



## **SUBJECT:** Art & Design (V2)

We believe our Art and Design education will give children the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. We hope it will fire their imaginations and be a fundamental means of personal expression. While it is essentially a practical subject, art should provide opportunities for reflection and, with increasing sensitivity and resilience, children will acquire the ability to make informed, critical responses of their own work and that of others. Through reflection and constructive feedback from their peers that is kind, helpful and specific, children can improve their work and allow them to experience excellence.

Throughout their time at this school children should go on a creative, cultural journey inspired by the work of artists, designers and craft makers, using real life experiences whenever possible, be that from cultural visits, artists visiting us, or having every child spending time to work on a project with our own Artist in Residence. This will allow them to use the skills learnt in a collaborative community. Every year, there is a clear progression of these skills, which build on prior learning and so enable the use of tools and techniques with increasing mastery. This is documented through the exploration of skills and knowledge in their sketchbooks from Yr1 upwards.

Art is an area that can allow some children to really shine, even those children that may find other areas of the curriculum difficult. They may be able to communicate their feelings and express themselves in a way that they may otherwise struggle with. Art gives children the opportunity to practise and refine their fine motor skills in an enjoyable way. Teachers will make the learning of skills and techniques accessible for all through real-life demonstrations and modelling.

Children's work will be celebrated through displays in school and around the grounds, on the website and social media, and in local exhibitions which develop links in the wider community.

### Foundation Stage & KS1

The children will begin to manipulate tools and materials to create artworks using different media: drawing/painting, collage/sculpture, architecture/printing; developing a basic understanding of colour, pattern, texture, form, shape and space. We want them to be excited by the work of known artists, craft makers and designers so that they will be able to talk about and explore their thoughts and feelings and importantly make links to their own work.

### KS2

In KS2 the children will continue this process being inspired by great artists, architects and designers; talking about their techniques and influences. They will be given the opportunity to experiment with different media (e.g. pastels, plaster of paris, mosaic) and choose the most effective of these to create final pieces. They will develop their techniques to create visual effects and talk about (critique) their work and the work of others with confidence.

	Skills	Knowledge
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N	<p><b><u>Painting &amp; Drawing</u></b></p> <ul style="list-style-type: none"> <li>• Beginning to hold and use a paintbrush and pencil.</li> <li>• Can explore colour and how colours can be changed.</li> <li>• Can use lines to enclose a space.</li> <li>• Can use shapes to represent objects</li> <li>• Can use different painting techniques using a variety of resource e.g. rollers, large paint brushes, natural materials</li> </ul> <p><b><u>Sculpture &amp; Collage</u></b></p> <ul style="list-style-type: none"> <li>• Joins construction pieces together to build and balance e.g. junk modelling, tape, glue</li> <li>• Can use tools to cut and join e.g. scissors, glue, tape</li> <li>• Begins to be interested in describing the textures of things.</li> </ul> <p><b><u>Architecture &amp; Printing</u></b></p> <ul style="list-style-type: none"> <li>• Joins construction pieces together to build and balance.</li> <li>• Beginning to construct stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Realises tools can be used for a purpose.</li> </ul> <p><b>Artists-</b></p> <p><b>Autumn 2-</b> Andy Goldsworthy - Can create a transient art picture and talk about permanent and temporary art.</p> <p><b>Spring 1-</b> Kandinsky- Can use concentric circle art to draw, paint collage and print</p> <p><b>Spring 2-</b> Miro- Can draw self portraits. Can explore colours and choose colours for a purpose. Can explore primary colours and the secondary colours they create when mixed.</p> <p><b>Summer 1-</b> Mondrian- Can explore straight lines and shapes and can explore primary colours and the secondary colours they create when mixed. Can use scissors to cut shapes to make patterns and pictures.</p> <p><b>Summer 2-</b> Georgia O'Keefe - Can explore observational drawings of flowers. Can use different mediums to create pictures.</p>	<p><b><u>Painting and Drawing</u></b></p> <ul style="list-style-type: none"> <li>• To know that different resources can be used to create different effects e.g. rollers, brushes, natural materials</li> <li>• To name the primary colours.</li> <li>• To understand how drawings can be used to represent different ideas.</li> <li>• Understands that they can use lines to enclose a space.</li> <li>• Understands that shapes can represent objects.</li> </ul> <p><b><u>Sculpture &amp; Collage</u></b></p> <ul style="list-style-type: none"> <li>• Understands tools and objects can be used for a purpose.</li> <li>• To understand different textures and how to describe them.</li> </ul> <p><b><u>Architecture &amp; Printing</u></b></p> <ul style="list-style-type: none"> <li>• Understands tools and objects can be used for a purpose.</li> </ul>
R	<p><b><u>Painting and Drawing</u></b></p> <ul style="list-style-type: none"> <li>• Can mix colours independently and talk about what they have done.</li> </ul>	<p><b><u>Painting and Drawing</u></b></p> <ul style="list-style-type: none"> <li>• To name the primary colours and how they mix to make secondary colours.</li> </ul>

