



Art Knowledge, Skills and Vocabulary Routeway

National Curriculum Requirements

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

By the end of Key Stage 1

Key stage 1 Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

By the end of Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

In Pre-school, children are taught through the school's progression document. All statutory requirements for the EYFS curriculum is covered.
The following Early Learning Goals are met as part of the Art routeway:

Fine Motor Skills:

Paint:

Knowledge

- knows how to use large brushes, blocks and sponges to create their own pieces of art

Skill

- Use premade paints to mark make

Paint, brush, block, print, sponge

Paint:

Knowledge

Artist Link- Jackson Pollock

- Explores paint using hands, feet and fingers and thick brushes
- Paint on varied materials inspired by the work of others- inspired by Jackson

Skill

- Know that Jackson Pollock worked with paint

Artist, body, finger, hands, brush, print and tools

Paint:

Knowledge:

- Knows how to print with a range of small shapes
- know paint colours can mix together

Skill

- Notices where their how art is the same or similar to the art of others. (Peers)

mix, shapes, correct

Drawing:

Knowledge:

- Know how to make marks and sometimes gives meaning to it

Skill

- Draw circles and lines using a range of tools
- Draw from observation to create own pieces of art

Draw, circle, pencil, crayon, chalk

Drawing:

Knowledge:

- Know how to draw faces with features
- Know that detail can be added to a drawing

Skill

- Draw from observation
- Draw enclosed spaces, giving meaning

Draw, circle, shape, detail (adding more)

Drawing

- Draw "potato people" inspired by pictures of real people
- Draws from memory

Draw, circle, shape, detail (adding more), people memory/ remembering, tools

	<p>Sculpture: (take inspiration from things made of clay)</p> <p>Knowledge</p> <ul style="list-style-type: none"> Know how to explore malleable materials including clay <p>Skills</p> <ul style="list-style-type: none"> Use 3D and 2D structures to explore materials and express ideas <p>clay, playdough, tools</p>	<p>Sculpture:</p> <p>Skills</p> <ul style="list-style-type: none"> Uses small world equipment and other resources to develop stories in pretend play <p>Knowledge</p> <ul style="list-style-type: none"> Know how to marks in malleable materials including clay <p>clay, playdough, tools</p>	<p>Sculpture:</p> <p>Knowledge</p> <ul style="list-style-type: none"> Know how to manipulate malleable materials including clay, roll, cut and squash to create own designs <p>Skills</p> <ul style="list-style-type: none"> (With adult support) works with others to contract with a range of open ended resources to make imaginative and complex small words <p>clay, playdough, tools, mark making, line, roll, pinch, cut, squeeze</p>
<p>Reception</p>	<p>In Reception, children are taught through the school's progression document. All statutory requirements for the EYFS curriculum is covered. The following Early Learning Goals are met as part of the Art routeway:</p> <p style="text-align: center;"><u>On Entry - Milestone 3</u></p> <p style="text-align: center;"><u>Creating with Material:</u></p> <p>My drawings have become more sophisticated and I can draw from memory. I can mix primary colours, print with a range of small shapes and manipulate malleable materials, to create my own patterns and designs. I notice when my work is similar/different to the art of others. Fine Motor Skills I use smaller objects and implements in play with increasing control. I can manipulate a range of tools and equipment in one hand eg paintbrushes, scissors.</p> <p style="text-align: center;"><u>Fine Motor Skills:</u></p> <p>I use smaller objects and implements in play with increasing control. I can manipulate a range of tools and equipment in one hand eg paintbrushes, scissors.</p>		
	<p><u>Autumn term - Milestone 4</u></p>	<p><u>Spring term Milestone 5</u></p>	<p><u>Summer term Milestone 6/ELG</u></p>
	<p><u>Paint</u> (Focus: colour mixing, shape)</p> <p style="text-align: center;"><u>Knowledge and skills:</u></p> <ul style="list-style-type: none"> Know that the primary colours are red, yellow and blue. Know that the he used shape and colour Know that brushes makes marks Know that different brushes can make different marks <p style="text-align: center;"><u>Skills:</u></p> <ul style="list-style-type: none"> Record ideas in a sketchbook Develop knowledge that paint colours can mix together 	<p><u>Paint</u> Artist Study; Vincent Van Gogh - Sunflowers (Drawing/paining) from observation, drawing from observation colour mixing, use tools to create thick and thin lines)</p> <p style="text-align: center;"><u>Knowledge and skills:</u></p> <ul style="list-style-type: none"> Know that Van Gogh was a painter. Know that thick and thin lines can be made with different tools Know that a primary colours Knows how to draw landscapes, building (eg spring flowers) <p style="text-align: center;"><u>Skills:</u></p> <ul style="list-style-type: none"> Use different tools to create different strokes. Creates own artwork using painting 	<p><u>Paint</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> Know how to select and use tools and materials to use in their paintings know that mixing 2 primary colours will make a new colour <p>Skill:</p> <ul style="list-style-type: none"> Begin to mix primary colours together with adult support Selects a range of tools Work with others to choose materials and media to engage in collaborative art Begins to return to their work on another occasion to edit and improve

	<ul style="list-style-type: none"> Engages in large scale collaborative art (wall hanging) Share ideas with peers and develop ideas further <p>Vocabulary: Art, paint, mix, colour, primary colour, red, yellow, blue, create, shape, circle</p>	<ul style="list-style-type: none"> Creates own artwork using paint- along with a range of different material Name the three primary colours To be able to hold a pencil or paintbrush with a tri-pod grip <p>Vocabulary: Art, create, light, dark, pencil, paintbrush, materials, tools, observation, thick line, thin line, primary, secondary, artist</p>	<p>Drawing:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Knows how to draw objects, houses and simple landscapes <p>Skills:</p> <ul style="list-style-type: none"> Draws a self-portrait with detail (e.g. bodies with 'sausage' limbs and additional features) Draws landscapes, building and animals using some details <p>self-portrait, line and shape</p>
	<p>Drawing:</p> <p>Know:</p> <ul style="list-style-type: none"> Knows how to show emotion in drawing of people - using mirror and observing others <p>Skill:</p> <ul style="list-style-type: none"> Draw the imagination sometime sharing ideas and developing ideas of peers (shared during) <p>emotion (happy, sad) imagination, line</p>	<p>Drawing:</p> <ul style="list-style-type: none"> Knows how to draw simple people the appropriate size for what they are drawing (Family- baby, child, adult) Draw object, houses and simple landscapes - link to school grounds <p>Skills</p> <p>Size, baby, child, adult, detail/features</p>	<p>Sculpture:</p> <p>Artist Study: Andy Goldsworthy- Nature (Drawing /Sculptor/Sculpture- natural art)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Know that Andy Goldsworthy work with natural material <p>Skills</p> <ul style="list-style-type: none"> Constructs a celebrative piece or own piece with clear intentions, discussing problems and reflecting on how they have achieved aims
	<p>Sculpture: (inspired by Antoni Gaudi architecture)</p> <p>Skills</p> <ul style="list-style-type: none"> Constructs a piece, using inspiration from other artists/designers (teacher), using their own choice of media. Makes use of a variety of resources - loose part play <p>Knowledge</p> <ul style="list-style-type: none"> Knows how to use loose part resources Know that Gaudí designed vibrant, multi-coloured buildings 	<p>Sculpture:</p> <p>Skills</p> <ul style="list-style-type: none"> Works with others to create a collaborative design and make what they give meaning to With support, works builds model that replicate those in real life <p>model, architecture/ architect, create, build, construct, structure</p>	<p>Vocabulary: nature and natural, art, create, colour, match, improve, building, landscape, animal, plan, sculpture, 3D</p>

