

Hazelwood Schools



Art

Knowledge and Skills Progression

Hazelwood Schools Art Knowledge and Skills Progression

Taking Inspiration – work of artists

EYFS

Children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media. They are introduced to artists and art work and encouraged to talk about what they can see and to take inspiration from them for their own work.

Nursery	Reception
<ul style="list-style-type: none"> Know what an artist is Look at artwork by famous artists 	<ul style="list-style-type: none"> Know the name of artists studied <p>When looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> Describe what they can see.
<p>Vocabulary: art, artist, painter, paint</p>	<p>Vocabulary: Artist, illustrator, sculptor, painter, printer</p>

Taking Inspiration – work of artists

KS1

KS2

Children have the opportunity to **learn from the works of famous artists**, studying their **techniques and processes**. They will be exposed to a **range of different artists through history** throughout KS1.

Children continue to **study the works of famous artists**. They have more opportunity to **offer opinions and to compare and contrast artists**. Children will be exposed to a **range of different artists through history**, studying their **techniques and processes**.

Children continue to learn from the works of famous artists. They now **expand their knowledge** by looking at the range of more famous artists. Children **comment on the work of famous artists and name their pieces of work**.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Know name of and some work of artists studied <p>When looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> Describe what they can see. Describe what they like and why 	<ul style="list-style-type: none"> Know some information about artists studied Know some of the technique's artist use <p>When looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> Describe what they can see. Describe what they like and why Describe how it makes them feel and why Consider what questions they would like to ask the artist about their work 	<ul style="list-style-type: none"> Know the medium that the artist has chosen to use in art work studied Know the key ideas of artists studied. <p>When looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> Describe what is the artist "saying" to them in the artwork Consider how the art might inspire own artwork and why 	<ul style="list-style-type: none"> Know the intention and processes used by the artist studied. <p>When looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> Compare and contrast artwork Consider which other senses the could bring to art work to enhance it and why? Consider where they might hang the artwork at home or in school and why? 	<ul style="list-style-type: none"> Know the work, intentions and ideas of Artists studied and use technical vocabulary to refer to historical and cultural contexts <p>When looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> Discuss other artists and artwork that use same style - use technical vocabulary to refer to historical and cultural contexts Explore how we look at and respond to artwork Describe Artists use of line, shape, colour, form texture, space 	<ul style="list-style-type: none"> Know that when a style or idea spreads and more than one artist embrace its method during a period it is called an art movement. Know different art movements and talk about some Artist that are famous for them - use technical vocabulary to refer to historical and cultural contexts <p>When looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> Explain and justify preferences towards styles and artists -referring to historical and cultural contexts Explore how we look at and respond to artwork and then include this awareness in own work.



Hazelwood Schools Art Knowledge and Skills Progression

Taking Inspiration – work of artists

					<ul style="list-style-type: none">• Describe artists use of line, shape, colour, form texture, space
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Hazelwood Schools Art Knowledge and Skills Progression

Exploring & Develop Ideas

EYFS

Nursery

- Explore different materials freely, to develop their ideas about how to use them and what to make. (EAD)
- Begin to develop own ideas

Reception

- *Safely choose things needed for purpose (EAD)*
- *Explore a variety of materials and tools (EAD)*
- Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD)

Exploring & Develop Ideas

KS1

Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again.

KS2

Children use sketchbooks to collect and develop ideas. They continue to build up resilience, making mistakes and suggesting improvements to improve their work.

Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen.