	<ul style="list-style-type: none"> <li>• Can hold and control a pencil, scissors and paintbrush.</li> </ul> <p><b><u>Sculpture and Collage</u></b></p> <ul style="list-style-type: none"> <li>• Can select appropriate resources to use and can explain the process and any changes made.</li> <li>• Can select tools and techniques needed to shape assemble and join materials they are using.</li> <li>• Can collaborate with others to share ideas and work creatively.</li> <li>• Can use different techniques for joining materials such as, tape, stapler, glue, hole punch.</li> </ul> <p><b><u>Architecture and Printing</u></b></p> <ul style="list-style-type: none"> <li>• Can experiment to create different textures.</li> <li>• Can combine different media to create new effects.</li> </ul> <p><b>Artists-</b></p> <p><b>Autumn 2-</b> Andy Goldsworthy - Can create a transient art picture and talk about permanent and temporary art.</p> <p><b>Spring 1-</b> Miro- Can draw self portraits. Can explore colours and choose colours for a purpose. Can explore primary colours and the secondary colours they create when mixed.</p> <p><b>Spring 2-</b> Kandinsky- Can use concentric circle art to draw, paint collage and print</p> <p><b>Summer 1-</b> Mondrian- Can explore straight lines and shapes and can explore primary colours and the secondary colours they create when mixed. Can use scissors to cut shapes to make patterns and pictures.</p> <p><b>Summer 2-</b> Georgia O'Keefe - Can explore observational drawings of flowers. Can use different mediums to create pictures.</p>	<ul style="list-style-type: none"> <li>• To know that different resources can be used to create different effects e.g. rollers, brushes, toothbrushes, etc</li> </ul> <p><b><u>Sculpture and Collage</u></b></p> <ul style="list-style-type: none"> <li>• Understands how to use simple tools confidently and appropriately. E.g. hole punch, scissors, tape dispenser, stapler</li> <li>• Understands that different media can be combined and manipulated to create new and planned effects.</li> <li>• Can select appropriate resources and adapt work where necessary.</li> <li>• Can select tools and techniques needed to shape assemble and join materials they are using.</li> </ul> <p><b><u>Architecture and Printing</u></b></p> <ul style="list-style-type: none"> <li>• Can experiment to create different textures.</li> <li>• Can combine different media to create new effects.</li> </ul>
Y1	<p><b><u>Painting &amp; Drawing</u></b></p> <ul style="list-style-type: none"> <li>• Can hold and control a pencil and paintbrush</li> <li>• Begin to mix secondary colours independently</li> <li>• Can use lines to create different textures</li> </ul> <p><b>Vocabulary:</b> hold, control, pencil, paintbrush, mix, textures</p> <p><i>Fauvist Painters</i></p> <ul style="list-style-type: none"> <li>• <i>Exploring how colour choices can create feelings in a painting</i></li> </ul>	<p><b><u>Painting Drawing</u></b></p> <ul style="list-style-type: none"> <li>• Understand the difference between primary and secondary colours</li> <li>• To know what cross-hatching is</li> <li>• To know different types of line e.g. straight, curved</li> <li>• To know how to make a colour lighter or darker (tone)</li> </ul> <p><b>Vocabulary:</b> primary colour, secondary colour, cross-hatching, line, straight, curved, lighter, darker, tone</p>

