AccessArt Primary Art Curriculum: Disciplines, Sequencing & Artists

The AccessArt Primary Art Curriculum aims to enable high quality visual arts teaching and learning in primary schools. As a part of our curriculum offering we have prepared sequencing documents to support you, as a teacher, in your journey through our Curriculum. Members will have access to word documents which describe the sequencing for each term, from years 1 to 6, relating to the 36 current pathways of the AccessArt Primary Art Curriculum.

Please find 6 word docs which describe the sequencing for each term, years 1 to 6 below.

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AccessArt Primary Art Curriculum Medium Term Plans

Design Through Making

A Clear Progression of Knowledge and Skills…

You May Also Like...

Assessment & Progression



AccessArt Primary Art

Curriculum: Additional Pathways: Medium Term Plans

How Do We Use Artists in Schools?

Show Me What You See

Which Artists Should We Look At in Primary School?

Making 2d & 3d Fashion Designs with Painted and

Decorated Paper

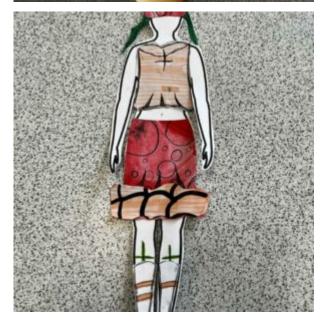
See This Resource Used In Schools...









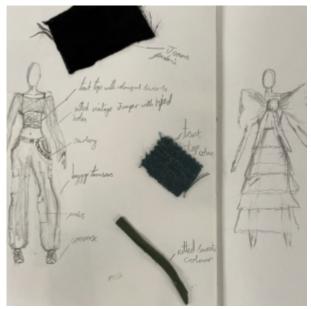






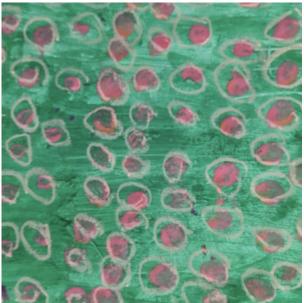




































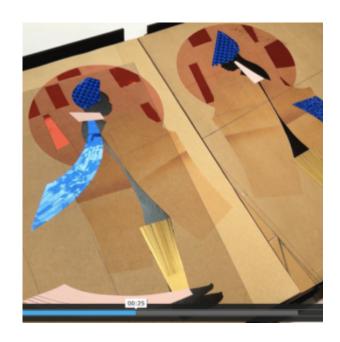
You May Also Like...

Pathway: Fashion Design

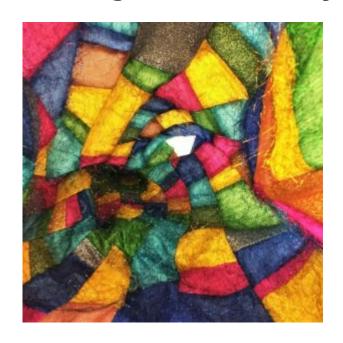


This is featured in the 'Fashion Design' pathway

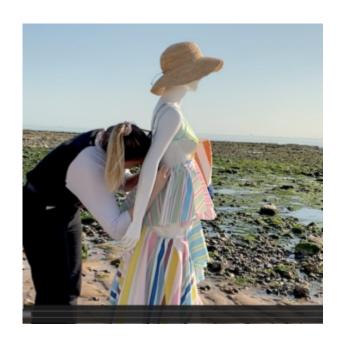
Talking Points: Hormazd Narielwalla



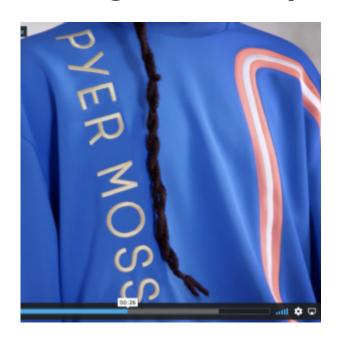
Talking Points: Tatyana Antoun



Talking Points: Alice Fox



Talking Points: Pyer Moss



Talking Points: Rahul Mishra



Making Painted & Sewn Landscapes

See This Resource Used In Schools...























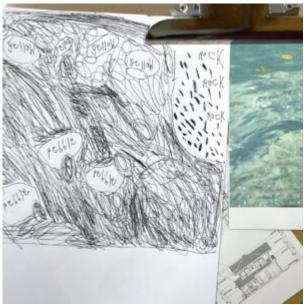














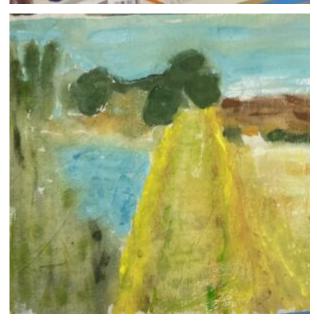


















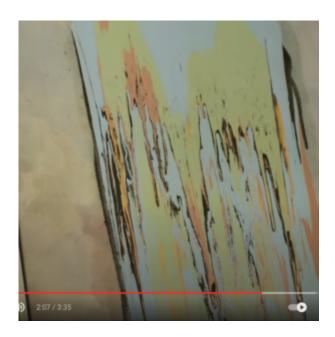
You May Also Like...

Pathway: Cloth, thread, paint



This is featured in the 'Cloth, Thread, Paint' pathway

Talking Points: Frank Bowling



Talking Points: Hannah Rae



Talking Points: Alice Kettle



Using Sketchbooks to Make

Visual Notes

See This Resource Used In Schools



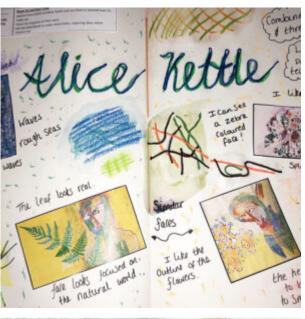














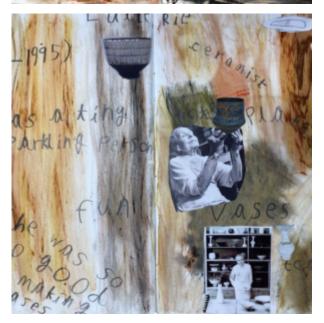




































Making a Treehouse

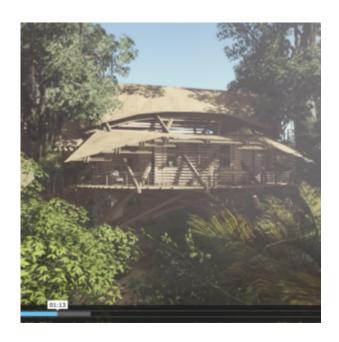
You May Also Like...

Pathway: Stick Transformation project



This is featured in the 'Stick Transformation Project' pathway

Talking Points: treehouses



Pathway: Making Birds

Pathway for Years 1 & 2

Disciplines:
Sculpture, Drawing, Collage

Key Concepts:

- That there is a relationship between drawing
 & making we can transform 2d to 3d.
- That we can use observational drawing and experimental mark-making together to make art.
- That we can work from similar stimulus or starting point but end up with very different

individual results.

-That the individual results can then be brought together to make a whole artwork.

In this pathway children continue to develop their understanding of sculpture and build their making skills.

The exploration starts with careful looking and drawing, and from this "grounded" basis children are encouraged to take creative risks by using experimental mark-making with a variety of media.

Children are then invited to explore how they can manipulate their drawings in an intuitive way to make 3d forms. Paper is twisted, folded, crumpled to become 3d and added to a simple structure. Children explore balance to finally created an individual bird.

The class birds can then be brought together to make a "flock" — with each child's artwork valued as part of the whole.

Themes:

Birds, Wildlife, Local habitat

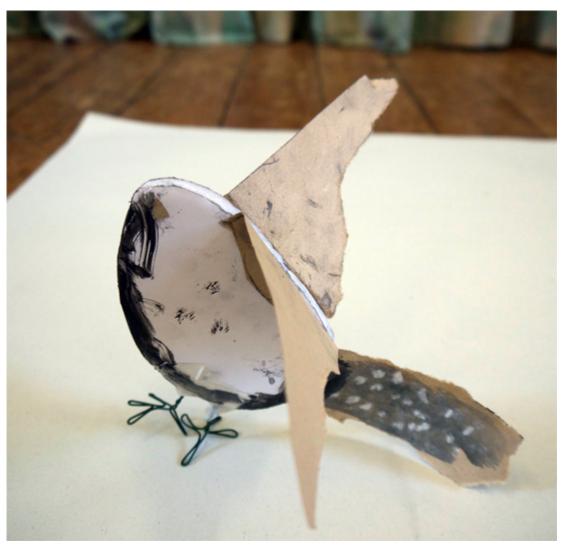
Medium:

Paper (sugar and cartridge), Soft pencils, wax crayons, watercolours, pastels, graphite, scissors, glue sticks, cardboard or foamboard, paper clips or wire.

Artists: A variety (see resource)

If you use this resource in your setting, please tag us on social media: #InspiredBy @accessart (facebook, twitter) @accessart.org.uk (instagram) and share the url. Thank you!







Teaching Notes

Find the MTP for this pathway here.

<u>Please find the CPD session recording of the Making Birds pathway here.</u>

<u>Find an In The Studio session recording exploring observational and experimental drawing of feathers here.</u>

Curriculum Links

Geography: Use language which supports understanding about continents (migration), maps, habitats.

