

Bowhill Primary School Curriculum Statement Art

Our Core Values

Why we teach Art	At Bowhill Primary School, our Art curriculum aims to inspire creativity, self-expression, and a deeper understanding of the visual world. We believe that through Art, children develop critical thinking, problem-solving, and cultural awareness. From early stages, students explore fundamental art elements and experiment with various techniques and media, encouraging confidence and individuality. Our curriculum introduces key concepts: interpretation, creation, evaluation, knowledge and understanding, helping children connect artistic movements with their broader context. By studying a diverse range of artists, we aim to foster a lifelong appreciation for art and equip students with the skills to continue their creative journey into Key Stage 3 and beyond.
How we teach Art	At Bowhill Primary School, we teach art through a hands-on, creative approach, deeply rooted in practical activities that help children develop core skills and techniques. Drawing and sketchbooks are central to our curriculum, encouraging children to engage regularly in sketchbook work as a way of recording observations, ideas, and experimentation. We follow the Access Art curriculum from Year 1 to Year 6 which builds upon strong foundations developed in our reception classes. In addition to core disciplines like drawing, painting, and sculpture, our teaching covers a broad spectrum of art practices, including textiles, printmaking, and 3D work like ceramics and collage. Children are encouraged to explore different media, work collaboratively on larger projects, and take part in enquiry-based learning, which helps them think critically about their own and others' work. Our curriculum places strong emphasis on understanding how art reflects history, culture, and creativity, fostering a deep appreciation of the role art plays in society.
What we want children to learn	At Bowhill Primary School, we want our children to develop a strong foundation in Art by exploring a wide range of materials, techniques, and creative processes. Our curriculum is designed to inspire creativity, nurture imagination, and build essential skills in drawing, painting and sculpture. We encourage pupils to think critically about their own work and the work of others, while understanding the cultural and historical significance of art. By fostering experimentation, self-expression, and an appreciation for diverse artistic traditions, we aim to equip children with the knowledge and confidence to create their own meaningful works of art

Art core concepts

Interpretation	Creation	Evaluation	Knowledge and technique
			

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	1. Expressive Arts and Design: Creating with Materials: Children safely use and explore a variety of materials, tools, and techniques, experimenting with color, design, texture, form, and function. This goal provides the basis for using different media and materials in KS1 and KS2 art. Being Imaginative and Expressive: Children invent, adapt, and recount narratives and stories through role-play and art. They explore artistic ideas and use different media to express thoughts, feelings, and creativity, laying the groundwork for self-expression through art in later stages. 2. Physical Development: Fine Motor Skills: Children develop control and precision in using small tools, such as pencils, paintbrushes, and scissors. This motor control is essential for handling art materials and developing skills in drawing, painting, and sculpture as they progress into KS1 and KS2. 3. Understanding the World: People, Culture, and Communities: Children explore and learn about different cultures, environments, and communities, which provides a foundation for understanding the cultural and historical context of art, a key component in KS1 and KS2 curricula. 4. Personal, Social, and Emotional Development: Self-Confidence and Self-Awareness: Children develop confidence in expressing their ideas and trying new things. This supports their ability to take creative risks and experiment with artistic techniques in KS1 and KS2.					
KS1	Autumn		Spring		Summer	
Year 1	Spirals (Molly Haslund, Ancient art of Kolam, Tracy McGuinness-Kelly)		Making Birds (Andrea Butler)		Exploring Watercolour (Paul Klee, Emma Burleigh)	
Year 2	Exploring the world through mono print (Xgaoc'o X'are, Leonardo Di Vinci)		Expressive Painting (Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne)		Being an Architect (Hundertwasser, Zaha Hadid, Heatherwick Studios)	
LKS2	Autumn		Spring		Summer	

Year 3/4 YEAR A	Cloth, Thread, Paint (Alice Kettle, Hannah Rae)	Exploring Still Life (Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato)	Sculpture, Structure, Inventiveness and Determination (Marcus Coates)
Year 3/4 YEAR B	Using Natural Materials to Make Images (Frances Hatch, Anna Atkins)	Working with Shape and Colour (Henri Matisse, Claire Willberg)	Iron Man
UKS2	Autumn	Spring	Summer
Year 5/6 YEAR A	Typography and maps (Louise Fili, Grayson Perry, Paula Scher, Chris Kenny)	Activism (Luba Lukova, Faith Ringgold, Shepard Fairey)	Set Design (Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson)
Year 5/6 YEAR B	Shadow Puppets (Lotte Reiniger, Matisse, Wayang Shadow Puppets, Phillipp Otto Runge, Pippa Dyrllaga, Thomas Witte)	Exploring Identity (Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett)	Architecture, Dream Big or Small? (Shoreditch Sketcher, Various Architects)

