



The Berkeley Academy Art & Design Progression Plans Spring Term

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Simple Printmaking Printmaking, Collage, Sketchbooks	Expressive Painting Painting, Sketchbooks	Cloth, Thread, Paint Painting, Textiles, Drawing, Sketchbooks	Exploring Pattern Drawing, Collage, Sketchbooks	Making Mono Types Printmaking (Mono Print), Drawing, Sketchbooks	Printmaking & Activism Printmaking (Stencil, Screen Print), Draw, Collage, Sketchbooks
Print, Colour, Collage	<p>Pupils use their hands and feet to explore printing patterns using their bodies.</p> <p>Pupils are introduced to primary paint colours and will demonstrate an understanding of how they can create a 'print' using controlled pressure and paint amounts. Pupils have time to experiment with line, shape and colour to create drawings over the top of their prints.</p> <p>Pupils collect textured objects which they will take rubbings from, using materials such as wax crayons or pencil crayons. Pupils work in sketchbooks or on large sheets to create compositions with their rubbings.</p> <p>Pupils are introduced to 'relief printing'. They demonstrate their understanding of the relationship between a plate and a print through making either impressions in plasticine or creating a deep recess in foam board. Pupils demonstrate their understanding of using controlled pressure and paint amounts to create a print. Pupils have the opportunity to demonstrate an understanding of 'repeat pattern/repetition' using collage.</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>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. 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 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. <i>Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne</i></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 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. <i>Alice Kettle, Hannah Rae</i></p>	<p>Pupils will relax into making a sensory drawing by making holes in a page with a sharp pencil and needle. They 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. <i>Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont</i></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. <i>Kevork Mourad</i></p>	<p>Pupils will respond to the work of contemporary artists and designers, Luba Lukova, Faith Ringgold, Kate DeCiccio.</p> <p>Pupils will compare the artists and will share their thoughts in peer discussion.</p> <p>Pupils will work in sketchbooks to explore their own voice and message.</p> <p>Option 1: Pupils will explore screen printing techniques and make a poster inspired by the art work of Artist Activist Shepard Fairey</p> <p>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.</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. <i>Luba Lukova, Faith Ringgold, Shepard Fairey</i></p>