Maths: Explore the relationship between 2D/3D shapes, weight, measuring.

Science: Explore birds, habitats, seasons, food chain

PSHE: Supports Peer Discussion, Collaboration, Responsibility to the planet.

I Can...

I can look carefully at photos and films of birds, take in the details and overall shapes, and then made drawings of what I have noticed.

- -I can drawn from life looking closely.
- I can experiment with a variety of drawing materials and test ways to make marks that describe what I see.
- I can use colour in my drawings and mix two or more different media together.
- -I have looked at the work of other artists who have been inspired by birds and I can share my response to their work.
- -I can fold, tear, crumple and collage paper to transform it from 2d to 3d.
- I can use a variety of materials to make my own sculpture, and I have taken on the challenge of making my sculpture balance and stand.
- I have seen how my sculpture can be part of a class artwork. I can see how all our sculptures are individual.
- I can share my work with my classmates and teachers, and consider what was successful for me.

•

Time

This pathway takes 6 weeks, with an hour per week. Shorten or lengthen the suggested pathway according to time and experience. Follow the stages in green for a shorter pathway or less complex journey.

Materials

Sketchbooks, soft pencils, coloured pencils, handwriting pens, oil/chalk pastels, feathers, A2 cartridge, sugar paper, newsprint.

Project 1: Rubbings- Small objects, wax crayons.

Project 2: Drawing Fur (adapt to feathers) - Feathers, pastels, soft pencils.

Corrugated card or foamboard, wire or paper clips, glue sticks.

Pathway: Making Birds

A PDF of this pathway can be found here.

Aims of the Pathway

This pathway aims to help children begin to

understand the relationship between drawing and making, 2d and 3d. Pupils explore how to transform materials into sculpture, moving from mark making to balance and structure.

•Week 1: Drawing as Research

Drawing from Photographic Sources



Visit the free to access "Drawing Source Material: Birds" resource to find films of birds shown in close-up.

Pause the films at various points so that children can work in their sketchbooks to make drawings of birds.

Encourage close and slow looking by talking as they draw - use your voice to attract their attention to features of the bird.

Create momentum with the drawing by inviting pupils to make drawings of various timed lengths, before moving on to the next paused image/drawing.

Experiment with a variety of media: soft B pencils, handwriting pens, pastels.

Week

2: Developing Skills

Drawing from Observation & Experimental Mark-Making



Explore the "Feathers: Perfect for Mark-Making" resource.

This time working from real feathers rather than photographic imagery, encourage the children to take creative risks and explore how they can draw feathers using a variety of mediums.

Work in sketchbooks or on larger pieces of paper (A3) and experiment with how the paper size changes the nature of the mark-making

(for example use sugar paper and cartridge paper).

You might like to show pupils this work by artist Andrea Butler, in which Andrea shares how she uses the textures and colours within birds to inspire her artwork.

•Week 3: Working Slowly Towards 3d

Manipulating Paper from 2D to 3D



Still working on paper, but this time on sheets of newsprint, sugar and cartridge paper, pupils will explore what happens when you fold, tear, crumple paper and start to manipulate it towards 3d forms.

Explore these three resources and decide which elements you would like to explore with your children:

- Making Rubbings
- <u>Turning Paper Into Fur</u> (adapt to feathers)
- Manipulating Paper 2d into 3d

Make sure you encourage playful exploration and celebrate invention. Pupils are not working towards a fixed outcome, instead they

are developing making and creativity skills.

-Week

4,

5: Watch

&

Make

Explore Sculpture

Pupils are now going to start making their sculptures.



Watch the "What Is Sculpture" animation if you didn't watch it with the class earlier in the year.



Take a look at the free to access "Talking Points: Inspired by Birds" resource if you'd like to talk about how other artists have been inspired by birds. Work in sketchbooks guided by the "Show Me What You See"

resource.



Use the "Making Birds" resource to enable children to pull all their learning together and make small sculptures.

• Week 6: Celebrate

Reflect & Share

Finally make time to display the birds as a "flock". Here is an opportunity to talk about many pieces made by separate people can be exhibited as a single artwork.

Use the "<a href="Crit" resource to help you explore how to talk about the work.



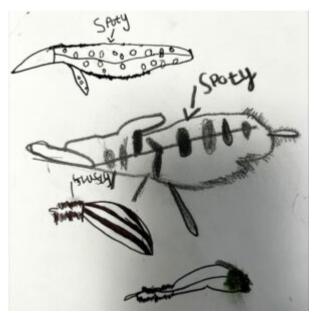
See the Pathway Used in Schools...

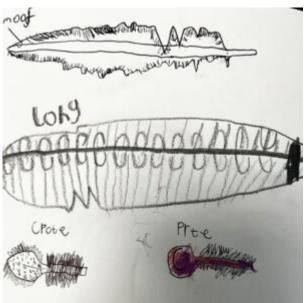






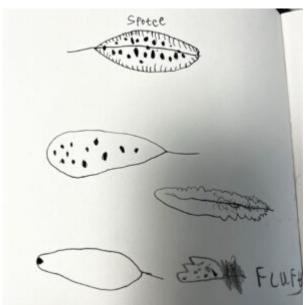










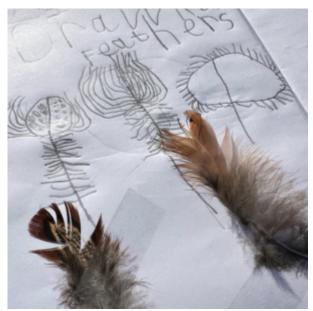






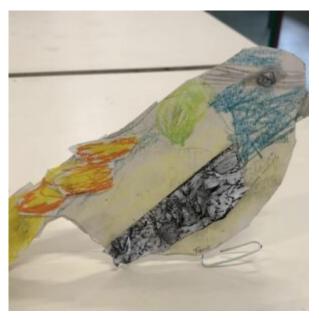


















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Transform materials into birds



<u>Challenge students to create sculptural</u> <u>birds</u>

swoop



Explore birds and migration
flock



<u>Create a school installation featuring a</u> <u>personalised bird from each child</u>

Pathway: Playful Making

Pathway for Years 1 & 2

Disciplines: Sculpture, Drawing

Key Concepts:

- -That when we make art in 3 dimensions it is often called Sculpture.
- -That we can generate ideas through playful exploration.

- That we can build understanding of the properties of materials through manipulation.
- That making sculpture is a partnership between materials, ideas, hands and tools.
- -That we can reflect upon our intention when we see our ideas made physical.

In this pathway children are introduced to what sculpture can be, and invited to explore the work of other sculptors whilst taking a playful and inventive approach to making their own sculptures.

The pathway encourages children to start voicing their response to sculptural artworks, including their own, and to give them time and space to explore properties of materials, and what happens when you join one or more materials together to construct new forms.

Theme:

Transformation & Invention

Medium:

Construction Materials (card, paper, wood, wire, string, fabric including recycled and found objects)

Artists:

Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett

This pathway will take approximately half a term,

based upon a weekly art lesson.

If you use this resource in your setting, please tag us on social media: #InspiredBy @accessart (facebook, twitter) @accessart.org.uk (instagram) and share the url. Thank you!





AGES 5-8

Teaching Notes

Find the MTP for this pathway here.

Curriculum Links

Geography: Adapt the playful making approach to make sculptures of ports and harbours, towns, cities, villages, The Great Wall of China etc.

Maths: Uses language to support understanding of 2D/3D shapes, sequence, measuring, position & direction.

Science: Uses language to support understanding of properties and manipulation of materials.

PSHE: Collaboration, responsibility to the planet.

I Can...

- -I have explored what we mean by "sculpture" and I thought about what I like about different pieces of sculpture.
- -I can use my sketchbook to make drawings inspired by sculptures I have seen, to help me think about what I like, and to remember what I have seen.
- -I can use my hands to make small sculptures out of lots of different materials. I can bend, twist, fold, cut and fasten.
- I can use my hands to make sculptures without designing first. I can just see what happens if...
- I can discover that sometimes working with materials is hard work — things break or my fingers hurt — but that is all ok!
- I can share my work and listen to what other people like about it.
- -I can look at other people's work and sometimes share what I like about it with

them.

Time

This pathway takes 6 weeks, with an hour per week. Shorten or lengthen the suggested pathway according to time and experience. Follow the stages in green for a shorter pathway or less complex journey.

Materials

A3 Sugar paper, handwriting pens.

Construction Materials (see list here)

Pathway: Playful Making

A PDF of this pathway can be found here.

-Aims of the Pathway

This pathway aims to introduce children to the idea of Design through Making: a playful approach to exploring materials and constructing sculpture.

•Week 1. Introduce the idea of "Sculpture"

What Is Sculpture?

Use the <u>"What Is Sculpture?"</u> resource to introduce children to the idea that when we make art in 3 dimensions it is often called Sculpture.

• Talk

Enable Children to Be Curious & Articulate

Use the animation above as a starting point to talk about Sculpture made by Sculptors.

Use the artworks and questions on the free to access "Talking Points: Introduction to Sculpture" to help children explore sculpture made by other artists.



Explore the work of artists Linda Bell and Nnena Kalu through free to access "Talking Points: Linda Bell" and "Talking Points: Nnena Kalu".

