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| AccessArt Split Curriculum |
| A picture containing diagram  Description automatically generated | Autumn Term | Spring Term | Summer Term |
| Years 1 & 2(Year A) | [**Spirals**](https://www.accessart.org.uk/spirals/)Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.<https://www.accessart.org.uk/spirals/> [**Simple Printmaking**](https://www.accessart.org.uk/simple-printmaking/)Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry. <https://www.accessart.org.uk/simple-printmaking/>  | [Exploring Watercolour](https://www.accessart.org.uk/exploring-watercolour-pathway/)Exploring watercolour and discovering we can use accidental marks to help us make art. <https://www.accessart.org.uk/exploring-watercolour-pathway/> [**Playful Making**](http://www.accessart.org.uk/playful-making)Exploring materials and intention through a playful approach<http://www.accessart.org.uk/playful-making>  | [**Making Birds**](https://www.accessart.org.uk/pathway-making-birds/)Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.<https://www.accessart.org.uk/pathway-making-birds/> [**Inspired by Flora & Fauna**](https://www.accessart.org.uk/flora-and-fauna/)Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork.<https://www.accessart.org.uk/flora-and-fauna/>  |
| Years 1 & 2(Year B) | [**Explore & Draw**](https://www.accessart.org.uk/explore-draw/)Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.<https://www.accessart.org.uk/explore-draw/>[**Exploring the World Through Mono Print**](https://www.accessart.org.uk/exploring-the-world-through-mono-print/)Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.<https://www.accessart.org.uk/exploring-the-world-through-mono-print/>  | [**Be An Architect**](https://www.accessart.org.uk/be-an-architect/)Exploring architecture and creating architectural models.<https://www.accessart.org.uk/be-an-architect/> …[Expressive Painting](https://www.accessart.org.uk/expressive-painting/)Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes.<https://www.accessart.org.uk/expressive-painting/>  | [**Stick Transformation Project**](https://www.accessart.org.uk/stick-transformation-project/)**\***Explore how you can transform a familiar object into new and fun forms.<https://www.accessart.org.uk/stick-transformation-project/> [**Music & Art**](https://www.accessart.org.uk/music-and-art/)**\*\***Explore how we can make art inspired by the sounds we hear.<https://www.accessart.org.uk/music-and-art/>  |
| Years 3 & 4(Year A) | [**Gestural Drawing with Charcoal**](https://www.accessart.org.uk/gestural-drawing-with-charcoal/)Making loose, gestural drawings with charcoal, and exploring drama and performance.<https://www.accessart.org.uk/gestural-drawing-with-charcoal/> [**Working with Shape and Colour**](https://www.accessart.org.uk/working-with-shape-and-colour/)“Painting with Scissors”: Collage and stencil in response to looking at artwork<https://www.accessart.org.uk/working-with-shape-and-colour/> . | [**Telling Stories Through Making**](https://www.accessart.org.uk/telling-stories-through-making/)**\*1**Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film<https://www.accessart.org.uk/telling-stories-through-making/> [**Cloth, Thread, Paint**](https://www.accessart.org.uk/cloth-thread-paint/)Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.<https://www.accessart.org.uk/cloth-thread-paint/>  | [Using Natural Materials to Make Images](https://www.accessart.org.uk/using-natural-materials-to-make-images)\*4Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype<https://www.accessart.org.uk/using-natural-materials-to-make-images> [**Making Animated Drawings**](https://www.accessart.org.uk/animated-drawings/)Explore how to create simple moving drawings by making paper “puppets” and animate them using tablets.<https://www.accessart.org.uk/animated-drawings/>  |
