

AccessArt Split and Mixed Curriculum		St Briavels				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Snowdrops Pre-school/Nursery	Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.	Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas	Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises	Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.
Snowdrops Reception	Children explore what happens when they mix colours (Potion mixing). Self-portrait paintings and drawings of family. Simple leaf prints, autumn paintings, mermaid collages, rocking mermaids, lion masks.	Children experiment to create different textures and understand that different media can be combined to create new effects. Making models of vehicles. Christmas paintings, card making, snowflakes.	Children are able to select appropriate resources and adapt work where necessary. Paintings and drawings to do with Chinese new year, making dragon puppets, dragon dance costumes.	Children select tools and techniques needed to shape, assemble and join materials they are using. Making an Easter Garden. Paintings of spring flowers, simple threading and sewing.	Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Design and make a bug hotel. Mini-beasts made from clay.	Children develop their own ideas by selecting and using materials and working on processes that interest them. Evidence of previous skills taught should be evident in their creations. Making bridges, butterfly paintings.
	Autumn Term Purple = Substantive Knowledge/facts Green = Implicit Knowledge / Skills SEE SKETCH BOOK COLUMN IN PROGRESSION DOCUMENT FOR SKETCH BOOK PROGRESSION		Spring Term		Summer Term	

Daisy Class Years 1 & 2 (Year A 2026)	<u>Explore & Draw</u> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills. Year 1 Drawing Understand drawing is a physical activity. Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Use colour (pastels, chalks) intuitively to develop drawings. Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon.	<u>Expressive Painting</u> Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes. Year 1 painting Understand watercolour is a media which uses water and pigment. Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. Explore watercolour in an intuitive way to build understanding of the properties of the medium. Paint without a fixed image of what you are painting in mind. Respond to your painting, and try to “imagine” an image within. Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery.	<u>Music & Art</u> Explore how we can make art inspired by the sounds we hear. Year 1 making Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Use a combination of two or more materials to make sculpture. Use construction methods to build. Work in a playful, exploratory way, responding to a simple brief.
Daisy Class Years 1 & 2 (Year B 2027)	<u>Spirals</u> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks. Year 2 Drawing Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Use drawing exercises to focus an exploration of observational drawing (of objects above)	<u>Simple Printmaking</u> Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry. Year 2 Print making Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. Transfer the skills learnt in drawing and sketchbooks to mono print by making mono- prints using carbon copy paper (and or oil pastel prints), exploring the qualities of line.	<u>Making Birds</u> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird. Year 2 Making Understand when we make sculpture by adding materials it is called Construction. Use the Design through Making philosophy to construct with a variety of materials, considering shape, form and colour.

	combined with experimental mark making, using graphite, soft pencil, handwriting pen. Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape.		
Poppy Class Years 2 and 3 (Year A 2026)	<u>Gestural Drawing with Charcoal</u> Making loose, gestural drawings with charcoal, and exploring drama and performance. Year 3 Unit (Look at the Y2 drawing unit 'I can' statements to see expectations for Y2 pupils) Y2 Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore & Draw Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore & Draw	<u>Cloth, Thread, Paint</u> Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece. Year 3 Unit Y2 Begin to understand that paint acts differently on different surfaces. Cloth, Thread, Paint Begin to understand the concept of still life and landscape painting. Cloth, Thread, Paint Understand that we can combine collage with other disciplines such as drawing, printmaking and making (textiles and paint)	<u>Telling Stories Through Making</u> Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film. Modroc or clay option. Year 3 Unit (Look at the Y2 stick transformation unit 'I can' statements to see expectations for Y2 pupils) Y2 Understand the role of a sculptor Understand when we make sculpture by adding materials it is called Construction. Stick Transformation Project Use the Design through Making philosophy to construct with a variety of materials to make a sculpture. considering shape, form, colour, and perspective. Use Design through Making philosophy to playfully construct towards a loose brief. Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. Stick Transformation Project
	Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Explore & Draw Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Explore & Draw Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore & Draw		
Poppy Class Years 2 and 3 (Year B 2027)	<u>AccessArt MTP Year 3 Working with Shape and Colour</u> Year 3 unit (Look at the Y2 drawing unit 'I can' statements to see expectations for Y2 pupils)	<u>Pathway: Stick Transformation Project</u> Year 2 Unit (Look at year 3 unit for 'I can' statements to see expectations for Y3 pupils)	<u>AccessArt MTP Year 3 Using Natural Materials to Make Images</u> Year 3 Unit (Look at the Y2 drawing unit 'I can' statements to see expectations for Y2 pupils)

	Y2 Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Explore & Draw	Y3 Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process).	Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 2
	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. Explore & Draw Collage with drawings to create invented forms. Combine with making if appropriate. Explore & Draw Music & Art 	An armature is an interior framework which support a sculpture. Telling Stories Consider form, texture, character, structure. Telling Stories Make an armature to support the sculpture. Telling Stories	Work in sketchbooks to: Explore the qualities of different media. Explore & Draw Explore Through Monoprint Be an Architect Music & Art Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Explore & Draw Explore Through Monoprint Explore colour and colour mixing. Expressive Painting Music & Art Make visual notes about artists studied. Explore & Draw Explore Through Monoprint Be an Architect Music & Art
Years 4, 5,6 (Year A 2025)	Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing. Y4 UNIT Year 5 Drawing Understand that designers create different lines with mark making Understand that some artists use graphic skills to create drawings using symbols (personal and cultural) Use close observational drawing with pen. Draw over maps/existing marks to explore how you can make mark making more visually powerful. Combine drawing techniques, which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape,	Exploring Still Life Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work. Y4 Unit Year 6 Painting 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 Explore how we can use layers (physical or digital) to explore and build paintings of still life Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. Year 5 Painting	Activism Explore how artists use their skills to speak on behalf of communities. Make art about things you care about (PRINTMAKING FOCUS) Y6 UNIT Year 4 Printmaking Understand that still life is the name given to the genre of painting/printing (or making) a collection of objects/elements. That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today. To explore colour (and colour mixing), line, shape, pattern and composition in creating a print. To use print over different media/surfaces. (Option to use collage from painted sheets)

	Use charcoal, graphite, pencil, pastel to create drawings of atmosphere. Year 6 Drawing Understand that there is often a close relationship marks made and the feelings expressed. Understand that there are technical processes we can use to help us see, draw and scale up our work. Explore using negative and positive space to “see” and draw a simple element/object. Use the grid system to scale up the image above, transferring the image onto card. Use collage to add tonal marks to the “flat image”	That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. How print is combined with paint and collage to create a cohesive artwork 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 Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d forms.	Options to work in 3D, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foam-board. To explore printing on different surfaces, e.g. fabric, and combine paint with 3d making. Year 5 Printmaking Understand that mono types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artist’s book. Combine mono type with painting and collage to make an “artists book” inspired by poetry or prose. Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks.
Years 4, 5 ,6 (Year B 2026)	<u>2D Drawing to 3D Making</u> Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome. Year 6 Unit Year 4 Drawing/Making Understand that artists and illustrators interpret use different sources of inspiration Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works.	<u>Mixed Media Land & City Scapes</u> Explore how artists use a variety of media to capture spirit of the place. Year 5 Unit Year 4 Painting Understand that landscape and cityscapes are name given to the genre of painting (or making) an environment. That lanscape is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today.	<u>Architecture: Dream Big or Small?</u> Explore the responsibilities architects have to design us a better world. Make your own architectural model. Year 5 Unit Year 4 Making/Sculpture Understand that a plinth is a device for establishing the importance or context of a sculptural object. 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.

	Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural.	To explore colour (and colour mixing), line, shape, pattern and composition in landscape. To consider lighting, surface, foreground and background. To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets).	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. To construct sculptural houses/buildings on a plinth, using a variety of materials
	Create owned fonts by arranging toys in compositions, using these as subject matter to explore creation of drawings using charcoal and chalk 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 experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. Year 5 Making Y5 Understand that set designers can design/make sets for theatres or for animations. Understand that designers often create scaled models to test and share ideas with others. Understand that artists can help shape the world for the better. Use Design through Making, inspired by a brief, to create a scale Model Think about scale, foreground, background, lighting, texture, space, structure and intention.	Year 6 Painting 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 Explore how we can use layers (physical or digital) to explore and build paintings of landscapes Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore.	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 To combine modelling with construction using mixed media and painting to create sculpture. Year 6 Making Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork. Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. Understand that artists and designers add colour, texture, meaning and richness to our life. Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be

	Use a combination of materials, construction methods and tools. Reflect as part of the building process .		inspired by the past and make things for the future. Use the device of scaled model to imagine what your installation might be, working in respond to a brief or “challenge” to enable a viewer to “have a physical experience of ... Use a variety of materials to make a model of what you would build. Think about structure of space, how the viewer would enter, what they would see, feel, hear.
Years 4, 5 ,6 (Year C 2027)	<u>Brave Colour</u> Exploring how artists use light, form and colour to create immersive environments Y6 UNIT Year 4 Painting Begin to understand that artists use a variety of media including paint and lighting create installations. Begin to understand that installations are immersive To explore colour (and colour mixing), line, shape, pattern and composition. To try different hues and tones To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making.	<u>Making Monotypes</u> Combine the monotype process with painting and collage to make visual poetry zines. Y5 UNIT Year 4 Printmaking Understand that still life is the name given to the genre of painting/printing (or making) a collection of objects/elements. That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today. To explore colour (and colour mixing), line, shape, pattern and composition in creating a print. To use print over different media/surfaces. (Option to use collage from painted sheets) Options to work in 3D, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foam-board.	<u>Sculpture, Structure, Inventiveness & Determination</u> What can artists learn from nature? Y4 UNIT Year 5 Making/Sculpture Understand that set designers can design/make sets for theatres or for animations. Understand that designers often create scaled models to test and share ideas with others. Use Design through Making, inspired by a brief, to create a scale model “set” for a theatre production or an animation. Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand

	To make work as part of a community/class and understand how everyone can contribute towards a larger artwork. / Year 5 Painting That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. How print is combined with paint and collage to create a cohesive artwork 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 Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d forms.	To explore printing on different surfaces, e.g. fabric, and combine paint with 3d making. Year 6 Printmaking 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. Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. 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. Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art. Or create a zine using similar methods.	how your intention relates to the reality of what you are making Year 6 Making/Sculpture Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork. Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. Understand that artists and designers add colour, texture, meaning and richness to our life Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future Use the device of scaled model to imagine what your installation might be, working in respond to a brief or “challenge” to enable a viewer to “have a physical experience of colour.” Use a variety of materials, including light and sound, to make a model of what you would build. Think about structure of space, how the viewer would enter, what they would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel. Use a variety of materials to design (through making).
--	---	---	--

YEAR 4 Purpose/Visual Literacy/Articulation	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. 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. 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		
	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. All Pathways for Year 4		
YEAR 5 Purpose/Visual Literacy/Articulation	Look at the work of designers, artists, animators, architects. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. 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 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.		

	Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? All Pathways for Year 5
YEAR 6 Purpose/Visual Literacy/Articulation	Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers. 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. 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 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. All Pathways for Year 6