Show Me What You See

Invite pupils to make drawings of the sculptures using the free to access "Talking Points: Introduction to Sculpture" resource above. Create drawings in sketchbooks inspired by the videos and images using "Show Me What You See".



Remember that children are using drawing as a way of collecting information and adding their own thoughts. They can also add words etc (no need for sentences).

Remember there is no need/requirement to add learning objectives to sketchbooks or to mark the pages in any way.

■ Week 2. Start Making

The AccessArt Making Prompt Cards

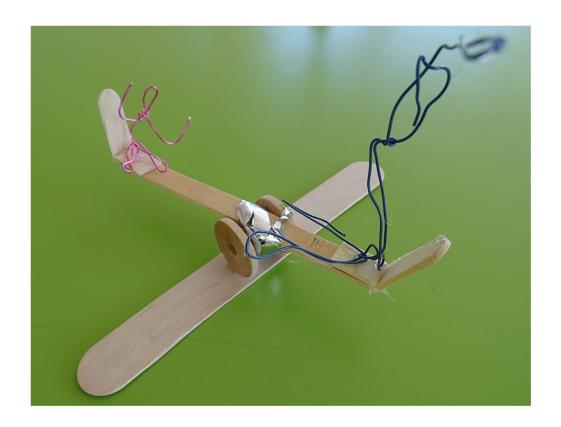
Time to let the children explore materials and tools and connect hand, heart and head. Before you introduce children to this activity, watch "Design through Making".



In this warm up session, introduce children to "The AccessArt Making Prompt Cards" a wide range of materials and invite them to make in a playful way without a predefined outcome in mind.

Openly invite the children to explore the materials without "knowing" what they will make ("We are going to be explorers and inventors..."). This comes easy to young children and we tend to grow out of it as we get older — but it's an important skill to acknowledge and retain.

Collect together materials on the materials list in the Teacher notes column, and choose one or more of the prompts.



At the end of the session, tidy the room and clear a space to show the "sculptures" made. Remember these are just "doodles" of materials — and are the first stage in exploring the properties of materials, and how we can connect and combine to make new objects.

Ask the children to try to guess the prompt card used, and to talk about the sculptures as a class.

•Week 3 & 4. Find Your Focus

Make Your Sculpture

Choose from one of the projects below, or adapt a similar approach to your own area of focus/curriculum theme.



All the resources below share the common aim of enabling children to explore materials, simple tools and their ideas, with plenty of freedom to play and invent.

Give children plenty of time and space to explore, take creative risks, discover and share, without working towards a predefined outcome. Encourage and celebrate individuality.

Have sketchbooks open on tables and encourage children to make notes (whatever form they take), and record and reflect.

• Project 1

Creativity Medals



Jan Miller is an Art and Design Technology teacher and magazine editor with 25 years' experience. Invite children to create imaginative and unique "Creativity Medals" using recycled materials.

0r...

-Project

2

Making a Roller Coaster



KS1 children use their imaginations and sense of fun to collaborate to create a "Model Roller Coaster" with moving parts.

0r...

■Projects 3 & 4

Boats That Float & Sea Creatures

Both these projects were illustrated with older children, but they follow the same playful making approach. Adapt by keeping tools simpler (ie scissors, but no pliers or glue guns).



Boats

That Float

Creatures

• W<u>eek</u> 5/6



<u>Sea</u>

Presenting, Talking, Sharing, Documenting & Celebrating



Time to see the work which has been made, talk about intention and outcome.

Invite children to display the work in a clear space, and walk around the work as if they are in a gallery. Give the work the respect it deserves. Remind the children of their hardwork.

If you have class cameras or tablets, invite

the children to document their work, working in pairs or teams. Think about how the work is lit and what it is displayed on. Encourage them to feel able to change the background, turn the sculpture around etc. Explore how children can take high quality photographs of 3d artwork with this resource.

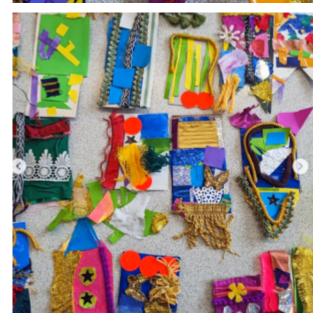
Use the resource here to help you run a class
"crit" to finish the project.

See the Pathway Used in Schools...









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You May Also Like...

Making shells



Create shells out of recycled materials

Cardboard challenge



<u>Get children thinking about how they can</u> <u>make something stand</u>

Experimental Mark Making Tools

See This Resource Used In Schools...







You May Also Like...

Pathway: Expressive Painting



<u>This is featured in the 'Expressive Painting' pathway</u>

Pathway: Spirals

Pathway for Years 1 & 2

Disciplines:

Drawing, Collage, Sketchbooks

Key Concepts:

That drawing is a physical and emotional activity. That when we draw, we can move our whole body.

- -That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.
- That we can draw from observation or imagination.
- -That we can use colour to help our drawings engage others.

In this pathway children are enabled to build an understanding about the way they can make marks on a drawing surface. They explore how the way they hold a drawing tool, and move their bodies, will affect the drawings they make.

Children will begin to explore mark-making and experiment with how they can use the marks they make in their drawings.

They are introduced to the fact that they can make drawings as a result of observation, without a seen subject matter. (i.e. from action or imagination) and that they can make drawings as a result of observation. Through their drawings children are able to talk about what they can see and how it makes them feel.

The focus of the exploration is around spirals -

an ancient symbol which we all recognise, and which lends itself to conversations around growth, movement and structure.

Children are introduced to sketchbooks as a place of personal exploration, and enabled to make a sketchbook or personalise a bought sketchbook.

Themes:

Pattern, Structure, Movement, Growth, The Human Body, Sound

Medium:

Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, Paper, (Sketchbook Making Task: Paper, string, elastic bands, glue)

Artists: Molly Haslund

If you use this resource in your setting, please tag us on social media: #InspiredBy @accessart (facebook, twitter) @accessart.org.uk (instagram) and share the url. Thank you!





"To paint a line for a minute and walk with it was something I had never done

before, and it made me think a lot about how good simple things can be." Chris Ofili

AGE\$ 5-8

Teaching Notes

Find the MTP for this pathway here.

<u>See the recording of the hour long zoom CPD to introduce teachers to this pathway.</u>

Curriculum Links

Science: Uses language to support understanding of concepts of growth, human body and natural forms.

Maths: Explores pattern, symmetry.

PSHE: Peer discussion, collaboration

I Can...

- -I can draw from my finger tips, my wrist, my elbow, my shoulder, my body.
- -I can make a drawing using a continuous line for a minute or two.

- I have made a sketchbook (or perhaps decorated the cover of a bought sketchbook) and I feel like it belongs to me.
- I can draw from observation for a few minutes at a time.
- -I can make different marks with different drawing tools. I have seen the different marks I can make with a soft pencil, a graphite stick and a handwriting pen.
- -I have explored how water affects the graphite and pen, and explored how I can use a brush to make new marks.
- -I can make choices about which colours I'd like to use in my drawing.
- I have seen the work of an artist and listened to how the artist made the work. I have been able to share how I feel about the work.
- I can talk about what I like in my drawings, and what I'd like to try again.
- -I can take photos of my artwork.

Time

This pathway takes 6 weeks, with an hour per week.

Shorten or lengthen the suggested pathway according to time and experience. Follow the stages in green for a shorter pathway or less complex journey.

Materials

A2 newsprint, A2 cartridge or black paper, sugar paper (torn into squares), soft pencils, graphite sticks, chalk, handwriting pens, or graphite, sticks, coloured card, cardboard, recycled/scrap paper, elastic bands.

Pathway: Spirals

A PDF of this pathway can be found here.

-Aims of the Pathway

This pathway aims to introduce children to the idea that making a drawing is a physical activity which uses the whole body and connects head, hand and heart.

•Week 1: Make drawings using your body

Making Spiral Drawings



Invite children to use their whole body to create large scale "Spiral Drawings".

Use soft B pencils or graphite sticks. Work on large A2 sheets of paper (newsprint is fine).

Invite students to experiment with different materials — graphite sticks, soft B pencils, handwriting pens, chalks.

- Create large scale drawings.
- Make spiral drawings to music.
- Stand up and work in the playground using chalk.
- -Juxtapose emotions eg. 'Create a quiet

spiral... then create a LOUD spiral.' Invite children to tune into how they are feeling and create a spiral that reflects their mood.

•Look & Talk

Molly Haslund: Outdoor Drawings



Molly Haslund Circles, 2015 New York, Peekskill Project #6, Hudson Valley MOCA

Explore our free to access "Talking Points: Molly Haslund" to discover an artist who makes drawings outside using her body as a drawing tool. Pause the videos and invite children to create drawings using the "Show Me What You See" method.

Fast engineering challenge: Respond to Molly Haslund's work by asking children to make a tool that creates a circle when it has a drawing material attached. Use sticks, card, cardboard, tape, twine, straws etc.

Juxtapose children's exploration by looking at the work of women who make kolam in front of their homes every morning in the "Talking Points: The Ancient Art of Kolam" resource.

