

## Art Progression

Purple = Substantive Knowledge    Green = Disciplinary Knowledge

<b>Reception</b>	<p style="text-align: center;"><b>Drawing &amp; paint</b></p> <p style="font-size: small; color: red;">(pencil, charcoal, inks, chalk, pastels, ICT software, painting, ink, dye, textiles, crayon,</p> <ul style="list-style-type: none"> <li>• Use a range of tools competently &amp; safely</li> <li>• Explore different textures.</li> </ul> <p style="font-size: small;">Encourage accurate drawings of people</p> <ul style="list-style-type: none"> <li>• Create representations of both imaginary &amp; real-life ideas, events, people &amp; objects</li> <li>• Explore, use &amp; refine colour mixing techniques</li> <li>• Use colour for purpose, including creating moods</li> </ul>	<p style="text-align: center;"><b>Use of colour, pattern, texture, line, form, space &amp; shape</b></p> <p style="font-size: small; color: red;">(textiles, clay, sand, plaster, stone, 3D work, clay, dough, boxes, wire, paper sculpture, mod-roc, printing, found materials, lino, wood blocks, press print, mono-printing)</p> <ul style="list-style-type: none"> <li>• Experiment to create different textures</li> <li>• Use tools to create different textures</li> <li>• Use a range of materials to create different textures</li> <li>• Manipulate materials to have a planned effect</li> </ul>	<p style="text-align: center;"><b>Use different materials</b></p> <ul style="list-style-type: none"> <li>• Develop own ideas through experimentation with diverse materials to express &amp; communicate their discoveries &amp; understanding</li> </ul>	<p style="text-align: center;"><b>Explore a range of artists</b></p> <ul style="list-style-type: none"> <li>• Respond imaginatively to artworks &amp; objects</li> <li>• Explore, use &amp; refine a variety of artistic effects to express their ideas &amp; feelings</li> <li>• Expresses &amp; communicate working theories, feelings &amp; understandings in the form of art work &amp; objects</li> </ul>		
<p style="color: red; font-weight: bold;"><i>The following contexts and themes will be used:</i></p>						
	<b>Marvellous Me</b>	<b>Real Superheroes</b>	<b>Wonderful World</b>	<b>Marvellous Me</b>	<b>Real Superheroes</b>	<b>Wonderful World</b>

	Autumn Term	Spring Term	Summer Term
Year 1	<p style="text-align: center;"><b><u>Spirals</u></b></p> <p>Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p> <p>Artist: Molly Haslund: Outdoor Drawings</p> <p><b>Drawing:</b> Understand drawing is a physical activity. Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Use colour (pastels, chalks) intuitively to develop spiral drawings.</p> <p><b>Sketchbooks:</b> Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Make a simple elastic band sketchbook. Personalise it. Develop experience of primary and secondary colours Practice observational drawing. Explore mark making.</p>	<p style="text-align: center;"><b><u>Simple Printmaking</u></b></p> <p>Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p> <p>Artists: Eric Carle, Joseph Redoute, Jan Van Kessel</p> <p><b>Sketchbooks:</b> Test out printmaking ideas. Develop experience of primary and secondary colours. Practice observational drawing. Explore mark making.</p> <p><b>Printmaking:</b> Understand prints are made by transferring an image from one surface to another. Understand relief prints are made when we print from raised images (plates). Use hands and feet to make simple prints, using primary colours. Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. Explore concepts like "repeat" "pattern" "sequencing".</p> <p><b>Collage:</b> Collage with painted papers exploring colour, shape and composition.</p>	<p style="text-align: center;"><b><u>Making Birds</u></b></p> <p>Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.</p> <p>Artist: Andrea Butler.</p> <p><b>Drawing:</b> Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects.</p> <p><b>Sketchbooks:</b> Practice observational drawing. Explore mark making.</p> <p><b>Collage:</b> Understand collage is the art of using elements of paper to make images. Understand we can create our own papers with which to collage. Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture.</p> <p><b>Making:</b> Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Understand the meaning of "Design through Making" Use a combination of two or more materials to make sculpture. Use construction methods to build. Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy.</p>

