



# St. Bernadette's Art and Design Knowledge and Skills Progression Map



**EYFS Expressive Arts and Design Educational Programme:** The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	<u>Early Learning Goals</u>
<ul style="list-style-type: none"> <li>• Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Explore different materials freely, develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>• Explore colour and colour-mixing.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul>

***"We believe that children should be introduced to a wide a variety of materials and experiences, which are revisited during their time in Early Years. Confidence in handling materials, exploring techniques and realising ideas builds over time and through repeated experience. There is great benefit in revisiting, repeating, expanding and thinking around the project ideas, as the experience children bring to each activity changes over time."***

**3 Areas of Focus:**  
**1. Exploring the natural World – Being inspired by the world around us. 2. Understanding Identity and Exploring Relationships – Feeling Connected 3. Exploring the Power of Creativity – Making Art**

7 Areas of Exploration	RESOURC Nursery Reception EYFS	COLOUR RECOGNITION	COLOUR MIXING	EXPLORATION LINE	MARK-MAKING	EXPLORATION SHAPE	MODELLING	HAND-EYE CO-ORDINATION	DEXTERITY	FINE MOTOR SKILLS	NURTURE CURIOSITY	OPEN MIND SETS	CREATING NARRATIVE	VISUAL LITERACY	REFLECTING & TALKING	YEAR 1 & 2 PATHWAYS THE RESOURCES FEED INTO
1. WHAT CAN WE SEE? Autumn	<a href="https://www.accessart.org.uk/finding-circles/">Finding Circles</a> <a href="https://www.accessart.org.uk/finding-circles/">https://www.accessart.org.uk/finding-circles/</a>					✓				✓	✓	✓		✓	✓	<a href="https://www.accessart.org.uk/spirals/">https://www.accessart.org.uk/spirals/</a>
Ongoing	<a href="https://www.accessart.org.uk/shells-observational-and-imaginative-drawing/">Shells: Observational and Imaginative Drawing</a> <a href="https://www.accessart.org.uk/shells-observational-and-imaginative-drawing/">https://www.accessart.org.uk/shells-observational-and-imaginative-drawing/</a>	✓	✓	✓	✓			✓	✓	✓	✓	✓				<a href="https://www.accessart.org.uk/explore-draw/">https://www.accessart.org.uk/explore-draw/</a>
Ongoing (Link to 2)	<a href="https://www.accessart.org.uk/collecting-arranging-drawing/">Collecting, Arranging, Drawing</a> <a href="https://www.accessart.org.uk/collecting-arranging-drawing/">https://www.accessart.org.uk/collecting-arranging-drawing/</a>	✓						✓	✓	✓	✓					