Year 1/2 National Curriculum Coverage and Expected Outcomes

National Curriculum Knowledge	- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and - making links to their own work.	- to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and - making links to their own work.	- to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and - making links to their own work.
	Spirals		
Year 1 Autumn	Lesson Series	Objectives	Vocabulary
Outcomes	Lesson 1: Drawing from imagination Lesson 2: Developing drawings Lesson 3: Sketchbooks Lesson 4: Observation and experimental mark making Lesson 5: Observation and experimental mark making Lesson 6: Share, reflect, discuss	- To create drawings using your wrists elbow, shoulders, hips. - To create a “snail drawing” on white cartridge paper or black sugar paper using chalk and oil pastels. - To personalise or make our own sketchbooks. - To apply our spiral explorations to observational drawings of shells. - To display the work made through the half term and talk about outcomes.	Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Hand, Wrist, Elbow, Shoulder Drawing Surface (Paper, Ground) Graphite, Chalk, Pen Colour, Pattern Oil Pastel, Dark, Light, Blending Mark Making Observation, Sketchbook, Pages, Elastic Band, Measure, Size, Cover, “Spaces and Places” Careful Looking, Object, Drawing
Planning and Resources	Planning (resources are embedded links within the planning) Spirals		
Year 1 Spring	Making Birds		
	Lesson Series	Objectives	Vocabulary

Outcomes	Lesson 1: Drawing from images and film Lesson 2: Drawing from observation Lesson 3: Introducing 3D Lesson 4 & 5: Make Lesson 6: Share, reflect, discuss,	- To look carefully and slowly and respond to images and film by creating observational drawings. - To create observational drawings of feathers using a variety of medium and mark making. - To manipulate paper to create 3d forms. - To make my own standing bird sculpture taking inspiration from artists’ work. - To display my bird as a ‘flock’.	Lines, Shapes, Mark Making, Texture Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil, Observation, Close study, Blending, Texture	Explore, Discover Transform, Fold Tear Crumple Collage Sculpture	Structure, Balance Texture, Personality, Character, Installation Flock
Planning and Resources	Planning (resources are embedded links within the planning) Making Birds				
Year 1 Summer	Exploring Water Colour				
	Lesson Series	Objectives	Vocabulary		
Outcomes	Lesson 1: Exploring Watercolour Lesson 2: Introduce artists Lesson 3 & 4 & 5: Developing skills Lesson 6: Share, reflect, discuss	- To identify the properties of watercolour. - To identify and discuss the work of artists who use watercolour. - To use watercolour to work towards developing imagery from imagination. - To display the work made through the half term and reflect on the outcomes.	Watercolour Wash Mark making Primary colours, secondary colours,	Colour mixing Fluid Imagination,	Imagine, Explore, Discover, See, Develop Scale
Planning and Resources	Planning (resources are embedded links within the planning) Exploring Watercolour				

Year 1/2 National Curriculum Coverage and Expected Outcomes

National Curriculum Knowledge	- to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - to know about the work of a range of artists, craft makers and, describing the differences and similarities between different practices and disciplines, and making links to their own work.	- to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	- to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Year 2 Autumn	Exploring the world through mono print		
Outcomes	Lesson Series	Objectives	Vocabulary
	Lesson 1: Drawing from image and film Lesson 2: Drawing small Lesson 3: Introducing mono print Lesson 4 & 5: Explore a theme or narrative Lesson 6: Reflect, share, and discuss	- To record what I can see in photos and films through close looking and drawing. - To show an awareness of the relationship between drawing, looking and mark making when drawing small. - To understand what a mono print is and to make my own mono print using carbon paper. - To make a mono print that explores playful narrative or invention. - To display the work made through the half term and reflect on the outcomes	Mark Making, Pressure, Line, Shape, Form, Light, Dark, Shadow, Ground, Mono Print, Mono Type, Carbon paper, Oil Pastel, Experiment, Explore, Represent, Impression Graphite, Handwriting pen, Soft B Pencil, Coloured Pencils, Chalk, Respond Soft Pastel, Oil Crit, Share, Narrative, Story, Imagination, Invent, Discover pastel Focus, Slow, Careful, Considered, Life size, Scale
Planning and Resources	Planning (resources are embedded links within the planning) Exploring the world through mono print		