	<p><b>Purpose/Visual Literacy/Articulation (all pathways)</b>          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. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.          Reflect upon the artists' work, and share your response verbally ("I liked...").          Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").          Some children may feel able to share their response about classmates' work.</p>		
<p>Year 2</p>	<p style="text-align: center;"><b><u>Explore &amp; Draw</u></b></p> <p style="text-align: center;">Introducing the idea that artists can be collectors &amp; explorers as they develop drawing and composition skills.</p> <p><b>Artists: Rosie James, Alice Fox</b></p> <p><b>Drawing:</b>          Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.          Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.          Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting &amp; representing.          Photograph.          Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen.          Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape.          Create final collaged drawings (see column 5 "collage") which explore composition.</p> <p><b>Sketchbooks:</b>          Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</p>	<p style="text-align: center;"><b><u>Expressive Painting</u></b></p> <p style="text-align: center;">Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes.</p> <p><b>Artists: Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne.</b></p> <p><b>Sketchbooks:</b>          Explore colour and colour mixing.</p> <p><b>Painting:</b>          Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting.          Understand that the properties of the paint that you use, and how you use it, will affect your mark making.          Understand that primary colours can be mixed together to make secondary colours of different hues.          Understand the concept of still life.          Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media.          Experiment with using home made tools.          Create an arrangement of objects or elements.          Use as the focus for an abstract still life painting using gestural marks using skills learnt above.</p>	<p style="text-align: center;"><b><u>Stick Transformation Project</u></b></p> <p style="text-align: center;">Explore how you can transform a familiar object into new and fun forms.</p> <p><b>Artist: Chris Kenny</b></p> <p><b>Making:</b>          Understand when we make sculpture by adding materials it is called Construction.          Use Design through Making philosophy to playfully construct towards a loose brief.          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>

	<p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.</p> <p>Work in sketchbooks to: Explore the qualities of different media. Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. Make visual notes about artists studied.</p> <p><b>Collage:</b> Understand that we can combine collage with other disciplines such as drawing, printmaking and making. 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 with further drawing made in response to the collaged sheet. Collage with drawings to create invented forms. Combine with making if appropriate.</p>		
	<p><b>Purpose/Visual Literacy/Articulation (all pathways)</b> Understand artists take their inspiration from around them, collecting and transforming. Understand that in art we can experiment and discover things for ourselves. 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. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. Reflect upon the artists' work, and share your response verbally ("I liked..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). Talk about intention. Share responses to classmates work, appreciating similarities and differences. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective.</p>		
Year 3	<p><u>Gestural Drawing with Charcoal</u> Making loose, gestural drawings with charcoal, and exploring drama and performance.</p>	<p><u>Cloth, Thread, Paint</u> Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.</p>	<p><u>Telling Stories Through Drawing &amp; Making</u> Explore how artists are inspired by other art forms - in this case how we make sculpture inspired by literature and film.</p>

<p><b>Artists:</b> Heather Hansen, Laura McKendry, Edgar Degas.</p> <p><b>Drawing:</b>  Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale.  Understand charcoal and earth pigment were our first drawing tools as humans.  Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings.  Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal.  Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama).  Option to explore making gestural drawings with charcoal using the whole body (link to dance).</p> <p><b>Sketchbooks:</b>  Continue to build understanding that sketchbooks are places for personal experimentation.  Understand that the way each persons' sketchbook looks is unique to them.  Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook.  Explore the qualities of charcoal.  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.  Develop mark making skills.</p>	<p><b>Artists:</b> Alice Kettle, Hannah Rae</p> <p><b>Drawing:</b>  Develop mark making skills by deconstructing the work of artists.</p> <p><b>Sketchbooks:</b>  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.  Develop mark making skills.</p> <p><b>Painting:</b>  Understand that paint acts differently on different surfaces.  Understand the concept of still life and landscape painting.  Continue to develop colour mixing skills.  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><b>Artists:</b> Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake.</p> <p><b>Sketchbooks:</b>  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.  Develop mark making skills.</p> <p><b>Painting:</b>  Understand that we can create imagery using natural pigments and light.  Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 "making").</p> <p><b>Making:</b>  Understand that many makers use other artforms as inspiration, such as literature, film, drama or music.  Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process).  That clay and Modroc are soft materials which finally dry/set hard.  An armature is an interior framework which support a sculpture.  Use Modroc or air-dry clay to model characters inspired by literature. Consider form, texture, character, structure.  Make an armature to support the sculpture.</p>
<p><b>Purpose/Visual Literacy/Articulation (all pathways)</b>  To understand that visual artists look to other artforms for inspiration.  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.  Understand artists often collaborate on projects, bringing different skills together.</p>		

Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.

Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").

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..."). Talk about intention.

Work collaboratively to present outcomes to others where appropriate. Present as a team.

Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.

Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus.

Some children may make films thinking about viewpoint, lighting & perspective.