	<a href="https://www.accessart.org.uk/collecting-arranging-drawing/">uk/collecting-arranging-drawing/</a>																
	<b>Still Life Compositions Inspired by Cezanne</b> <a href="https://www.accessart.org.uk/still-life-inspired-by-cezanne/">https://www.accessart.org.uk/still-life-inspired-by-cezanne/</a>	✓	✓	✓	✓	✓		✓	✓	✓							
<b>EXPERIENCE</b>	<b>RESOURCE – Link to Colour Monster</b>	<b>COLOUR RECOGNITION</b>	<b>COLOUR MIXING</b>	<b>EXPLORER LINE</b>	<b>MARK-MAKING</b>	<b>EXPLORER SHAPE</b>	<b>MODELLING</b>	<b>HAND-EYE CO-ORDINATION</b>	<b>DEXTERITY</b>	<b>FINE MOTOR SKILLS</b>	<b>NURTURE CURIOSITY</b>	<b>OPEN MIND SETS</b>	<b>CREATING NARRATIVE</b>	<b>VISUAL LITERACY</b>	<b>REFLECTING &amp; TALKING</b>	<b>YEAR 1 &amp; 2 PATHWAYS THE RESOURCES FEED INTO</b>	
<b>2.HOW CAN WE EXPLORE COLOUR?</b> Ongoing	<b>Explorer's Books: Collecting Colour</b> <a href="https://www.accessart.org.uk/explorers-books-collecting-colour/">https://www.accessart.org.uk/explorers-books-collecting-colour/</a>	✓	✓		✓			✓	✓	✓	✓					<a href="https://www.accessart.org.uk/explore-draw/">https://www.accessart.org.uk/explore-draw/</a> <a href="https://www.accessart.org.uk/expressive-painting/">https://www.accessart.org.uk/expressive-painting/</a>	
Ongoing (Link to 6)	<b>To Colour...</b> <a href="https://www.accessart.org.uk/to-colour/">https://www.accessart.org.uk/to-colour/</a>	✓								✓	✓	✓					
Autumn (Link to 4)	<b>Collaging with Wax Crayon Rubbings</b> <a href="https://www.accessart.org.uk/collaging-with-wax-crayon-rubbings/">https://www.accessart.org.uk/collaging-with-wax-crayon-rubbings/</a>	✓			✓			✓	✓	✓	✓						
Ongoing (Link to 1)	<b>Collecting, Arranging, Drawing</b> <a href="https://www.accessart.org.uk/collecting-arranging-drawing/">https://www.accessart.org.uk/collecting-arranging-drawing/</a>	✓						✓	✓	✓	✓						
Spring (Link to 3 & 6)	<b>Printing With String</b> <a href="https://www.accessart.org.uk/printing-with-string/">https://www.accessart.org.uk/printing-with-string/</a>	✓		✓	✓			✓	✓	✓	✓	✓					
Summer (Link to 4)	<b>T-Shirt Paintings</b> <a href="https://www.accessart.org.uk/t-shirt-paintings/">https://www.accessart.org.uk/t-shirt-paintings/</a>	✓			✓	✓		✓	✓	✓		✓					
<b>EXPERIENCE</b>	<b>RESOURCE</b>	<b>COLOUR RECOGNITION</b>	<b>COLOUR MIXING</b>	<b>EXPLORER LINE</b>	<b>MARK-MAKING</b>	<b>EXPLORER SHAPE</b>	<b>MODELLING</b>	<b>HAND-EYE CO-ORDINATION</b>	<b>DEXTERITY</b>	<b>FINE MOTOR SKILLS</b>	<b>NURTURE CURIOSITY</b>	<b>OPEN MIND SETS</b>	<b>CREATING NARRATIVE</b>	<b>VISUAL LITERACY</b>	<b>REFLECTING &amp; TALKING</b>	<b>YEAR 1 &amp; 2 PATHWAYS THE RESOURCES FEED INTO</b>	

<b>3.HOW CAN WE BUILD WORLDS ?</b> Ongoing (Link 5)	<b>Top Tips For Cardboard Creations</b> <a href="https://www.accessart.org.uk/top-tips-for-cardboard-creations/">https://www.accessart.org.uk/top-tips-for-cardboard-creations/</a>					✓	✓	✓	✓	✓	✓	✓	✓				<a href="https://www.accessart.org.uk/stick-transformation-project/">https://www.accessart.org.uk/stick-transformation-project/</a>
Spring (Link 7)	<b>Prop Making for Toys</b> <a href="https://www.accessart.org.uk/prop-making-for-toys/">https://www.accessart.org.uk/prop-making-for-toys/</a>						✓	✓	✓	✓	✓		✓				
As a class (ongoing)	<b>Creating a Book World</b> <a href="https://www.accessart.org.uk/creating-a-book-world/">https://www.accessart.org.uk/creating-a-book-world/</a>						✓	✓	✓	✓	✓		✓				
Summer	<b>World in a Matchbox</b> <a href="https://www.accessart.org.uk/matchboxworlds/">https://www.accessart.org.uk/matchboxworlds/</a>					✓	✓	✓	✓	✓	✓		✓				
Summer (Link 5)	<b>Insect Hotels</b> <a href="https://www.accessart.org.uk/insect-hotels/">https://www.accessart.org.uk/insect-hotels/</a>					✓	✓	✓	✓	✓							
<b>EXPERIENCE</b>	<b>RESOURCE</b>	<b>COLOUR RECOGNITION</b>	<b>COLOUR MIXING</b>	<b>EXPLORATION</b>	<b>MARK-MAKING</b>	<b>EXPLORATION SHAPE</b>	<b>MODELLING</b>	<b>HAND-EYE CO-ORDINATION</b>	<b>DEXTERITY</b>	<b>FINE MOTOR SKILLS</b>	<b>NURTURE CURIOSITY</b>	<b>OPEN MIND SETS</b>	<b>CREATING NARRATIVE</b>	<b>VISUAL LITERACY</b>	<b>REFLECTING &amp; TALKING</b>	<b>YEAR 1 &amp; 2 PATHWAYS THE RESOURCES FEED INTO</b>	
<b>4.HOW CAN WE BUILD EXPLORE MATERIALS &amp; MARKS?</b> Spring	<b>Burton Hathow Ducklings</b> <a href="https://www.accessart.org.uk/burton-hathow-ducklings/">https://www.accessart.org.uk/burton-hathow-ducklings/</a>	✓			✓	✓		✓	✓	✓	✓						<a href="https://www.accessart.org.uk/pathway-making-birds/">https://www.accessart.org.uk/pathway-making-birds/</a>
Spring (Link 2 & 6)	<b>Printing With String</b> <a href="https://www.accessart.org.uk/printing-with-string/">https://www.accessart.org.uk/printing-with-string/</a>	✓		✓	✓			✓	✓	✓	✓	✓					<a href="https://www.accessart.org.uk/exploring-watercolour-pathway/">https://www.accessart.org.uk/exploring-watercolour-pathway/</a>
Ongoing	<b>Mark-Making and Sound</b> <a href="https://www.accessart.org.uk/mark-making-and-sound-part-two/">https://www.accessart.org.uk/mark-making-and-sound-part-two/</a>			✓	✓			✓	✓	✓		✓					<a href="https://www.accessart.org.uk/spirals/">https://www.accessart.org.uk/spirals/</a>
Autumn	<b>Nursery Night Time Collage</b> <a href="https://www.accessart.org.uk/nursery-night-time-collage/">https://www.accessart.org.uk/nursery-night-time-collage/</a>	✓		✓	✓	✓		✓	✓	✓							<a href="https://www.accessart.org.uk/expressive-painting/">https://www.accessart.org.uk/expressive-painting/</a>

