

Access Vrt	Year 1 Summer 1	Year 2 Summer 2	Year 3 Summer 2	Year 4 Summer 1	Year 5 Summer 2	Year 6 Summer 2
	<b>Making Birds</b> Sculpture, Drawing, Collage, Sketchbooks	<b>Be An Architect</b> Architecture, sketchbooks, drawing	<b>Telling Stories Through Making</b> Sculpture, Drawing, Sketchbooks	<b>Festival Feasts</b> Drawing, Making, Painting, Sketchbooks	<b>Architecture: Big or Small</b> Making, Drawing, Sketchbooks	<b>Take a Seat</b> Design, Making, Drawing, Sketchbooks
<b>Working in 3 Dimensions</b>	<p>Pupils become familiar with using film as a source to create observational drawings of birds. 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. Pupils work in sketchbooks or on large pieces of paper to experiment with how paper size changes the nature of mark making. 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. 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 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 &amp; 3 to make choices about materials and structures to create their own sculptures of birds. 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</p>	<p>Pupils will become familiar with the term 'architecture'. They will think about architecture in their local area and engage in peer discussion about local landmarks. Pupils will be challenged to make several drawings in sketchbooks using hand-writing pens taking no longer than 5 or 10 minutes, thinking about line and mark making.</p> <p>Pupils will be introduced to the work of Hundertwasser and will use images and videos to frame discussion around his work. Pupils will respond by collecting and gathering information visually in their sketchbooks using a range of materials.</p> <p>Pupils will use the 'design through making' approach to make their own architecture. They will be inventive about the shapes and structures that they will use and which 3d forms they want to create. Pupils will address questions of how their architecture will stand, the purpose of it, and who it will be made for. They will work in their sketchbooks to record their findings. Pupils will respond to interventions designed to give them fresh perspectives or ideas.</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><b>Hundertwasser, Zaha Hadid, Heatherwick Studios</b></p>	<p>Pupils will look at the work of artists Inbal Leitner and Rosie Hurley to see how they use their sketchbooks to develop characters and refine ideas. They will respond by filling a couple of pages in their sketchbooks with visual notes about what they are thinking and seeing.</p> <p>Pupils will try three simple exercises to help them draw from life and explore how we might use exaggeration as a tool to help us convey the intention of our drawing. Pupils will use line and shape and will also create a watercolour wash painting to consolidate all that they have learnt in the session.</p> <p>Pupils will translate text into imagery using shape and line. They will use their sketchbooks to respond to the original stimulus before developing a sculptural character. Pupils will, re-interpret, and re-invent the character whilst exploring the qualities of different materials. They will explore character, narrative, and context to create their sculptures showing consideration for form, texture, material, construction, 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><b>Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake</b></p>	<p>Pupils will become familiar with artists who create sculpture based on food. They will be introduced to Claes Oldenburg and contemporary artist Lucia Hierro's soft sculptures. Pupils will respond by filling a couple of sketchbook pages with visual notes, jotting down quick drawings, words about how they feel, similarities and differences between the artist's work, and any other thoughts. Pupils will show you what they can see by creating observational drawings from film / life. They will consider shape, colour, texture, and composition whilst using a variety (and combination) of materials.</p> <p>Pupils will explore their favourite foods through sculpture.</p> <p>Option 1: Pupils will explore painting and sculpture by recreating tins and jars of their favourite foods. They will explore line, shape, and colour through three different exercises. Pupils will turn their paintings into 3D sculptures to form a classroom shop installation.</p> <p>Option 2: Pupils will explore Modroc as a new material to make a sculptural feast which will contribute to a class meal. They will explore texture and modelling as well as colour and form.</p> <p>Pupils will lay out a picnic, including food which contributes colour, texture, pattern, and form to inspire lots of creative drawings into cloth. Pupils will work on a new surface (cloth) and see how using this material is different to working on paper.</p> <p>Pupils will display their work in a clear space and reflect on the</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 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 become familiar with the artist Yinka Ilori and record and reflect on his work in sketchbooks.</p> <p>They will explore the visual elements of chairs, including talking about materials, form and structure, through observational drawing in sketchbooks.</p> <p>Pupils will use a wide variety of materials to manipulate and construct 3D 'doodles' in response to making prompts.</p> <p>Pupils will be challenged to become furniture designers and invited to create a chair which expresses their personality.</p> <p>They will record and develop their ideas in sketchbooks.</p> <p>Pupils will display their chairs in a clear space, alongside their sketchbook work, and walk around the room as if in a gallery.</p> <p><b>Yinka Ilori</b></p>

	discussion about their individual and collective work.			half term, sharing what they like and what they would like to try again through peer discussion. Pupils will reflect upon all stages of the journey and reference the artists studied. If available, they will take photographs of their work on tablets or cameras. <i>Claes Oldenberg, Lucia Hierro</i>	Pupils will work in pairs or teams to document their work using cameras or Ipads. <i>Shoreditch Sketcher, Various Architects</i>	
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