- Constructs a piece using inspiration from artists or designers

- Makes use of a loose parts resources

build, creative, create, imagination

<p>Year 1</p>	<p><u>Autumn 1- Art discipline- Drawing</u></p> <p><u>Artist Study- Paul Klee(Abstract Drawing)</u></p> <p><u>Knowledge and Skills</u></p> <p>Exploring :To learn about the work of Paul Klee</p> <ul style="list-style-type: none"> • Know that Paul Klee is a Swiss German artist (1879 - 1940). • Know that an artist is someone who draws or paints pictures or creates sculptures as a job or a hobby. • Know that he is famous for simple child-like drawings using single lines. • Know that Paul Klee was best known for his abstract paintings. <p>Experimenting/technique: To understand abstract Art</p> <ul style="list-style-type: none"> • Know that abstract art does not show things that are recognisable such as people, objects or landscapes; instead, artists use colours, shapes and textures to achieve their effect <p>Experimenting/technique: Make simple observations of Paul Klees work.</p> <ul style="list-style-type: none"> • Know how to make different types of line - straight, curved, wavy in the style of Klee. • Know that dots can be joined to make different lines/pathways (influenced by Lines, dots and circles from the 1920s notebooks) • Know the terms horizontal and vertical, short, long, wavy, curved, straight • Know that Klee made drawings using a single continuous line (continuous line portrait). <p>Experimenting/technique: Make marks using a range of different tools (pen, pencil, wax, crayon, felt tip)</p> <ul style="list-style-type: none"> • Know how to hold tools appropriately to make marks <p>Making: Be able to draw a figure using a continuous line</p> <ul style="list-style-type: none"> • Know that a line doesn't have to be straight • Know that lines can be vertical, horizontal • Know that lines can be curved, straight, wavy, long, short • Know that a line can be continuous (solid or broken) 	<p><u>Spring 1- Art Discipline: Painting / sculpture (additional drawing, sculpture)</u></p> <p><u>Artist Study- Henri Rousseau</u></p> <p><u>Knowledge and Skills</u></p> <p>Exploring :To learn about painter/artist Henri Rousseau</p> <ul style="list-style-type: none"> • Describe what can be seen in sketchbooks through simple words or sentence • Write about likes and dislikes in the artists' works. • Give an opinion about the work of an artist • Suggest how artist has used colour, and shape. • Name a key piece of artwork by Henri Rousseau - Tiger in a Tropical Storm • Know that Henri Rousseau used different tones/shades of green • Know that Henri Rousseau was born in 1844 and died in 1904 • Know that Henri Rousseau he is best known for his richly coloured and detailed pictures of lush jungles and wild beasts. • Know that Henri Rousseau was a French painter, who taught himself to paint • Know that Henri Rousseau was a French post-impressionist painter • Know that Rousseau painted from books and botanical gardens. <p>Experimenting/technique: Create a colour wheel (warm and cold colours)- Mix light and dark shades of green</p> <ul style="list-style-type: none"> • Know how to create a colour wheel • Identify primary colours by name • Mix primary colours to create secondary colours • Know how to mix paint to create a given colour • Know that some colours create the feeling of warmth and some the feeling of cold (example blue creates the feeling of cold, cool) • Know that tones are lighter or darker shades of paint (example darker green/lighter green) • Mix secondary tones (green) • Describe the effect when adding white paint • Use black to create darker green tones • Create different tones of green (like Rousseau) through mixing colours 	<p><u>Summer 1 Art Discipline: Sculpture</u></p> <p><i>Paper Sculptures 'Sculptures that belong to the ground'</i></p> <p><u>Sculpture/ Architect Study - Alexander Calders/ Samantha Stephenson / Antoni Gaudi / Friedensreich Hundertwasser (revisit from Aut 1 for now)</u></p> <p><i>(good link to Paul Klee Autumn unit 1- line)</i></p> <p><u>Knowledge and Skills</u></p> <p>Exploring: To learn about key sculptors (Alexander Calders/ Samantha Stephenson)</p> <ul style="list-style-type: none"> • Know that a sculpture is a 3 dimensional structure/art work. • Know that sculptures can be made out of metal, clay, cremains. • Know that sculptures can be abstract • Know that Samantha Stephenson is an Australian artist who makes abstract sculptures out of metal. • Understand that Samantha Stephenson uses lines, shape and curves to make the viewer look at all of her sculpture. • Know Alexander Calder makes abstract sculptures in the form of called mobiles and stabiles. • Make simple observations of what can be seen. • Use sketchbook to record ideas of artwork in simple words. • Say/write in simple sentences what they like and dislike about an artwork (linked to artists) <p>Experimenting/technique: To shape paper to make a 3D drawing.</p> <ul style="list-style-type: none"> • Name simple 3D shape names (cylinder, cube, sphere) • Know of how to arrange the paper shapes to make a 3D drawing (table fold, zig-zag, spiral, loop, curve, zigzag spiral) • Select different folding techniques to create different shapes-(table fold, zig-zag, spiral, loop, curve, zigzag spiral) • Know that folding, overlapping and rolling paper creates 3D shapes • Know that 3D paper shapes can create sculptures • Know that work can be adapted as we work • Know that tubes can be arranged on the base • Attach tubes to the flat base using adhesive materials
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Evaluate: Understand how our work is the same or different to an artist

- Know how their work is the same as an artist
- Know how to talk about their own work and the work of others
- Know how to make simple evaluations
- Know how their work is different to an artist.

Vocabulary and Definitions

Artist

Tools

Lines:

(Straight

Vertical

Horizontal

Curved/curvy

Short

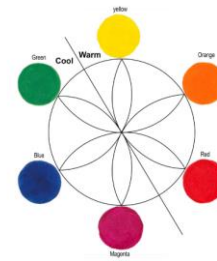
Long

Continuous

Abstract art

Tools

- Explore making as many different tones of green through watercolours



Experimenting/technique: Use tools to create different texture (paint)



- Select from a range of brushes to create different texture
- Use a variety of tools, including different brush sizes
- Create texture using a range of strokes, dots, lines
- Know that different lines, dots, strokes can create texture
- Know how to vary the thickness of the brush to create thin lines/strokes
- Know how to use thick or thin brushes to create different brush strokes
- Begin to control the use of lines to create texture.

Experimenting/technique: Draw shapes and simple forms

- Use pencils to draw simple forms (example flowers, animal shapes).
- Know how to make simple changes
- Know that simple shapes can be turned into 3D forms

- Cut tubes to make different heights

Design: Draw a sculpture design

- Draw basic 2D shapes
- Know why they have chosen certain shapes in their design

Making: Create an abstract 3D paper sculpture

- Know of which fold techniques to use
- Know of how to adjust shape and size of 3D shape

Evaluate: Describe their artwork

- Make (oral or written) annotations
- Include key vocabulary in simple sentences
- Say what they like and dislike about their own artwork and why.
- Agree targets on how to improve their work.

Vocabulary and Definitions

- **Base**
- **Fold**
- **Cutting/ Slicing** - single or multiple cuts
- **Curling** - use long, thin strips of paper to make spirals and reverse spirals
- **Rolling** - make cones and tubes
- **Bending** - change direction without creasing the paper
- **Scoring** - lightly run scissors across the edge of a ruler to just barely break the surface of the paper for a crisp fold (a paperclip may also be used on lightweight paper), a great way to make folds along a *curve*
- **Layering** - glue smaller pieces of paper onto increasingly larger pieces (like a mola)
- **Twisting** - hold one end of the paper with your right hand and one with your left hand and twist a little or a lot
- **Crumpling** - scrunch paper in both hands

Additional skills/ lesson: Create an abstract street

- Use simple lines to create simple forms
- Describe drawings
- Use sketchbooks to gather, develop ideas

Design: Design a jungle scene (using magazine cutouts)

- Collage own design in sketchbooks
- Select subjects for own jungle scene
- Arrange images in sketchbook to form design
- Recognise that ideas can be expressed in different ways
- Experiment with an open mind (use all materials that are presented to them.)