Year 2 Spring	Expressive Painting		
	Lesson Series	Objectives	Vocabulary
Outcomes	Lesson 1: Introduce artists Lesson 2: Expressive painting and colour mixing Lesson 3: Brushwork Lesson 4 & 5: Gestural mark making Lesson 6: Reflect, share, and discuss	- To identify and respond verbally and visually to an expressive painting. - To use both colour mixing and mark making to make an expressive painting. - To identify different brushwork used by old masters Van Gogh and Cezanne. - To utilise the skills I have picked up relating to mark making, composition and colour mixing and apply it to my own still life painting. - To display the work made through the half term and reflect on the outcomes.	Gesture, Gestural, Mark making, Loose, Evocative, Emotion, Intention, Exploration, Reaction, Response Personal, Imagination, Medium, Surface, Texture, Impasto Brush, Mark making Tools, Energy, Impression, Colour, Life, Shape, Form, Texture, Line Tints, Hues, Rhythm, Gesture, Mark Composition, Positive shapes, Negative shapes Balance, Palette Knife, Home-Made Tools, Abstract, Explore, Invent, Discover, Reflect, Focus, Detail, Dissect, Imagine, Intention Still Life
	Planning (resources are embedded links within the planning) Expressive Painting		
Year 2 Summer	Be an architect		
	Lesson Series	Objectives	Vocabulary
Outcomes	Lesson 1: Introduce architecture Lesson 2: Explore an architect Lesson 3 & 4 & 5: Making architecture Lesson 6: Reflect, share, and discuss	- To identify what architecture is and record it through drawing. - To identify the role of an architect and articulate responses about their work. - To manipulate materials to make your own architecture. - To display the work made through the half term and reflect on the outcomes.	Architect, Architecture, Designer, Maker Model, Scale, Three Dimensional, Form, Structure, Wall, Floor, Window, Door, Roof, Relationship with Area, Response, React, Colour, Form, Shape, Line, Pattern. Model Making, Design through Making, Form, Structure, Experience, Construct, Construction, Tool, Element Photograph, Film, Focus, Lighting, Composition, Angle, Perspective Balance.
	Planning (resources are embedded links within the planning) Be an architect		
Planning and Resources			

Year A: Year 3/4 National Curriculum Coverage and Expected Outcomes

National Curriculum Knowledge	- to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - to know about great artists, architects and designers in history.	- different kinds of art, craft and design. - Pupils should be taught: - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - to know about great artists, architects and designers in history.	- to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - to know about great artists, architects and designers in history.
Year 3 / 4 Autumn A	Cloth, thread, paint		
Outcomes	Lesson Series	Objectives	Vocabulary
	Lesson 1: artists Lesson 2: Mark Making Lesson 3 & 4 & 5: Painted and sewn landscapes Lesson 6: Share, reflect, discuss	- To explore the work of artists who use thread, cloth, and paint and to respond to their work in my sketchbook. - To develop my own mark making vocabulary by looking at how artists use a variety of marks. - To use paint and stitch to create energy and texture exploring the theme 'water' / 'land'. - To display the work made through the half term and reflect on the outcomes.	Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle, Test, Experiment, Try Out, Reflect, Background, Foreground, Detail, Gesture, Impasto, Dilute, Colour Mixing, Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash,
Planning and Resources	Planning (resources are embedded links within the planning) Cloth, Thread, Paint		
Year 3 / 4 Spring A	Exploring Still Life		
Outcomes	Lesson Series	Knowledge Objectives	Vocabulary
	Lesson 1: Traditional Still Life Lesson 2: Contemporary Still Life Lesson 3 & 4 & 5: Create your own Still Life Lesson 6: Share, Reflect, Discuss	- To identify the qualities of still life paintings by traditional painters, and to respond in my sketchbook. - To explore contemporary still life and respond by making visual notes in my sketchbook. - To create my own still life artwork exploring, colour, line and texture.	Still Life, Genre, Traditional, Contemporary, Objects, Arrangements, Composition, Viewfinder, Lighting, Elements, Pattern, Texture, Colour, Relationship, Mark Making, Appearance, 2D, 3D, Light, Dark, Tone, Shadow, Colour, Hue, Tint, Present, Share, Reflect, Respond, Articulate, Feedback, Crit,

