


Caslon Primary Community School Art Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Spirals (United)		Making Birds (Amazing Animals)	Playful Making (Blast from the Past)		
Year 2	Explore and Draw (Worth repeating)		Stick Transformation Project (Creepy Crawlies)	Expressive Painting (Shipwreck)		
Year 3		Working with Shape and Colour (Dudley and the Black Country)		Gestural Drawing with Charcoal (Prehistoric Planet)	Cloth, Thread, Paint (Planet SOS)	
Year 4			Storytelling through Drawing (Mountain High)	Exploring Pattern (Romans)	Still Life (Around the World)	
Year 5	Architecture: Dream Big or Small? (Birmingham City)		Mixed Media Land and City Scapes (Amazing Islands)		Exploring Identify Y6 (Galaxy Quest)	
Year 6	Set Design (Y5) (The Globe)	Making Monotypes (Y5) Forensic Printing Collage	Activism (Iceburg ahead)			

Link to the curriculum details at: <https://www.accessart.org.uk/full-primary-art-curriculum/>

Year 1	Drawing and sketchbooks	Print, colour, collage	Working in 3 dimensions	Paint, surface, texture	Collaboration and community
	<p style="text-align: center;">Spirals (United)</p> <p>Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p> <p>Disciplines: Drawing, Collage, Sketchbooks</p> <p>Pupils become familiar with creating drawings using their whole body, whilst experiencing a range of drawing materials.</p> <p>Pupils discover an artist and will demonstrate their understanding of the artist's work by responding through a making challenge and peer discussion.</p> <p>Pupils consolidate their understanding of how they can make spiral drawings using their whole bodies by making "snail drawings". Pupils push exploration of different qualities of line, colour blending, and mark making using chalk and oil pastels.</p> <p>Pupils become familiar with what a sketchbook can be used for. They will make or personalise their own sketchbooks, demonstrating that they have ownership of their sketchbook and understand that it is a platform for personal creative risk taking.</p> <p>Pupils become familiar with the idea that they can make drawings through observation. Pupils show an understanding of what a continuous line drawing is and have had the opportunity to experiment with scale, line and materials.</p> <p>Pupils reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p>Molly Haslund.</p>		<p style="text-align: center;">Making Birds (Amazing Animals)</p> <p>Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2D to 3D to make a bird.</p> <p>Disciplines: Sculpture, Drawing, Collage</p> <p>Pupils become familiar with using film as a source to create observational drawings of birds.</p> <p>Pupils look carefully and slowly as they draw, creating a range of different marks and line using B pencils, handwriting pens and pastels.</p> <p>Pupils create drawings of feathers working from real life. They will recall the mark making that they have used throughout the year and will continue to explore new ways of making marks.</p> <p>Pupils work in sketchbooks or on large pieces of paper to experiment with how paper size changes the nature of mark making.</p> <p>Pupils demonstrate that they can create marks with a range of materials and have made conscious choices about which materials they want to use.</p> <p>Pupils demonstrate that they can intuitively transform paper to create 3d forms by tearing, crumpling, and collaging.</p> <p>Pupils demonstrate this by either making rubbings, turning paper into feathers or manipulating paper 2d into 3d. In each of the activities, pupils will explore and invent to develop their making and creativity skills.</p> <p>Pupils engage with artists work to</p>	<p style="text-align: center;">Playful Making (Blast from the Past)</p> <p>Exploring materials and intention through a playful approach.</p> <p>Disciplines: Sculpture, Drawing</p> <p>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.</p> <p>Pupils create drawings inspired by the sculptures that they have seen.</p> <p>Pupils respond to prompts through making and constructing materials. They demonstrate that they can experiment with materials without having a predefined outcome.</p> <div style="text-align: center;">  </div> <p>Children find out how they might attach more than one material together to construct new forms through trial and error.</p> <p>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.</p> <p>Using their imaginations and hands, pupils will manipulate, build and invent sculptures. Sketchbooks are used to record their findings.</p> <p>Pupils reflect on their sculptures over the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p>Pupils identify what they learnt</p>	