Spring (Link 7)	<b>Imaginary Landscapes</b> <a href="https://www.accessart.org.uk/imaginary-landscapes/">https://www.accessart.org.uk/imaginary-landscapes/</a>	✓		✓	✓	✓		✓	✓	✓	✓						
Summer	<b>Transforming Objects</b> <a href="https://www.accessart.org.uk/transforming-objects/">https://www.accessart.org.uk/transforming-objects/</a>	✓		✓	✓	✓		✓	✓	✓	✓	✓					
Autumn	<b>Collage streets</b> <a href="https://www.accessart.org.uk/collage-streets/">https://www.accessart.org.uk/collage-streets/</a>			✓	✓	✓		✓	✓	✓							
Autumn	<b>Galaxy Painting</b> <a href="https://www.accessart.org.uk/galaxy-painting/">https://www.accessart.org.uk/galaxy-painting/</a>	✓	✓	✓	✓			✓	✓	✓	✓	✓					
Spring	<b>Drawing on Pebbles</b> <a href="https://www.accessart.org.uk/treasured-fossils/">https://www.accessart.org.uk/treasured-fossils/</a>	✓		✓	✓	✓		✓	✓	✓	✓	✓					
Autumn (Link 2)	<b>Collaging with Wax Crayon Rubbings</b> <a href="https://www.accessart.org.uk/collaging-with-wax-crayon-rubbings/">https://www.accessart.org.uk/collaging-with-wax-crayon-rubbings/</a>	✓			✓	✓		✓	✓	✓	✓						
Spring (Link 5 & 6)	<b>Repeat Pattern Printing Roller</b> <a href="https://www.accessart.org.uk/repeat-pattern-printing-roller/">https://www.accessart.org.uk/repeat-pattern-printing-roller/</a>	✓		✓	✓		✓	✓	✓	✓							
Autumn	<b>Autumn Floor Textiles</b> <a href="https://www.accessart.org.uk/autumn-floor-textiles/">https://www.accessart.org.uk/autumn-floor-textiles/</a>	✓		✓	✓	✓		✓	✓	✓	✓	✓					
Spring (Link 6)	<b>Dressing Up As Fossils!</b> <a href="https://www.accessart.org.uk/dressing-up-as-fossils/">https://www.accessart.org.uk/dressing-up-as-fossils/</a>	✓	✓	✓	✓	✓		✓	✓	✓		✓					
Summer	<b>Painting the Savannah</b> <a href="https://www.accessart.org.uk/painting-savannah-chloe-williams/">https://www.accessart.org.uk/painting-savannah-chloe-williams/</a>	✓	✓		✓	✓		✓	✓	✓	✓						
Summer (Link 2)	<b>T-Shirt Paintings</b> <a href="https://www.accessart.org.uk/t-shirt-paintings/">https://www.accessart.org.uk/t-shirt-paintings/</a>	✓			✓	✓		✓	✓	✓	✓						
<b>EXPERIENCE</b>	<b>RESOURCE</b>	<b>COLOUR RECOGNITION</b>	<b>COLOUR MIXING</b>	<b>EXPLORATION</b>	<b>MARK-MAKING</b>	<b>EXPLORATION SHAPE</b>	<b>MODELLING</b>	<b>HAND-EYE CO-</b>	<b>DEXTERITY</b>	<b>FINEMOTOR</b>	<b>NURTURE CURIOSITY</b>	<b>OPEN MIND SETS</b>	<b>CREATING NARRATIVE</b>	<b>VISUAL LITERACY</b>	<b>REFLECTING &amp;</b>	<b>YEAR 1 &amp; 2 PATHWAYS THE RESOURCES FEED INTO</b>	

								ORDINATION		SKILLS					TALKING	
<b>5. HOW CAN WE EXPLORE 3D MATERIALS?</b> Summer (Link 3)	<a href="https://www.accessart.org.uk/insect-hotels/">Insect Hotels</a> <a href="https://www.accessart.org.uk/insect-hotels/">https://www.accessart.org.uk/insect-hotels/</a>						✓	✓	✓	✓						<a href="https://www.accessart.org.uk/stick-transformation-project/">https://www.accessart.org.uk/stick-transformation-project/</a> <a href="https://www.accessart.org.uk/spirals/">https://www.accessart.org.uk/spirals/</a>
Autumn	<a href="https://www.accessart.org.uk/fruit-and-veg-head/">Fruit &amp; Veg Heads</a> <a href="https://www.accessart.org.uk/fruit-and-veg-head/">https://www.accessart.org.uk/fruit-and-veg-head/</a>	✓				✓	✓	✓	✓	✓		✓	✓			
Summer	<a href="https://www.accessart.org.uk/how-to-clay-play/">Clay Play</a> <a href="https://www.accessart.org.uk/how-to-clay-play/">https://www.accessart.org.uk/how-to-clay-play/</a>				✓	✓	✓	✓	✓	✓						
Ongoing	<a href="https://www.accessart.org.uk/top-tips-for-cardboard-creations/">Top Tips For Cardboard Creations</a> <a href="https://www.accessart.org.uk/top-tips-for-cardboard-creations/">https://www.accessart.org.uk/top-tips-for-cardboard-creations/</a>					✓	✓	✓	✓	✓	✓	✓				
Ongoing	<a href="https://www.accessart.org.uk/marbled-hole-punch-sketchbook/">Marbled Hole Punch Sketchbook</a> <a href="https://www.accessart.org.uk/marbled-hole-punch-sketchbook/">https://www.accessart.org.uk/marbled-hole-punch-sketchbook/</a>	✓	✓		✓			✓	✓	✓		✓				
Spring (Link 4 & 6)	<a href="https://www.accessart.org.uk/repeat-pattern-printing-roller/">Repeat Pattern Printing Roller</a> <a href="https://www.accessart.org.uk/repeat-pattern-printing-roller/">https://www.accessart.org.uk/repeat-pattern-printing-roller/</a>	✓		✓	✓			✓	✓	✓						
<b>EXPERIENCE</b>	<b>RESOURCE</b>	<b>COLOUR RECOGNITION</b>	<b>COLOUR MIXING</b>	<b>EXPLORATION</b>	<b>MARK-MAKING</b>	<b>EXPLORATION SHAPE</b>	<b>MODELLING</b>	<b>HAND-EYE CO-ORDINATION</b>	<b>DEXTERITY</b>	<b>FINE MOTOR SKILLS</b>	<b>NURTURE CURIOSITY</b>	<b>OPEN MIND SETS</b>	<b>CREATING NARRATIVE</b>	<b>VISUAL LITERACY</b>	<b>REFLECTING &amp; TALKING</b>	<b>YEAR 1 &amp; 2 PATHWAYS THE RESOURCES FEED INTO</b>
<b>6. HOW CAN WE USE OUR BODIES TO MAKE ART?</b> Ongoing	<a href="https://www.accessart.org.uk/talking-points-dancing-to-art/">Talking Points: Dancing To Art</a> <a href="https://www.accessart.org.uk/talking-points-dancing-to-art/">https://www.accessart.org.uk/talking-points-dancing-to-art/</a>									✓	✓	✓				<a href="https://www.accessart.org.uk/spirals/">https://www.accessart.org.uk/spirals/</a>

