadid, Heatherwick Studios | Pupils will look at the work of artists Inbal Leitner and Rosie Hurley to see how they use their sketchbooks to develop characters and refine ideas. They will respond by filling a couple of pages in their sketchbooks with visual notes about what they are thinking and seeing.<br><br>Pupils will try three simple exercises to help them draw from life and explore how we might use exaggeration as a tool to help us convey the intention of our drawing. Pupils will use line and shape and will also create a watercolour wash painting to consolidate all that they have learnt in the session.<br><br>Pupils will translate text into imagery using shape and line. They will use their sketchbooks to respond to the original stimulus before developing a sculptural character, Pupils will, re-interpret, and re-invent the character whilst exploring the qualities of different materials. They will explore character, narrative, and context to create their sculptures showing consideration for form, texture, material, construction, and colour.<br><br>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.<br><br>Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake | Pupils will become familiar with the term 'plinth', and the concept behind it. They will explore a variety of artists who use plinths in their work. They will consider the context and presentation. Pupils will make visual notes in sketchbooks in response to what they see and think.<br><br>Pupils will be introduced to a sculptor. They will respond through class discussion and visual notes in sketchbooks. Pupils will explore clay as a 'short term' construction material to make clay figurative sketches. Through this they will begin thinking about the distinctions between 'audience' and 'art'.<br><br>Option1: Pupils will curate, photograph and build their own pocket-sized gallery. They will be both artists and curators, engaging in conversations about "intention", "curation" and reflection.<br><br>Option 2: Pupils will work in small teams to respond to the Fourth Plinth Challenge. They will use sketchbooks to come up with creative ideas about how they might use a "plinth" in the school.<br><br>Option 3: Pupils will make dynamic figures which stand on a plinth, built up from one single wire. Pupils will think carefully about their positioning of the figures. They will make notes in their sketchbook about their decision making, including fabric swatches and diagrams.<br><br>Option 4: Pupils will be given an imaginary billboard, what will they put on it?<br><br>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.<br><br>Anthony Gormley, Yinka Shonibare, Thomas J Price | Pupils will be introduced to the role of a set designer working in theatre / animation. They will respond to the work of a designer through class / peer discussion as well as visually in their sketchbooks. They will make quick drawings of sculptures and the things that they see, including thoughts and feelings<br><br>Pupils will draw, build, and paint. By the end of the 4 weeks, they will have built dramatic set in response to text. They will use sketchbooks throughout to come up with ideas, note thoughts, test materials, and reflect. Pupils will use charcoal to create expressive energetic drawings. They will consider the elements they might use within set design: the backdrop, the flats, the props and how the materials they used, and the way they used them, all help work together to build a sense of place.<br><br>Pupils will be introduced to two set designers who make sets for animations. They will use their sketchbooks to become familiar with their chosen creative stimulus, to generate ideas and plan, consider structure and placement, and think about colour and texture before building their set.<br><br>Pupils will display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.<br><br>Pupils will work in pairs or teams to document their work using cameras or Ipads.<br><br>Rae Smith, Fausto Melotti, Tiny Inventions, Rosie Hurley, Gabby Savage-Dickson | Pupils will make an elastic band sketchbook using white paper and cardboard.<br><br>They will identify and explore colour within the sketchbooks.<br><br>Pupils will explore the work of the artists Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West<br>who use colour in their work. They will become familiar with how artists might respond in different ways to colour.<br><br>Pupils will create visual responses to artists' work in their sketchbooks using paper, paint, ink, pastel to respond in their sketchbooks.<br><br>Pupils are encouraged to guide their own exploration, making choices about how they want to use colour in their artwork.<br><br>Option 1: Mini Light Boxes. Pupils will create models of sculptural installations exploring light, colour and form.<br><br>Option 2: Sculptural Challenge: Colourful Walls. Pupils will create a design proposal for a colourful architectural installation exploring colour and form.<br><br>Option 3: Sculptural Challenge: Colour, Light and Form. Pupils will create an idea for an installation which uses light, colour and form (and even maybe sound) to create an immersive experience for others.<br><br>Olafur Eliasson, Yinka Ilori, Morag Myerscough, Carnovsky, Liz West |

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