Making: Create jungle scene using painting and drawing (inspired by Henri Rousseau) – use paintings to a 3D diorama

- Use a variety of tools and techniques
- Mix different secondary colours
- Mix different tones of green
- Select different brush strokes to create textures from design
- Know that shapes can be turned into 3D forms

Evaluate: Describe own artwork

- Recognise and describe key features of their own and others' work
- Describe what you like and dislike about an artwork (linked to artists) and why.
- Say what they like and dislike about their own artwork and why.
- Agree targets on how to improve their work.

Vocabulary and Definitions

Warm colours: colours that suggest a sense of warmth, heat, brightness, or illumination

Cold colours:

light/dark

Bright/dull

shape/form

thick/thin/dots/lines

Post-impressionist painter- a genre of painting that rejected the naturalism of Impressionism, in favour of using colour and form in more expressive manners

<p>Year 2</p>	<p><u>Autumn 1- Art discipline- Painting</u></p> <p><u>Artist study Portrait- Picasso (cubism)</u></p> <p><u>Knowledge and Skills</u></p> <p>Exploring: Learn about Picasso's abstract portraits</p> <ul style="list-style-type: none"> To know that Picasso was painter, sculptor Recognise that ideas can be expressed in art work Know that Picasso painted some painting is an abstract style Cubism is an artistic movement, created by Pablo Picasso uses geometric shapes representing humans and other forms. Know that Picasso painted a series of "Weeping Woman" Know that Picasso 'weeping woman' used colours to portray emotions recognise some simple characteristics of different kinds of art describe the artwork Share likes and dislikes (orally or written) Use sketchbook to record artists work and make simple comments Learn about different artists in history Know that artists can work with different mediums Share ideas on abstract portraits by Picasso. Know that both sides of the portrait show different expressions <p>Experimenting/technique: Draw features using different tools</p> <ul style="list-style-type: none"> Explore a range of drawing tools to make marks Use lines to create shapes Begin to control the types of marks made with a range of media. Use lines to create recognizable features (facial) Explore drawing different facial features to make abstract Picasso style portraits. Know that facial features in the style of Picasso, would be drawn in different places <p>Experimenting/technique: Colours for emotions</p>	<p><u>Spring 1- Art Discipline: Drawing</u></p> <p><u>Still Life Drawing</u></p> <p><u>Artist Study: Anna Valdez (contemporary)., Paul Cezanne, Maya Kopitseva (both more traditional)</u></p> <p><u>Knowledge and Skills</u></p> <p>Exploring : Understand what Still Life art is and know artists that worked in this way</p> <ul style="list-style-type: none"> Know that still life is drawings, paintings of inanimate objects, man-made or natural. Know that objects like flowers, fruit, or glasses are arranged in a certain way, and then drawn and painted Know that still life painting has been popular since the 17th century Know that Paul Cezanne painted in the style of still life. Know that Paul Cezanne painted the same objects over and over again <p>Experimenting/technique: To be able to draw simple shapes from observation</p> <ul style="list-style-type: none"> Know that 2D shapes are a starting point for observational drawing Know of simple 2D shapes and identify these in art. Know that simple shapes can help us draw other objects Know that simple lines can create shapes Know how to turn 2D shapes into 3D forms (eg - circle to sphere) <p>Experimenting/technique: Use different grades of pencil to apply tone and shadow.</p> <ul style="list-style-type: none"> Know that B is blackness on the page Know that H is hardness of the graphite Know that different grades of pencil can leave more or less graphite on the paper Know that shadow/tone can be made by using a pencil to draw light and dark lines. Know that adding shadow to objects can make them look 3D <p>Experimenting/technique: Be able to create texture in our drawing</p>	<p><u>Summer-1 Art Discipline: Collage- "painting with scissors"</u></p> <p><u>Artist Study: Henri Matisse (traditional)- focus on his collage</u></p> <p><u>Artist and designer- Margaux Carpentier (Contemporary) (link to Matisse via bold, abstract colours shapes)</u></p> <p><u>Knowledge and Skills</u></p> <p>Exploring: Explore the work of artists and designers Henri Matisse and Margaux Carpentier</p> <ul style="list-style-type: none"> Know that artists and designers can work across different art forms Explore an artwork through looking, talking and drawing Understand that artists and designers can make artwork for different purposes/jobs Know that artists can present work with similarities Know that Henri Matisse was painter and collagist (someone who create collages) Know that Henri Matisse created collages by cutting per into shapes to create "a picture" Know that Henri Matisse used a phrase " painting with scissors" Know that Margaux Carpentier is an image maker tells stories with her prints Know that Margaux is still a living artist. Know that Margaux has had her artwork made into games, wall morals and books. Explore what is similar and different in the work of artists, designers and crafts people Use sketchbooks to document ideas and starting points <p>Experimenting/technique: Experiment with cutting different shapes</p> <ul style="list-style-type: none"> Know that different shapes can be created with cutting tools Know different cuts can make different shapes/lines Explore ways of making different shapes Use straight, curved, zigzag, short, long cutting Use tools to create abstract and regular shapes Know that a different shape can be created when using a range of materials. Cut and shape materials with scissors Work with different materials (card, paper, tissue, cardboard, plastic Make informed choices on how to shape the materials
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	<ul style="list-style-type: none"> • Know that Picasso 'weeping woman' used colours to portray emotions • Know the primary colours • Name the primary colours • Know that mixing primary colours will make a secondary colour • Name secondary colours • Explore and experiment with the primary colours • Mix primary colours to create secondary colours • Mix a collection of colours • Describe collections of colours • Describe colours and Why colours may be used for different purposes • Explain how colours can represent emotions • Use sketchbook to document colours • Label colours to match different emotions • Use a colour to match the emotion shown on each side of the face. <p>Design: magazine cuts outs</p> <ul style="list-style-type: none"> • Know that Picasso created portraits in abstract positions • Design own portrait using mixed media • Experiment with feature placement • Plan a portrait using mixed media • Make choices on where to place features and describe them • Cut different images, making informed choices • Know to place mixed media on to a surface without sticking them <p>Create: To create portraits to show emotion in the style of Picasso.</p> <ul style="list-style-type: none"> • Try out a range of materials and processes and recognise that they have different qualities • Use materials purposefully to achieve particular characteristics • Know that lines can create shapes • use paint, line and colour to create emotion • Draw and paint on a surface • Know which colours to use to apply chosen emotions 	<ul style="list-style-type: none"> • Know that tone shadow, texture and colour can be used to create a form (3D object) • Know that combining lines and shapes can make pattern • Know that lines can be used to create texture (ie curved lines can create the illusion of smooth) <p>Design a still life scene</p> <ul style="list-style-type: none"> • Know what objects can be used in still life • Know how to arrange objects • Knowledge of how to use the camera tool on ipad • Know how to crop and edit using tool (if necessary) <p>Making: To create a still life drawing</p> <ul style="list-style-type: none"> • Know how to create forms (3D) using lines • Know how to create texture with different lines • Know which graded pencil to select to create more/less blackness on page <p>Evaluate artwork</p> <ul style="list-style-type: none"> • Know how to orally reflect and evaluate work (using questions as stimulus) • Know how to describe their artwork • Know what skills they have used to create a still life art • Know how to describe the discipline they have used • Know what makes their work successful (could be linked to skill, artist influence) • Know how to make simple suggestions to improve their artwork • Know how they could further improve in the future. <p><u>Vocabulary and Definitions</u></p> <p>Still life; Still life is a work of art depicting mostly inanimate objects. Usually common objects which are either natural or man-made. Fruit, vases are common objects used.</p> <p>Artists: a person who practises or performs any of the creative arts, such as a sculptor, painter, dancer</p> <p>Form- An element of art that is three-dimensional (3D)</p> <p>Tone- The lightness or darkness of something</p> <p>Shape An element of art that is two-dimensional, flat-2D</p> <p>Observation- closely looking at something or someone</p> <p>Texture- An element of art that refers to the way things feel, or look as if they might feel if touched</p>	<ul style="list-style-type: none"> • Share opinions , verbally and through annotating • Document in sketchbook- • Modify and change the shape of materials with cutting tools • <p>Experimenting/technique: Experiment with placement of shapes</p> <ul style="list-style-type: none"> • Know that layering materials can create different effects • Know that overlapping materials can form a picture • Experiment with placing shapes in different positions • Explain why they have chosen certain shapes or layering • Use a combination of materials that have been cut to place in an arrangement • Know that work can be changed and move before sticking down • Attach shapes to a plain background • Collage with cut elements, choosing colour, shape and composition to make my own creative response <p>Design: Design an animal through drawing/ digital art in the style of a collage</p> <ul style="list-style-type: none"> • Know the features of common animals (colours, shapes) • Use reference pictures to make decisions • Identify key colours and shapes of design • Draw designs in sketchbook • Consider how shapes can be layers • Know which materials to plan for (refer back to technique building) <p>Making: Create a collage using shape and colour</p> <ul style="list-style-type: none"> • Select materials based on a design • Work with different materials to create a collage • Change and modify materials based on a throughout design • Cut and shape using tools • Cut using different lines to create specific shapes • Know to overlap shapes to create a desired outcome • Know how to use overlapping to desired outcome • Modify and change position of shapes before attaching to background <p>Evaluation: Evaluate what you have created, make comments on how it is similar to the work of others and ways to improve.</p> <ul style="list-style-type: none"> • Know what discipline they have been using (collage) • Describe their work to themselves or peers
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	<ul style="list-style-type: none"> • create an artwork of an expressive face with two sides (each showing a different emotion) in the style of Picasso <p>Evaluate: Make simple comments on portrait</p> <ul style="list-style-type: none"> • Describe artwork • Say what they like and dislike about their own artwork and why. • Agree targets on how to improve their work. <p><u>Vocabulary and Definitions</u></p> <p>Portraits Cubism line warm colours cool colours colour emotion abstract Primary colour secondary</p>	<p>Graded pencils: Hardness- light marks on the paper Blackness- heavy, black lines</p>	<ul style="list-style-type: none"> • Suggest how they have been successful in using the discipline. • Compare their artwork to those used by the artist in study. • Make simple suggestions as to how they were successful in their work <p><u>Vocabulary and Definitions</u></p> <p>Designer Illustrator Collage- Art made by cutting and sticking various material Arrangement Overlapping- Layering - Geometric shapes - shapes that are commonly found in geometry, such as squares, triangles and rectangles Organic shapes - shapes that are commonly found in nature, usually with curved, irregular lines Positive shape - the shape itself Negative shape - the area around a shape or in between shapes, where you can see the background behind a shape Repeating shapes - the same shape, repeated multiple times, often in a grouping or making a path across the paper.</p>
Year 3	<p>Autumn 1- Art discipline- Drawing Cave drawing</p> <p>Artist Study: Lascaux Cave paintings Exploring : Learn about cave art</p> <ul style="list-style-type: none"> • Know cave art is some of the earliest examples of art that we know of • Know that cave paintings are of animals, that would have been found at the time • Know that the Lascaux caves are in France • Know that stone age artists painted, engraved and drew on the cave walls • Know that engraved means to cut a design on a surface • Make observations in sketchbooks • Know that colours were limited because the paints were made from natural materials available at the time 	<p>Spring 1-Art Discipline: Sculpture (wire and mod roc)</p> <p>Artist Study: Barbra Hepworth</p> <p>End of Unit Outcome: To produce a small wire sculpture of a figure inspired by the Barbara Hepworth</p> <p><u>Knowledge and Skills</u> Exploring:</p> <ul style="list-style-type: none"> • Know that Barbra Hepworth is a significant artist and sculptor from the U.K • Know that a sculptor is someone who create sculptures • Know that a sculpture is a work of art that is produced by carving, shaping materials • Know that Hepworth work is abstract • Know that Hepworth was born in 1903 and died 1975 	<p>Summer 1- ? Art Discipline: Printing/ textiles Plasticine/ block printing William Morris/ Laura Ashley- Wallpaper and textile design Arts and Craft Movement 1860-1920</p> <p>Late 19th-century design and the main influence on the Arts and Crafts movement</p> <p><u>Knowledge and Skills</u></p> <p>Exploring: Learn about textile artist William Morris/ create natural rubbings</p> <ul style="list-style-type: none"> • Know that William Morris was a key figure in the Art and Craft movement. • Understand that the Art and Craft movement made art and craft available to more people. • Know that William Morris was a designer and artist.