Year 1

- Generate ideas through playful, hands-on, exploration of materials without being constricted towards a pre-defined outcome.
- Know that a sketch book is to record individual response to the world.
- Know some of the activities which might take place in a sketchbook (e.g. drawing, cutting/sticking, collecting).
- Practice and develop sketchbook use, incorporating the following activities:
- *Drawing to discover & explore*

Year 2

- Generate ideas through exploration of materials
- Develop an understanding of what each material can do, being open during the process to unexpected ideas.
- Develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world
- Practice and develop sketchbook use, incorporating the following activities:
 - *Drawing to observe,*
 - *Collecting & sticking*

Year 3

- Explore how ideas translate and develop through different mediums (i.e. a drawing in pencil or a drawing in charcoal).
- Begin to feel a sense of ownership about the sketchbook following own exploration
- Practice and develop sketchbook use, incorporating the following activities:
 - Exploring colour,
 - testing ideas,
 - writing notes,

Year 4

- Use growing knowledge of how materials and medium act, to help develop ideas
- To use sketchbooks to collect and record visual information from different sources
- Practice and develop sketchbook use, incorporating the following activities:
 - Previous years +
 - looking back,
 - thinking forwards
 - Reflecting
 - Making links and connections

Year 5

- Use digital media to identify and research artists and art work to help them develop their own ideas.
- Use sketch book as space to help creative thinking, exploring and revealing own creative journey from a shared starting point

Year 6

- Develop ideas through open ended research – use own ideas/imagination
- Take part in small scale crits (review of artwork) throughout process to enable brainstorming to become part of the creative process

Hazelwood Schools Art Knowledge and Skills Progression

Evaluating Art	
EYFS	
Children learn to talk about their artwork and share ideas.	
Nursery	Reception
<ul style="list-style-type: none"> Say what they have made 	<ul style="list-style-type: none"> Share creations explaining the process they have used. (ELG- Creating with Materials) Use imagination when talking about own work – e.g “that peg looks like a mouth”

Evaluating Art					
KS1		KS2			
Children practise and share their learning and skills with others, receive and offer feedback to improve.		Children practise and share their learning and skills with others, giving and receiving feedback to improve.			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Share work in small groups and listen to other opinions about artwork Express and share an opinion about what enjoyed during the process, and end result 	<ul style="list-style-type: none"> Show interest in and describe what they think about the work of others Express clear preferences and give some reasons 	<ul style="list-style-type: none"> Understand how evaluating creative work during the process, as well as at the end, helps develop work. Make suggestions about other people’s work, using things seen or experienced 	<ul style="list-style-type: none"> Reflect on why different techniques were used. Discuss problems which came up and how they were solved. Suggest improvements for my own work. 	<ul style="list-style-type: none"> Ask questions about process, technique, ideas or outcome of others work Take photos of work being made to be added to a digital folder/presentation to capture progression. Present work in retrospect, i.e. to class, assembly or parents. sharing process, technique, ideas and outcome Identify artists who have worked in a similar way to their own work 	<ul style="list-style-type: none"> Share how other artists/artwork inspired them and how their work fits into larger context Provide a reasoned evaluation of both their own work and professionals work which considers Regularly analyse and reflect upon progress considering intention Take photographs and videos and use digital media as a way to re-see work Present work in retrospect, i.e. to class, assembly or parents - starting points, inspiration, intentions contexts, process, technique, ideas and outcome

Hazelwood Schools Art Knowledge and Skills Progression

Drawing and Sketchbooks

EYFS

Children learn to hold tools for drawing and writing effectively. Repeated and varied opportunities to explore and play with arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. They will begin to draw recognisable pictures and use colour for purpose. They will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Nursery

- hold pencil correctly to make marks (PD)
- understand how to use lines to enclose a space and to represent an object (EAD)
- draw a happy face and a sad face (EAD)
- draw face/ person using enclosed space (EAD)

Reception

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (ELG Fine motor)
- Use a range of small tools, including scissors, paintbrushes and cutlery. (ELG Fine motor)
- Begin to show accuracy and care when drawing. (ELG Fine motor)
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG – Creating with Materials)

Hazelwood Schools Art Knowledge and Skills Progression

Drawing & Sketchbooks

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spirals Drawing, Sketchbooks	Explore & Draw Drawing, Sketchbooks, Collage	Gestural Drawing with Charcoal Drawing, Sketchbooks	Storytelling Through Art Drawing, Sketchbooks, Collage	Typography and Maps Drawing, Sketchbooks, Making	Flat Yet Sculptural Drawing, Sketchbooks, Making
<ul style="list-style-type: none"> create drawings using their whole body, whilst experiencing a range of drawing materials. discover an artist and will demonstrate their understanding of the artist's work by responding through a making challenge and peer discussion. consolidate their understanding of how they can make spiral drawings using their whole bodies by making "snail drawings". explore different qualities of line, colour blending, and mark making using chalk and oil pastels. become familiar with what a sketchbook can be used for. They will make or personalise their own sketchbooks, demonstrating that they have ownership of their sketchbook and understand that it is a platform for personal creative risk taking. become familiar with the idea that they can make drawings through observation. show an understanding of what a continuous line drawing is and have had the opportunity to experiment with scale, line and materials. reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer discussion. <p>Molly Haslund.</p>	<ul style="list-style-type: none"> become familiar with the idea that other artists are inspired by exploring and collecting things in and around their environment. record their thoughts and feelings about the artwork in their sketchbooks and will visually list places and things that they can explore and collect from school home and their local area demonstrate their curiosity by exploring their playground or school area to collect items that inspire them. play with the objects to create new shapes and patterns on the ground. decide which objects to bring back to the classroom before continuing to play with pattern and composition. demonstrate sorting skills by grouping objects by colour, size, material, and type. take photos of their arrangements and reflect on their gathering and documentation. work in sketchbooks using a variety of media (hand-writing pens, pencils). draw the things that they collected in week 2, becoming familiar with exercises like continuous line drawing and feely drawing. begin to develop hand-eye coordination through slow drawing and understand that they can explore an object through touch. use the skills that they have picked up in previous weeks to create a finished drawing. be introduced to wax resist 	<ul style="list-style-type: none"> begin to explore charcoal as a drawing material. respond to the work of <i>contemporary</i> artist Laura McKendry and great master Edgar Degas. compare the artists and will share their thoughts in peer discussion. discover the qualities of charcoal, opening their minds to the mark making possibilities. explore how charcoal responds to various complementary materials. think about how they can experiment with mark making to create line, shape and tone. begin to think about light and dark by being introduced to the term 'Chiaroscuro'. reminded of the beginnings of drawing and use charcoal and their hands to make marks on a page. gain experience using new techniques with charcoal such as smudging, erasing, and using fingers as a mark making tools. <ul style="list-style-type: none"> <i>Option 1: explore how they can use charcoal to respond to narrative and create a dramatic atmosphere. Continue their exploration of chiaroscuro through creating dramatic sets. Consider tone, composition, texture, and depth when they build their dramatic sets.</i> <i>Option 2: explore how they can use charcoal and gestural movements made by the body to explore charcoal dance and</i> 	<ul style="list-style-type: none"> explore the work of two artists who create illustrations that tell stories. respond to their work through verbal discussion in class as well as by collecting and consolidating information with visual notes. use toys, poetry, and their own text to create richly illustrated narratives contained within a single drawing. juxtapose objects to create their still life scenes from which they will work. explore the materials charcoal, chalk, compressed charcoal pencil, and eraser to make their drawings. explore how they can build and share a story through a series of images. work from evocative literature or poetry to create either a concertina or a poetry comic.l use sketchbooks to develop ideas throughout. 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>Laura Carlin, Shaun Tan</p>	<ul style="list-style-type: none"> become familiar with the term 'typography'. be introduced to designers who work with type to communicate thoughts and ideas visually. create their own letters from cut up basic shapes in a playful way to think about the form of letters. work in their sketchbooks to consider what they like and what they might develop further. create their own letters of a typeface using their intuition. Working in large scale, explore as many variations of letters as they can think of, developing them into a whole word or a phrase. work over maps / newspaper / pre-printed paper to create strong bold drawings that stand out over the background. build confidence in their strong mark-making skills. introduced to artists who create maps. and discover that maps can reveal things about the artist who made them, provide comments about a culture, place, and time, or be based in imagination. respond to the work in class discussion and in their sketchbooks. develop ideas from the typography activity in week 2, to build visual text for map making. 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 	<ul style="list-style-type: none"> become familiar with the idea that artists can paint on wood to create flat, standing images which viewers can walk amongst. record their thoughts and feelings about the artworks seen in their sketchbooks. use the paper as a collage material use methods of construction to transform them into sculptures. 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. work in pairs or teams to document their work using cameras or I pads. <p>Lubaina Himid,</p>

Hazelwood Schools Art Knowledge and Skills Progression

Drawing & Sketchbooks

	<p>techniques and will start considering 'composition' when making work.</p> <ul style="list-style-type: none"> 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>Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Lorna Crane, Alice Fox, Nicole White.</p>	<p><i>performance. Be introduced to an artist who creates large drawings using her whole body. Share their thoughts about the work in class discussion. Respond to the space that you have, to create either large scale drawings using their whole bodies or by working in pairs using their hands and arms.</i></p> <ul style="list-style-type: none"> 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>Edgar Degas, Laura McKendry, Heather Hansen</p>		<p>the skills learnt through peer discussion.</p> <p>Louise Fili, Grayson Perry, Paula Scher</p>	
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Hazelwood Schools Art Knowledge and Skills Progression

Paint, Print, Collage, Texture, Colour

EYFS

Nursery

- use one handed tools and equipment (PD)
- use large movements when using a paintbrush, up and down and circular
- explore with different colours of paint
- mix paint to see what happens
- use hands to print
- explore printing using objects from the learning environment. (car wheels, animal hooves, lego etc.)
- join different materials and explore different textures

Reception

- use a variety of tools with accuracy for example paintbrushes, pencils, tweezers, scissors
- name primary colours (Red, Blue, Yellow)
- select two different colours to mix and name some secondary colours (Purple, Green, Orange)
- safely explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD -ELG)
- explore print in the natural environment – wellies in the mud kitchen, shells in the sand,
- make direct prints by using found natural materials, such as leaves, twigs, vegetables, shells, wood or straws.
- explore nature as a source of natural pigments.

Hazelwood Schools Art Knowledge and Skills Progression

Paint, Print, Collage, Texture, Colour

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Simple Printmaking Printmaking, Collage, Sketchbooks</p> <ul style="list-style-type: none"> use their hands and feet to explore printing patterns using their bodies. be introduced to primary paint colours and will demonstrate an understanding of how they can create a 'print' using controlled pressure and paint amounts. experiment with line, shape and colour to create drawings over the top of their prints. collect textured objects which they will take rubbings from, using materials such as wax crayons or pencil crayons. work in sketchbooks or on large sheets to create compositions with their rubbings. be introduced to 'relief printing'. They will 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. demonstrate their understanding of using controlled pressure and paint amounts to create a print. demonstrate an understanding of 'repeat pattern/repetition' using collage. Reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer discussion <p>Karen Leader</p>	<p>Expressive Painting Painting, Sketchbooks</p> <ul style="list-style-type: none"> become familiar with the term 'expressionism'. be introduced to two artists who use colour and mark making to make art. take part in discussion, responding to artists' work verbally and visually in sketchbooks and peer conversation. use various home-made tools to apply paint in abstract patterns. continue to develop their knowledge of primary and secondary colours through expressive mark making, connecting colour and texture. consolidate what they have learnt by recording and reflecting in sketchbooks. explore the brushwork of two old masters and focus in on details of paintings to understand how they built the work. respond through class discussion and creating visual notes in their sketchbooks. record similar brush marks that they see in paintings and capture the colour that stands out to them. arrange their own still life scene which they will go on to make continuous line drawings of expand their journey by introducing colour and form by tearing and arranging coloured paper in their composition. 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>Working with Shape & Colour Drawing, Collage, Stencils, Screen Print, Sketchbooks</p> <ul style="list-style-type: none"> visually explore chosen artwork in class using the 'Show Me What You See' technique consider shape, colour, and composition. make choices about the materials that they use, having opportunities to use pastel, crayon, and pens. explore the idea of 'painting with scissors' taking inspiration from artist Romare Bearden and respond to the work through class discussion. take inspiration from original artwork and sketchbook work from the previous lesson. use sugar paper or old paintings to cut out shapes made in response to the original artwork. collage cut elements, choosing colour, shape, and composition to make their own creative response to the artwork. add to collage using line, colour and shape made by stencils. explore negative and positive shapes. take photographs of their work. share work with class, reflect and share what they like, and what they would like to try again. look at the work of peers and give useful feedback through class or small group discussion. <p>Matisse, Claire Willberg</p>	<p>Still Life Drawing, Painting, Collage, Sketchbooks</p> <ul style="list-style-type: none"> become familiar with the term 'still life'. respond to the work of Cezanne by capturing elements of his paintings in their sketchbooks, focusing particularly on colour, line, and shape. engage in a drawing exercise to help them see shapes / explore line and colour. explore a variety of contemporary artists who study still life in different forms. They will respond verbally in class discussion. will compare contemporary work with the work of Dutch and Flemish 16th Century artists. record and reflect throughout their sketchbooks. will create their own still life artworks. <p>Option 1:</p> <ul style="list-style-type: none"> use collage to create their still life artwork. paint their own sheets of paper, thinking about line, colour, and texture to use in their collage. <p>Option 2:</p> <ul style="list-style-type: none"> arrange and photograph their own still life compositions before taking them into paint. consider colour, line and texture throughout the process. <p>Option 3:</p> <ul style="list-style-type: none"> work with clay to create fruit tiles. gain skills in working with clay as a resistant material, resulting in an exploration of texture, mark making, colour and composition. 	<p>Making Monotypes Printmaking (Mono Print), Drawing, Sketchbooks</p> <ul style="list-style-type: none"> become familiar with the term 'monotype'. explore the work of Kevork Mourad to find out about the concepts and processes that he uses. respond by making visual notes to collect information in their sketchbook. be reminded of the vast array of marks available to them through looking at others artist's work. 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. explore how they can use monotype to create their own personal zines. respond to poetry by considering colour, line, shape, and words and use these components to capture the mood of the poem. work in sketchbooks to generate ideas, explore, develop, and reflect. create exciting monotypes, combining process, paintings, and collage. display their work in a clear space and reflect on the half term, sharing what they like, what they would like to try again, the creative journey, and the skills learnt through peer discussion. <p>Kevork Mourad</p>	<p>Identity Painting, Digital, Drawing, Sketchbooks</p> <ul style="list-style-type: none"> explore the work of the artists Njideka Akunyili Crosby, Yinka Shonibare and Thandiwe Muriu, who all work with notions about identity. record their thoughts and observations in sketchbooks through visual note taking. create a series of portraits drawings of their peers using a variety of drawing materials. work intuitively at varying lengths of time to record and draw. create a physical (using drawing materials, paper, collage), or digital exploration of how to make a layered portrait which captures aspects of their personality and identity. use sketchbooks throughout to help explore and focus, test and reflect. 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>Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett</p>



Hazelwood Schools Art Knowledge and Skills Progression

			Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato		
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Hazelwood Schools Art Knowledge and Skills Progression

Working in 3 Dimensions

EYFS

Nursery	Reception
<ul style="list-style-type: none"> Use senses to explore available materials – squash, squeeze, cut, roll, poke 	<ul style="list-style-type: none"> Safely explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD -ELG)

Working in 3 Dimensions

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Making Birds Sculpture, Drawing, Collage, Sketchbooks</p>	<p>Stick Transformation Sculpture, Drawing, Sketchbooks</p>	<p>Making Animated Drawings Drawing, Making, Sketchbooks</p>	<p>Art of Display Sculpture, Drawing, Sketchbooks</p>	<p>Set Design Making, Drawing, Sketchbooks</p>	<p>Shadow Puppets Making, Drawing, Sketchbooks</p>
<ul style="list-style-type: none"> become familiar with using film as a source to create observational drawings of birds. look carefully and slowly as they draw, creating a range of different marks and line using B pencils, handwriting pens and pastels. create drawings of feathers working from real life. recall the mark making that they have used throughout the year and will continue to explore new ways of making marks work in sketchbooks or on large pieces of paper to experiment with how paper size changes the nature of mark making demonstrate that they can create marks with a range of materials and have made conscious choices about which materials they want to use. demonstrate that they can intuitively transform paper to create 3d forms by tearing, crumpling, and collaging. demonstrate this by either making rubbings, turning paper into feathers or manipulating paper 2d into 3d. . engage with artists' work to think about and articulate what it is they think of the artwork in their sketchbooks or in class discussion. 	<ul style="list-style-type: none"> think creatively and laterally, and practise dexterity skills by using a range of materials to build roots and shoots from 'seeds'. learn to manipulate materials by twisting, tearing, folding and bending materials to form structures. take photos of their sculptures to put in their sketchbooks to reflect on. transform sticks to make either worry dolls, a tree house or masks out of sticks. continue developing dexterity skills such as cutting with simple tools and fastening materials together. introduced to artists or source material which will inspire and inform their idea generation. respond to stimulus and will generate ideas in sketchbooks. test ideas alongside this to transform a variety of objects showing a consideration for form and colour. 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. 	<ul style="list-style-type: none"> look at the work of artists Inbal Leitner and Rosie Hurley to see how they use their sketchbooks to develop characters and refine ideas respond by filling a couple of pages in their sketchbooks with visual notes about what they are thinking and seeing. 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. use line and shape and will also create a watercolour wash painting to consolidate all that they have learnt in the session. translate text into imagery using shape and line. use their sketchbooks to respond to the original stimulus before developing a sculptural character, re-interpret, and re-invent the character whilst exploring the qualities of different materials. explore character, narrative, and context to create their sculptures showing consideration for form, texture, material, construction, and colour. 	<ul style="list-style-type: none"> become familiar with the term 'plinth', and the concept behind it. explore a variety of artists who use plinths in their work and consider the context and presentation. make visual notes in sketchbooks in response to what they see and think. be introduced to a sculptor and respond through class discussion and visual notes in sketchbooks. explore clay as a 'short term' construction material to make clay figurative sketches. Through this they will begin thinking about the distinctions between 'audience' and 'art'. work in small teams to respond to the Fourth Plinth Challenge. use sketchbooks to come up with creative ideas about how they might use a "plinth" in the school. 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. 	<ul style="list-style-type: none"> introduced to the role of a set designer working in theatre / animation. respond to the work of a designer through class / peer discussion as well as visually in their sketchbooks. make quick drawings of sculptures and the things that they see, including thoughts and feelings draw, build, and paint dramatic set in response to text. use sketchbooks throughout to come up with ideas, note thoughts, test materials, and reflect. use charcoal to create expressive energetic drawings. consider the elements they might use within set design: the backdrop, the flats, the props and how the materials they used, and the way they used them, all help work together to build a sense of place. be introduced to two set designers who make sets for animations. use their sketchbooks to become familiar with their chosen creative stimulus, to generate ideas and plan, consider structure and 	<ul style="list-style-type: none"> become familiar with the cultural significance of shadow puppetry and artists that work with paper. understand how paper can be cut and shaped to create puppets. record their responses and ideas in sketchbooks. work towards creating puppets for a performance following a narrative, or make standalone puppets. use sketchbooks to further make notes, note down ideas, make quick sketches to test ideas/shapes. 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. perform a shadow puppet show.

Hazelwood Schools Art Knowledge and Skills Progression

<ul style="list-style-type: none"> • make choices about materials and structures to create their own sculptures of birds. • demonstrate an understanding of how to make things balance through exploration and play. • collaborate to create a flock of birds using their individual sculptures. • engage in class discussion about their individual and collective work. <p>Ernst Haekel, Hoang Tien Quyet, John James Audubon, Pejac</p>	<p>Chris Kenny</p>	<ul style="list-style-type: none"> • 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>Inbal Leitner, Rosie Hurley, Quinten Blake</p>	<p>Anthony Gormley, Yinka Shonibare, Thomas J Price</p>	<p>placement, and think about colour and texture before building their set.</p> <ul style="list-style-type: none"> • 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. • work in pairs or teams to document their work using cameras or Ipad. <p>Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson</p>	
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