- Practise colour mixing
- Draw a landscape using layers to create distance
- Paint a Sheringham scene in a Fauvist style ( This could be painting over a photograph/ photocopy for LA children)



### Sculpture & Collage

- Can choose the best materials for a purpose
- Can follow an example to create a sculpture

**Vocabulary:** choose, purpose, create

*Land Art (Richard Long or Andy Goldsworthy)*

- *Manipulating natural materials to create a sculpture*



### Architecture & Printing

- Can use a range of materials (e.g. leaves, cardboard tubes, sponge blocks, cotton reels etc.) to explore printing

**Vocabulary:** range, materials, explore, printing

*Jackson Pollock*

- *Firework paintings using splatter paint techniques*

### Sculpture & Collage

- To know that some natural materials are more useful than others for sculpture
- To understand that materials can be combined to produce a visual effect

**Vocabulary:** natural, materials, sculpture, combined, produce, visual effect

### Architecture & Printing

- To know that a certain amount of paint produces the best effect

**Vocabulary:** paint, produces, effect

- Printing, using a range of different materials



### Critique

- Can talk about their work (and peers) and explain how it makes them feel
- Can identify ways to improve their work
- Can begin to use technical language in their critique
- Can describe a piece of art work at a basic level: What can you see? How does it make you feel? How was it created?

**Vocabulary:** explain, improve, technical language, critique, describe.

### Critique

- To know some feelings and how they link to colours e.g. red is angry and blue is calming
- Know some technical language: line, straight, curved, pattern, shape, colour, tone

**Vocabulary:** feelings, colours, line, straight, curved, pattern, shape, colour, tone

## **Y2** Painting & Drawing

- Can make intentional marks using a pencil and paintbrush
- Using a colour wheel, begin to mix secondary colours independently, for example, green, purple and orange
- Can use lines and shading to create different textures

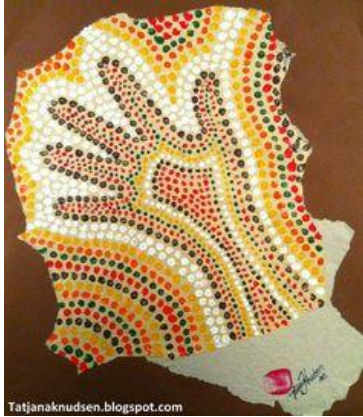
## Painting Drawing

- Understand the difference between primary and secondary colours
- Know how to mix orange, purple and green paint from primary colours

**Vocabulary:** hold, control, pencil, paintbrush, mix, textures, colour wheel, lines, shading

#### *Aboriginal Dot Painting/Dreamtime Artists*

- Produce a colour wheel to explore colour mixing
- Using colour and pattern, create an aboriginal dot painting
- Using silhouettes of native Australian creatures and pastels, create Dreamtime art



*Using native Australian animals for a silhouette*

#### **Sculpture & Collage**

- Can choose the best materials for a purpose
- Can follow an example to create a sculpture
- Can begin to manipulate and join materials for a purpose
- Can use scissors precisely and safely to cut patterns and shapes

**Vocabulary:** choose, purpose, create, example, manipulate, join, purpose, scissors, precisely, safely

#### *Dale Chilhuly*

- Using recycled plastics, acrylic paint and Sharpie pens to create coral reef sculptures

- To understand what cross-hatching, stippling and line-work are
- To understand when to use different types of line e.g. straight, curve
- To know how to make a colour lighter or darker (tone) in painting and shading

**Vocabulary:** primary colour, secondary colour, cross-hatching, line, straight, curved, lighter, darker, tone, mix, stippling, line-work, shading

#### **Sculpture & Collage**

- To understand how to manipulate and join materials to produce a visual effect
- To know how to use scissors precisely and safely

**Vocabulary:** natural, materials, sculpture, combined, produce, visual effect, manipulate, join, scissors, precisely, safely



### Architecture & Printing

- Can use a press print to design a printing block
- Can combine different printing blocks to create final piece
- Can apply different drawing skills (cross-hatching, stippling, line-work) to represent patterns

**Vocabulary:** range, materials, explore, printing, press, printing block, combine, final piece, apply, cross-hatching, stippling, line-work, patterns

UK citiscapes (Norman Foster?)

- Explore the shapes and lines of UK city buildings e.g. The Gherkin, St. Paul's Cathedral
- Use press printing skills to create a citiscape
- Use different drawing skills (cross-hatching, stippling, line-work) to create different patterns on buildings

### Architecture & Printing

- To know that a certain amount of paint produces the best effect
- To know how to use line and pattern to create a printing block
- To understand how old and new architecture looks different

**Vocabulary:** paint, produces, effect, line, pattern, printing block, architecture





### Critique

- Can talk about their work (and peers) and explain how it makes them feel
- Can identify specific ways to improve their work e.g. "You need to use straighter lines on the top window of that building."
- Can begin to use technical language in their critique
- Can describe a piece of art work at a basic level: What can you see? How does it make you feel? What media/materials were used to create it?

**Vocabulary:** explain, improve, technical language, critique, describe

### Critique

- To know some feelings and how they link to colours e.g. red is angry and blue is calming
- Know some technical language: line, straight, curved, pattern, shape, colour, tone, shading, stippling, cross-hatching, primary colours, secondary colours, printing block

**Vocabulary:** feelings, colours, line, straight, curved, pattern, shape, colour, tone, shading, stippling, cross-hatching, primary colours, secondary colours, printing block

Y3

### Painting & Drawing

- Can create accurate detail by using precise marks with a pencil and paintbrush
- Begin to use a paintbrush to create a watercolour wash
- Confidently mix secondary colours independently as well as manipulating tone (light and dark)
- Can use water to change the tone of watercolours.
- Can begin to mix pastels to create tone.

**Vocabulary:** hold, control, pencil, paintbrush, mix, textures, colour wheel, lines, shading, accurate, detail, precise, marks, manipulate, tone, lighter, darker, watercolours, pastels

Monet

- Explore how Monet uses colour to represent water
- Explore how to use watercolours.
- Explore how to use pastels
- Choose the best media to create a Monet inspired watery landscape.

### Painting Drawing

- Understand the difference between primary and secondary colours and know how to mix secondary colours.
- Know how to mix orange, purple, green and brown (from yellow, red and blue) paint using primary colours
- To know how to make a watercolour wash
- To know how to mix pastels on a page
- To know how to make a colour lighter or darker (tone) in painting and when using pastels

**Vocabulary:** primary colour, secondary colour, cross-hatching, line, straight, curved, lighter, darker, tone, mix, stippling, line-work, shading, watercolour, wash, pastels



### Sculpture & Collage

- Can use careful observation to plan a sculpture
- Can accurately manipulate and join materials to create a clay relief

**Vocabulary:** choose, purpose, create, example, manipulate, join, purpose, scissors, precisely, safely, observation, plan, clay, relief

### Stone Age Cave Paintings

- From observation, plan Stone Age style cave art
- Use clay to build a relief sculpture
- Using Plaster of Paris, cast from the relief



### Architecture & Printing

- Can use layers of paper to create the illusion of distance / perspective
- Can draw 3D shapes
- Can draw silhouettes
- Can use shading to enhance a 3D effect


### Sculpture & Collage

- To understand how to manipulate and join clay to produce a relief effect
- To know how to use lino-cutting tools safely to create a relief

**Vocabulary:** natural, materials, sculpture, combined, produce, visual effect, manipulate, join, scissors, precisely, safely, clay, relief

### Architecture & Printing

- To understand how perspective affect the size of objects in a landscape to show distance
- To understand how to use layers to build up a landscape (e.g. making the background first)
- To understand the basic principles of 3D drawings using