- Know that drawings were made of simple lines and shapes

Experimenting/technique: Use a range of mediums to create lines and shapes

- Know of the names of different lines (ex curved, straight, zig zag)
- Know that Pablo Picasso- Bull, used lines and simple shapes
- Know of key 2D shapes
- Know that drawing lines and shapes can create a recognisable figure

Experimenting/technique: Draw in different mediums (charcoal)

- Know that charcoal can come in different forms
- Willow charcoal, compressed charcoal and pencil charcoal can create different textures
- Know that visual texture is how something appears to feel
- Know how to apply and blend charcoal to create tone and shape

Create a prehistoric colour palette (painting)

- Know that natural products have pigments
- Know that pigments can make different colours
- Know of how to create paints using all natural ingredients as prehistoric artists did
- Know that colour used in prehistoric art was limited
- Know that colours used were often yellow, red, brown, purple and black
- Know that painting with fingers or brushes can create different lines/affect

Use a range of lines and shapes to create a cave wall (painting under tables too)

- Know that drawing on smooth or scrunched paper might make a different affect
- Know of how to keep their drawings in the style of prehistoric artists, with simple, bold lines, shapes and colours.

Evaluate artwork through annotations

- Know that sketchbook is where we can note down our artistic journey
- Know of how to write a simple annotation on their art work
- Know of how to make simple comparisons between their work and that of cave art.

- Know that Barbra Hepworth famously said "I rarely draw what I see, I draw what I feel in my body"

Experimenting/technique: Making forms from malleable materials (plastercine)

- Use sculpture to develop and share
- In the context of using sculpture to create a person.
- Know how to mould the clay
- Create an abstract sculpture of a person.

Experimenting/technique: manipulate materials using tools (wire)

- Know how to sculpt materials to include lines and abstract forms
- Know how to use a variety of techniques such as moulding
- Change the shape of malleable materials
- Experiment with twisting, moulding, bending techniques to change the shape of wire
- Know different thicknesses of wire can change shapes differently
- Understand safety and care of materials and tools

Design: Use drawing to design own sculpture (using ipads)

- Draw an abstract sculpture in the style of artist
- Use software to draw design
- Use a sketchbook for different purposes, including recording designs
- Make choices on shape
- Consider ways to change the shape of materials.