•Week 2: Develop your drawings

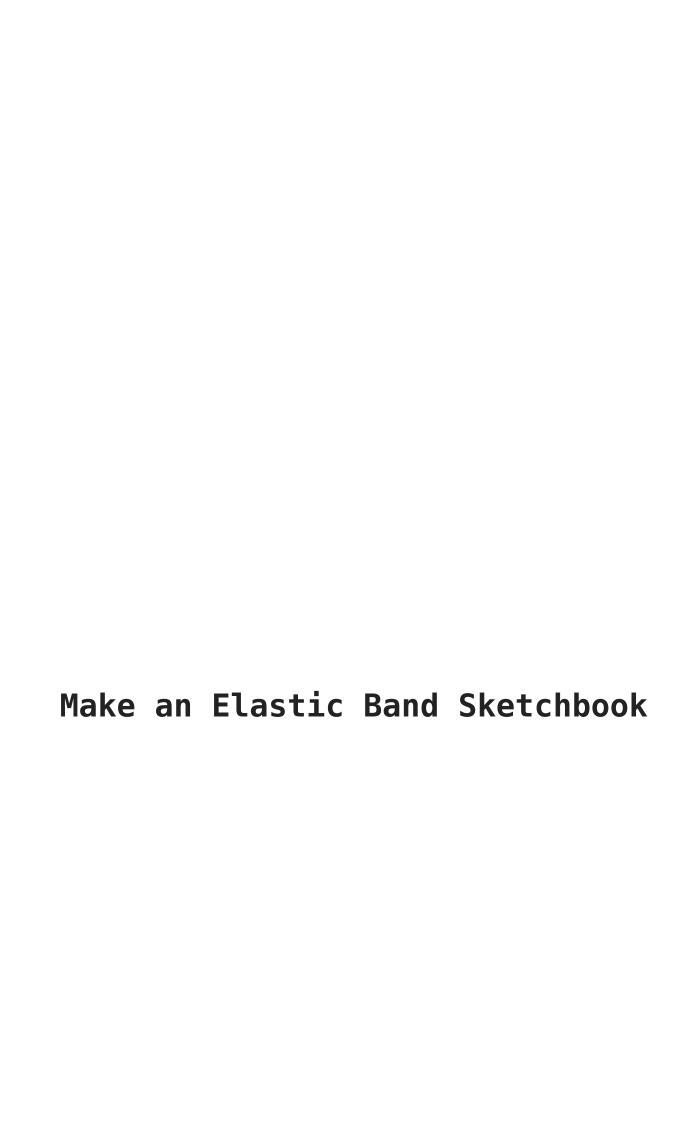
Make Snail Drawings



Create a "Snail Drawing" on a large square of white cartridge paper or black sugar paper, using chalk and oil pastels.

This exercise explores different qualities of line, colour blending, mark making and makes a wonderful mounting piece.

 Week 3: Introduce sketchbooks and either make your own sketchbook or personalise a bought sketchbook





It's important that children feel a sense of ownership with their sketchbooks. Invite children to create their own elastic band sketchbooks using recycled paper and card. These sketchbooks will create an ideal platform for exploration and creative risk taking. Ask children to decorate the cover using collage.

• Or personalise a bought sketchbook to nurture ownership

Making Spaces and Places in a Sketchbook



"Make Spaces and Places in a Sketchbook" to change the way children use their sketchbooks and help to develop sketchbook techniques in future sessions.

In the next session children will start working in their sketchbooks.

■Week 4 & 5: Two drawing exercises

Two Exercises to Encourage Close Looking & Experimental Mark-Making

Working in a sketchbook, invite children to try the following two drawing exercises below.

Continue with the spiral exploration by applying drawing skills to making observational drawings of shells.

Where possible work from real shells, making

sure each child can clearly see what they are drawing. If you do not have real shells then you can work from "Drawing Source Materials: Shells".

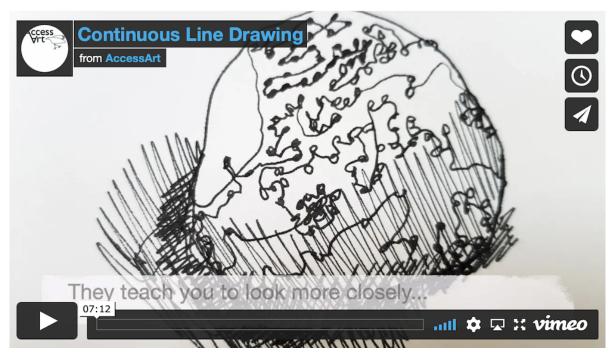
Do the exercises alongside the children (to model your own open exploration), or before the lesson so that you understand how it feels.

By the end of this session children will have completed a number of line drawings in their sketchbooks.

• Exercise One

Observational Continuous Line

Drawing:



Start the session by creating a calm meditative environment. Use this exercise to create "Observational Drawings using Continuous Line". Encourage careful observation and intentional mark making.

Depending on how much time you would like to allocate to the warm up, you may want to ask children to experiment with scale, different materials, dominant and non dominant hand.

■ Exercise Two

Experimental Mark-Making with Water Soluble Pens



Adapt this resource and experiment with "Mark Making with Water Soluble Pens"

Rather than try the whole resource which was originally written for older children, focus upon enabling the children to see what happens when they add water to observational drawings made using a handwriting pen (check first that the pen you use is water-soluble) or water-soluble graphite. How are the marks changed by the water?

As the children may not have experience of the colour wheel yet, strip this activity back to focus on the line, texture, and light and dark areas.

Share, reflect, discuss



Time to see the work which has been made, talk about intention and outcome.

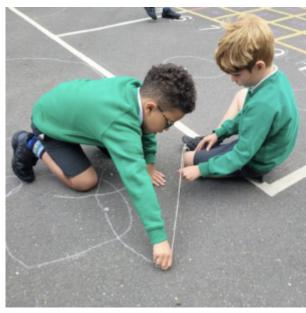
Invite children to display the work in a clear space, and walk around the work as if they are in a gallery. Give the work the respect it deserves. Remind the children of their hardwork.

If you have class cameras or tablets, invite the children to document their work, working in pairs or teams.

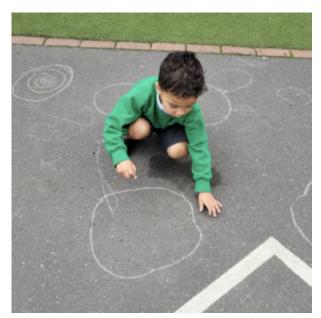
You might like to get children to assemble the snail drawings made in Week 2 into a "class" <u>Backwards Sketchbook</u>.

<u>Use the resource here to help you run a class</u> <u>"crit".</u>

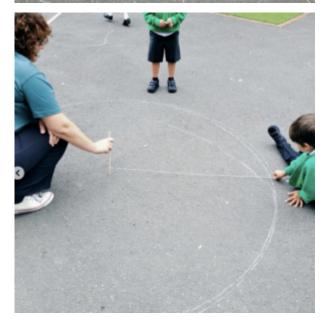
See the Pathway Used in Schools...





















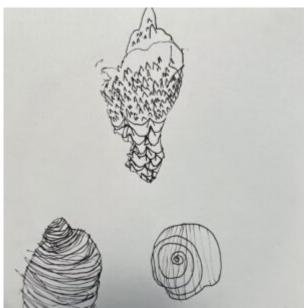




















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You May Also Like...

Letting shape and colour co-exist



Layer chalk, pastel and pencil to use

shapes intuitively

Backwards forwards drawing



<u>Develop understanding and knowledge of subject matter through careful observation</u>

Pathway: Print & Activism

Pathway for Years 5 & 6

Disciplines:

Printing, Collaging, Drawing

Key Concepts:

That artists can use art as a way to express their opinions, using their skills to speak for sectors of society.

- That artists acting as activists often use print because it allows them to duplicate and distribute their message.
- That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language.
- -That through art as activism we can come together.

In this pathway children are introduced to the idea that they can use art as a way of sharing their passions and interests with their peers and community. We start by introducing pupils to artists who are activists, and then we go on to help pupils identify and voice the things they care about as individuals.

There is then a choice of projects: the class can either make posters or zines, using using collage, print and drawing.

Medium:

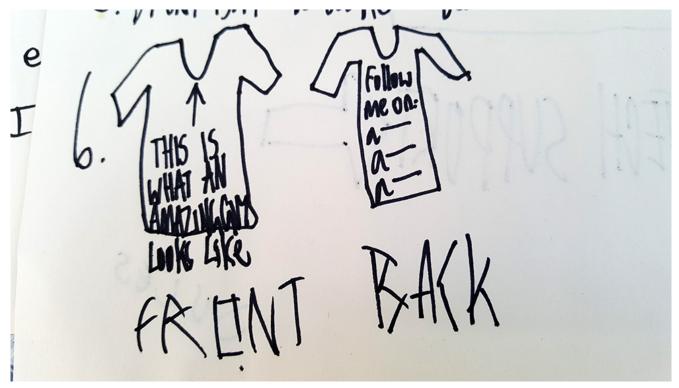
Paper, Pen, Paint

Artists: Luba Lukova, Faith Ringgold, Shepard Fairey

If you use this resource in your setting, please

tag us on social media: #InspiredBy @accessart (facebook, twitter) @accessart.org.uk (instagram) and share the url. Thank you!