	<p><b>Vocabulary:</b> range, materials, explore, printing, press, printing block, combine, final piece, apply, cross-hatching, stippling, line-work, patterns, layers, illusion, distance, perspective, 3D shape, silhouette, shading, enhance, 3D effect</p> <p><i>Egyptian Landscapes</i></p> <ul style="list-style-type: none"> <li>• Produce an Egyptian Landscape using painting and collage</li> <li>• Paint layers of paper and tear into a landscape</li> <li>• Practice how to use shading to make a pyramid 3D</li> <li>• Collage with 3D pyramids and silhouettes of animals</li> </ul>  <p><b>Critique</b></p> <ul style="list-style-type: none"> <li>• Can talk about their work (and peers) and explain how it makes them feel</li> <li>• Can identify specific ways to improve their work e.g. "You need to use less water in your wash"</li> <li>• Make choices about which media is the best to use to create an effect (watercolour or pastel)</li> <li>• Can use technical language in their critique</li> <li>• Can describe a piece of art work: What can you see? How does it make you feel? What media/materials were used to create it?</li> </ul> <p><b>Vocabulary:</b> explain, improve, technical language, critique, describe, choices, media, effect, watercolour, pastel</p>	<p>shading</p> <p><b>Vocabulary:</b> paint, produces, effect, line, pattern, printing block, architecture, perspective, size, object, landscape, distance, layers, 3D, shading</p> <p><b>Critique</b></p> <ul style="list-style-type: none"> <li>• To understand how different techniques can create feelings</li> <li>• Know some technical language: line, straight, curved, pattern, shape, colour, tone, shading, stippling, cross-hatching, primary colours, secondary colours, pastels, watercolour wash, collage, layers, perspective, 3D, shading</li> </ul> <p><b>Vocabulary:</b> feelings, colours, line, straight, curved, pattern, shape, colour, tone, shading, stippling, cross-hatching, primary colours, secondary colours, printing block, techniques, pastels, watercolour wash, collage, layers, perspective, 3D, shading</p>
Y4	<p><b>Painting &amp; Drawing</b></p> <ul style="list-style-type: none"> <li>• Can create accurate detail by using precise marks with a pencil, paintbrush and pen</li> </ul>	<p><b>Painting Drawing</b></p> <ul style="list-style-type: none"> <li>• Understand the difference between primary and secondary colours and know how to mix secondary colours</li> </ul>

- Begin to use a paintbrush to create a watercolour wash
- Confidently mix secondary colours independently as well as manipulating tone (light and dark)
- Can use water to change the tone of watercolours
- Can use line to enhance details on a watercolour
- Think carefully about the composition of paintings (how the objects in the picture are laid out)

**Vocabulary:** hold, control, pencil, paintbrush, mix, textures, colour wheel, lines, shading, accurate, detail, precise, marks, manipulate, tone, lighter, darker, watercolours, pastels, composition, lay out

Kieran Williamson

- Produce a watercolour landscape of Norfolk inspired by Kieran Williamson
- Explore how to use watercolours
- Use line over watercolours to enhance details
- Use perspective to show distance in a landscape



### Sculpture & Collage

- Can use careful observation of shape to plan a sculpture
- Can accurately cut and position materials to create a cardboard relief

**Vocabulary:** choose, purpose, create, example, manipulate, join, purpose, scissors, precisely, safely, observation, plan, clay, relief, shape, position, cardboard

Picasso

- Know how to mix orange, purple, green and brown (from yellow, red and blue) paint using primary colours
- To know how to make a watercolour wash
- To know how to make a colour lighter or darker (tone) in painting
- To understand how perspective affects size and colour e.g. lighter tones look further away
- To understand how to arrange objects in a drawing or painting to create a good composition

**Vocabulary:** primary colour, secondary colour, cross-hatching, line, straight, curved, lighter, darker, tone, mix, stippling, line-work, shading, watercolour, wash, pastels, perspective, size, arrange, composition

### Sculpture & Collage

- To understand how to arrange cardboard shapes to produce a relief portrait
- To know how to scissors safely and accurately to create shapes and patterns
- To understand how to compose a Cubist inspired portrait (experimenting with different arrangements of facial features)

- Explore the cubist portraits of Picasso
- Experiment with shapes for different facial features
- Use cardboard cut out shapes which have been coloured with pastel or paint to construct a Picasso relief sculpture / collage



### Architecture & Printing

- Can use models of mosaics to design a pattern
- Can combine coloured squares to create a pattern
- Can adapt and refine their work

**Vocabulary:** range, materials, explore, printing, press, printing block, combine, final piece, apply, cross-hatching, stippling, line-work, patterns, layers, illusion, distance, perspective, 3D shape, silhouette, shading, enhance, 3D effect, models, mosaics, design, adapt, refine

### Roman Mosaics

- Design a mosaic tile on squared paper thinking about colour combinations and pattern
- Cut and arrange coloured paper
- Edit and refine their work (sticking new paper over mistakes)



### Critique

- Can talk about their work (and peers) and explain how it

**Vocabulary:** natural, materials, sculpture, combined, produce, visual effect, manipulate, join, scissors, precisely, safely, clay, relief, arrange, cardboard, compose, inspired, arrangement

### Architecture & Printing

- To understand how colour and pattern can be used in a mosaic.
- To understand how to modify and improve a design

**Vocabulary:** paint, produces, effect, line, pattern, printing block, architecture, perspective, size, object, landscape, distance, layers, 3D, shading, colour, pattern, mosaic, modify, improve

	<p>makes them feel</p> <ul style="list-style-type: none"> <li>• Can identify specific ways to improve their work e.g. "You need to use less water in your wash"</li> <li>• Make choices about composition and know how it affects a piece of art</li> <li>• Can use technical language in their critique</li> <li>• Can describe a piece of art work: What can you see? How does it make you feel? What media/materials were used to create it?</li> </ul> <p><b>Vocabulary:</b> explain, improve, technical language, critique, describe, choices, media, effect, watercolour, pastel, composition</p>	<p><b>Critique</b></p> <ul style="list-style-type: none"> <li>• To understand how different techniques can create feelings</li> <li>• Know some technical language: line, straight, curved, pattern, shape, colour, tone, shading, stippling, cross-hatching, primary colours, secondary colours, pastels, watercolour wash, collage, layers, perspective, 3D shading, composition, mosaic, design</li> </ul> <p><b>Vocabulary:</b> feelings, colours, line, straight, curved, pattern, shape, colour, tone, shading, stippling, cross-hatching, primary colours, secondary colours, printing block, techniques, pastels, watercolour wash, collage, layers, perspective, 3D, shading, composition, mosaic, design</p>
Y5	<p><b><u>Painting &amp; Drawing</u></b></p> <ul style="list-style-type: none"> <li>• Can create accurate detail by using precise marks with a pencil, paintbrush and pen</li> <li>• Can draw facial features using line to show the contours of the face e.g. not drawing both sides of the nose</li> <li>• Can combine words, drawings and shapes in a composition</li> </ul> <p><b>Vocabulary:</b> hold, control, pencil, paintbrush, mix, textures, colour wheel, lines, shading, accurate, detail, precise, marks, manipulate, tone, lighter, darker, watercolours, pastels, composition, lay out, facial features, contours, combine</p> <p><i>Pop Art (Andy Warhol, Roy Lichtenstein)</i></p> <ul style="list-style-type: none"> <li>• Explore the work of different pop artists</li> <li>• Observational drawings of everyday objects</li> <li>• Produce a collage of, coloured paper, words and drawings inspired by Pop Art</li> <li>• Explore how to compose these elements</li> </ul> <p><b><u>Sculpture &amp; Collage</u></b></p>	<p><b><u>Painting Drawing</u></b></p> <ul style="list-style-type: none"> <li>• To understand how to arrange objects in a drawing or painting to create a good composition</li> <li>• To know the proportions of a human face</li> <li>• To understand how a rubber/eraser can be used as a refining tool</li> </ul> <p><b>Vocabulary:</b> primary colour, secondary colour, cross-hatching, line, straight, curved, lighter, darker, tone, mix, stippling, line-work, shading, watercolour, wash, pastels, perspective, size, arrange, composition, proportions, rubber/eraser, refining</p>