Create own sculpture (wire and Modroc)

- Experiment with bending, moulding and manipulating a material into a chosen shape
- Plan, shape, mould and make from different materials
- Understand the different adhesives and methods used in construction
- Talk through design and make changes based on aesthetics

- Know that William Morris was best known for his bold, nature-themed fabric and wallpaper prints.
- Know how to make a simple wax or pencil rubbing.
- Know how to compare textures and describe their main differences.
- Know that objects can be used to make prints.
- Explore the environment and take rubbings of textures
- Look at the textures created from different surfaces
- Know different textures and patterns can be created by rotating the paper over the surface.
- Know that the direction of a pattern can change across the page when rotated.
- Know a motif is a single shape, image or symbol
- Identify motif in images
- Know that a pattern relies on 3 things; a motif, repeating of motif and how they are organised

Experimenting/technique: Create impressions print plate (in plastercine)

- Know that plastercine is malleable so the shape can be changed
- Know an impression is a mark made on the surface of something by pressing an object onto it.
- Select objects to press into material
- Know the harder you press the deeper your impression
- Know a printing "plate" can be pressed on to paper to create a print
- Use ink pad to add colour to impression
- Push objects found into plasticine and make prints.
- Experiment with how much paint is needed Know how much pressure they need to apply
- Present prints in sketchbook
- Comment on the pattern made by print
- Consider what patterns they like and dislike

Experimenting/technique: Explore simple block prints (letter name) create a repeating pattern

- cut shapes out of foam board
- Stick shapes on a block to make a plate
- Create a repeated pattern by selecting shapes in particular orders
- Use tools to draw, cut and glue foam to make a printing block
- Know a motif is a single image, shape or symbol
- Use a roller to apply ink/paint
- distribute the ink evenly along the paper/roller

	<p><u>Vocabulary and Definitions</u></p> <p>Soft pastels:</p> <p>Pigment</p> <p>Line</p> <p>Shapes</p> <p>Colour</p> <p>Charcoal</p> <p>Prehistoric</p>	<ul style="list-style-type: none"> • Show an awareness of how texture, form and shape can be transferred from 2D to 3D • Know that Modroc is a form of plaster • Use Modroc to wrap around wire frame • Model over an framework • Know that the wire will act as a framework and the Modroc will <p><i>Possible celebration outcome could be to photograph sculpture against an outdoor landscape</i></p> <p><u>Vocabulary and Definitions</u></p> <p>Organic forms: 3D forms that are free-flowing, curvy, sinewy, and are not symmetrical</p> <p>Modroc:</p> <p>structure:</p> <p>sculpture:</p>	<ul style="list-style-type: none"> • know a printing roller will spread ink/paint evenly • apply pressure to make the print • Explore creating "multiples" by reprinting with the same plate • Consider 2 tone colours • Know to re-ink the "plate" each time • use my sketchbook to collect my prints and test ideas <p>Design printing plate (observational Drawing, inspired by nature)</p> <ul style="list-style-type: none"> • Draw from observation • Use a range of tools to draw ideas • Take inspiration from nature • Record drawings and designs in sketchbook • Consider which material would be needed <p>Making Create based on design - print on material</p> <ul style="list-style-type: none"> • Use design drawings draw into • draw into the surface of the foam board • print from the plate on to flat material • use colour, shape, and line to make my prints interesting • Create a repeat print. • Create a symmetrical or sequenced print. • Use my sketchbook to collect my prints and test ideas. • <p>Evaluation: make comments on own artwork through simple annotations</p> <ul style="list-style-type: none"> • Talk about the purpose of their artwork and link that to William Morris • Describe how their artwork links to the work of William Morris • Explain why they have chosen design choices/materials in their work. • Generate suggestions as to how they were successful in their work • Propose development points for the future. • Consider how using other disciplines may influence their work. <p><u>Vocabulary and Definitions</u></p> <p>Impression: is a mark made on the surface of something by pressing an object onto it.</p> <p>Print- transferring ink or paint from a design onto a surface.</p> <p>Rubbings- an impression of a design made by rubbing on a material laid over it with wax, pencil, chalk, etc</p> <p>Printing Plate- A surface carrying an image to be printed</p>
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			<p>Printing Block - A block or surface with a raised pattern or mark on to print with Ink: a coloured liquid used for printing Engrave: Using a tool to create deep lines in a piece material. Repeated pattern: Patterns that repeat again and again based on a particular rule Motif: a single image, symbol or shape Foam: Foam is a lightweight material that can be scratched/ carved into.</p>
Year 4	<p>Autumn 1- Art discipline- Printing Screen printing-Joan Miro- surrealist <u>Could print onto own T.shirt if all chn had a plain one they can bring in-</u></p> <p><u>Know and Skills</u> e.g. Exploring: To learn about styles of art that use screen printing</p> <ul style="list-style-type: none"> Explore different artists that work with screen printing as an art form Recap on printing using foam blocks Know that screen printing is a printing technique Know that screen-printing that uses a woven mesh stretched over a frame made to support a stencil. Know what a pattern is Identify patterns within artwork <p>Experimenting/technique: simple printing on acetate- (paint and scratch/ engrave)</p> <ul style="list-style-type: none"> Know that a monoprint is a single print Know mono means one Know that a roller can be used to spread paint or ink evenly onto a surface Use a roller to even spread paint onto a surface Use tools to scratch away paint Scratch/scrape elements away that will become a design Use tools to draw a design Create a monoprint using own ideas <p>Experimenting/technique: Explore screen printing using basic shapes - create a simple stencil</p> <ul style="list-style-type: none"> Design an image you want to work from 	<p>Spring 1- Art Discipline: Collage</p> <p>Alma Thomas- Abstract collage (landscape reference) <u>Knowledge and Skills</u></p> <p>Exploring: Learn about the artist Alma Thomas</p> <ul style="list-style-type: none"> Know that Alma Thomas was an African American artist born in 1891 in, USA. Know that she create abstack art through her paintings. Know that Alma Thomas loved using bright, bold colours in her paintings. She would regularly use small, rectangular blocks of colour in her art. Know that Alma Thomas was inspired by science and nature. She encouraged the children she taught to look closely at nature, and to use patterns and colours to create art which made them happy. Know that abstract art doesn't attempt to represent images of our everyday world. Know that abstract art has colours, lines, form (shapes) but they are not always intended to represent objects or living things. Know that, in 2016, her painting, 'Resurrection', to the White House dining room. Know that Alma Thomas was the first Black woman to have her artwork added to the White House Collection. <p>Experimenting/technique: Create part of a collage using mixed media</p> <ul style="list-style-type: none"> Know that Collage describes both the technique and the art of pieces are arranged and stuck down onto a supporting surface 	<p>Summer 1- Art Discipline: drawing/ pastels</p> <p>Portraiture: Marten Jensen- Chalk Pastel Portraits <u>Knowledge and Skills</u></p> <p>Exploring :To learn about the Dutch artist Marten Jansen and his style of portraits</p> <ul style="list-style-type: none"> Know that Marten Jansen drew portraits that were abstract Know Marten Jansen drew portraits Explore ideas and artworks from different cultures describe portraits made by Jansen, discussing use of colour, line, shape Know that Marten Jansen used different colour combinations to show emotion or create mood Comment on different colours and how the portraits make you feel Use sketchbooks purposefully Select and use relevant resources and reference to develop ideas Know that Marten Jensen and Picassos Weeping woman have similarities Discuss similarities and differences between Jensen and Picasso <p>Experimenting/technique: Explore shape and line to make an abstract style portrait- using a continuous line drawing</p> <ul style="list-style-type: none"> Use various lines (thick, thin, long, short), shapes (circle, triangles, organic shapes) to draw features. Make choice on which lines to draw Draw for sustained period of time, not removing pastel from paper Create an abstract portrait using a continuous line Select and link colours to reflect emotion

- Cut out shapes from paper to form print
- Lay out **stencil** to form print
- Printed stencil on different materials
- Arrange shapes on to surface
- Use squeegee to spread paint over screen

Design: Plan own screen print, using letter names as a basic for design

- Design a stencil that they could use for a screen print
- Use sketchbooks to draw designs

Create: Create self-portrait in an abstract style

- Demonstrate an awareness of printing with multiple colours
- Demonstrate an awareness of printing onto fabric and consider the difference to printing onto paper

Evaluate: Create self-portrait in an abstract style

- Make comparisons with ideas, methods and approaches in their own work and the work of others saying what they think and feel about them.
- Can explain how and why they have used an artist's influence in their own work.
- Know how to annotate in sketchbooks how they feel their artwork has been successful

Vocabulary and Definitions

Monoprint: a single print taken from a design created in paint or printing ink

Positive

Negative image: An negative image in art, is the empty space around and between the subject(s) of an image.