			<p>think about and articulate what it is they think of the artwork in their sketchbooks or in class discussion. They draw upon the skills learnt in week 1, 2 & 3 to make choices about materials and structures to create their own sculptures of birds.</p> <p>Pupils demonstrate an understanding of how to make things balance through exploration and play.</p> <p>Pupils collaborate to create a flock of birds using their individual sculptures. Pupils engage in class discussion about their individual and collective work.</p>	<p>about different materials. They may photograph their work and stick photos into their sketchbooks.</p> <p>Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett</p>	
Year 2	Drawing and sketchbooks	Print, colour, collage	Working in 3 dimensions	Paint, surface, texture	Collaboration and community
	<p>Explore and Draw (Worth repeating) Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.</p> <p>Disciplines: Drawing, Sketchbooks, Collage</p> <p>Pupils will become familiar with the idea that other artists are inspired by exploring and collecting things in and around their environment. They will record their thoughts and feelings about the artwork in their sketchbooks and will visually list places and things that they can explore and collect from school home and their local area.</p> <p>Pupils will demonstrate their curiosity by exploring their playground or school area to collect items that inspire them. Pupils will play with the objects to create new shapes and patterns on the ground. Pupils will decide which objects to bring back to the classroom before continuing to play with pattern and composition. They will demonstrate sorting skills by grouping objects by colour, size, material, and type. Children will take photos of their arrangements and reflect on their gathering and documentation.</p>		<p>Stick Transformation Project (Creepy Crawlies) Artists use their creative skills to re-see and re-imagine the world. Explore how you can transform a familiar object into new and fun forms.</p> <p>Disciplines: Making, Drawing, Sketchbooks</p> <p>Pupils will think creatively and laterally, and practise dexterity skills by using a range of materials to build roots and shoots from 'seeds'. Pupils will learn to manipulate materials by twisting, tearing, folding and bending materials to form structures. They will take photos of their sculptures to put in their sketchbooks to reflect on.</p> <p>Pupils will transform sticks to make either worry dolls, a tree house or masks out of sticks. In each of these activities they will continue developing dexterity skills such as cutting with simple tools and fastening materials together. They will be introduced to artists or source material which will inspire and inform their idea generation.</p> <p>Pupils will respond to stimulus and will generate ideas in sketchbooks. They will test ideas alongside this</p>	<p>Expressive Painting (Shipwreck) Explore how painters use paint in expressive and gestural ways. Explore colour mixing and experimental mark making to create abstract still lifes.</p> <p>Disciplines: Painting, Sketchbooks</p> <p>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.</p> <p>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.</p> <p>Pupils will then consolidate what they have learnt by recording and reflecting in sketchbooks.</p> <p>Pupils will explore the brushwork of two old masters. They will focus in</p>	

