



AccessArt Progression (Skills and Knowledge)

for Primary Schools Years 1 to 6

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

Update Jan 2025 by Isobel Fowler

Year 1	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Understand drawing is a physical activity. Spirals</p> <p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Making Birds</p> <hr/> <p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Spirals</p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals</p> <p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Making Birds</p> <p>Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Simple Printmaking</p>	<p>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Spirals</p> <hr/> <p>Make a simple elastic band sketchbook. Personalise it. Spirals</p> <p>Use sketchbooks to:</p> <p>Test out printmaking ideas Simple Printmaking</p> <p>Develop experience of primary and secondary colours Spirals Simple Printmaking Expressive Painting</p> <p>Practise observational drawing Spirals Simple Printmaking Making Birds</p> <p>Explore mark making Spirals Simple Printmaking Making Birds Expressive Painting</p>	<p>Understand prints are made by transferring an image from one surface to another. Simple Printmaking</p> <hr/> <p>Understand relief prints are made when we print from raised images (plates). Simple Printmaking</p> <hr/> <p>Use hands and feet to make simple prints, using primary colours. Simple Printmaking</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. Simple Printmaking</p> <p>Explore concepts like “repeat” “pattern” “sequencing”. Simple Printmaking</p>	<p>Understand we can use a variety of brushes/tools holding them in a variety of ways to make marks. To understand that acrylic paint has a thicker consistency. Expressive Painting</p> <p>Understand what are primary colours and how they can be used to mix secondary colours. Expressive Painting Spirals</p> <hr/> <p>Explore acrylic paint in an intuitive way to build understanding of the properties of the medium. Expressive Painting</p> <p>Explore colour mixing through gestural mark making. Experiment with using home made tools. Expressive Painting Spirals</p> <p>Paint without a fixed image of what you are painting in mind. Expressive Painting</p> <p>Respond to your painting, and try to “imagine” an image within. Expressive Painting</p>	<p>Understand collage is the art of using elements of paper to make images. Making Birds</p> <hr/> <p>Understand we can create our own papers with which to collage. Making Birds</p> <hr/> <p>Collage with painted papers exploring colour, shape and composition. Simple Printmaking</p> <p>Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. Making Birds</p>	<p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Making Birds</p> <hr/> <p>Understand the meaning of “Design through Making” Making Birds</p> <hr/> <p>Use a combination of two or more materials to make sculpture. Making Birds</p> <p>Use construction methods to build. Making Birds</p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Making Birds</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. Understand all responses are valid.</p> <hr/> <p>All Pathways for Year 1</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> <hr/> <p>All Pathways for Year 1</p>

Year 2	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	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. Spirals</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Spirals</p> <hr/> <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. Spirals Making Birds</p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Spirals Making Birds</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. All Pathways for Year 2</p> <hr/> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media. Spirals Making Birds Expressive Painting</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Making Birds</p> <p>Explore colour and colour mixing. Expressive Painting</p> <p>Make visual notes about artists studied. Spirals Making Birds Expressive Painting</p>	<p>Understand the meaning of relief prints and monoprints. Simple Printmaking</p> <hr/> <p>Transfer the skills learnt in drawing and sketchbooks to print making (eg using carbon copy paper and or oil pastel prints), exploring the qualities of line. Simple Printmaking</p>	<p>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Expressive Painting</p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Expressive Painting</p> <p>Understand that primary colours can be mixed together to make secondary colours of different hues. Expressive Painting Spirals</p> <p>Understand the concept of still life. Expressive Painting</p> <hr/> <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. Expressive Painting Spirals</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. Expressive Painting</p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</p> <p>Making Birds Expressive Painting</p> <hr/> <p>Collage with painted papers exploring and developing use of colour, shape and composition. Simple Printmaking</p> <p>Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. Making Birds</p>	<p>Understand the meaning of the art forms sculpture and installation. Making Birds</p> <p>Understand the meaning of "Design through Making" Making Birds</p> <hr/> <p>Use the Design through Making philosophy to construct with a variety of materials to make a bird considering line, shape, form, colour, and texture. Making Birds</p> <p>Use Design through Making philosophy to playfully construct a bird. Making Birds</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>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>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. All Pathways for Year 2</p> <hr/> <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>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 & perspective. All Pathways for Year 2</p>