Screen print:

Roller:

Squeegee:

stencil:

- Know that ripping, tearing or cutting material can create different effects
- Know of where to place collage material to create an affect
- Know that collage material can be arrange and moved before being stuck to supporting surface (a background)

Design artwork by taking or selecting an image of a simple landscape

- Know that the camera tool on the ipad can take photographs
- Know of how to save an image from a search engine
- Know that the edit tool can change an image (ipads)
- Know that one colour can be lighter or darker, creating a colour value
- Know that value (colour) refers to how light or dark a colour is.
- Know that using black or white can change a colours value
- Know that an image (landscape) can have different colours and values in it

Experimenting/technique: To mix colours (to create collage material)

- Know of primary colours (red, blue, yellow)
- Know that mixing two primary colours will create a secondary colour
- Know that tertiary colours are made when a primary colour is mixed with a secondary colour (in even parts)
- Know that one colour can be lighter or darker, creating a colour value

Making: Create collage in the style of Alma Thomas

- Use colour own collage paper to create collage in the style of artist
- Edit work as you work, knowing why you have made certain decisions

Make evaluations of artwork

- Know of how an artist influenced their work
- Say how their work is similar to that of Alma Thomas
- Know of how they used different techniques to create a collage
- Name different they have techniques

- Experiment with different thicknesses of lines
- Know different colour combinations to show emotion or create a mood.
- Use different colours to describe feelings
- Mix different colours to create mood
- Make simple annotations on how colours were made

Experimenting/technique: Learn how to draw a self-portrait focusing on proportion and features

- Know that proportion refers to size of parts within a whole
- Know that guide lines will support with drawing features in proportion
- Know a self-portrait is a drawing of myself
- Draw basic shapes and lines to form a starting point for a portrait
- Use lighter graded pencils to draw guide lines
- Adjusted features using pencils with more or less pressure

Design: Plan own self portrait and colour palette- (using black and white image to support)

- Work from a photo to make a line drawing
- Use understanding to inform ideas and plan outcome
- Experiment which lines (thick, thin, long, short) to plan own portrait
- Plan and collect ideas from artists
- Develop techniques to create intricate pattern

Create: Create self-portrait in an abstract style

- Experiment with mark making using alternative tools

Evaluate: Evaluate work, consider successes and development

- Make decisions about how their artwork could be displayed
- discuss how artworks were made and how the choice of materials can influence the meaning of artworks
- Compare own work to that of artist
- Discuss how they are influenced by the work of other artists

	<p>Scratch/scrape:</p>	<ul style="list-style-type: none"> Know of which other art disciplines could have created a similar style of artwork (example paint) <p><u>Vocabulary and Definitions</u></p> <ul style="list-style-type: none"> Abstract doesn't represent images of our everyday world. It has colours, lines, form (shapes) but they are not always intended to represent objects or living things. Value Lightness or darkness of a colour Subject refers to the main idea that is represented in the artwork/photograph Tertiary colours a colour created from mixing equal parts of one primary colour and a secondary colour Collage: a way of making artwork by gluing different objects, materials, and textures to a surface. Mosaic: a picture or pattern produced by arranging together small coloured pieces of material. Expressionist an artist who expresses emotion through their art rather than reality. <ul style="list-style-type: none"> *Primary colours red/yellow/blue. Used to create all other colours. *Secondary colours a colour resulting from the mixing of two primary colours <p>*Prior Know and vocabulary</p>	<p><u>Vocabulary and Definitions</u></p> <p>soft pastels</p> <p>Contour drawing: a technique in where the artist sketches the style of the subject by drawing lines that result in a drawing that is essentially an outline (the French word <i>contour</i> meaning "outline")</p> <p>continuous line colour</p> <p>emotion/mood</p> <p>self-portrait</p> <p>Contrast</p> <p>Line</p> <p>side profile?</p> <p>abstract (previous knowledge)</p>
Year 5	<p>Autumn 1 - Art discipline - Drawing</p> <p>Pop art Artist Study- Andy Warhol / Roy Lichtenstein</p> <p><u>Knowledge and Skills</u> To learn about the pop art movement</p> <p>Use sketchbook to collect ideas to be used in future artwork.</p> <ul style="list-style-type: none"> Know that pop art is a movement that emerged in the mid-20th century in which artists incorporated commonplace objects—comic strips, soup cans, newspapers, and more 	<p>Spring 1 - Art Discipline: Sculpture pottery</p> <p>Craft maker - Grayson Perry (Potter) Modern techniques compared to Roman vessels</p> <p>https://www.youtube.com/watch?v=8aiHjAeIbuk</p> <p><u>Knowledge and Skills</u></p> <p><u>Vocabulary and Definitions</u> COILING: A method of forming pottery by building up the walls with coils of rope-like rolls of clay.</p>	<p>Summer 1 - Art Discipline: Printing</p> <p>Artist Study-Maria Sibylla Merian/ The Scott sisters (Helen and Harriet Scott) -Scientific illustrate/ biological artists (linked to rainforest unit?)</p> <p><u>Knowledge and Skills</u> Exploring: Learn about Biological illustrators that create scientific drawings (Maria Sibylla Merian, Harriet and Helen Scott (the Scott Sisters)</p> <ul style="list-style-type: none"> Know that Maria Sibylla Merian was a German naturalist and scientific illustrator.

- Understand that Andy Warhol was a key artist during the pop art movement.
- Know pop art used a range of media, such as drawing, painting and printing
- Know that pop art was based on simple everyday objects and bold solid colours
- Know of how to make observations and convey how artwork can make you feel/make you think of
- Know of expressing like and dislikes through written annotations.

Experimenting/technique: Make marks and lines using a range of wet media including ink. - (have an image of something familiar smarties tube)

Consider scale and proportion

- Know of **proportion, size** and **composition** of **subject matter**
- Know that objects have 3 dimensions when drawing
- Know of drawing 3D shapes from 2D shapes (cylinder for example)

Experimenting/technique: Use graded pencils to create tone

- Know that different graded pencil can create different tones on the page
- Know of how to draw from an 2D image
- Know of the direction of light in drawings through shading.

Experimenting/technique: Use different sketching techniques, such as hatching, cross-hatching, stippling and scribbling to create texture

- Know that **hatching** is closely drawn parallel lines
- Know that **cross-hatching** is intersecting sets of parallel lines
- Know that **stippling** is drawing numerous small dots or specks
- Know that different techniques can create the illusion of different **textures**.

Experimenting/technique: Create solid block colours using screen printing

- Know that a screen printing frame can create block colours
- Know that colour can be overlaid using a screen frame

KNEADING

A step in preparing clay for shaping. It involves manipulating the clay in a fashion somewhat like kneading dough for bread.

BONE DRY

The condition of clay when all the water has evaporated. The clay is completely dry and ready to be fired. At this stage, the clay is very fragile and porous.

LEATHER HARD:

SCORING:

- Know that **Maria Sibylla Merian** was one of the earliest European naturalists to observe insects directly.
- Identify the work of **Maria Sibylla Merian**
- Know that **the Scott sisters** drew specifically moths and butterflies for science publications
- Identify living things that are drawn in scientific illustrations
- Question and make observations about starting points and select ideas to use in their own work
- Make comments on the work of scientific illustrators in sketchbook
- Explore the different roles and purposes of an artist and their work
- Know that artists create artwork for different audiences/purposes.