AGES 9-11

Teaching Notes

Find the MTP for this pathway here.

Curriculum Links

History: Look at the messaging from WW2 posters.

Science: Environmental changes, deforestation.

PSHE: Responsibility to the planet, Collaboration, Peer Discussion, Different Religions, Ethnic Identity.

I Can...

- -I have seen how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities.
- -I have explored how I can find out what I care about, and find ways I might share my ideas with us.
- -I have seen how my classmates may have different things they care about, or share things we care about, but they are all valid.
- I can create visuals and text which communicate my message.
- I can use line, shape and colour to make my artwork.
- I can use typography to make my messages stand out.

I can combine different techniques such as print, collage and drawing.

•I can reflect and articulate about my own artwork and artwork made by my classmates.

This pathway takes 6 weeks, with an hour per week. Shorten or lengthen the suggested pathway according to time and experience. Follow the stages in green for a shorter pathway or less complex journey.

Materials

Soft B pencils, handwriting pens, sharpies.

Option 1: Make a Poster — Wall paper samples, white acrylic paint, PVA glue.

(For the screen printing) — Masking tape, silk screen mesh, printing ink, printing medium, newsprint, cartridge paper or other printable surface, pen/pencil, craft knives (optional), masking tape, cardboard for palette and squeegee, bucket, A4 Acetate sheets and pva glue (optional).

Option 2: The Art of Zines — Large sheet of cartridge paper, collage papers, newspaper, PVA glue.

Pathway: Print & Activism

A PDF of this pathway can be found here.

-Aims of the Pathway

This pathway introduces pupils to the idea that artists can use their skills, vision and creativity to speak on behalf of communities, changing the world for the better.

• Week 1: Introduction

The Relationship Between Print & Activism

We begin by introducing pupils to the idea that art can be used to express the opinions of artists, who in turn speak for sectors of society. Artists can be activists, and many artists choose print as a way to make their art, as it allows them to reproduce their artwork so that it can reach many people.

Choose one or more of the artists below to introduce to your class, depending on the project option you choose.

• Introduce an Artist Activist

Luba Lukova

Use free to access "Talking Points: Luba Lukova" to explore a designer who uses posters as a way to address injustice in the world. Use the questions at the bottom of the resource to help guide a discussion about the artists approach.

■ Introduce an Artist Activist

Faith Ringgold

Use free to access "Talking Points: Faith Ringgold" resource to explore an artist who makes painted quilts to communicate personal narratives, history and politics. Use the questions at the bottom of the resource to help guide a discussion about the artists approach.

• Introduce an Artist Activist

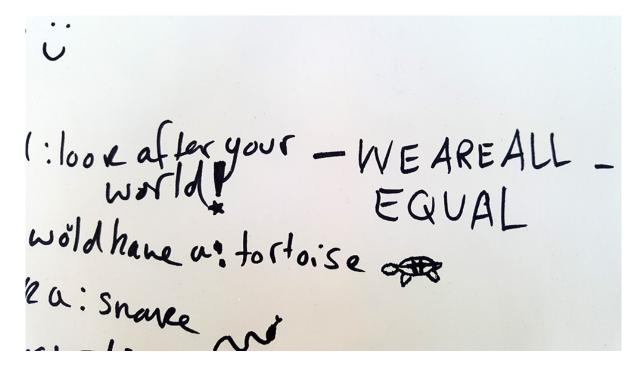
Kate DeCiccio



Use the free to access "Talking Points: Kate DeCiccio" to explore how posters can be used to communicate important messages within different communities.

■ Find Your Voice...

What Do YOU Care About?



What do you care about? What is your message to the world? Sometimes it can be hard to find the right words, or be brave enough to say them outloud.

The "Find Your Message" resource will help pupils to find their passion and their message, and enable them to communicate it in their own way.

Work in sketchbooks or on large sheets of paper. Work alone or in small groups of people you trust.

This activity will encourage children to start exploring who they really are, before they take their next steps to secondary school.

• Week 2,3,4 & 5

Find your focus

Decide whether you would like to explore pupil voice by making posters or making zines, and follow the pathways below.

•Option 1

Make a Poster

This pathway shares how you can make a poster about something you care about.

Shepard Fairey



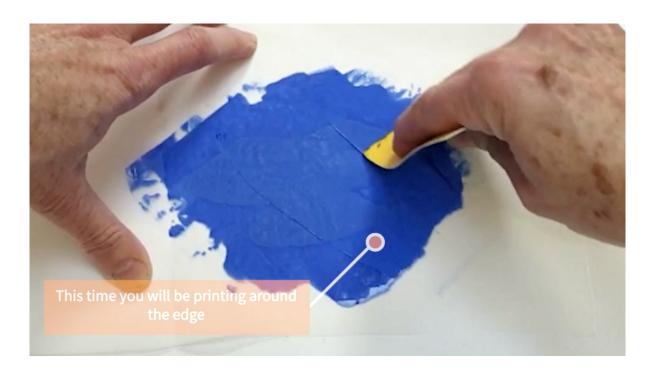
Introduce discussions about street art and activism in the classroom using free to access "Talking Points: Shepard Fairey".

Create a Poster Inspired by Shepard Fairey



Use the "Creating a poster inspired by Shepard Fairey" resource. Children will begin by collaging their own canvas and go on to create their poster design, through stencil, collage or screen print.

Screen Print Hack



If you decide that you'd like to revisit screen print with the children or they haven't had the opportunity to screen print before, here is a video for our "Screen Print Hack" to support this facilitation.

Children can also use collage and stencilling as a way to create their posters.

0r...

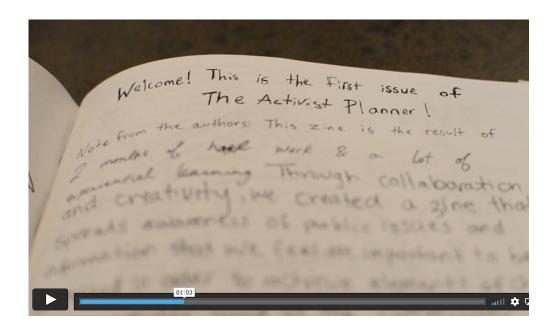
•Option 2:

Make a Zine

Use the following resources to inspire pupils to make a zine.

Introduce

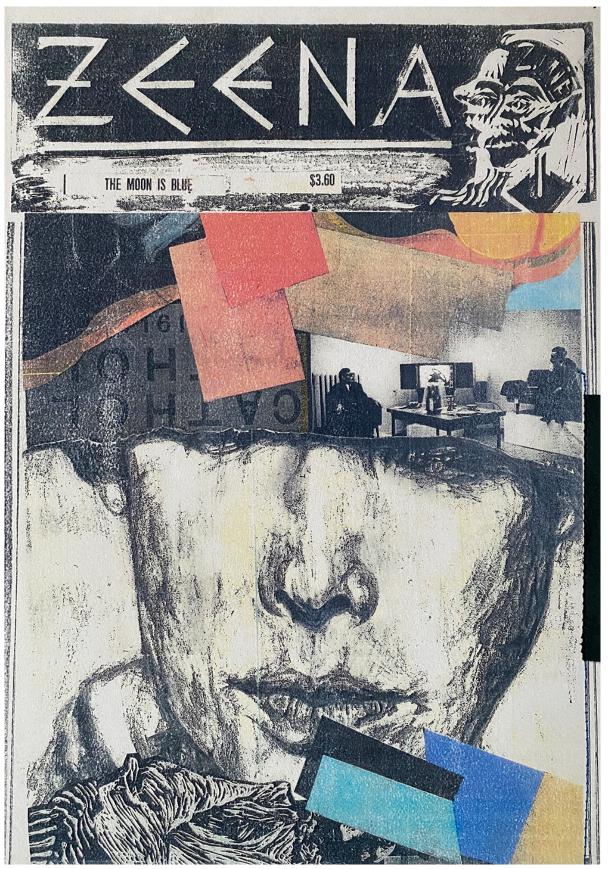
Talking Points: What is a Zine?



Use the free to access "<a href="Talking Points: What is a Zine?" to explore the purpose of Zines." Talking Points: What is a Zine?" to explore the purpose of Zines.

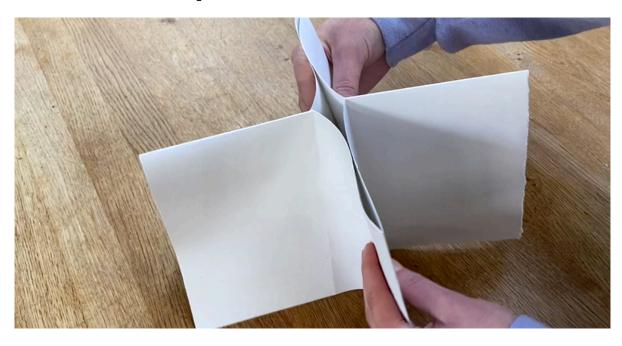
■ Be Inspired

The Art of Zines



See how older pupils made zines about things they cared about in the "Art of Zines" resource.

Make a Simple Folded Sketchbook



Use the "Simple Folded Sketchbook" resource as basis for your zine.

Collage

Fill your Zine



Children may want to begin their zines by "starting with magazine imagery".

Supply children with a variety of magazine imagery which can be used to communicate their message.