- Can use careful observation contours and shape to plan a sculpture
- Can accurately cut, fold and assemble materials to create a 3D sculpture

**Vocabulary:** choose, purpose, create, example, manipulate, join, purpose, scissors, precisely, safely, observation, plan, clay, relief, shape, position, cardboard, contours, cut, fold, assemble

#### Greek Theatre masks

- Explore Greek theatre masks through sketching (what lines / patterns techniques could be used to show facial expression?)
- Experiment with cutting, rolling and folding card to make 3D mask features
- Plan a 3D Greek theatre mask
- Make a 3D Greek theatre mask using folded and rolled paper shapes



\* Add lines and patterns to elements of the mask for detail

#### Architecture & Printing

- Can identify the vanishing point in a picture
- Can use guidelines to draw a 3D shape with a vanishing point
- Can use shading to show 3D forms

#### Sculpture & Collage

- To understand how to cut, fold and construct paper to create a sculpture
- To know how to scissors safely and accurately to create a relief portrait
- To understand how to how composition affects outcome (how can you arrange words, drawings and shapes effectively in a Pop Art style?)

**Vocabulary:** natural, materials, sculpture, combined, produce, visual effect, manipulate, join, scissors, precisely, safely, clay, relief, arrange, cardboard, compose, inspired, arrangement, cut, fold, construct, relief, portrait, composition, outcome

#### Architecture & Printing

- To understand how vanishing points and guidelines are used



**Vocabulary:** range, materials, explore, printing, press, printing block, combine, final piece, apply, cross-hatching, stippling, line-work, patterns, layers, illusion, distance, perspective, 3D shape, silhouette, shading, enhance, 3D effect, models, mosaics, design, adapt, refine, identify, vanishing point, guidelines

*Renaissance Artists (perspective)*

- Explore Renaissance art which shows perspective
- Sketch real life geometric shapes (e.g. blocks of unfix) in 3D using a vanishing point
- Draw vanishing point lines over the top of cityscapes
- Use models to create their own perspective architectural drawing using a vanishing point



### Critique

- Can talk about their work (and peers) and explain how it makes them feel
- Can identify specific ways to improve their work e.g. "You need to use your guidelines more carefully"
- Make choices about composition and know how it affects a piece of art
- Can use technical language in their critique
- Can describe a piece of art work: What can you see? How does it make you feel? What media/materials were used to create it? How does the artist show distance?

**Vocabulary:** explain, improve, technical language, critique, describe, choices, media, effect, watercolour, pastel, composition, distance

to create perspective

- To know how light affects the look of a 3D object (e.g. a cube lit from the top would have three differently shaded sides)

**Vocabulary:** paint, produces, effect, line, pattern, printing block, architecture, perspective, size, object, landscape, distance, layers, 3D, shading, colour, pattern, mosaic, modify, improve, vanishing point, guidelines

### Critique

- To understand how different techniques can create feelings and visual effects
- Know some technical language: line, straight, curved, pattern, shape, colour, tone, shading, stippling, cross-hatching, primary colours, secondary colours, pastels, watercolour wash, collage, layers, perspective, 3D shading, composition, mosaic, design, vanishing point, guidelines

**Vocabulary:** feelings, colours, line, straight, curved, pattern, shape, colour, tone, shading, stippling, cross-hatching, primary colours, secondary colours, printing block, techniques, pastels, watercolour wash, collage, layers, perspective, 3D, shading, composition, mosaic, design, visual effects, vanishing point, guidelines

Y6

Painting & Drawing

Painting & Drawing



- Can create accurate detail by using precise marks with a pencil, paintbrush and pen
- Can colour mix all secondary and tertiary colours accurately including skin tones
- Can draw facial features using line to show the contours of the face e.g. not drawing both sides of the nose
- Can choose colours to create feelings

**Vocabulary:** hold, control, pencil, paintbrush, mix, textures, colour wheel, lines, shading, accurate, detail, precise, marks, manipulate, tone, lighter, darker, watercolours, pastels, composition, lay out, facial features, contours, combine, skin tones

Corey Barksdale

- Explore the work of the African American street artist
- Sketch faces using the correct proportions and contours
- Add colour to develop the contours and 3D effect
- Explore how colour affects feelings



### Sculpture & Collage

- Can use careful observation of contours, shape and historical details to plan a sculpture
- Can accurately select, combine and prepare (paint or collage) 3D materials to create a sculpture

**Vocabulary:** choose, purpose, create, example, manipulate, join, purpose, scissors, precisely, safely, observation, plan, clay, relief, shape, position, cardboard, contours, cut, fold, assemble, historical, select, combine, prepare

- To understand how to create a good composition
- To know the proportions of a human face
- To understand how a rubber can be used as a refining tool
- To understand how to mix all colours including skin tones
- To understand how colour affects feeling

**Vocabulary:** primary colour, secondary colour, cross-hatching, line, straight, curved, lighter, darker, tone, mix, stippling, line-work, shading, watercolour, wash, pastels, perspective, size, arrange, composition, proportions, rubber/eraser, refining, skin tones

### Sculpture & Collage

- To understand how to select, combine and prepare materials to create a sculpture

### Mayan masks

- Explore Mayan masks through sketching artefacts
- Design a Mayan mask using models
- Use milk bottles, collage (tissue) and painting to create a 3D Mayan mask



### Architecture & Printing

- Can use many different types of line to create patterns
- Can build a print block using a range of specifically chosen materials
- Can choose colour combinations for contrast

**Vocabulary:** range, materials, explore, printing, press, printing block, combine, final piece, apply, cross-hatching, stippling, line-work,

- To understand how to select the right equipment and materials to make a sculpture
- To understand how composition affects outcome (how can you arrange elements in a sculpture to be historically accurate?)

**Vocabulary:** natural, materials, sculpture, combined, produce, visual effect, manipulate, join, scissors, precisely, safely, clay, relief, arrange, cardboard, compose, inspired, arrangement, cut, fold, construct, relief, portrait, composition, outcome, select, combine, prepare, historically

patterns, layers, illusion, distance, perspective, 3D shape, silhouette, shading, enhance, 3D effect, models, mosaics, design, adapt, refine, identify, vanishing point, guidelines, colour combinations, contrast

#### African Tribal Art

- Explore patterns in African tribal art
- How can the children use line in many different ways to design a pattern?
- Explore how colour choices affect the pattern
- Make a print block using the tribal pattern
- Print in different colours for effect



#### Critique

- Can talk about their work (and peers) and explain how it makes them feel
- Can identify specific ways to improve their work e.g. "Your colours need to be more contrasting"
- Make choices about composition and know how it affects a piece of art
- Can use technical language in their critique
- Can describe a piece of artwork in detail: What can you see? How does it make you feel? What media/materials were used to create it? How does the artist show distance? How do colours create feeling?

**Vocabulary:** explain, improve, technical language, critique, describe, choices, media, effect, watercolour, pastel, composition, distance, contrasting

#### Architecture & Printing

- To understand how vanishing points and guidelines are used to create perspective
- To know how light affect the look of a 3D object (e.g. a cube lit from the top would have three differently shaded sides)

**Vocabulary:** paint, produces, effect, line, pattern, printing block, architecture, perspective, size, object, landscape, distance, layers, 3D, shading, colour, pattern, mosaic, modify, improve, vanishing point, guidelines

		<p><b><u>Critique</u></b></p> <ul style="list-style-type: none"><li>● To understand how different techniques can create feelings and visual effects</li><li>● Know some technical language: line, straight, curved, pattern, shape, colour, tone, shading, stippling, cross-hatching, primary colours, secondary colours, pastels, watercolour wash, collage, layers, perspective, 3D shading, composition, mosaic, design, vanishing point, guidelines, vibrancy, print-block,</li></ul> <p><b>Vocabulary:</b> feelings, colours, line, straight, curved, pattern, shape, colour, tone, shading, stippling, cross-hatching, primary colours, secondary colours, printing block, techniques, pastels, watercolour wash, collage, layers, perspective, 3D, shading, composition, mosaic, design, visual effects, vanishing point, guidelines</p>
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