		To display the work made through the half term and reflect on the outcomes.	Background, Foreground,	Similarities, Differences,
Planning and Resources	Planning (resources are embedded links within the planning) Exploring still life			
Year 3 / 4 Summer A	Sculpture, Structure, Inventiveness and Determination			
	Lesson Series	Knowledge Objectives	Vocabulary	
Outcomes	Lesson 1: Exploring artists Lesson 2 & 3: Drawing Nests Lesson 4 & 5: Making Nests Lesson 6: Share, Reflect, Discuss	- To explore the work of artists who explore parallels between us and other beings. - To explore how I can use a variety of media to create observed and expressive drawings of nests. - To explore what it is like to be a bird when building a nest. - To display the work made through the half term and reflect on the outcomes.	Personality Traits, Exploration, Inventive, Challenge, Character, Personality, Construct, Experiment, Imagine, Rethink, Reflect, Analyse, Structure, Tools, Pliers, Scissors, Glue Guns, Construction Materials, Fastening Materials, Lighting, Focus, Composition, Sculpture, Balance, Creative Risk, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph,	
Planning and Resources	Planning (resources are embedded links within the planning) Sculpture, structure, inventiveness and determination			

Year B: Year 3/4 National Curriculum Coverage and Expected Outcomes

National Curriculum Knowledge	- to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - to know about great artists, architects and designers in history.	- to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - to know about great artists, architects and designers in history	
Year 3 / 4 Autumn B	Using Natural Materials to Make Images		
Outcomes	Lesson Series Lesson 1: Introduce artists Lesson 2 & 3 & 4 & 5: Create Lesson 6: Share, reflect, discuss	Objectives - To explore artists who use natural materials to make artwork, such as pigments and sunlight. - To use foraged natural materials to create artwork which reflect the environment that the objects were found in. - To display the work made through the half term and reflect on the outcomes.	Vocabulary Natural Pigments, Transformations, Negative, Positive, Dye, Background, on, Time, Light, Dark, Fabric, Cyanotype, Elements, Pattern, Anthotype, Form
Planning and Resources	Planning (resources are embedded links within the planning) Using natural materials to make images		
Year 3 / 4 Spring B	Working with Shape and Colour		
Outcomes	Lesson Series Lesson 1: Explore artwork Lesson 2: Cutting shapes Lesson 3: Collaging Lesson 4 & 5: Adding detail Lesson 6: Share, reflect, discuss	Objectives - To explore historical artwork through looking, talking and drawing. - To use collage to explore the elements of a work of art. - To continue to develop my collaging skills thinking about colour, shapes, and composition. - To work into my collages to create definition and dimension. - To display the work made through the half term and reflect on the outcomes.	Vocabulary Response, Sketch, Negative, Present, Share, Note, Line, Shape, Positive, Reflect, Respond, Capture, Share, Shape. Feedback, Cut, Direct, Try, Photograph, Composition, Explore, Test, Lighting, Colour, Shape, Elements, Focus, Composition, Arrange,

Planning and Resources	Planning (resources are embedded links within the planning) Working with shape and colour		
Year 3 / 4 Summer B	Iron Man (awaiting update)		
	Lesson Series	Knowledge Objectives	Vocabulary
Outcomes		•	
Planning and Resources	Planning (resources are embedded links within the planning)		
Planning and Resources	Planning (resources are embedded links within the planning)		

Year A: Year 5/6 National Curriculum Coverage and Expected Outcomes

National Curriculum Knowledge	- to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - to know about great artists, architects and designers in history.	- to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - to know about great artists, architects and designers in history.	- to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - to know about great artists, architects and designers in history.
Year 5 / 6 Autumn A	Typography and maps		
Outcomes	Lesson Series	Objectives	Vocabulary
	Lesson 1: Introduction to Typography Lesson 2: Design Type Lesson 3: Strong Drawings Lesson 4 & 5: Messages in Maps Lesson 6: Share, Reflect, Discuss	- To understand how typography can be used creatively to communicate thoughts and ideas. - To create my own typeface inspired by my own interests. - To make my drawings strong and powerful. - To apply my new typography skills and my powerful drawings skills to make a visual map. - To display the work made through the half term and reflect on the outcomes.	Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Exploratory Identity, Symbols, Present, Share, Reflect, Respond, Articulate Visual Impact, Pictorial Maps, Feedback, Crit, Similarities, Differences
Planning and Resources	Planning (resources are embedded links within the planning) Typography and maps		
Year 5 / 6 Spring A	Activism		
Outcomes	Lesson Series	Objectives	Vocabulary
	Lesson 1: Introduce the relationship between Print and Activism Lesson 2,3,4&5: Making Posters or Zines Lesson 6: Share, reflect, discuss	- To understand that art can be used to express the opinions of artists, who in turn speak for sectors of society. - To learn that artists can be activists, and many artists choose print as a way to make their art - To identify and explore my own personal voice or message.	Activism Voice Message Community Poster Zine Screenprinting Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