	<p>Pupils will work in sketchbooks using a variety of media (hand-writing pens, pencils). They will draw the things that they collected in week 2, becoming familiar with exercises like continuous line drawing and feely drawing. They will begin to develop hand-eye coordination through slow drawing and understand that they can explore an object through touch.</p> <p>Pupils will use the skills that they have picked up in previous weeks to create a finished drawing. They will be introduced to wax resist techniques and will start considering 'composition' when making work.</p> <p>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.</p> <p>Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Lorna Crane, Alice Fox, Nicole White.</p>		<p>to transform a variety of objects showing a consideration for form and colour.</p> <p>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.</p> <p>Chris Kenny</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne</p>	
Year 3	Drawing and sketchbooks	Print, colour, collage	Working in 3 dimensions	Paint, surface, texture	Collaboration and community
	<p>Gestural Drawing with Charcoal (Prehistoric Planet) Making loose, gestural drawings with charcoal, and exploring drama and performance.</p> <p>Disciplines: Drawing, Sketchbooks</p> <p>Pupils will begin to explore charcoal as a drawing material. Pupils will respond to the work of contemporary artist Laura McKendry and great master Edgar Degas. Pupils will compare the artists and will share their thoughts in peer discussion.</p> <p>Pupils will discover the qualities of charcoal, opening their minds to the mark making possibilities. They will explore how charcoal responds to various complementary materials. Pupils will think about how they can experiment with</p>	<p>Working with Shape and Colour (Dudley and the Black Country) "Painting with Scissors": Collage and stencil in response to looking at artwork.</p> <p>Disciplines: Printmaking (Stencil/Screen Print), Collage</p> <p>Pupils will visually explore chosen artwork in class using the 'Show Me What You See' technique. During the exercise pupils will consider shape, colour, and composition. They will make choices about the materials that they use, having opportunities to use pastel, crayon, and pens.</p> <p>Pupils will explore the idea of 'painting with scissors' taking inspiration from artist Romare Bearden. They will respond to the work through class discussion.</p>		<p>Cloth, Thread, Paint (Planet SOS) Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.</p> <p>Disciplines: Painting, Sewing, Drawing, Sketchbooks</p> <p>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.</p> <p>Pupils will begin to understand how artists use a variety of marks by deconstructing their work and</p>	<p>Using Natural Materials to Make Images (LEARNING THROUGH NATURE)</p> <p>Disciplines: Drawing, Sketchbooks, Making, Painting</p> <p>Pupils will explore artists who use natural materials from plants, the ground and sunlight to make art. They will respond to the work through class discussion and by making visual notes in their sketchbooks.</p> <p>Pupils will take inspiration from an artist. They will become familiar with a new process to either make a cyanotype, paint with natural pigment, or use natural dyes and objects to make an anthotype. They will forage from school grounds or their local environment to find the materials to make the</p>

	<p>mark making to create line, shape and tone. Pupils will begin to think about light and dark by being introduced to the term 'Chiaroscuro'.</p> <p>Pupils will be reminded of the beginnings of drawing and use charcoal and their hands to make marks on a page. Pupils will gain experience using new techniques with charcoal such as smudging, erasing, and using fingers as a mark making tools.</p> <p>Option 1: Pupils will explore how they can use charcoal to respond to narrative and create a dramatic atmosphere. They will continue their exploration of chiaroscuro through creating dramatic sets. Pupils will consider tone, composition, texture, and depth when they build their dramatic sets.</p> <p>Option 2: Pupils will explore how they can use charcoal and gestural movements made by the body to explore charcoal dance and performance. Pupils will be introduced to an artist who creates large drawings using her whole body. They will share their thoughts about the work in class discussion. Pupils will respond to the space that you have, to create either large scale drawings using their whole bodies or by working in pairs using their hands and arms. Pupils.</p> <p>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.</p> <p>Edgar Degas, Laura McKendry, Heather Hansen</p>	<p>Pupils will take inspiration from original artwork and sketchbook work from the previous lesson. They will use sugar paper or old paintings to cut out shapes made in response to the original artwork.</p> <p>I can collage with my cut elements, choosing colour, shape, and composition to make my own creative response to the artwork.</p> <p>I can add to my collage using line, colour and shape made by stencils.</p> <p>I can explore negative and positive shapes.</p> <p>I can take photographs of my work.</p> <p>I can share my work with my class, I can reflect and share what I like, and what I would like to try again. I can look at the work of my classmates and give useful feedback through class or small group discussion.</p> <p>Matisse, Claire Willberg</p>		<p>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.</p> <p>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.</p> <p>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.</p> <p>Alice Kettle, Hannah Rae</p>	<p>artwork. Pupils will work in sketchbooks to define the focus of the artwork, experimenting and making notes about which materials were used and how.</p> <p>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.</p> <p>Frances Hatch, Anna Atkins</p>
Year 4	Drawing and sketchbooks	Print, colour, collage	Working in 3 dimensions	Paint, surface, texture	Collaboration and community
	<p>Storytelling through Drawing (Mountain High) Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or</p>	<p>Exploring Pattern (Romans) Exploring how we can use colour, line and shape to create patterns, including repeating patterns.</p>		<p>Still Life (Around the World) Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.</p>	