Ongoing	<b>Mark-Making and Sound</b> <a href="https://www.accessart.org.uk/mark-making-and-sound-part-two/">https://www.accessart.org.uk/mark-making-and-sound-part-two/</a>			✓	✓			✓	✓	✓		✓				
Summer	<b>Movement Maps</b> <a href="https://www.accessart.org.uk/movement-maps/">https://www.accessart.org.uk/movement-maps/</a>	✓		✓	✓			✓	✓	✓	✓					
Spring (Link 4 & 5)	<b>Repeat Pattern Printing Roller</b> <a href="https://www.accessart.org.uk/repeat-pattern-printing-roller/">https://www.accessart.org.uk/repeat-pattern-printing-roller/</a>	✓		✓	✓			✓	✓	✓						
Summer	<b>Hands, Feet and Flowers</b> <a href="https://www.accessart.org.uk/hands-feet-and-flowers/">https://www.accessart.org.uk/hands-feet-and-flowers/</a>	✓	✓	✓	✓	✓		✓	✓	✓	✓					
Spring (Link 4)	<b>Dressing Up As Fossils!</b> <a href="https://www.accessart.org.uk/dressing-up-as-fossils/">https://www.accessart.org.uk/dressing-up-as-fossils/</a>		✓	✓	✓	✓		✓	✓	✓		✓				
Ongoing (Link 2)	<b>To Colour...</b> <a href="https://www.accessart.org.uk/to-colour/">https://www.accessart.org.uk/to-colour/</a>	✓					✓			✓	✓	✓				
Spring (Link 2 & 4)	<b>Printing With String</b> <a href="https://www.accessart.org.uk/printing-with-string/">https://www.accessart.org.uk/printing-with-string/</a>	✓		✓	✓			✓	✓	✓	✓	✓				
<b>EXPERIENCE</b>	<b>RESOURCE</b>	<b>COLOUR RECOGNITION</b>	<b>COLOUR MIXING</b>	<b>EXPLORATION</b>	<b>MARK-MAKING</b>	<b>EXPLORATION SHAPE</b>	<b>MODELLING</b>	<b>HAND-EYE COORDINATION</b>	<b>DEXTERITY</b>	<b>FINE MOTOR SKILLS</b>	<b>NURTURE CURIOSITY</b>	<b>OPEN MIND SETS</b>	<b>CREATING NARRATIVE</b>	<b>VISUAL LITERACY</b>	<b>REFLECTING &amp; TALKING</b>	<b>YEAR 1 &amp; 2 PATHWAYS THE RESOURCES FEED INTO</b>
<b>7. HOW CAN WE USE OUR IMAGINATIONS?</b> Spring (Link 4)	<b>Imaginary Landscapes</b> <a href="https://www.accessart.org.uk/imaginary-landscapes/">https://www.accessart.org.uk/imaginary-landscapes/</a>	✓		✓	✓	✓		✓	✓	✓	✓					<a href="https://www.accessart.org.uk/exploring-watercolour-pathway/">https://www.accessart.org.uk/exploring-watercolour-pathway/</a>
Ongoing (Link 6)	<b>Mark-Making and Sound</b> <a href="https://www.accessart.org.uk/mark-making-and-sound-part-two/">https://www.accessart.org.uk/mark-making-and-sound-part-two/</a>			✓	✓			✓	✓	✓		✓				

Ongoing	<b>Lets Start With Collage</b> <a href="https://www.accessart.org.uk/lets-start-with-collage/">https://www.accessart.org.uk/lets-start-with-collage/</a>							✓	✓	✓	✓	✓	✓			
Autumn (Link 4)	<b>Galaxy Painting</b> <a href="https://www.accessart.org.uk/galaxy-painting/">https://www.accessart.org.uk/galaxy-painting/</a>	✓	✓	✓	✓			✓	✓	✓	✓	✓				
Autumn (Link 5)	<b>Fruit &amp; Veg Heads</b> <a href="https://www.accessart.org.uk/fruit-and-veg-head/">https://www.accessart.org.uk/fruit-and-veg-head/</a>	✓				✓	✓	✓	✓	✓		✓	✓			
Spring (Link 3)	<b>Prop Making for Toys</b> <a href="https://www.accessart.org.uk/prop-making-for-toys/">https://www.accessart.org.uk/prop-making-for-toys/</a>						✓	✓	✓	✓	✓		✓			
(Link 3 & 5)	<b>Top Tips For Cardboard Creations</b> <a href="https://www.accessart.org.uk/top-tips-for-cardboard-creations/">https://www.accessart.org.uk/top-tips-for-cardboard-creations/</a>					✓	✓	✓	✓	✓	✓	✓				

Year 1	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk
Drawing	Sketchbooks	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Understand drawing is a physical activity. <a href="#">Spirals</a></p> <p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. <a href="#">Making Birds</a></p> <hr/> <p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. <a href="#">Spirals</a></p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings. <a href="#">Spirals</a></p> <p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. <a href="#">Making Birds</a></p>	<p>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. <a href="#">Spirals</a></p> <hr/> <p>Make a simple elastic band sketchbook. Personalise it. <a href="#">Spirals</a></p> <hr/> <p>Develop experience of primary and secondary colours <a href="#">Spirals</a> <a href="#">Exploring Watercolour</a> <a href="#">Flora &amp; Fauna</a></p> <p>Practice observational drawing <a href="#">Spirals</a> <a href="#">Making Birds</a></p> <p>Explore mark making <a href="#">Spirals</a> <a href="#">Exploring Watercolour</a> <a href="#">Making Birds</a></p>	<p>Understand watercolour is a media which uses water and pigment. <a href="#">Exploring Watercolour</a></p> <p>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. <a href="#">Exploring Watercolour</a></p> <hr/> <p>Explore watercolour in an intuitive way to build understanding of the properties of the medium. <a href="#">Exploring Watercolour</a></p> <p>Paint without a fixed image of what you are painting in mind. <a href="#">Exploring Watercolour</a></p> <p>Respond to your painting, and try to “imagine” an image within. <a href="#">Exploring Watercolour</a></p> <p>Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. <a href="#">Exploring Watercolour</a></p>	<p>Understand collage is the art of using elements of paper to make images. <a href="#">Making Birds</a></p> <p>Understand we can create our own papers with which to collage. <a href="#">Making Birds</a></p> <hr/> <p>Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. <a href="#">Making Birds</a></p>	<p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. <a href="#">Making Birds</a></p> <p>Understand the meaning of “Design through Making” Playful <a href="#">Making Birds</a></p> <hr/> <p>Use a combination of two or more materials to make sculpture. <a href="#">Making Birds</a></p> <p>Use construction methods to build. <a href="#">Making Birds</a></p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. <a href="#">Making Birds</a></p>	<p>Look at the work of artists who draw, sculptors, and painters, listening to the artists’ intention behind the work and the context in which it was made.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p><a href="#">All Pathways for Year 1</a></p> <hr/> <p>Reflect upon the artists’ work, and share your response verbally (“I liked...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”).</p> <p>Some children may feel able to share their response about classmates work.</p> <p><a href="#">All Pathways for Year 1</a></p>

Year 2	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk
Drawing	Sketchbooks	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. <a href="#">Explore &amp; Draw</a></p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. <a href="#">Explore &amp; Draw</a></p> <p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting &amp; representing. Photograph. <a href="#">Explore &amp; Draw</a></p> <p>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. <a href="#">Explore &amp; Draw</a></p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. <a href="#">Explore &amp; Draw</a></p> <p>Create final collaged drawings (see column 5 "collage") which explore composition. <a href="#">Explore &amp; Draw</a></p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them. <a href="#">All Pathways for Year 2</a></p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <a href="#">Explore &amp; Draw</a></p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <a href="#">Explore &amp; Draw</a></p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media. <a href="#">Explore &amp; Draw</a> <a href="#">Explore Through Monoprint</a></p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. <a href="#">Explore &amp; Draw</a></p> <p>Explore colour and colour mixing. <a href="#">Expressive Painting</a></p> <p>Make visual notes about artists studied. <a href="#">Explore &amp; Draw</a></p>	<p>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. <a href="#">Expressive Painting</a></p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making. <a href="#">Expressive Painting</a></p> <p>Understand that primary colours can be mixed together to make secondary colours of different hues. <a href="#">Expressive Painting</a></p> <p>Understand the concept of still life. <a href="#">Expressive Painting</a></p> <p>Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using homemade tools. <a href="#">Expressive Painting</a></p> <p>Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above. <a href="#">Expressive Painting</a></p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. <a href="#">Explore &amp; Draw</a></p> <p>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. <a href="#">Explore &amp; Draw</a></p> <p>Collage with drawings to create invented forms. Combine with making if appropriate. <a href="#">Explore &amp; Draw</a></p>	<p>Understand when we make sculpture by adding materials it is called Construction. <a href="#">Stick Transformation Project</a></p> <p>Use Design through Making philosophy to playfully construct towards a loose brief. <a href="#">Stick Transformation Project</a></p> <p>Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. <a href="#">Stick Transformation Project</a></p>	<p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <a href="#">All Pathways for Year 2</a></p> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Talk about intention.</p> <p>Share responses to classmates work, appreciating similarities and differences.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective. <a href="#">All Pathways for Year 2</a></p>

Year 3	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills			www.accessart.org.uk
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Understand charcoal and earth pigment were our first drawing tools as humans. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). <a href="#">Gestural Drawing with Charcoal</a></p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance). <a href="#">Gestural Drawing with Charcoal</a></p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation. <a href="#">All Pathways for Year 3</a></p> <p>Understand that the way each persons' sketchbook looks is unique to them. <a href="#">All Pathways for Year 3</a></p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <a href="#">All Pathways for Year 3</a></p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of charcoal. <a href="#">Gestural Drawing with Charcoal</a></p> <p>Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own. <a href="#">Gestural Drawing with Charcoal</a> <a href="#">Working with Shape &amp; Colour</a> <a href="#">Telling Stories</a></p> <p>Develop mark making skills. <a href="#">Gestural Drawing with Charcoal</a> <a href="#">Working with Shape &amp; Colour</a> <a href="#">Telling Stories</a></p> <p>Brainstorm animation ideas. <a href="#">Working with Shape &amp; Colour</a></p>	<p>Understand that screen prints are made by forcing ink over a stencil. <a href="#">Working with Shape &amp; Colour</a></p> <p>Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes. <a href="#">Working with Shape &amp; Colour</a></p> <p>Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning. <a href="#">Working with Shape &amp; Colour</a></p>	<p>Understand that we can create imagery using natural pigments and light. <a href="#">Telling Stories</a></p> <p>Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 "making"). <a href="#">Telling Stories</a></p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. <a href="#">Working with Shape &amp; Colour</a></p> <p>Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 "printmaking") to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. <a href="#">Working with Shape &amp; Colour</a></p>	<p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. <a href="#">Telling Stories</a></p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). <a href="#">Telling Stories</a></p> <p>That clay and Modroc are soft materials which finally dry/set hard. <a href="#">Telling Stories</a></p> <p>An armature is an interior framework which support a sculpture. <a href="#">Telling Stories</a></p> <p>Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. <a href="#">Telling Stories</a></p> <p>Make an armature to support the sculpture. <a href="#">Telling Stories</a></p>	<p>To understand that visual artists look to other artforms for inspiration.</p> <p>Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <a href="#">All Pathways for Year 3</a></p> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint,</p>

						lighting & perspective. <a href="#">All Pathways for Year 3</a>
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Year 4	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills	www.accessart.org.uk	
Drawing	Sketchbooks	Painting	Making	
Purpose/Visual Literacy/Articulation				
<p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings. <a href="#">Storytelling Through Drawing</a></p> <hr/> <p>Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. <a href="#">Storytelling Through Drawing</a></p> <p>Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. <a href="#">Storytelling Through Drawing</a></p> <p>Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. <a href="#">Storytelling Through Drawing</a></p>	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. <a href="#">All Pathways for Year 4</a></p> <hr/> <p>Use sketchbooks to:</p> <p>Practise drawing skills. <a href="#">Storytelling Through Drawing</a> <a href="#">Exploring Still Life</a></p> <p>Make visual notes to record ideas and processes discovered through looking at other artists. <a href="#">Storytelling Through Drawing</a> <a href="#">Art of Display</a> <a href="#">Exploring Still Life</a></p> <p>Test and experiment with materials. <a href="#">Storytelling Through Drawing</a> <a href="#">Exploring Still Life</a></p> <p>Brainstorm pattern, colour, line and shape. <a href="#">Exploring Still Life</a></p> <p>Brainstorm and explore ideas relating to performance art. <a href="#">Art of Display</a></p> <p>Reflect. <a href="#">Storytelling Through Drawing</a> <a href="#">Exploring Still Life</a> <a href="#">Art of Display</a></p>	<p>Understand that still life name given to the genre of painting (or making) a collection of objects/elements. <a href="#">Exploring Still Life</a></p> <hr/> <p>That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today. <a href="#">Exploring Still Life</a></p> <hr/> <p>To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. <a href="#">Exploring Still Life</a></p> <p>To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets). <a href="#">Exploring Still Life</a></p> <p>Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard. <a href="#">Exploring Still Life</a></p>	<p>Understand that a plinth is a device for establishing the importance or context of a sculptural object. <a href="#">Art of Display</a></p> <p>Understand that artists can re-present objects, in a particular context with a particular intention, to change the meaning of that object. <a href="#">Art of Display</a></p> <hr/> <p>To understand that sometimes people themselves can be the object, as in performance art. <a href="#">Art of Display</a></p> <hr/> <p>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. <a href="#">Art of Display</a></p> <p>To work in collaboration to explore how we can present ourselves as art object, using a plinth as a device to attract attention to us. <a href="#">Art of Display</a></p> <p>To construct sculptural self portraits of ourselves on a plinth, using a variety of materials including fabric. <a href="#">Art of Display</a></p>	<p>Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <hr/> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <a href="#">All Pathways for Year 4</a></p> <hr/> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective. <a href="#">All Pathways for Year 4</a></p>

Year 5	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	www.accessart.org.uk
Drawing	Sketchbooks	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that designers create fonts and work with Typography. <a href="#">Typography &amp; Maps</a></p> <p>Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. <a href="#">Typography &amp; Maps</a></p> <p>Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. <a href="#">Typography &amp; Maps</a></p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. <a href="#">Typography &amp; Maps</a></p> <p>Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. <a href="#">Typography &amp; Maps</a></p>	<p>Use sketchbooks to:</p> <p>Explore mark making. <a href="#">Typography &amp; Maps Mixed Media Landscapes</a></p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. <a href="#">Typography &amp; Maps Mixed Media Landscapes Architecture: Big or Small</a></p> <p>Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. <a href="#">Architecture: Big or Small</a></p> <p>Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. <a href="#">Mixed Media Landscapes</a></p>	<p>Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. <a href="#">Mixed Media Landscapes</a></p> <p>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. <a href="#">Mixed Media Landscapes</a></p>	<p>Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. <a href="#">Architecture: Big or Small</a></p> <p>Use Design through Making and scale models to create a piece of architecture which would make the world a better place. Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building. <a href="#">Architecture: Big or Small</a></p>	<p>Look at the work of designers, artists, animators, architects.</p> <p>Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <a href="#">All Pathways for Year 5</a></p> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by..."). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? <a href="#">All Pathways for Year 5</a></p>

Year 6	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	www.accessart.org.uk
Drawing	Sketchbooks	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. <a href="#">2D to 3D</a></p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use. <a href="#">2D to 3D</a></p> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work. <a href="#">2D to 3D</a></p> <hr/> <p>Explore using negative and positive space to "see" and draw a simple element/object. <a href="#">2D to 3D</a></p> <p>Use the grid system to scale up the image above, transferring the image onto card. <a href="#">2D to 3D</a></p> <p>Use collage to add tonal marks to the "flat image". <a href="#">2D to 3D</a></p>	<p>Use sketchbooks to:</p> <p>Practise seeing negative and positive shapes. <a href="#">2D to 3D</a></p> <p>Using the grid method to scale up an image. <a href="#">2D to 3D</a></p> <p>Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? <a href="#">Exploring Identity</a></p> <p>Explore combinations and layering of media. <a href="#">Exploring Identity</a></p> <hr/> <p>Develop Mark Making <a href="#">Activism 2D to 3D</a> <a href="#">Exploring Identity</a> <a href="#">Shadow Puppets</a></p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. <a href="#">Activism 2D to 3D</a> <a href="#">Exploring Identity</a> <a href="#">Shadow Puppets</a></p>	<p>Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between 2d shape and pattern and 3d form and function.</p> <hr/> <p>Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality. <a href="#">Exploring Identity</a></p> <p>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. <a href="#">Exploring Identity</a></p>	<p>Understand that designers &amp; makers sometimes work towards briefs, but always brings their own experience in the project to bear. <a href="#">Exploring Identity</a></p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life. <a href="#">Exploring Identity</a></p> <p>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. <a href="#">Shadow Puppets</a></p> <hr/> <p>Combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials. Working collaboratively to perform a simple show sharing a narrative which has meaning to you. <a href="#">Shadow Puppets</a></p>	<p>Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</p> <p>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <a href="#">All Pathways for Year 6</a></p> <hr/> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective. <a href="#">All Pathways for Year 6</a></p>