Invite children to modify their chosen imagery, by cutting, folding, sticking and juxtaposing whilst thinking about the composition of their zine pages. Images can be photocopied in black and white and drawn/painted over.

Encourage experimentation and exploration of how best to communicate their message through text and word.

Week 6

Share, reflect, discuss



Time to see the work which has been made, talk about intention and outcome.

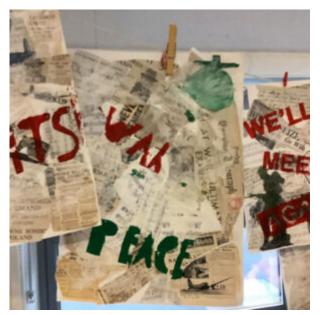
Invite children to display the work in a clear space, and walk around the work as if they are in a gallery. Give the work the respect it deserves. Remind the children of their hardwork.

Use the resource here to help you run a class
"crit" to finish the project.

See This Pathway Used In Schools





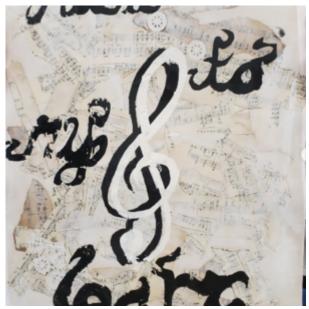
















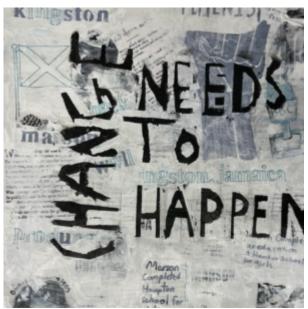






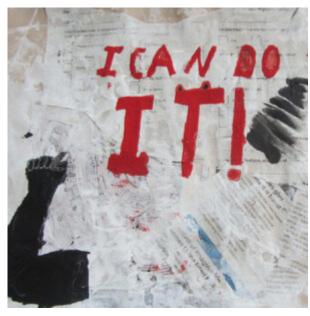














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You May Also Like...

an exploration of artwork by Shepard Fairey



Take inspiration from Fairey's methods of production and use of imagery to make work

Screen Prints Inspired by Shepard Fairey



Enjoy these examples of activist screen prints

Screen Prints Mesh Hack in Action



See the screen print mesh hack in action

Pathway: 2D Drawing to 3D Making

Pathway for Years 5 & 6

Disciplines:

Drawing, Sculpture, Graphic Design, Collage, Sketchbooks

Key Concepts:

- -That drawing and making have a close relationship.
- -That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object.
- -That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork.
- That we can use methods such as the grid method and looking at negative space to help us draw.
- -That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.

This pathway contains two choices: 1) working towards a piece of sculpture, or 2) working towards graphic design/packaging.

Both options allow children to explore the idea that drawing as a 2 dimensional activity can be used to transform surfaces which can then be manipulated into a 3 dimensional object.

Along the way, children explore how mark making, line, tonal value, colour, shape, and composition

can be used to inform the final piece.

The sculptural project additional includes two methods to help build drawing skills: looking at negative space and grid drawing.

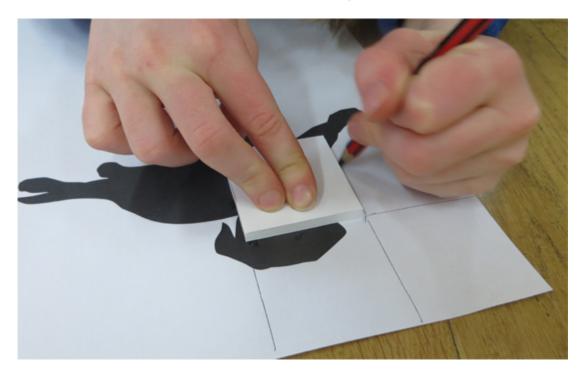
The graphic design packaging project includes typography.

Medium:

Card, Paper, Drawing materials.

Artists: Lubaina Himid, Claire Harrup

If you use this resource in your setting, please tag us on social media: #InspiredBy @accessart (facebook, twitter) @accessart.org.uk (instagram) and share the url. Thank you!









AGES 9-11

Teaching Notes

Find the MTP for this pathway here.

You can see a <u>recording of a session sharing this</u> <u>pathway here.</u>

Curriculum Links

English: Create characters inspired by literature.

History: Create characters inspired by theme.

Maths: 2D and 3D shapes, measuring, symmetry, angles, plot points.

PSHE: Collaboration, Peer Discussion.

I Can...

- -I have explored artists who use their drawing skills to make objects, and I can share my responses to their work, thinking about their intention and outcome.
- I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use.
- I can use line, mark making, tonal values, colour, shape and composition to make my work interesting.
- -I can use negative space and the grid method to help me see and draw.
- -I can explore typography and design lettering which is fit for purpose.
- I can transform my drawing into a three dimensional object.
- I can share my work with others, and talk about my intention and the outcome. I can

listen to their response and take their feedback on board.

- -I can appreciate the work of my classmates. I can listen to their intentions and share my response to their work.
- I can photograph my three dimensional work, thinking about presentation, lighting, focus and composition.

Time

This pathway takes 6 weeks, with an hour per week. Shorten or lengthen the suggested pathway according to time and experience. Follow the stages in green for a shorter pathway or less complex journey.

Materials

Option 1: Flat/Sculptural Drawings: Corrugated cardboard, silhouette images of dogs, handwriting pens, soft B pencils, collage papers/newspapers/photocopies, PVA glue, tape, scissors.

Option 2 Packaging: Cardboard food packaging, ink, brushes, handwriting pens, sharpies, acrylic paint/poster paint mixed with PVA, coloured paper, coloured crayons, scissors, string, big needles,

Pathway: 2D Drawing to 3D Making

A PDF of this pathway can be found here.

The Aim of the Pathway

This pathway enables pupils to consider how 2 dimensional drawing might relate / transform to 3 dimensional making.

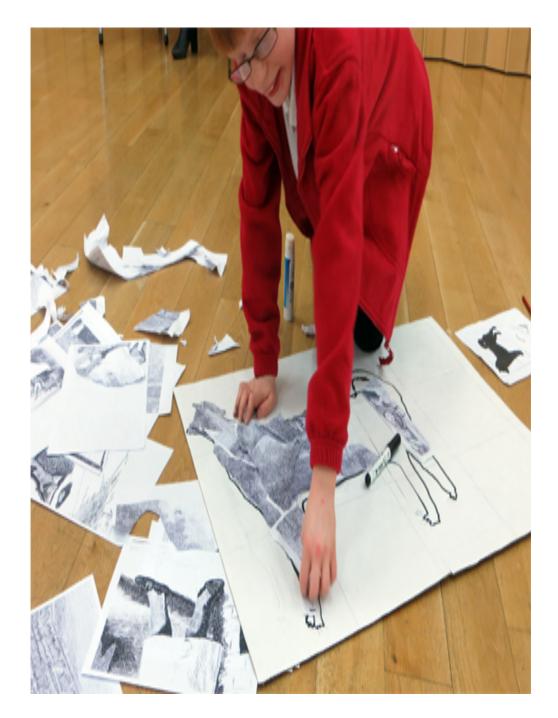
• Find Your Focus

Sculpture or Graphic Design?

Before you begin, decide which focus you would prefer:

•Option 1

Sculpture

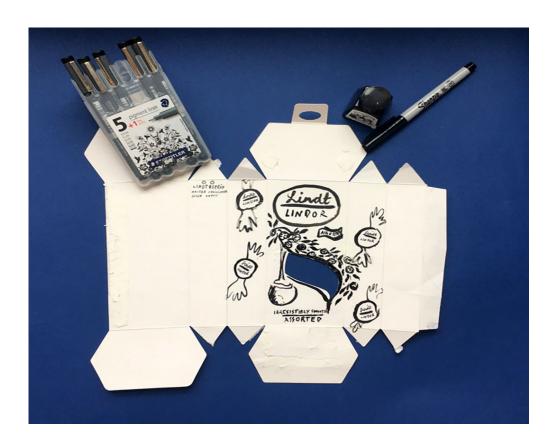


Sculpture — Explore drawing techniques such as grid drawing, using negative space, and mark making (including tonal value), before transforming your drawings into sculpture.

.0r...

•Option 2

Graphic Design



Graphic Design — Explore typography, line, shape, colour and composition to recreate food packaging, turning the flat graphics into 3d nets.

Follow Option 1 or Option 2 for the Full 6 Weeks Below

• Option 1:

Flat Yet Sculptural Sculpture Project

•Option 1: Week 1: Introduce

Introduce the Work of Lubaina Himid



Introduce pupils to the work of Lubaina Himid, an artist working in London, using the free to access "Talking Points: Lubaina Himid" resource.

Note for teachers on adult content: Please see the advisory on the Talking Points page above.

Lubaina paints on wood to create flat, standing images which viewers can walk amongst.

With sketchbooks open use the "Making Visual Notes" resource so that pupils can note down things that they notice during the exploration. Use the questions on the resource to start discussion.

•Option 1: Weeks 2 & 3: Draw

Use Negative Space and the Grid Method



Pupils will start to create their own "flat yet sculptural" artwork.

In the resource we feature, we framed our exploration around dogs — but you can choose any focus you like.

