| Access Art | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Spring 2** | **Exploring Watercolour**<br>Painting, Sketchbooks, | **Expressive Painting**<br>Painting, Sketchbooks | **Cloth, Thread, Paint**<br>Painting, Textiles, Drawing, Sketchbooks | **Still Life**<br>Drawing, Painting, Collage, Sketchbooks | **Inspired by Land & City Scapes**<br>Painting, Drawing, Sketchbooks | **Identity**<br>Painting, Digital, Drawing, Sketchbooks |
| Paint, Surface, Texture | Pupils become familiar with what watercolour can do. They use both primary colours and secondary colours in their exploration, experimenting with accidental and purposeful colour mixing. Pupils be introduced to the following techniques: wash, wet on dry, wet on wet, and mark making.<br><br>Pupils share their responses to the work of artists Paul Klee and Emma Burleigh. They express their thoughts and feelings verbally in response to questions during class discussion. Pupils also use their sketchbooks to process the information in a visual way and make it their own.<br><br>Pupils work in large scale to continue their exploration of the marks that can be made with watercolour. Pupils use their imaginations to identify the stories emerging in their paintings. Pupils work into their dry paintings using pen, pencils and crayons to build upon their paintings and to see how the materials react on watercolour.<br><br>Pupils reflect on their work over the half term, sharing what they like and what they would like to try again through peer discussion.<br>Paul Klee, Emma Burleigh | Pupils will become familiar with the term 'expressionism'. They will be introduced to two artists who use colour and mark making to make art. Pupils will take part in discussion, responding to artists work verbally and visually in sketchbooks and peer conversation.<br><br>Pupils will use various home-made tools to apply paint in abstract patterns. They will continue to develop their knowledge of primary and secondary colours through expressive mark making, connecting colour and texture. Pupils will then consolidate what they have learnt by recording and reflecting in sketchbooks.<br><br>Pupils will explore the brushwork of two old masters. They will focus in on details of paintings to understand how they built the work. Pupils will respond through class discussion and creating visual notes in their sketchbooks. Pupils will record similar brush marks that they see in paintings and capture the colour that stand out to them.<br><br>Pupils will arrange their own still life scene which they will go on to make continuous line drawings of. They will expand their journey by introducing colour and form by tearing and arranging coloured paper in their composition. Pupils will go on to use acrylic paint to create gestural paintings of their still life scene, putting into practice all that they have experienced during the half term.<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>Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne | Pupils will become familiar with the work of artist's Alice Kettle and Hannah Rae. They will respond to their work through peer discussion and will demonstrate their understanding of how they can use sketchbooks to collect, process and consolidate information while they look at artist's work.<br><br>Pupils will begin to understand how artists use a variety of marks by deconstructing their work and recording the different marks that they can see. As they see the diversity of mark making, they will begin to make their own creative decisions about when to use marks in a particular context and will gain an understanding of how the marks they choose will affect the final drawing.<br><br>Pupils will begin by creating a variety of marks in stitch on plain canvas, taking inspiration from the marks that they made in the previous week. They will go on paint canvas according to the theme, demonstrating paint mixing skills. They will use their sketchbooks as a tool to develop ideas, explore colour and experiment with mark making. Pupils will explore drawing source material as stimuli or will take inspiration from their own local environment.<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>Alice Kettle, Hannah Rae | Pupils will become familiar with the term 'still life'. They will respond to the work of Cezanne by capturing elements of his paintings in their sketchbooks, focusing particularly on colour, line, and shape. Pupils will engage in a drawing exercise to help them see shapes / explore line and colour.<br><br>Pupils will explore a variety of contemporary artists who study still life in different forms. They will respond verbally in class discussion. Pupils will compare contemporary work with the work of Dutch and Flemish 16th Century artists. They will record and reflect throughout in their sketchbooks.<br><br>Pupils will create their own still life artworks.<br><br>Option 1: Pupils will use collage to create their still life artwork. They will paint their own sheets of paper, thinking about line, colour, and texture to use in their collage.<br>Option 2: Pupils will arrange and photograph their own still life compositions before taking them into paint. They will consider colour, line and texture throughout the process.<br>Option 3: Pupils will work with clay to create fruit tiles. They will gain skills in working with clay as a resistant material, resulting in an exploration of texture, mark making, colour and composition.<br>Option 4: Pupils will work with ink and cardboard to create powerful 3d graphic images. Pupils will engage in exercises such as continuous line drawings and thoughtful mark making before moving onto their still life.<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>Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato | Pupils will be introduced to two different artists who are inspired by the land and city where they live. Pupils will see how artists involve different materials and media. Pupil will respond to the work of artist through class discussion and in their sketchbooks. They will compare the artists and identify things which might be of interest to them in their own work.<br><br>Pupils will extend bought or made sketchbooks by adding concertina pages. They will add pages of different sizes and ratios using cartridge paper or neutral sugar paper so that a variety of media can be used next week. They make some pages long and thin and others fat and wide.<br><br>Pupils will be introduced to a plein air painter. They will respond to the work of the artist through class / peer discussion as well as visually in their sketchbooks. They will make quick drawings of the things that they see and note down their thoughts and feelings. Pupils will work in their sketchbooks outside with the emphasis being on exploration and experimentation. They will discover how they can use different combinations of media to capture the energy and spirit of an outdoor space through a set of drawing challenges.<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>Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones | Pupils will explore the work of the artists Njideka Akunyili Crosby, Yinka Shonibare and Thandiwe Muriu, who all work with notions about identity.<br><br>They will record their thoughts and observations in sketchbooks through visual note taking.<br><br>Pupils will create a series of portraits drawings of their peers using a variety of drawing materials.<br><br>They will work intuitively at varying lengths of time to record and draw.<br><br>Pupils will create a physical (using drawing materials, paper, collage), or digital exploration of how to make a layered portrait which captures aspects of their personality and identity.<br><br>They will use sketchbooks throughout to help explore and focus, test and reflect.<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>Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett |