

## Art and Design Curriculum and Assessment Map

EYFS	0-3 Preschool	3-4 Nursery	Reception	Links to KS1 Curriculum
EYFS area of Learning	Expressive Arts & Design: exploring and using media and materials			
<b>Fundamental Knowledge</b>	<p>Explores and manipulates different materials using their senses</p> <p>Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</p> <p>Uses 3D and 2D structures to explore materials and/or to express ideas</p> <p>Uses their imagination as they consider what they can do with different materials</p> <p>Explores paint using fingers etc and other tools</p>	<p>Explores different media, textures, colours, tools and techniques</p> <p>Draws different lines and shapes and is beginning to draw a person with some features</p> <p>Shares their creations, talking about what they are doing</p> <p>Explores colour and how it can be changed</p>	<p>Combines different media and materials to create different effects, experimenting with different techniques and a range of tools to create different effects</p> <p>Combines different lines and shapes in drawings and draws a person with a head, body, arms, legs and facial features.</p> <p>Describes and explains the processes use</p> <p>Mixes colours to create tones and shade</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work</p>
<b>Early Learning Goal</b>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>			

## Art and Design Curriculum and Assessment Map

Year 1			
<b>National Curriculum</b>	Pupils should be taught: <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>		
	Autumn Term	Spring Term	Summer Term
	Drawing and Sketchbooks	Surface and Colour	Working in 3D
<b>Technical Knowledge</b>	<p>Understand that drawing is a physical activity.</p> <p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration.</p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings.</p> <p>Draw from first hand observation, observing detail.</p> <p>Use sketchbooks to:</p> <ul style="list-style-type: none"> <li>Develop experience of primary and secondary colours</li> <li>Practice observational drawing</li> <li>Explore mark-making</li> </ul>	<p>Understand that watercolour is a media which uses water and pigment.</p> <p>Understand that we can use a variety of brushes, holding them in a variety of ways to make watercolour marks.</p> <p>Explore watercolour in an intuitive way to build understanding of the properties of the medium.</p> <p>Paint without a fixed image of what you are painting in mind.</p> <p>Respond to own painting and try to “imagine” an image within.</p> <p>Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery.</p>	<p>Understand that there is a relationship between drawings on paper (2d) and making (3d). Understand that we can transform 2d drawings into 3d objects.</p> <p>Draw from paused film, observing detail using pencils, graphite or handwriting pens.</p> <p>Understand that collage is the art of using elements of paper to make images.</p> <p>Understand we can create our own papers with which to collage.</p> <p>Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture.</p> <p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.</p>

## Art and Design Curriculum and Assessment Map

			Use a combination of two or more materials to make sculpture.  Use construction methods to build.
<b>Cultural Knowledge</b>	<p>Featured artists: Molly Haslund, Paul Klee, Emma Burleigh, Hoang Tien Quyet</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. Reflect upon the artists' work and share response verbally ("I liked...").</p>		
<b>Critical Knowledge</b>	<p>Understand that we may all have different responses in terms of our thoughts and the things we make. Understand that we may share similarities. Understand that all responses are valid. Present own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). Begin to share their response about peers' work.</p>		
<b>Learning Checkpoint Tasks</b>	End of unit artwork and associated evaluation		
<b>Suggested Access Art Pathway</b>	<p>Spirals</p> <p><a href="https://accessart.org.uk">Pathway: Spirals (accessart.org.uk)</a></p>	<p>Exploring Watercolour</p> <p><a href="https://accessart.org.uk">Pathway: Exploring Watercolour (accessart.org.uk)</a></p>	<p>Making Birds</p> <p><a href="https://accessart.org.uk">Pathway: Making Birds (accessart.org.uk)</a></p>

## Art and Design Curriculum and Assessment Map

Year 2			
<b>National Curriculum</b>	Pupils should be taught: <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>		
	Autumn Term	Spring Term	Summer Term
	Drawing and Sketchbooks	Surface and Colour	Working in 3D
<b>Technical Knowledge</b>	<p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</p> <p>Explore composition and qualities of natural objects found in the local area through arranging, sorting &amp; representing.</p> <p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</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</p>	<p>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting.</p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making.</p> <p>Understand that primary colours can be mixed together to make secondary colours of different hues.</p> <p>Understand the concept of still life.</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.</p> <p>Create an arrangement of objects or elements. Use as the focus for an</p>	<p>Understand when we make sculpture by adding materials it is called Construction.</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.</p>

## Art and Design Curriculum and Assessment Map

	<p>with further drawing made in response to the collaged sheet.</p> <p>Collage with drawings to create invented forms. Combine with making if appropriate.</p> <p>Use drawing exercises to focus an exploration of observational drawing, combined with experimental mark making, using graphite, soft pencil or handwriting pen.</p> <p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape.</p> <p>Create final drawings which explore composition.</p> <p>Work in sketchbooks to:</p> <ul style="list-style-type: none"> <li>- Explore the qualities of different media.</li> <li>- Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making.</li> <li>- Explore colour and colour mixing.</li> <li>- Make visual notes about artists studied.</li> </ul>	<p>abstract still life painting using gestural marks using skills learnt above.</p>	
<b>Cultural Knowledge</b>	Featured Artists: Andy Goldsworthy, Hassan Hajjaj, Marela Zacarias, Charlie French, Chris Kenny		

## Art and Design Curriculum and Assessment Map

	<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>Reflect upon the artists' work and share your response verbally ("I liked...").</p>		
<b>Critical Knowledge</b>	<p>Understand that 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>Understand that we may all have different responses in terms of our thoughts and the things we make, that we may share similarities and that all responses are valid.</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 peers' work, appreciating similarities and differences.</p> <p>Document work using still image (photography) or by making a drawing of the work.</p>		
<b>Learning Checkpoint Tasks</b>	End of unit artwork and associated evaluation		
<b>Suggested Access Art Pathway</b>	<p>Explore and Draw</p> <p><a href="https://accessart.org.uk">Pathway: Explore &amp; Draw (accessart.org.uk)</a></p>	<p>Expressive Painting</p> <p><a href="https://accessart.org.uk">Pathway: Expressive Painting (accessart.org.uk)</a></p>	<p>Stick Transformation Project</p> <p><a href="https://accessart.org.uk">Pathway: Stick Transformation Project (accessart.org.uk)</a></p>

## Art and Design Curriculum and Assessment Map

Year 3			
<b>National Curriculum</b>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history</li> </ul>		
	Autumn Term	Spring Term	Summer Term
	Drawing and Sketchbooks	Surface and Colour	Working in 3D
<b>Technical Knowledge</b>	<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale.</p> <p>Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings.</p> <p>Make marks using charcoal. Use hands as tools. Explore qualities of marks available using charcoal.</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow.</p> <p>Option to explore making gestural drawings with charcoal using the whole body.</p> <p>Work in sketchbooks to:</p>	<p>Develop mark making skills by deconstructing the work of artists.</p> <p>Understand that paint acts differently on different surfaces.</p> <p>Understand the concept of still life and landscape painting.</p> <p>Continue to develop colour mixing skills.</p> <p>Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric.</p>	<p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music.</p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process).</p> <p>Know that clay and Modroc are soft materials which dry/set hard.</p> <p>Know that an armature is an interior framework which support a sculpture.</p> <p>Use Modroc or air-dry clay to model characters inspired by literature. Consider form, texture, character, structure.</p> <p>Make an armature to support the sculpture.</p>

## Art and Design Curriculum and Assessment Map

	<p>Explore the qualities of charcoal.</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.</p> <p>Develop mark making skills.</p>		
<b>Cultural Knowledge</b>	<p>Featured Artists: Laura McKendry, Edgar Degas, Hannah Rae, Alice Kettle, Rosie Hurley</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 that 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>Reflect upon the artists’ work, and share responses verbally (“I liked... I didn’t understand... it reminded me of...”).</p>		
<b>Critical Knowledge</b>	<p>Understand that we may all have different responses in terms of our thoughts and the things we make, that we may share similarities and that all responses are valid.</p> <p>Present 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 peers’ work, appreciating similarities and differences. Listen to feedback about own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work.</p>		
<b>Learning Checkpoint Tasks</b>	End of unit artwork and associated evaluation		
<b>Suggested Access Art Pathway</b>	<p>Gestural Drawing with Charcoal</p> <p><a href="https://accessart.org.uk">Pathway: Gestural Drawing with Charcoal (accessart.org.uk)</a></p>	<p>Cloth, Thread &amp; Paint</p> <p><a href="https://accessart.org.uk">Pathway: Cloth, Thread, Paint (accessart.org.uk)</a></p>	<p>Telling Stories Through Drawing &amp; Making</p> <p><a href="https://accessart.org.uk">Pathway: Telling Stories Through Drawing &amp; Making (accessart.org.uk)</a></p>



## Art and Design Curriculum and Assessment Map

Year 4			
<b>National Curriculum</b>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history</li> </ul>		
	Autumn Term	Spring Term	Summer Term
	Drawing and Sketchbooks	Surface and Colour	Working in 3D
<b>Technical Knowledge</b>	<p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings.</p> <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.</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.</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</p>	<p>Understand that still life is the name given to the genre of painting (or making) a collection of objects/elements.</p> <p>Know that still life is a genre which artists have enjoyed for hundreds of years and which contemporary artists still explore today.</p> <p>Explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. Consider lighting, surface, foreground and background.</p> <p>Use close observation and try different hues and tones to capture 3D form in 2 dimensions.</p>	<p>Develop construction skills, creative thinking and resilience by making sculpture which combines a variety of materials.</p> <p>Use tools to construct.</p> <p>Take creative risks by experimenting to see what happens.</p> <p>Use Design through Making philosophy and reflect at all stages to inform future making.</p>

## Art and Design Curriculum and Assessment Map

	<p>take creative risks in pursuit of creating drawings with energy and feeling.</p> <p>Use sketchbooks to:</p> <ul style="list-style-type: none"> <li>- Practise drawing skills.</li> <li>- Make visual notes to record ideas and processes discovered through looking at other artists.</li> <li>- Test and experiment with materials.</li> <li>- Reflect.</li> </ul>		
<b>Cultural Knowledge</b>	<p>Featured Artists: Laura Carlin, Shau Tan, Paul Cezanne, Marcus Coates,</p> <p>Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions and 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> <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>		
<b>Critical Knowledge</b>	<p>Understand that we may all have different responses in terms of our thoughts and the things we make, that we may share similarities and that all responses are valid.</p> <p>Present 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 peers' work, appreciating similarities and differences. Listen to feedback about own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work.</p>		
<b>Learning Checkpoint Tasks</b>	End of unit artwork and associated evaluation		
<b>Suggested Access Art Pathway</b>	<p>Storytelling Through Drawing</p> <p><a href="https://accessart.org.uk">Pathway: Storytelling Through Drawing (accessart.org.uk)</a></p>	<p>Exploring Still Life</p> <p><a href="https://accessart.org.uk">Pathway: Exploring Still Life (accessart.org.uk)</a></p>	<p>Sculpture, Structure, Inventiveness &amp; Determination</p> <p><a href="https://accessart.org.uk">Pathway: Sculpture, Structure, Inventiveness &amp; Determination (accessart.org.uk)</a></p>

## Art and Design Curriculum and Assessment Map

Year 5			
<b>National Curriculum</b>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history</li> </ul>		
	Autumn Term	Spring Term	Summer Term
	Drawing and Sketchbooks	Surface and Colour	Working in 3D
<b>Technical Knowledge</b>	<p>Understand that designers create fonts and work with typography.</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.</p> <p>Create fonts inspired by objects/elements around you. Use close observation as inspiration and use creative skills to transform into letters.</p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful.</p> <p>Combine drawing with making to create pictorial/3D maps which explore qualities of your personality or otherwise respond to a theme.</p>	<p>Understand that monotypes are single monoprints.</p> <p>Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artist's book.</p> <p>Combine mono type with painting and collage to make an "artist's book" inspired by poetry or prose.</p> <p>Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks.</p> <p>Explore how print is combined with paint and collage to create a cohesive artwork.</p> <p>Use sketchbooks to:</p> <ul style="list-style-type: none"> <li>Brainstorm ideas generated when reading poetry or prose.</li> </ul>	<p>Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better.</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.</p> <p>Use sketchbooks to:</p> <ul style="list-style-type: none"> <li>Explore ideas relating to design, exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc.</li> </ul>

## Art and Design Curriculum and Assessment Map

	<p>Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper.</p> <p>Use sketchbooks to:</p> <ul style="list-style-type: none"> <li>- Explore mark making.</li> <li>- Make visual notes to capture, consolidate and reflect upon the artists studied.</li> </ul>		
<b>Cultural Knowledge</b>	<p>Featured Artists: Louise Fili, Grayson Perry, Paula Scher, Chris Kenny, Kevork Mourad,</p> <p>Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p>		
<b>Critical Knowledge</b>	<p>Understand that we may all have different responses in terms of our thoughts and the things we make, that we may share similarities and that all responses are valid.</p> <p>Present 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 peers' work, appreciating similarities and differences. Listen to feedback about own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?</p>		
<b>Learning Checkpoint Tasks</b>	End of unit artwork and associated evaluation		
<b>Suggested Access Art Pathway</b>	<p>Typography &amp; Mats</p> <p><a href="https://accessart.org.uk/Pathway: Typography and Maps">Pathway: Typography and Maps (accessart.org.uk)</a></p>	<p>Making Monotypes</p> <p><a href="https://accessart.org.uk/Pathway: Making Monotypes">Pathway: Making Monotypes (accessart.org.uk)</a></p>	<p>Architecture: Dream Big or Small?</p> <p><a href="https://accessart.org.uk/Pathway: Architecture: Dream Big or Small?">Pathway: Architecture: Dream Big or Small? (accessart.org.uk)</a></p>

## Art and Design Curriculum and Assessment Map

Year 6			
<b>National Curriculum</b>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history</li> </ul>		
	Autumn Term	Spring Term	Summer Term
	Drawing and Sketchbooks	Surface and Colour	Working in 3D
<b>Technical Knowledge</b>	<p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2D drawings into 3D objects.</p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use.</p> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work.</p> <p>Explore using negative and positive space to “see” and draw a simple element/object.</p> <p>Use the grid system to scale up the image above, transferring the image onto card.</p> <p>Use collage to add tonal marks to the “flat image”.</p>	<p>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create to share your voice and passion with the world.</p> <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.</p> <p>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore.</p> <p>Understand that designers &amp; makers sometimes work towards briefs, but always brings their own experience in the project to bear.</p>	<p>Understand that artists reinvent.</p> <p>Understand that as artists, we can take the work of others and re-form it to suit us.</p> <p>Know that we can be inspired by the past and make things for the future.</p> <p>Use a variety of materials to design (through making) and construct a scaled piece of furniture, bringing own personality and character to the piece.</p>

## Art and Design Curriculum and Assessment Map

	<p>Use sketchbooks to:</p> <ul style="list-style-type: none"> <li>- Practise seeing negative and positive shapes.</li> <li>- Using the grid method to scale up an image.</li> <li>- Make visual notes to capture, consolidate and reflect upon the artists studied.</li> </ul>	<p>Understand that artists and designers add colour, texture, meaning and richness to our life.</p>	
<b>Cultural Knowledge</b>	<p>Featured Artists: Lubaina Himid, Njideka Akunyili Crosby, Yinka Shonibare, Mike Barrett, Yinka Ilori</p> <p>Look at the work of designers, artists, and craftspeople.</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>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p>		
<b>Critical Knowledge</b>	<p>Understand that we may all have different responses in terms of our thoughts and the things we make, that we may share similarities and that all responses are valid.</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 peers' work, appreciating similarities and differences. Listen to feedback about own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work.</p>		
<b>Learning Checkpoint Tasks</b>	<p>End of unit artwork and associated evaluation</p>		
<b>Suggested Access Art Pathway</b>	<p>2D Drawing to 3D Making</p> <p><a href="https://accessart.org.uk">Pathway: 2D Drawing to 3D Making (accessart.org.uk)</a></p>	<p>Exploring Identity</p> <p><a href="https://accessart.org.uk">Pathway: Exploring Identity (accessart.org.uk)</a></p>	<p>Take a Seat</p> <p><a href="https://accessart.org.uk">Pathway: Take A Seat (accessart.org.uk)</a></p>

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