<p>Year 4</p>	<p><b><u>Storytelling Through Drawing</u></b></p> <p>Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.</p> <p>Artists: Laura Carlin, Shaun Tan.</p> <p><b>Drawing:</b></p> <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><b><u>Exploring Pattern</u></b></p> <p>Exploring how we can use colour, line and shape to create patterns, including repeating patterns.</p> <p>Artists: Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont</p> <p><b>Drawing:</b></p> <p>Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works.</p> <p>Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry.</p> <p>Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural.</p> <p>Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns.</p> <p><b>Sketchbooks:</b></p> <p>Make visual notes to record ideas and processes discovered through looking at other artists.</p>	<p><b><u>Sculpture, Structure, Inventiveness &amp; Determination</u></b></p> <p>What can artists learn from nature?</p> <p>Artist: Marcus Coates</p> <p><b>Sketchbooks:</b></p> <p>Practise drawing skills.</p> <p>Make visual notes to record ideas and processes discovered through looking at other artists.</p> <p>Test and experiment with materials.</p> <p>Reflect.</p> <p><b>Making:</b></p> <p>To understand that make sculpture can be challenging.</p> <p>To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right.</p> <p>Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials.</p> <p>Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy</p>
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	<p>take creative risks in pursuit of creating drawings with energy and feeling.</p> <p><b>Sketchbooks:</b> Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. Practise drawing skills. Make visual notes to record ideas and processes discovered through looking at other artists. Test and experiment with materials. Reflect.</p>	<p>Test and experiment with materials. Brainstorm pattern, colour, line and shape. Reflect.</p>	<p>and reflect at all stages to inform future making.</p>
	<p><b>Purpose/Visual Literacy/Articulation (all pathways)</b> 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. Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). 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. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates' work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective.</p>		
<p>Year 5</p>	<p><b><u>Typography &amp; Maps</u></b> Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.  Artists: Louise Fili, Grayson Perry, Paula Scher, Chris Kenny.</p>	<p><b><u>Mixed Media Land &amp; City Scapes</u></b> Explore how artists use a variety of media to capture spirit of the place.  Artists: Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones.  <b>Sketchbooks:</b> Explore mark making.</p>	<p><b><u>Set Design</u></b> Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.  Artists: Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson.</p>

	<p><b>Drawing:</b> Understand that designers create fonts and work with Typography. <u>Typography &amp; Maps</u></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 observational drawing with pen to inspire, and use creative skills to transform into letters. 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 / 3-dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper.</p> <p><b>Sketchbooks:</b> Use sketchbooks to: Explore mark making. Make visual notes to capture, consolidate and reflect upon the artists studied.</p>	<p>Make visual notes to capture, consolidate and reflect upon the artists studied. Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved.</p> <p><b>Painting:</b> Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy.</p>	<p><b>Drawing:</b> Use charcoal, graphite, pencil, pastel to create drawings of atmospheric "sets" to help inform (though not design) set design (see column 6 "making").</p> <p><b>Sketchbooks:</b> Explore mark making. Brainstorm ideas generated when reading poetry or prose. Make visual notes to capture, consolidate and reflect upon the artists studied. Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc.</p> <p><b>Making:</b> Understand that set designers can design/make sets for theatres or for animations. Understand that designers often create scaled models to test and share ideas with others. Use Design through Making, inspired by a brief, to create a scale model "set" for a theatre production or an animation. Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention.</p>
<p><b>Purpose/Visual Literacy/Articulation (all pathways)</b> Look at the work of designers, artists, animators, architects. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</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 classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?</p>		
<p>Year 6</p>	<p style="text-align: center;"><b><u>2D Drawing to 3D Making</u></b></p> <p style="text-align: center;">Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.</p> <p><b>Artist:</b> Lubaina Himid</p> <p><b>Drawing:</b> Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. Understand that graphic designers use typography and image to create packaging which we aspire to use. 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. Use the grid system to scale up the image above, transferring the image onto card. Use collage to add tonal marks to the "flat image".</p> <p><b>Sketchbooks:</b> Use sketchbooks to:</p>	<p style="text-align: center;"><b><u>Activism</u></b></p> <p>Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.</p> <p><b>Artists:</b> Luba Lukova, Faith Ringgold, Shepard Fairey.</p> <p><b>Sketchbooks:</b> Practise seeing negative and positive shapes. Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? Explore colour: make colours, collect colours, experiment with how colours work together. Explore combinations and layering of media. Develop Mark Making. Make visual notes to capture, consolidate and reflect upon the artists studied.</p> <p><b>Printmaking:</b> Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create</p>	<p style="text-align: center;"><b><u>Take a Seat</u></b></p> <p>Explore how craftspeople and designers bring personality to their work.</p> <p><b>Artist:</b> Yinka Ilori</p> <p><b>Sketchbooks:</b> Make visual notes to capture, consolidate and reflect upon the artists studied.</p> <p><b>Making:</b> Understand that designers &amp; makers sometimes work towards briefs, but always brings their own experience in the project to bear. Understand that artists and designers add colour, texture, meaning and richness to our life. Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future. Use a variety of materials to design (through making) and construct a scaled piece of furniture. Bring your personality and character to the piece. Let your nature inform the choice of materials and shapes you use.</p>

	<p>Practise seeing negative and positive shapes.</p> <p>Using the grid method to scale up an image.</p> <p>Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head?</p> <p>Explore colour: make colours, collect colours, experiment with how colours work together.</p> <p>Explore combinations and layering of media.</p> <p>Develop Mark Making.</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied.</p>	<p>(possibly working collaboratively) to share your voice and passion with the world.</p> <p>Use screen-printing and/or monoprinting over collaged and painted sheets to create your piece of activist art.</p> <p>Or create a zine using similar methods.</p>	
<p><b>Purpose/Visual Literacy/Articulation (all pathways)</b></p> <p>Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</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>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</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> <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 classmates' work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective.</p>			