Begin by introducing children to two key techniques which will help them both see and draw: 1) using negative space and 2) the grid method.

Use the "<u>Use Negative Space to Believe What You See (and Scaling Up)</u>" resource to help pupils understand these methods and begin their project work.

•Option 1: Weeks 4 & 5: Draw

Explore Mark Making, Tonal Value & Structure



Continue the project by collaging and making the drawings into sculptures. Full instructions via the "Flat Yet Sculptural" resource.

■ Week 6

Share, Reflect, Discuss

Refer to the bottom of the pathway for help with running a crit.

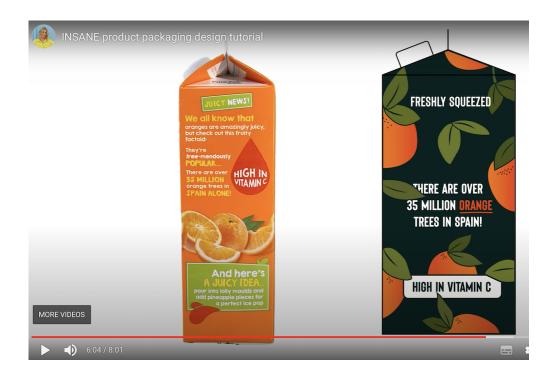
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• Option 2:

Redesigning Food Packaging

•Option 2: Week 1: Introduction

Graphic Designers and Food Packaging



Use the free to access "Talking Points: Food Packaging" resource to explore food packaging. Use the questions on the resource to stimulate conversation.

You may also like to take in food packaging of favourite foods and invite children to talk about the colours and design of the boxes etc.

Use the "Making Visual Notes" resource to give children the opportunity to note down things that they notice during the exploration.



You could also look at "Which Artists: Claire Harrup" to see how an artist working for one of the big supermarkets designs her work.

•Option 2: Week 2, 3, 4, 5: Draw, Paint, Make

Explore Packaging Design



Use the "Redesigning Food Packaging" resource to design your own food packaging.

You might like to start the project by watching the third video on the "Talking Points: Food Packaging" resource if you didn't watch it last week. The process you will follow is slightly different but it gives a nice insight into how a designer might approach a similar project.

You may also like to visit the free to access "Talking Points: What is Typography?" resource if you would like to remind children how they can think creatively about lettering.

Throughout the project, use sketchbooks to test ideas and reflections.

• Week 6 (both options)

Share, Reflect, Discuss



Time to see the work which has been made, talk about intention and outcome.

Invite children to display the work in a clear space and walk around the work as if they are in a gallery. Have sketchbook work present too. Give the work the respect it deserves. Remind the children of their hard work.

If you have class cameras or tablets, invite the children to document their work, working in pairs or teams. Explore how children can take high quality photographs of 3d artwork with this resource.

Use the resource here to help you run a class
"crit" to finish the project.

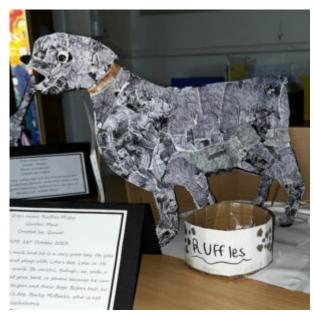
See This Pathway Used In Schools





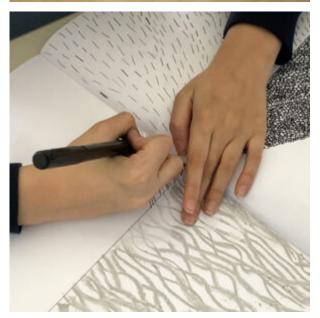


























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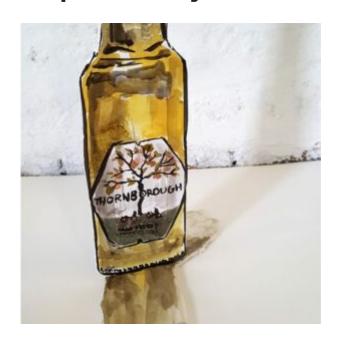
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You May Also Like...

drawing with wire like calder



Draw and create wire models of toys
Graphic inky still life



Explore bottle packaging through drawing
and construction

Pathway: Shadow Puppets

Pathway for Years 5 & 6

Disciplines:

Making, Drawing, Sketchbooks

Key Concepts:

- That there are many traditions of using intricate cutouts as shadow puppets to narrate archetypal stories.
- -That artists and craftspeople adapt the traditions they inherit to make them their own, and to reflect the culture they live in.
- -That we can take inspiration from other artists and cultures and make the processes and techniques our own by using materials, tools and narratives which are important to us.
- -That we can work in collaboration with others to make a shared experience.

In this pathway children explore both traditional and contemporary artists and craftspeople using intricate cutouts to create artwork which is meaningful to the culture in which it is created.

Pupils explore how they can take inspiration from other artists and craftspeople, and adapt ideas to

suit their own way of working. Pupils create puppets working in collaboration.

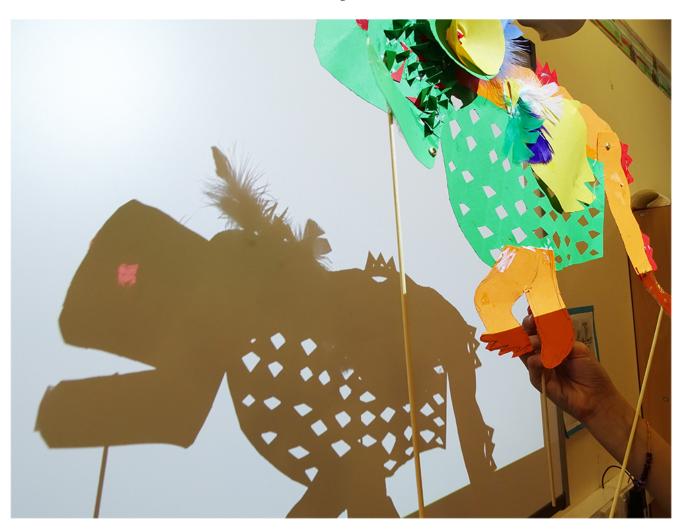
Sketchbooks are used throughout to record, generate ideas, test and reflect.

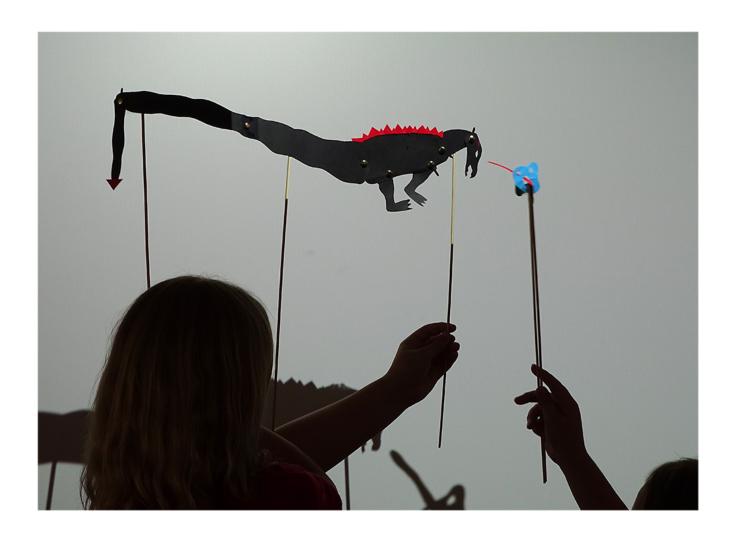
Medium:

Paper, Construction Materials

Artists: Lotte Reiniger, Matisse, Wayang Shadow Puppets, Phillipp Otto Runge, Pippa Dyrlaga, Thomas Witte

If you use this resource in your setting, please tag us on social media: #InspiredBy @accessart (facebook, twitter) @accessart.org.uk (instagram) and share the url. Thank you!





AGES 9-11

Teaching Notes

Find the MTP for this pathway here.

<u>See the Zoom CPD session exploring making shadow</u> <u>puppets.</u>

Curriculum Links

English: Use literature to inspire narrative.

History: Create a narrative around area of focus.

Science: Human body, animals, light and shadow.

Music & Drama: Be Inspired, or make a creative response to, existing productions/themes.

PSHE: Responsibility to the planet, Collaboration, Peer Discussion, Different Religions, Ethnic Identity.

I Can...

- -I have seen how a variety of artists and craftspeople use their interest in cutouts to generate imagery. I can share my response to their work with my classmates.
- I can use my curiosity to think about how I might adapt techniques and processes to suit me.
- I can use my sketchbook to record, generate ideas, test ideas and reflect.
- I can make a shadow puppet thinking about how the qualities of the materials I use affect the final outcome.
- I can manipulate the materials using tools so that the puppets I make have character and expression.

I can make my puppets move in simple ways by articulating them.

- I can work with my peers to create a collaborative experience.
- -I can share my work, as a team, and share and listen to feedback.
- I can give my feedback to the work of other teams, and appreciate the differences and similarities of their work to ours.
- -I can photograph or film our puppets and performance.

Time

This pathway takes 6 weeks, with an hour per week. Shorten or lengthen the suggested pathway according to time and experience. Follow the stages in green for a shorter pathway or less complex journey.