Planning and Resources	Planning (resources are embedded links within the planning)				
	Activism				
Year 5 / 6 Summer A	Set Design				
	Lesson Series	Objectives	Vocabulary		
Outcomes	Lesson 1: Introducing Set Designers Lesson 2 & 3 & 4 & 5: Building Sets Lesson 6: Reflect, Share and Discuss	- To explore the work of a set designer working in theatre and to respond to their work in my sketchbook. - To respond to a dramatic stimulus to create my own theatre model set filled with drama and atmosphere. - To display the work made through the half term and reflect on the outcomes.	Set Design, Theatre, Animation, Model, Maquette, Design Through Making, Imaginative,	Response, Stimulus, Interpretation, Vision, Mood, Drama, Narrative Lighting, Composition,	Foreground, Background, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,
Planning and Resources	Planning (resources are embedded links within the planning)				
	Set design				
Year B: Year 5/6 National Curriculum Coverage and Expected Outcomes					
National Curriculum Knowledge	- to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - to know about great artists, architects and designers in history	- to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - to know about great artists, architects and designers in history.	- to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - to know about great artists, architects and designers in history.		

Year 5 / 6 Autumn B	Shadow Puppets				
	Lesson Series	Objectives	Vocabulary		
Outcomes	Lesson 1: Discover artists and approaches Lesson 2, 3, 4 & 5: Making Shadow Puppets Lesson 6: Share, reflect and discuss	- To understand that paper can be cut and shaped in ways to create form and character. - To understand that artists use paper creatively to make their artwork - To learn about shadow puppets are historically significant. - To learn how to use paper, and methods of joining and construction to create a shadow puppet character. - To display the work made through the half term and reflect on the outcomes.	Paper cutting, Cut Outs, Shadow puppets Performance Narrative Articulate,	Character Present, Share, Reflect, Respond,	Feedback, Crit, Similarities, Differences,
Planning and Resources	Planning (resources are embedded links within the planning) Shadow Puppets				
Year 5 / 6 Spring B	Exploring Identity				
	Lesson Series	Objectives	Vocabulary		
Outcomes	Lesson 1: Introducing artists who explore their identity within their art. Lesson 2: Exploring portraits Lesson 3,4&5: Making Layered Portraits Lesson 6: Reflect, share and discuss	- To understand that artists can explore and express their identity through their artwork. - To explore intuitive observational drawing. - To experience communal drawing and foster a drawing community of peers. - To listen to how other artists construct their work, before working physically in drawing and collage or digitally on a tablet to make my own layered and constructed portrait. - To understand how materials can be layered and the effect this creates. - To use sketchbooks effectively to refine ideas. - To display the work made through the half term and reflect on the outcomes.	Identity, Layer, Constructed, Portraiture Layering	Digital Art, Physical,	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

Planning and Resources	Planning (resources are embedded links within the planning) Exploring identity				
Year 5 / 6 Summer B	Architecture, Dream Big or Small?				
	Lesson Series	Objectives	Vocabulary		
Outcomes	Lesson 1: Sketchbook work Lesson 2: Drawing Lesson 3 & 4 & 5: Model Making Lesson 6: Share, Reflect, Discuss	- To discuss the role and responsibilities involved in being an architect. - To discover the form and structures architects might use through careful looking and drawing. - To make an architectural model of a home. - To display the work made through the half term and reflect on the outcomes.	Domestic Architecture, Aspirational, Visionary, Environmental, Tiny House, Movement,	Form, Structure, Materials, Balance, Scale, Interior, Exterior, Context, Location Design through Making, Model, Maquette,	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences
Planning and Resources	Planning (resources are embedded links within the planning) Architecture, Dream big or small?				