Experimenting/technique: Draw from reference rainforest 'living things' (link to science unit)

- Know that drawing from reference is from an image or photograph
- Know artists that work in a similar way (from photographs)
- Select graded pencils based on the desired effect
- Know how to search and save appropriate images on the iPad
- Use long and short pencil lines to create texture
- Apply hatching, cross-hatching and stippling to draws to create texture.
- Draw in a sustained way to create a detailed drawing.

Experimenting/technique: create "sample" polystyrene blocks / use paints/rollers (brayer)/ carving tool

- Use tools in a safe way
- Know that lino can be drawn on to plan print
- Know that a cutting/carving tool must be used away from the body
- Understand that relief printing is carving out unwanted areas.
- Know that the pressure of the tool can impact on how deeply the relief will be
- Use a brayer roller to even spread paint
- Create a sample printing block using relief method
- Work into material using a range of tools
- Develop skills to carve out lines, shapes into material.
- Use carving and rolling paint as a relief-printing processes.

- Know that paper/tape can stop colour being printed.

Making: Create a still life piece

Make simple evaluations of own art work

- Review own and work of others
- Know of how artwork (own and others) can make you feel and think
- Know of how they can develop artwork further.
- Know of artists who have worked in a similar way to their own work.

Vocabulary and Definitions

- **Proportion**
- **Subject matter**
- **Composition**
- **Size**
- **Solid colour/block colour**
- Cross hatching
- Hatching

- Ensure sketchbooks are used to record textures and patterns.
- Make comments on textures made.
- Use the equipment and media with increasing confidence.

Design: Design a lino print through drawing

- Simplify an initial idea in a sketchbook
- Understand which sections will be carved out
- Plan colour palette for final piece
- Know which colours will need to be mixed to create secondary colours or tertiary colours (year4 knowledge)
- Understand which colours will be **complimentary**
- Make choices on which colours to use
- Know how to mix **complimentary colours**

Making: Create print by carving, colour mix and overprinting

- Work into prints with a range of materials
- Print with three colour overlays
- Mix **complimentary colours**
- Explore colour mixing through overlapping colour prints deliberately.
- Know that **overprinting** is allowing a print to dry and then printing on it again.
- Use complimentary colour palette

Evaluation: Make comparisons of own work and that of others, make comments on what went well and what could be refined

- Make comparisons with ideas, methods and approaches in their own work and the work of others saying what they think and feel about them.
- Can explain how and why they have used an artist's influence in their own work.
- Know how to annotate in sketchbooks how they feel their artwork has been successful
- Describe how they might develop their work further
- Make suggestions on how they have modified this to make their own work more original.
- Can explain how successful and how evident these links are in their 'final' piece and give reasons as to why they were used.

Vocabulary and Definitions

Biological artist- The art of depicting the plant species in a scientifically accurate way.

Biological Illustration- Biological illustration is the use of technical illustration to visually communicate the structure and specific details of biological subjects of study (such as plants and animals).

Scientific illustrator- Artists in the service of science for which accuracy are essential

Relief printing - a printmaking process where the unwanted areas of a block are carved away. The raised areas of the block are charged with ink (usually using a roller) and printed onto a substrate such as paper or fabric

Engrave: using a tool to create deep lines in a piece material.

Overprinting - allowing a print to dry and then printing on it again.

Brayer - a roller used to apply ink to a printing surface

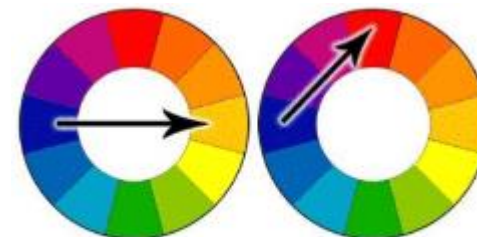
Cutting tool/ carving tool- an engraving tool with a metal shaft and usually a sharp V / U point.

Lino printing: is a form of block printing that involves carving a pattern or design into a linoleum

Lino (linoleum): a material consisting of a canvas backing thickly coated

Complimentary colours- Complementary colours are pairs of colours that contrast with each other more than any other colour, and when placed side-by-side make each other look brighter. (opposite each other on the colour wheel)

Contrasting colours: Contrasting colours are colours that differ from one another. Levels of contrast vary from high to low, depending on their position on the colour wheel. example, colours that are directly opposite one another on the colour wheel have the highest contrast possible, while colours next to one another have a low contrast.



Complimentary colours are opposite each other

Contrasting colours are 3 steps away

Previous vocabulary to recap on- and **Tertiary**

Year 6

Autumn 1 - Art discipline - Pastels/ drawing

Artist Study- Peter Thorpe space artist (pastels)

Recap on abstract art- year 4 spring

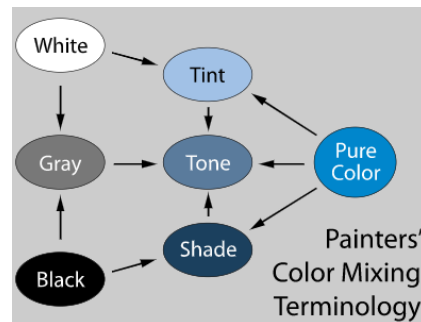
Knowledge and Skills

Exploring: Explore the work and style of Peter Thorpe

- Know Thorpe is an American artist, illustrator and writer
- Know he is well known for his striking paintings of rockets and outer space.

Experimenting/technique: Create tint, tone and shade (with pastels)

- Know the difference between warm and cold colours
- Identify cold/ warm colours on a colour wheel
- Name primary and secondary colours
- Know that soft pastels can be blended
- Use soft pastels with control
- Mix soft pastels to create tints, shades, tones
- Know that hues are pure colours (if secondary it is equal part of each primary colour)
- Know that tone is where grey is added to a pure colour
- Know that tint is where white is added to a pure colour
- Know that shade is where black is added to a pure colour
- Identify difference between original colour



Experimenting/technique: Experiment with line to create texture

- Recap texture definition (year 2 spring unit, year 5 Autumn unit)

Spring 1 - Art Discipline: Digital Art

Banksy & Keith Haring - Graffiti- using artwork to portray meaning

Knowledge and Skills

Exploring: Explore the work and style of contemporary artist Banksy

- Know that Banksy is a graffiti artist
- Know that Banksy is a famous - but anonymous - British graffiti artist.
- Know that Banksy keeps their identity a secret.
- Know that they produce pieces of work, which pop up in public places, such as on the walls of buildings.
- Know that a lot of their art is done in a particular style which people can easily recognise.
- Name famous artwork by Banksy
- Know that some people consider graffiti art and some consider it vandalism
- Share view points on graffiti
- Understand that Keith Haring was known for colourful, cartoon artworks and certain characters such as crawling babies, barking dogs and spaceships.
- Know that Keith Haring was inspired by graffiti artists
- Know that artwork can portray meaning and messages for the observer

Vocabulary and Definitions

<https://video.link/w/coQNC>

<https://www.bbc.co.uk/newsround/46632542>

Summer 1 - Art Discipline: Sculpture

Artist Study- Yayoi Kusama (Japanese artist)

Useful Text: Yayoi Kusama: From Here To Infinity

Knowledge and Skills

Exploring: Explore the work and style of contemporary artist Yayoi Kusama

- Learn about a key artist who creates sculptures
- Know that Yayoi Kusama is a Japanese artist who creates abstract forms in her 3D sculptures
- Know Kusama is a contemporary artist
- Know that Yayoi Kusama creates paintings, sculptures and installations that are all made up from dots.
- Know that Yayoi Kusama uses colour and pattern in her work
- Know that Yayoi was known as the "princess of dots"
- Explore the roles and purposes of artists, crafts people and designers in different cultures
- Question and make thoughtful observations about starting points
- Recall knowledge of sculpture and 3D form
- Make comments on what is recognisable in her sculptures