Materials

Soft B pencils, handwriting pens (black/coloured).

For the puppets: Coloured and black card, coloured tissue paper, doilies, fabric, string, wire, feathers, acetate card, paper fasteners/split pins, wooden skewers, PVA glue, tape, large white

Pathway: Cut Outs & Shadow Puppets

A PDF of this pathway can be found here.

Aims of the Pathway

The aim of this pathway is to introduce pupils to the art of paper cutting, and understand how it can be used and adapted to create shadow puppets.

Pupils explore shadow puppets from a historical and contemporary perspective before making their own puppets, exploring line, shape, form and character.

■ Week 1: Introduce

Discover Artists & Approaches

Explore the Talking Points below as an introduction to the project.

Use as few or as many as you would like, depending upon time / area of interest.

Have sketchbooks open and make time during the exploration to use sketchbooks to use the "Making Visual Notes" resource. Pupils might make references, collect ideas, jot down methods of working, draw equivalents etc.

Introduce

Talking Points: Lotte Reiniger



Explore the work of Lotte Reiniger through the free to access "Talking Points: Lotte Reiniger" resource.

Introduce

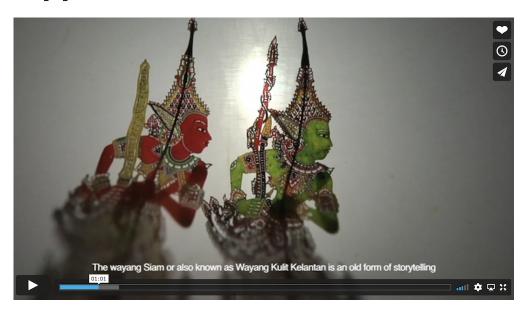
Talking Points: Paper Cut Outs



Explore artists who create artwork using paper cut outs using free to access "Talking Points: Paper Cut Outs".

Introduce

Talking Points: Malaysian Shadow Puppets



Find out about the 250 year old tradition of Wayang Kulit and how artists are adapting it to suit our times with our free to access "Talking Points: Malaysian Shadow Puppets".

•Weeks 2, 3, 4 & 5: Explore & Create

Making Shadow Puppets

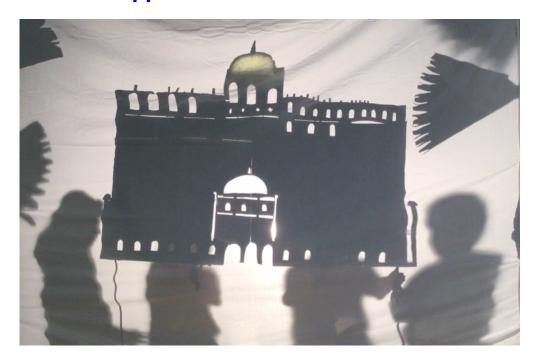


Use the following resources to help you explore how to make the puppets, and use the whiteboard as projection screen:

Shadow Puppets & Whiteboards

Shipwrecked!

Shadow Puppets & Performance



Have sketchbooks open and encourage pupils to remember the approaches explored in week 1,

and to use the sketchbooks to further make notes, note down ideas, make quick sketches to test ideas/shapes etc.



Depending upon how much time you have, you may want to work towards creating puppets for a performance following a narrative, or you may prefer to make standalone puppets.

You may want to connect the puppets that you make to links within the curriculum, or even make puppets along the theme of transition or retrospection to celebrate the end of Primary School/moving on to Secondary School.

•Week 6: Present & Share

Share, Reflect, Discuss



Time to see the work which has been made, talk about intention and outcome.

If you have class cameras or tablets, invite the children to document the puppets. You could also film the puppet show.

Use the resource here to help you run a class
"crit" to finish the project.

See This Pathway Used In Schools

















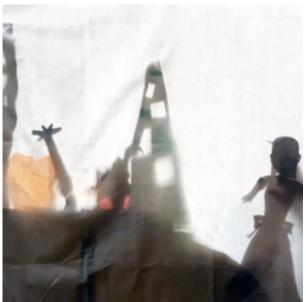


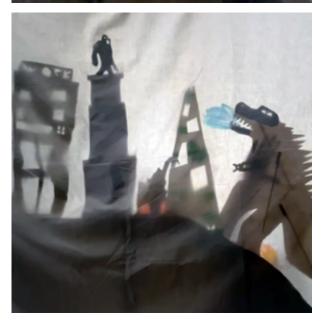














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You May Also Like...



Pathway: Take A Seat

Pathway for Years 5 & 6

Disciplines:

Design, Making, Drawing, Sketchbooks

Key Concepts:

- That artists who create furniture are often called craftspeople or designers.
- -That furniture is more than just practical designers and craftspeople produce furniture which reflects the era or culture it is made in, or the personality of the maker.
- -That as artists, we can use a variety of materials to design and make our own model chairs. The chairs we make can reflect our personality, and be enjoyed by others.
- There are certain requirements for a chair to be a chair (4 legs and a back?) — but we can be as imaginative as we like.
- -We can think about the form, structure, material and texture, as well as the way the chair is constructed, to help us make our chair unique.

In this pathway children are introduced to the work of a craftsperson/designer, and they explore how the artist brings his personality to his work. They go on to explore chair design over the centuries to understand how furniture can reflect or define the age in which it was made.

Children then use a warm up making exercise to remind themselves that they can be inventive in their making, and that the things they make can communicate ideas to other people. Finally children go on to make their own chair (a model of) using the Design Through making technique.

Medium:

Construction Materials

Artists: Yinka Ilori

If you use this resource in your setting, please tag us on social media: #InspiredBy @accessart (facebook, twitter) @accessart.org.uk (instagram) and share the url. Thank you!





AGES 9-11

Teaching Notes

Find the MTP for this pathway here.

Please find the CPD session recording of the Take a Seat pathway here.

Curriculum Links

Maths: Measuring, 2D and 3D shapes, symmetry, angles.

Science: Forces and gravity.

PSHE: Responsibility to the planet, Collaboration, Peer Discussion.

I Can...

- I have explored the work of a craftsperson / designer and seen how they bring personality to their work.
- I have seen how chair design has changed through the ages.
- -I can use my sketchbook to make visual notes to record and reflect.
- I can experiment with how I can make mini sculptures with lots of different materials, guided by a short sentence to help me.
- -I can use the Design Through Making technique to make a model of a chair which expresses an aspect of my personality.

- I can see how my sketchbook exploration helped me work towards my final outcome, and I can see what I like and what I would like to do differently.
- -I can present and share my work, and talk about it with my classmates, and listen to their responses to my work.
- -I can respond to the work made by my classmates and I can share my thoughts.
- -I can take photographs of my work, thinking about focus, light and composition.

Time

This pathway takes 6 weeks, with an hour per week. Shorten or lengthen the suggested pathway according to time and experience. Follow the stages in green for a shorter pathway or less complex journey.

Materials

Soft B pencils, oil/chalk pastels, handwriting pens. Construction Materials (see List here).

Pathway: Take a Seat

A PDF of this pathway can be found here.

-Aims of the Pathway

This pathway aims to introduce chair design to children. Children will explore what a chair can be and how the design and "personality" of a piece of furniture can make us feel.

•Week 1: Introduce a Craftsperson / Designer

Exploring Chair Design



Explore the work of contemporary artist and designer Yinka Ilori with our free to access "Talking Points: Yinka Ilori" resource. Watch the videos and use the questions to prompt class discussion.

Have your sketchbooks open and use the "Making Visual Notes" resource to record and reflect.

Sketchbook
Work

Using Drawing to Build Understanding



Use the free to access "Talking Points: History of Chair Design" resource as basis for some more sketchbook work.

Use the "Show Me What You See" technique to help pupil's visually explore chairs.

During the exercise, draw attention to the visual elements of the chairs, including talking about materials, form and structure.

By the end of the session sketchbooks should be full of pupils interpretations of different elements (shapes, lines etc) from the video.

■ Week 2: Be Inventive

Making Prompt Cards



Before you begin, watch "Making is Hard" to remind everyone that making can be tricky! It's okay if things don't go to plan. Making is all about experimenting with materials to find out what is possible.

Use the "Making Prompt Cards" resource to help children gain experiential knowledge. The prompts in the resource will provide inspiration to kick start creative thinking and enable an exploration of material and intention, without worrying about the design or purpose of what you are making. Children will make mini sculptures guided by the prompts on the cards.

•Week 3, 4 and 5

Take a Seat



Challen

ge children to become furniture designers with the "Take a Seat" resource, and invite children to create a chair which expresses their personality.

Encourage children to make intuitive choices when thinking about which materials to use, which shapes to make, and how they might connect materials together.

Be inspired by the "Take a Seat Gallery".

•Week 6: Present and Celebrate

Share, Reflect, Discuss



Time to see the work which has been made, talk about intention and outcome.

Display the work in a clear space, including sketchbook work, and walk around the work as if you were in a gallery. Give the work the respect it deserves. Remind the children of their hard work.

If you have class cameras or tablets, invite the children to document their work, working in pairs or teams. Explore how children can take high quality photographs of 3d artwork with this resource.

Use the resource here to help you run a class
"crit" to finish the project.

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Making sculptures: the chair and me



Make sculpture inspired by your bodies relationship to the furniture around you