Year 3	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>To know that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal</p> <p>To know that charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal</p> <p>To know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal</p> <p>To know that artists and illustrators interpret narrative texts and create sequenced drawings. Storytelling Through Drawing</p> <hr/> <p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal</p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance). Gestural Drawing with Charcoal</p> <p>Work in a variety of media according to intention, including handwriting pen, graphite or ink. Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. Storytelling Through Drawing</p> <p>Develop mark making skills by deconstructing the work of artists. Cloth, Thread, Paint</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3</p> <p>Understand that the way each persons’ sketchbook looks is unique to them. All Pathways for Year 3</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. All Pathways for Year 3</p> <hr/> <p>Work in sketchbooks to:</p> <p>Explore the qualities of charcoal. Gestural Drawing with Charcoal</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. Gestural Drawing with Charcoal Storytelling Through Drawing Cloth, Thread, Paint Festival Feasts</p> <p>Develop mark making skills. Gestural Drawing with Charcoal Storytelling Through Drawing Cloth, Thread, Paint Festival Feasts</p>	<p><i>Understand that screen prints are made by forcing ink over a stencil.</i></p> <p><i>Understand that monoprint can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes.</i></p> <hr/> <p><i>Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider the use of layers to develop meaning.</i></p>	<p>Understand that we can create imagery using natural pigments and light. Storytelling Through Drawing</p> <p>Understand that paint acts differently on different surfaces. Cloth, Thread, Paint</p> <p>Understand the concept of still life and landscape painting. Cloth, Thread, Paint</p> <hr/> <p>Continue to develop colour mixing skills. Cloth, Thread, Thread, Paint Combine paint with 3d making. Festival Feasts</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. Cloth, Thread, Paint Combine paint with 3d making. Festival Feasts</p> <p>Explore creating pigments from materials around you (earth, vegetation). Use them to create an image which relates to the environment the materials were found in. Gestural Drawing with Charcoal</p> <p>To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making. Festival Feasts</p> <p>To make work as part of a community/class and understand how everyone can contribute towards a larger artwork. Festival Feasts</p>	<p><i>Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</i></p> <hr/> <p><i>Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 “printmaking”) to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition.</i></p>	<p>To know that many makers use other artforms as inspiration, such as literature, film, drama or music. Storytelling Through Drawing</p> <hr/> <p>Explore construction skills, and a variety of materials to create a sculpture. Festival Feasts</p> <p>To know that different skills are needed to create a sculpture. Festival Feasts</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>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. All Pathways for Year 3</p> <hr/> <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 & perspective. All Pathways for Year 3</p>

Year 4	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills	www.accessart.org.uk	
Drawing	Sketchbooks	Painting	Making	Purpose/Visual Literacy/Articulation
<p>To understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal</p> <p>To understand that charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal</p> <p>To understand that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal</p> <p>To understand that artists and illustrators interpret narrative texts and create sequenced drawings. Storytelling Through Drawing</p> <hr/> <p>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. Storytelling Through Drawing</p> <p>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. Storytelling Through Drawing</p> <p>To confidently explore qualities of mark available using charcoal. To confidently explore making gestural drawings with charcoal using the whole body (link to dance). Gestural Drawing with Charcoal</p> <p>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. Storytelling Through Drawing</p>	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. All Pathways for Year 4</p> <hr/> <p>Use sketchbooks to:</p> <p>Practise drawing skills. Gestural Drawing with Charcoal Storytelling Through Drawing Cloth, Thread, Paint Festival Feasts</p> <p>Make visual notes to record ideas and processes discovered through looking at other artists. Gestural Drawing with Charcoal Storytelling Through Drawing Cloth, Thread, Paint Festival Feasts</p> <p>Test and experiment with materials. Gestural Drawing with Charcoal Storytelling Through Drawing Cloth, Thread, Paint Festival Feasts</p> <p>Brainstorm pattern, colour, line and shape. Festival Feasts</p> <p>Reflect. Gestural Drawing with Charcoal Storytelling Through Drawing Cloth, Thread, Paint Festival Feasts</p>	<p>To create imagery using natural pigments and light. Storytelling Through Drawing</p> <p>To confidently use paint on different surfaces. Cloth, Thread, Paint</p> <p>That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today. Cloth, Thread, Paint</p> <hr/> <p>To explore colour (and colour mixing), line, shape, pattern and composition. To consider lighting, surface, foreground and background. To use close observation and try different hues and tones Cloth, Thread, Paint Festival Feasts</p> <p>To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making. Festival Feasts Cloth, Thread, Paint</p> <p>To make work as part of a community/class and understand how everyone can contribute towards a larger artwork. Festival Feasts</p>	<p>To understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Storytelling Through Drawing</p> <p>To understand that making sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. Festival Feasts</p> <hr/> <p>Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making. Festival Feasts</p> <p>To combine modelling with construction using mixed media and painting to create sculpture. Festival Feasts</p>	<p>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.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</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> <hr/> <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. All Pathways for Year 4</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 & perspective. All Pathways for Year 4</p>