Experimenting/technique: Experiment with malleable material to create 3D forms

- Know that malleable materials can be controlled into a shape without breaking or cracking.
- Experiment with changing the shape of a mouldable material using different techniques
- Develop and refine skills in *sculpting* and *moulding* clay/malleable materials
- Shape, model and form from imagination/observation
- Know that rolling, pinching, pressing can shape clay/plasticine
- Know they can affix different pieces together to create a 3D form
- Develop skills in using a malleable material, including *coiling* and *slab*

Experimenting/technique: Experiment with creating texture on a malleable material

- Know that texture can be applied to a malleable material
- Know that different tools can create different textures
- Experiment with different tools to create texture, line and patterns
- Use tools to create holes, hollows, scratches and lines
- Develop and refine skills in creating texture and pattern

- Create a texture wall using soft pastels
- Take inspiration from artist, making different textures using pastels
- Know that texture can be created using different strokes and lines
- Know that long strokes will create textured lines
- Know that **stippling** is using numerous small dots or specks.
- Know that **dabbing** is a way of creating texture
- Explore different ways to make texture on a dark surface
- Recap on hatching and cross hatching
- Use hatching and cross-hatching to create texture

Design: design a space image using 2simplepaint- design it and screen print- <https://www.purplemash.com/app/tools/2paintapic>

- Using the artist as inspiration, draw features like Peter Thorpe
- Consider which colours could be used
- Make choices on shapes that could be used to create considered piece.
- Record visual information using different software

Making: use pastels to create a space scene

- Mix colours to create atmosphere and light
- Develop colours by using tone, shade.
- Independently select and effectively use relevant processes in order to create successful and finished work

Evaluate: Make simple evaluations

- Compare approaches in their own work and that of others
- Annotate work in sketchbook
- Explain how, why and to what extent they have used an artist's influence in their own work.
- Explain how and why they have modified this to make their own work more original.
- Critique their (and other's work) with emphasis on theory (vocabulary, skills development, discipline)

- Make comments in sketchbooks on which tools create which texture and pattern
- Produce intricate patterns and textiles in malleable material

Design: design a sculpture in the style of Yayoi Kusama

- Plan a sculpture through drawing or other preparatory work (digital art)
- Know the style of Yayoi Kusama's sculptures
- Know that dots were used throughout Yayoi Kusama's work
- Plan colour palette based on artists style
- Use artist work as a starting point
- Select ideas to use in their own work
- Apply knowledge of contrasting and complementary colours
- Make annotations in sketchbook based on colour palette
- Make design decisions and document in sketchbook

Making: Create a final sculpture, based on a design

- Apply knowledge of how to use moulding and sculpting to shape clay sections
- Know how to apply texture and pattern to clay
- Use a range of tools to create pieces with texture and form
- Refine pattern and texture using tools
- Affix pieces of clay together to build a 3D form
- Adapt and change techniques to refine based on design
- Know how to apply techniques to create a final piece

Making: Mix paints to create a glaze to finish sculpture

- Know which secondary colours are made when mixing primary colours
- Know which colours compliment others and which colours are contrasting
- Use contrasting and complimentary colour wheel to support mixing
- Consider which tools are best to use to create dots
- Use sketchbook to test colours, brushstrokes, techniques
- Know that brush strokes can affect the way the paint can sit on the clay.
- Know that the paint will need to dry before dots can be added.

Evaluation: Make evaluations and reflection on artwork and skills used

- **Generate developmental targets for themselves and others for future artworks with reference to an artist's practice.**

Vocabulary and Definitions

stippling

splattering

Dabbing - The technique of dabbing a tool onto the surface. Dabbing adds texture and movement to a piece.

short strokes

long strokes

hatching

cross hatching

Hues: Hues describe a pure colour that is found on the colour wheel and has had nothing added to it to change its properties.

Tint: Tints are created when white is added to any hue on the colour wheel.

Shade: Shades are created when black is added to any hue found on the colour wheel. This process darkens the hue and creates a more intense colour.

Tones: Tones are created when grey is added to a colour. The final tone depends on the amount of black and white used, and tones may be lighter or darker than the original hue.

Pastels: Pastels are made from powdered pigment which is bound together

soft pastels: Soft pastels only use a little bit of the binder. Because of that, they can be blended (and smudged) easily with fingers or tortillions. Even though they resemble chalk, they usually don't contain any!

hard pastels: Hard pastels contain more binder and less pigment. They crumble less easily which makes them perfect for quick sketches.

oil pastels: Oil pastels have pigment mixed with other substances; these are bound together with oils and waxes. They don't crumble as easily and produce a waxy finish. They can only be blended with special oil

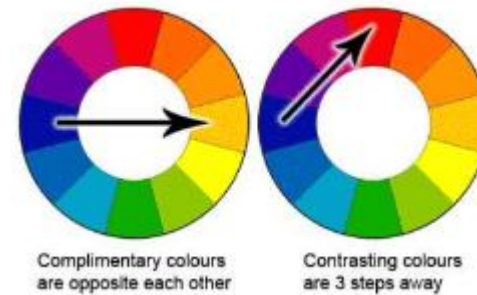
- Know how their final piece is similar to that artists and designers
- Use there sketchbooks as a way of reflecting and evaluating work and artistic choice
- Know how, why and to what extent they have used an artist's influence in their own work.
- Explain changes in written or verbal ways
- Know why they made particular choices in their design and final piece
- Explain how and why they made particular choices in their own work more original.
- Know how successful and clear the links are between own work and that of artist
- Critique their (and other's work) with emphasis on theory (vocabulary, skills development, discipline)
- Generate targets for themselves and others for future artworks
- Reference an artist's work

Vocabulary and Definitions

- **Contemporary Art:** Contemporary art is used to refer to art of the present day and of the relatively recent past
- **Abstract form-** art that does not attempt to represent an accurate depiction of a visual reality but instead use shapes, colours, forms and gestural marks to achieve its effect.
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- **Sculpture-** the art of making three-dimensional representative or abstract forms
- **Malleable-** a material that can be pressed, moulded or sculpted into shape without breaking or cracking.
- **Affix-** stick, attach, or fasten (something) to something else.
- **Sculpt-** create or represent (something) by carving, casting, or other shaping techniques.
- **Mould-** form (an object) out of malleable material.
- **Score..** to scratch hatch marks on it as part of joining clay pieces together.
- **Glaze-** overlay or cover with a smooth, shiny coating or finish.

- **Complimentary colours-** Complementary colours are pairs of colours that contrast with each other more than any other colour, and when placed side-by-side make each other look brighter. (opposite each other on the colour wheel)
- Contrasting colours:** Contrasting colours are colours that differ from one another. Levels of contrast vary from high to low, depending on their position on the colour wheel.
- Tertiary colours** a colour created from mixing equal parts of one primary colour and a secondary colour (yr 4)

*Example, colours that are directly opposite one another on the colour wheel have the highest contrast possible, while colours next to one another have a low contrast.



*contrasting, complementary, primary, secondary, tertiary- previous vocabulary

Simple Chronology of Art	Prehistoric 14,000-4000BC	Medieval 500-1550	Realism 1840-1870	Modernism 1860-1970	Cubism 1908-1920	Pop Art 1956-1960	Street Art 1970-present
	Ancient Art 14,000-400 AD	Baroque 1600-1750	Arts and Craft Movement 1860-1920	Impressionism 1870-1900	Abstract Art From 1910	Surrealism 1970-present	Contemporary Art Late 20 th Century art- present

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A yearly self portrait task to provide a tangible yearly assessment at the end of the year or start of a new year?