	<p>prose through drawing.</p> <p>Disciplines: Drawing, Sketchbooks</p> <p>Pupils will explore the work of two artists who create illustrations that tell stories. Pupils will respond to their work through verbal discussion in class as well as by collecting and consolidating information with visual notes.</p> <p>Pupils will use toys, poetry, and their own text to create richly illustrated narratives contained within a single drawing. Pupils will juxtapose objects to create their still life scenes from which they will work. Pupils will explore the materials charcoal, chalk, compressed charcoal pencil, and eraser to make their drawings.</p> <p>Pupils will explore how they can build and share a story through a series of images. They will work from evocative literature or poetry to create either a concertina or a poetry comic. Pupils will have lots of opportunity to explore different materials such as charcoal, graphite, ink, or pastel. Pupils will use sketchbooks to develop ideas throughout.</p> <p>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.</p> <p><i>Laura Carlin, Shaun Tan</i></p>	<p>Disciplines: Drawing, Collage, Design</p> <p>Pupils will relax into making a sensory drawing by making holes in a page with a sharp pencil and needle. The repetitive nature of the activity will encourage pupil to make decisions as they go to create a rhythmic piece. Pupils will discover an artist who explores patterns, signs and motifs that hold significance to her identity and will respond to her work in a class discussion.</p> <p>Pupils will devise their own process criteria to help them make drawings inspired by Sol Lewitt. Pupils will experiment with materials and colours to invent their own unique patterns. They will consider angles and mathematical terms such as "parallel". They will work in sketchbooks, collaborate, and discuss aims and outcomes.</p> <p>Option 1: Pupils will become familiar with tessellations. They will invent their own shape that fits together repeatedly. Pupils will explore colour theory such as complimentary colours, and cold and warm colour.</p> <p>Option 2: Pupils will explore the work of a surface pattern designer. They will use collage to make their own repeat pattern, thinking about colours and shapes, and the relationship between the components to create a balanced composition.</p> <p>Option 3: Pupils will fold paper and use pattern to make an object. They will explore colour, line, and shape to create patterns within their puzzle purse.</p> <p>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. They will take photos of their work thinking about focus and light.</p> <p><i>Rachel Parker, Shaheen Ahmed,</i></p>		<p>Disciplines: Painting, Drawing, Collage, Sketchbooks, Relief</p> <p>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.</p> <p>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.</p> <p>Pupils will create their own still life artworks.</p> <p>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. 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. 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. 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.</p> <p>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.</p> <p><i>Paul Cezanne, Peter</i></p>	
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		Andy Gilmore, Louise Despont		Claesz, Melchior d' Hondecoteer, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato	
Year 5	Drawing and sketchbooks	Print, colour, collage	Working in 3 dimensions	Paint, surface, texture	Collaboration and community
			<p>Architecture: Dream Big or Small? (Birmingham City) Explore the responsibilities architects have to design us a better world. Make your own architectural model.</p> <p>Disciplines: Architecture, Drawing, Sketchbooks</p> <p>Pupils will begin to think about the purpose of architecture and the roles and responsibilities that architects have in society. They will be introduced to amazing architectural homes and tiny homes.</p> <p>Pupils will be introduced to the question: "As architects, should we aspire to fill the world full of amazing, beautiful buildings, or do we serve ourselves and the planet better by designing small, modest, cleverly designed eco homes. Or can we do both?"</p> <p>Pupils will use sketchbooks to think about structures and materials found in both amazing houses and tiny homes, and they will begin to pick out bits of the architecture that appeals to them.</p> <p>Pupils will work on large scale to revisit drawings made in previous sessions to collect ideas that they might like to include in their own building structures. They will be introduced to artist 'The Shoreditch Sketcher'.</p> <p>Pupils will consider whether they want their building to be big or small. Using foamboard, children</p>	<p>Mixed Media Land and City Scapes (Amazing Islands) Explore how artists use a variety of media to capture spirit of the place. Focus upon exploratory work to discover mixed media combinations.</p> <p>Disciplines: Painting, Drawing, Sketchbooks</p> <p>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.</p> <p>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.</p> <p>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.</p>	