Year 5	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that designers create fonts and work with Typography. Typography & Maps</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. Typography & Maps</p> <hr/> <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. Typography & Maps</p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. Typography & Maps</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. Typography & Maps</p>	<p>Use sketchbooks to:</p> <p>Explore mark making. Typography & Maps Mixed Media Landscapes</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Making Architecture: Big or Small</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. Architecture: Big or Small</p>	<p>Understand that mono types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists book. Exploring Identity</p> <hr/> <p>Combine printing with painting and collage</p> <p>Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using prints to layer lines and marks. Exploring Identity</p>	<p>Understand that there is a tradition of artists who express their identity. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. Exploring Identity</p> <hr/> <p>See column 3 “printmaking” to explore how print is combined with paint and collage to create a cohesive artwork. Exploring Identity</p> <p>Explore how you can paint (possibly combined with drawing) to capture your identity. 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. Exploring Identity</p> <p>Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Use these collaged elements to explore identity. Exploring Identity</p>	<p>To know that artists and designers add colour, texture, meaning and richness to our life. Exploring Identity</p> <p>To know that artists reinvent. Understand that as artists, we can take the work of others and reform it to suit us. Exploring Identity</p> <p>To know that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. Architecture:</p> <hr/> <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. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building. Architecture: Big</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>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. All Pathways for Year 5</p> <hr/> <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 & perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? All Pathways for Year 5</p>

Year 6	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk
Drawing	Sketchbooks	Printmaking	Painting	Making	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. 2D to 2D</p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use. 2D to 2D</p> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work. 2D to 2D</p> <hr/> <p>Explore using negative and positive space to “see” and draw a simple element/object. 2D to 2D</p> <p>Use the grid system to scale up the image above, transferring the image onto card. 2D to 2D</p> <p>Use collage to add tonal marks to the “flat image”. 2D to 2D</p>	<p>Use sketchbooks to:</p> <p>Practise seeing negative and positive shapes. 2D to 2D</p> <p>Using the grid method to scale up an image. 2D to 2D</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? Exploring Identity</p> <p>Explore combinations and layering of media. Exploring Identity</p> <p>Develop Mark Making 2D to 2D Exploring Identity</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. 2D to 2D Exploring Identity</p>	<p>Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent. Exploring Identity</p> <p>Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. Exploring Identity</p> <hr/> <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. Exploring Identity</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> <hr/> <p>Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality. Exploring Identity</p> <p>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. Exploring Identity</p>	<p>Understand that designers & makers sometimes work towards briefs, but always bring their own experience in the project to bear. Architecture:</p> <p>To understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. Architecture:</p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life. Exploring Identity</p> <p>Understand that artists reinvent. Understand that as artists, we can take the work of others and reform it to suit us. Exploring Identity</p> <hr/> <p>Use a scaled model to imagine what your piece of architecture would look like. Respond to a brief or “challenge” (create a piece of architecture which would make the world a better place.) Architecture:</p> <p>Use a variety of materials to make a model of what you would build. Think about the structure of space, how the viewer would enter, what they would see, feel, hear. Architecture:</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 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. All Pathways for Year 6</p> <hr/> <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 & perspective. All Pathways for Year 6</p>