| Years 3 & 4(Year B) | [**Storytelling Through Drawing**](https://www.accessart.org.uk/storytelling-through-drawing/)Explore how artists create sequenced drawings to share and tell stories. Create accordian books or comic strips to retell poetry or prose through drawing.<https://www.accessart.org.uk/storytelling-through-drawing/> [**Exploring Pattern**](https://www.accessart.org.uk/exploring-pattern/)**\*2**Exploring how we can use colour, line and shape to create patterns, including repeating patterns.<https://www.accessart.org.uk/exploring-pattern/>  | [**The Art of Display**](https://www.accessart.org.uk/the-art-of-display/)Explore how the way we display our work can affect the way it is seen.<https://www.accessart.org.uk/the-art-of-display/> [**Exploring Still Life**](https://www.accessart.org.uk/still-life/)Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.<https://www.accessart.org.uk/still-life/>  | [**Sculpture, Structure, Inventiveness & Determination**](https://www.accessart.org.uk/sculpture-and-structure)**\*3**What can artists learn from nature?<https://www.accessart.org.uk/sculpture-and-structure> [**Festival Feasts**](https://www.accessart.org.uk/sculptural-food)How might we use food and art to bring us together?<https://www.accessart.org.uk/sculptural-food>  |
| Years 5 & 6(Year A) | [**Typography & Maps**](https://www.accessart.org.uk/typography-and-maps/)Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.<https://www.accessart.org.uk/typography-and-maps/> \*[**Making Monotypes**](https://www.accessart.org.uk/making-monotypes/)Combine the monotype process with painting and collage to make visual poetry zines.<https://www.accessart.org.uk/making-monotypes/>  | [Mixed Media Land & City Scapes](https://www.accessart.org.uk/mixed-media-land-and-city-scapes/)Explore how artists use a variety of media to capture spirit of the place.<https://www.accessart.org.uk/mixed-media-land-and-city-scapes/> [**Set Design**](http://www.accessart.org.uk/set-design)Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.<http://www.accessart.org.uk/set-design>  | [**Architecture: Dream Big or Small?**](http://www.accessart.org.uk/architectural-design)Explore the responsibilities architects have to design us a better world. Make your own architectural model.<http://www.accessart.org.uk/architectural-design> [**Fashion Design**](http://www.accessart.org.uk/fashion)Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief.<http://www.accessart.org.uk/fashion>  |
| Years 5 & 6(Year B) | [**2D Drawing to 3D Making**](https://www.accessart.org.uk/2d-drawing-to-3d-making)Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.<https://www.accessart.org.uk/2d-drawing-to-3d-making> [**Activism**](https://www.accessart.org.uk/activism/)Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.<https://www.accessart.org.uk/activism/>  | [**Brave Colour**](https://www.accessart.org.uk/brave-colour/)Exploring how artists use light, form and colour to create immersive environments.<https://www.accessart.org.uk/brave-colour/> [**Exploring Identity**](https://www.accessart.org.uk/identity/)Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.<https://www.accessart.org.uk/identity/>  | [**Take a Seat**](https://www.accessart.org.uk/take-a-seat/)Explore how craftspeople and designers bring personality to their work<https://www.accessart.org.uk/take-a-seat/> [**Shadow Puppets**](https://www.accessart.org.uk/shadow-puppets/)Explore how traditional and contemporary artists use cut-outs and shadow puppets<https://www.accessart.org.uk/shadow-puppets/>  |

\*There are three options with Stick Transformation, those not chosen would be perfect to repeat process in 3/4 and 5/6. Note which is chosen so that it can be picked up in future years

\*\*First three sessions good – potential move to clay for final three

\*1 Identify characters from relevant book. Alternatively, watch The Lost Thing by Shaun Tan as inspiration for imaginary creatures – perfect clay opportunity

\*2 Bridget Riley work at Chichester Pallant House ‘Measure for Measure’

\*3 Use Nests by Susan Ogley as inspiration and a selection of nests (under TM’s desk)

\*4 Use school based plans for this unit. Also include solargraphy – do this first to get most impact

Charcoal and pastel work makes reference to using hairspray or fixative – DON’T. It will alter the image and will never properly ‘fix’ the work, it just adds to a waste material.