			<p>will build a model of their house using the 'Design Through Making approach', taking inspiration from drawings in previous weeks but making decisions largely based on the material and what they find it can do.</p> <p>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.</p> <p>Pupils will work in pairs or teams to document their work using cameras or Ipads.</p> <p>Shoreditch Sketcher, Various Architects</p>	<p>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.</p> <p>Pupils will work in pairs or teams to document their work using cameras or Ipads.</p> <p>Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones</p> <p>Exploring Identify Y6 (Galaxy Quest)</p> <p>Disciplines: Painting, Digital Drawing, Sketchbooks.</p> <p>Pupils will explore the work of the artists Njideka Akunyili Crosby, Yinka Shonibare and Thandiwe Muriu, who all work with notions about identity.</p> <p>They will record their thoughts and observations in sketchbooks through visual note taking.</p> <p>Pupils will create a series of portraits drawings of their peers using a variety of drawing materials.</p> <p>They will work intuitively at varying lengths of time to record and draw.</p> <p>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.</p> <p>They will use sketchbooks throughout to help explore and focus, test and reflect.</p> <p>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.</p> <p>Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett</p>	
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Year 6	Drawing and sketchbooks	Print, colour, collage	Working in 3 dimensions	Paint, surface, texture	Collaboration and community
		<p>Making Monotypes (Y5) Forensic Printing Collage Explore how artists use the monotype process to make imagery. Combine the monotype process with painting and collage to make visual poetry zines.</p> <p>Disciplines: Printmaking (Monotype), Drawing, Painting, Collage, Sketchbooks</p> <p>Pupils will become familiar with the term 'monotype'. They will explore the work of Kevork Mourad to find out about the concepts and processes that he uses. Pupils will respond by making visual notes to collect information in their sketchbook.</p> <p>Pupils will be reminded of the vast array of marks available to them through looking at others artist's work. They will work in sketchbooks to create a lexicon of marks made by varying the tool, hold, pressure, speed, and intention of the way the mark is made.</p> <p>Pupils will explore how they can use monotype to create their own personal zines. They will respond to poetry by considering colour, line, shape, and words. They will use these components to capture the mood of the poem. Pupils will work in sketchbooks to generate ideas, explore, develop, and reflect. They will use the mark making skills from week 2 to create exciting monotypes, combining process, paintings, and collage.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like, what they would like to try again, the creative journey, and the skills learnt through peer discussion.</p> <p><i>Kevork Mourad</i></p>	<p>Set Design (Y5) (The Globe) Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.</p> <p>Disciplines: Set Design, Making, Drawing, Sketchbooks</p> <p>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</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Pupils will work in pairs or teams to document their work using cameras or Ipads.</p>		

**Activism
(Iceburg ahead)**

Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.

Disciplines:

Printing, Collaging, Drawing

Pupils will respond to the work of contemporary artists and designers, Luba Lukova, Faith Ringgold, Kate DeCiccio.

Pupils will compare the artists and will share their thoughts in peer discussion.

Pupils will work in sketchbooks to explore their own voice and message.

Option 1: Pupils will explore screen printing techniques and make a poster inspired by the art work of Artist Activist Shepard Fairey

Option 2: Pupils will make a simple folded sketchbook to create a zine. They will modify found wording and imagery from magazines to communicate their message in their zine.

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.

**Luba Lukova, Faith Ringgold,
Shepard Fairey**

Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson