Viewley Hill Academy

Awakening Curiosity
Creating Success

ART

CURRICULUM

Viewley Hill Academy

Artistic Concepts Overview

	Drawing *Exploring mark making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings. Record observations and plans as drawings and learn about how artists develop their ideas in drawings.*	Craft and Design *Designing and making art for different purposes, considering how this works in creative industries, learning new making techniques, comparing these and making decisions about which to choose to achieve a particular outcome. Developing personal imaginative responses.*	Painting *Developing painting skills, including colour mixing, painting on a range of surfaces and with different tools. Exploring the interplay between different media within an art work.*	Sculpture and 3D *Investigating ways to express ideas in 3 dimensions. Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome. Developing drawn ideas into sculpture.*
KS1				
Drawing	**Key Artists:** Pablo Picasso Quentin Blake			
Making a mark	✓			
Inspiring Illustrations	✓	✓		
Painting	**Key Artists:** Vincent van Gogh Henri Matisse/ Alma Thomas			
Colour splash (shape)		✓	✓	
Colour Splash (pattern)		✓	✓	
Sculpture	**Key Artists:** Neil Patterson Alberto Giacometti			
Fingers and thumbs		✓		✓
Twisting and bending				✓
LKS2				
Drawing	**Key Artists:** Da Vinci Lucy Pittaway			
Light and Dark!	✓			
Landscapes	✓			
Painting	**Key Artists:** Wassily Kandinsky Georges Seurat			

The Magic of Black and White			✓	
Texture and Tools		✓	✓	
Sculpture	**Key Artists:** Sarah Cox Barbara Hepworth			
Mash-up Materials		✓		✓
Manipulating Materials				✓
UKS2				
Drawing	**Key Artists:** Hans Holbein Maurits Escher			
Portraits	✓			
From My Perspective	✓			
Painting	**Key Artists:** Yasmina Alaoui Lubaina Himid/ David Hockney			
Terrific Texture			✓	
Tremendous Tone			✓	
Sculpture	**Key Artists:** Douglas Tilden Barbara Licha			
It's all in the detail (sport theme)		✓		✓
Working in Wire				✓

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Viewley Hill Academy
Progression and Disciplinary Skills: Art
How we think and work like an artist

Year Group	Generating Ideas *Exploring their own ideas using a range of media.*	Using Sketchbooks *Use sketchbooks to explore, record and develop ideas.*	Making skills including formal elements *Developing control when using a wide range of tools to draw, paint and create crafts and sculptures. Making choices about which materials to use to create an effect, developing observational skills to look closely and reflect surface texture.*	Knowledge of artists *Gaining understanding of how artists choose materials based on their properties to create different effects.*	Evaluating and Analysing *Describing and comparing features of their own and others' artwork. Evaluating art with an understanding of how art can be varied and made in different ways and by different people.*
R	• Talk about their ideas and explore different ways to record them using a range of media.		• Use a range of drawing materials, art application techniques and modelling materials to create child-led art with no set outcome. • Cut, thread, join and manipulate materials safely, focussing on process over outcome. • Begin to develop observational skills (for example, by using mirrors to include the main features of faces).	• Enjoy looking at and talking about art. • Recognise that artists create varying types of art and use lots of different types of materials. • Recognise that artists can be inspired by many things.	• Talk about their artwork, stating what they feel they did well. • Say if they like an artwork or not and begin to form opinions by explaining why.
1	• Generate ideas in response to artists' work. • Understand how art relates to the world around us. • Generate ideas for patterns. • Create original patterns and designs. • Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.		• Develop skill and control with painting. • Mix and apply colour. • Experiment with line, colour, shape, form and pattern. • Draw using 2D geometric shapes.	• Learn about the work of the focus artists responding visually and verbally. • Understand the significance of the colour used by artists	• Evaluate the work of others through discussions. • Use the language of art to discuss and evaluate. • Evaluate strengths and weaknesses of their work. • Evaluate strengths and areas of development within their work.
2	• Create art on themes of personal interest. • Work instinctively with materials to create unique designs.		• Develop an interest in drawing, using art for fun and pleasure. • Explore drawing techniques, developing ability to apply	• Explore diverse forms of culturally significant art. • Critically explore the work of an illustrator and relate it to own work.	• Evaluate own progress without being overly critical. • Orally describe art forms using appropriate language.

	• Create own designs to original intentions. • Develop ideas by evaluating work and adding details.		tone to create form. • Understand line and tone through drawing and shading. • Use 3D clay to create 2D printed patterns and sculptural forms. • Advance understanding of colour, pattern and form. • Develop techniques in creating 2D art using painting and designing. • Develop skill and control using a paintbrush. • Explore colour through sweeping brushstrokes.	• Apply famous artist techniques to own designs.	• Develop patterns and make adjustments to improve. • Make adjustments where needed to correct and improve outcomes.
3	• Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	• Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	• Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. • Use hands and tools confidently to cut, shape and join materials for a purpose. • Develop direct observation e.g. by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. • Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	• Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. • Use subject vocabulary confidently to describe and compare creative works. • Understand how artists use art to convey messages through the choices they make. • Consider how to display artwork, understanding how artists consider their viewers and the impact on them.	• Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. • Discuss art, considering how it can affect the lives of the viewers or users of the piece. • Evaluate their work more regularly and independently during the planning and making process.

4	• Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	• Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	• Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. • Confidently use a range of materials and tools, selecting and using these appropriately with more independence. • Use more complex techniques to shape and join materials, such as carving and modelling wire. • Use growing knowledge of different materials, combining media for effect.	• Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. • Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. • Understand how artists use art to convey messages through the choices they make. • Work as a professional designer does by collating ideas to generate a theme. • Use subject vocabulary confidently to describe and compare creative works.	• Use more complex vocabulary when discussing their own and others' art • Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. • Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. • Discuss art, considering how it can affect the lives of the viewers or users of the piece. • Evaluate their work more regularly and independently during the planning and making process.
5	• Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. • Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	• Use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. • Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	• Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. • Combine materials and techniques appropriate to fit with ideas. • Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. • Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Create in a more sustained	• Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to	• Give reasoned evaluations of their own and others' work which takes account of context and intention. • Discuss how art is sometimes used to communicate social, political, or environmental views. • Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. • Discuss the processes used by themselves and by other

			way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	impact their viewer. • Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. • Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.	artists, and describe the particular outcome achieved. • Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas.
6	• Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	• Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. • Use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	• Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. • Combine materials and techniques appropriate to fit with ideas. • Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.	• Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to impact their viewer. • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.	• Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. • Give reasoned evaluations of their own and others' work which takes account of context and intention. • Discuss how art is sometimes used to communicate social, political, or environmental views. • Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.

Substantive Concepts and Knowledge – Art

	DRAWING	CRAFT AND DESIGN	PAINTING	SCULPTURE AND 3D
Pre-school/ Nursery	•A portrait is a likeness of a person	•We can use lots of different materials	•Paint can match the colours of real objects	• We can join different materials together
Reception	• Use a 'froggy grip' to hold a pencil • The page is always longer at the sides when drawing a portrait • Draw simple geometric shapes on paper.	• We can create with lots of different materials • Some materials are harder/easier to cut than others. • Materials can be cut, threaded, joined and folded to make different designs. • Different coloured materials can be used to create design and pattern.	• There are three 'primary colours'. • Colours have names. • Name common colours. •Mixing colours creates new colours.	• We can create different forms and shapes in clay and these are called sculptures.
KS1	•A pencil grip and pencil control can change how marks are applied on a surface (light marks, dark marks, thick marks, thin marks). • A shape is made by closing a line. •There are a wide range of line types and directions (zig-zag, straight, curved, wavy, dotted, diagonal, vertical and horizontal lines). •The softness or hardness of drawing pencils change the type of line they make. •A still life picture is of objects that aren't moving in the picture. • Different drawing tools can create different effects. • Lines to fill shapes, make outlines and add detail or pattern.	•Craft is making something creative and useful. •A pattern is a design in which shapes, colours or lines are repeated. •Patterns can be made using shapes. • Patterns can be used to add detail to an artwork.	• The primary colours are red, yellow and blue. • Primary colours can be mixed to make secondary colours: Red + yellow = orange Yellow + blue = green Blue + red = purple. • A pattern is a design in which shapes, colours or lines are repeated. • There are many different shades of the same colour. • Changing the amount of the primary colours mixed affects the shade of the secondary colour. • 'Composition' means how things are arranged on the page. • Different amounts of paint and water can be used to mix hues of secondary colours. • Colours can be mixed to 'match' real life objects or to create imaginary things. • Painting tools can create varied textures in paint.	• Clay can be made smooth by rubbing it with water. •The texture of clay can be changed by making patterns in it •We can create a flat clay slab by using a rolling pin and trimming it. •We join pieces by scoring them and adding 'slip'. Slip is made by mixing water and clay in a pot. • Three dimensional art is called sculpture. • Materials can be shaped by twisting, bending and squashing
LKS2	•The more pressure used with a pencil, the darker the tones will be. •Tones are blended with little visual appearance of intervals (pencil, pastel) •Know that 'monochromatic' artwork uses tints and shades of just one colour. •Know that shading helps make drawn	• Pattern can be man-made (like printed wallpaper) or natural (like a giraffe's skin). •Layering materials in opposite directions makes a structure stronger. •A mood board is a visual collection which aims to convey a general feeling or idea.	•Complementary colours are opposite on the colour wheel. •Identify a wider range of different moods associated with colour (other than warm and cool) – e.g., vibrant, calm, love, relaxed, fiery, angry, powerful, moody and sad.	•We can imprint clay - hatching, cross hatching, zig-zag, straight, curved, wavy, dotted, diagonal, vertical and horizontal lines •We can change the form of clay – roll, mould, shape, cut, coil, twist, scratch and press

	objects look realistic. •Know some basic rules for shading when drawing e.g. shade in one direction, blending tones smoothly and with no gaps. •Know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling •The grid method can be used to correctly scale an object •Scale is a comparison of size between objects. •Lines can be used expressively to portray mood (curvy - calm, straight – angry)		•Know that Abstract art uses lines and shapes to create its effects • There is a difference between shades, tints and tones (**Shade:** Shade is a hue or mixture of pure colours to which only black is added, **Tint:** a mixture of pure colours to which white is added, **Tone:** a mixture of pure colours to which only pure grey is added (equal amounts of black and white). •Different paint types have different properties e.g., the varying consistency and glossiness or water colour and poster paint •Know that pattern can be created in many different ways, e.g.in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. •Paint can be applied with different tools to add and create texture.	•The colour of clay can be changed by adding a coloured tint, which can be lightened or darkened with black and white •Light and dark colours next to each other creates contrast and depth. •Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). •Organic forms can be abstract. • Artists can focus on shapes when making abstract art. • Artists who focus on three-dimensional artwork are called sculptors •Simple 3D forms can be made by creating layers, by folding and rolling materials. •Papier mâché is a craft material, mostly used for temporary structures, made out of pulped paper and adhesive • Different paints and paint tools can generate different effects and textures on 3D art as well as 2D.
UKS2	•When creating perspective drawings, a horizon line and vanishing points are used. •Temporary construction lines can be used to create a vanishing viewpoint •The horizon line is a horizontal line that runs across the paper to represent the viewer's eye level or outline where sky meets land. •3D objects have a tactile texture and when this is captured in a drawing, it is called implied texture. •A loose grip and lines can suggest movement in an artwork. •An eraser can be used for a range of effects and techniques, such as adding texture, lifting tone and creating negative space	•Shapes can be used to place the key elements in a composition. •Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. •Different materials can be used to produce photorealistic artwork and how this is done.	•Analogous colours are those colours next to each other on the colour wheel. •Tone can affect the mood of an artwork. Dark = melancholy. • By mixing different variations of primary colours, different hues of black can be created •To blend paints softly, minimal pressure back and forth is used with an appropriate brush. •Some surfaces need to be primed in order to be able to paint on them effectively. •A palette knife is used to create thick, tactile texture. • Know that applying thick layers of paint to a surface is called impasto, and is used to describe texture.	•Forms can be created by rolling out 3D shapes and moulding them into an object •The clay can be decorated by imprinting or through relief techniques. • Joining should be seamless by using 'slip'. •An art installation is often a room or environment in which the viewer 'experiences' the art all around them. •The size and scale of three-dimensional artwork changes the effect of the piece. •3D art that projects from a base or background is called relief sculpture.

Long Term Curriculum Map: Art

Cycle A

	Autumn	Spring	Summer
Pre-school/ Nursery	**Self-portraits** & colour exploration.	**Painting:** Spring flowers **Drawing:** book characters	**Drawing:** Minibeasts.
Reception	**Painting/ Drawing:** Self-portraits. Use redimix paint and explore combining colours.	**Painting**: Spring festival **Drawing:** Observational drawing (characters, fossils, dinosaurs)	**Painting:** Animals from different countries. **Drawing:** Observation drawing (spring flowers, minibeasts)
KS1	**Sculpture:** Plant pot **Key Artist:** Neil Patterson	**Drawing:** Line drawings **Key Artist:** Pablo Picasso	**Painting:** Primary Colours **Key Artist:** Vincent van Gogh
LKS2	**Sculpture:** Papier mâché **Key Artist:** Sarah Cox	**Drawing:** Tone **Key Artist:** Da Vinci	**Painting:** Expressing emotions **Key Artist:** Wassily Kandinski
UKS2	**Drawing:** Portraits **Key Artist:** Hans Holbein	**Painting:** Texture **Key Artist:** Yasmina Alaoui	**Sculpture:** Communicating emotion **Key Artist:** Douglas Tilden

Long Term Curriculum Map: Art

Cycle B

	Autumn	Spring	Summer
Pre-school/ Nursery	**Self-portraits** & colour exploration.	**Painting:** spring flowers **Drawing:** book characters	**Drawing:** minibeasts.
Reception	**Painting/ Drawing:** Self-portraits. Use redimix paint and explore combining colours.	**Painting**: Spring festival **Drawing:** Observational drawing (characters, fossils, dinosaurs)	**Painting:** Animals from different countries. **Drawing:** Observation drawing (spring flowers, minibeasts)
KS1	**Drawing:** Line drawing **Key Artist:** Quentin Blake	**Painting:** Secondary colours **Key Artist:** Henri Matisse/ Alma Thomas	**Sculpture:** Human figures **Key Artist:** Alberto Giacometti
LKS2	**Drawing:** Landscapes **Key Artist:** Lucy Pittaway	**Sculpture:** Organic forms **Key Artist:** Barbara Hepworth	**Painting:** Pointillism **Key Artist:** Georges Seurat
UKS2	**Drawing:** Perspective **Key Artist:** Maurits Escher	**Painting:** Tone **Key Artists:** Lubaina Himid/ David Hockney	**Sculpture:** Wire work **Key Artist:** Barbara Licha

KS1 Art - Broader Curriculum Aims and Objectives

Topics of Study

- **DRAWING**— Making a Mark; Inspiring Illustrations
- **PAINTING** – Colour Splash (shape); Colour Splash (pattern)
- à **SCULPTURE AND 3D**—Fingers and Thumbs; Twisting and Bending
- à **CRAFT AND DESIGN**— Colour Splash (shape); Inspiring Illustrations
- à **KEY ARTISTS:** Pablo Picasso; Quentin Blake; Vincent van Gogh; Henri Matisse/ Alma Thomas; Neil Patterson; Alberto Giacometti

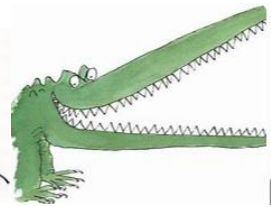
Vocabulary

DRAWING	PAINTING	SCULPTURE AND 3D	CRAFT AND DESIGN
Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Optical art, 2D shape, 3D shape, Shade, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk, Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Storyboard	Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick, Mixing, Primary colour, Secondary colour, Texture, Detail, Surface	Sculpture, Artist, three dimensional (3D), clay, mould, Carving, Imagine, Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing	Art, Artist, Craft, Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Repeat, Repeating, Symmetrical, Abstract, Composition, Gallery, Design, Evaluate

Models of Excellence

DRAWING



PAINTING





SCULPTURE





LKS2 Art - Broader Curriculum Aims and Objectives

Topics of Study

- **DRAWING**— Scale It Up! From My Perspective
- **PAINTING**—The Magic of Black and White; Texture and Tools
- **SCULPTURE AND 3D**— Mash-up Materials; Manipulating Materials
- **CRAFT AND DESIGN**— Mash-up Materials; Texture and Tools
- **KEY ARTISTS**— Leonardo Da Vince; Lucy Pittaway; Wassily Kandinsky; Georges Seurat; Sarah Cox; Barbara Hepworth

Vocabulary

DRAWING	PAINTING	SCULPTURE AND 3D	CRAFT AND DESIGN
Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Scientific, Magnified, Form, Scale, Composition, Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Scale, Scaled up/ down, Symmetry, Pattern, Composition, Parallel, Hatching, Cross-hatching, Collaborate, Collaboratively, Abstract, Figurative	Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Grid, Scale; Scaling, Technique, Mark-making, Composition, Dabbing colour wash, Pointillism	Sculpture, Structure, Three-dimensional (3D) Found objects, Sculptor, Abstract, Negative space, Positive space, Visualisation, Ceramics, Two-dimensional (2D), Three-dimensional (3D), Organic shape, Sculpture, Tone, Form, Carving, Model, Hollow, Figurative, Abstract	Sculpture, Painting, Pattern, Shape, Colour, Convey, Composition, Scale, Perspective, Imagery, Design, Technique, Process, Material, Layout, Audience, Inform, Imagery, Colour palette, Theme, Design, Designer, Texture, Develop, Craft, Craftsperson, Industry

Models of Excellence

DRAWING





PAINTING





SCULPTURE





UKS2 Art - Broader Curriculum Aims and Objectives

Topics of Study

- **DRAWING**—Portraits; Landscapes
- **PAINTING**—Terrific Texture; Tremendous Tone
- **SCULPTURE AND 3D**—It's All in the Detail; Working in Wire
- **CRAFT AND DESIGN**— It's All in the Detail
- **KEY ARTISTS**—Hans Holbein; Maurits Escher; Yasmina Alaoui; Lubaina Himid: David Hockney; Douglas Tilden; Barbara Licha

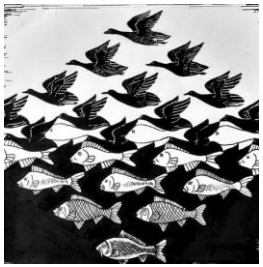
Vocabulary

DRAWING	PAINTING	SCULPTURE AND 3D	CRAFT AND DESIGN
Portrait, Landscape, Imagery, Expressive, Character traits, Symbol, Symbolic, Interpretation, Aesthetic, Representative, Tesselate, Tessellation, Tone, Tonal, Technique, Impact, Audience, Northern Renaissance, Imagery, Culture, Purpose Stimulus, Decision, Process, Technique, Evaluate, Revisit, Develop	Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Research, Evaluate, Represent, Atmosphere, Art medium, Artist, Evaluation, Medium, Technique, Analyse, Meaning, Narrative, Interpret, Inference, Respond, Convey, Compose, Thought-provoking	Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Three dimensional, Art medium, Performance art, Atmosphere, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive, Expression, Identity, Symbolic, Literal, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Representation, Originality, Collection	Image, Composition, Arrangement, Layout, Photography, Monochrome, Emulate, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Architecture, Design, Evaluate, Proportion, Perspective, Architectural, Organic, Monument, Architect, Legacy, Interpret, Form, Pressure, Style, Annotate, Individuality, Design intention, Symbolism, Literal

Models of Excellence

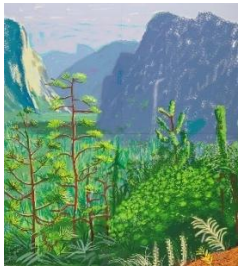
DRAWING



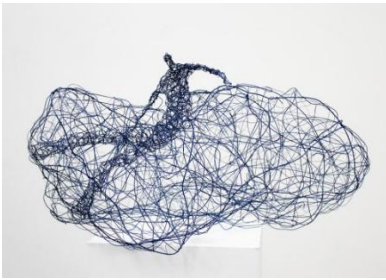


PAINTING





SCULPTURE

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Creating Success

ART

CURRICULUM

CYCLE A

Prior Learning EYFS:

Modelling with clay – Pots
Junk modelling – joining together.

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KS1 ART – Autumn A

FOCUS FOR UNIT: Plant Pots – Fingers and thumbs (Neil Patterson)

CONCEPT: SCULPTURE

Future Learning LKS2:

We can imprint or change the form of clay
3D forms are organic or geometric
Artists who work in 3D are called sculptors
3D forms can be made by creating layers

Vocabulary:

Sculpture, Artist, three dimensional (3D), clay, mould, carving, Imagine, Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Ceramic, Glaze, Score, Slip, Surface, Join, space, Three- dimensional, Detail

Teaching Sequence for unit of work

What is sculpture?

Key knowledge:
3-dimensional art is called sculpture

Clay can be made smooth by rubbing it with water

Key skills:
Generating ideas
Making skills

Who is Neil Patterson?

Key knowledge:
Neil Patterson is a potter from Philadelphia

Art is made by different kinds of people

Craft is something creative and useful

Respond visually and verbally to the work of an artist

Key skills:
Generating ideas
Knowledge of artists

Can I change the texture?

Key knowledge:
Texture is how something feels

We can change the texture of clay by adding patterns to it

Key skills:
Making skills
Evaluating and analysing

How can I make a pot?

Key knowledge:

Use clay to create sculptural forms

Key skills:
Making skills

Prior Learning EYFS:

Use an appropriate pencil grip.

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Awakening Curiosity
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KS1 ART – Spring A

FOCUS FOR UNIT: Line Drawing– making a mark (Picasso)

CONCEPT: DRAWING

Future Learning LKS2:

The more pressure used with a pencil, the darker the tones
In perspective drawings, a horizon line and vanishing points are used.
The grid method can be used to scale an object

Vocabulary:

Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Optical art, 2D shape, 3D shape, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk, Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Storyboard

Teaching Sequence for unit of work

What is a line?

Key knowledge:
Know a line in a mark made with a drawing tool or brush.

A pencil grip and pencil control can change how marks are applied on a surface (light marks, dark marks, thick marks, thin marks).

There are a wide range of line types and directions (zig-zag, straight, curved, wavy, dotted, diagonal, vertical and horizontal lines).

Key skills:
Generating ideas

Who was Pablo Picasso?

Key knowledge:
Pablo Picasso was a Spanish Painter and sculptor

Art is made by different kinds of people

A shape is made by closing a line

Generate ideas in response to an artist's work

Key skills:
Generating ideas
Knowledge of artists

How can a line become a work of art?

Key knowledge:
A shape is made by closing a line

Know that art is made in different ways.

Lines can come together to represent objects.

Key skills:
Making skills
Knowledge of artists

What kind of lines can I use in my artwork?

Key knowledge:
Pencil control can change how marks are applied

There are a wide range of line types and directions

The softness or hardness of a pencil changes the line made

Lines can come together to represent objects.

Key skills:
Making skills
Evaluating and analysing

Prior Learning EYFS:

Paint can match the colours of real objects
There are three primary colours.
Colours have names.
Name common colours.

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Future Learning LKS2:

Complementary colours and tones
Associate moods with colour
There is a difference between shades, tints and tones
Different paint types have different consistencies

KS1 ART – Summer A

FOCUS FOR UNIT: Primary Colours: Colour splash – shapes (Van Gogh)

CONCEPT: PAINTING

Vocabulary:

Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Shape, Texture, Space, Thick, Mixing, Primary colour, Secondary colour, Texture, Detail, Surface

Teaching Sequence for unit of work

What are primary colours?

Key knowledge:

The primary colours are red, yellow and blue

Primary colours can be mixed to make secondary colours:
Red + Yellow = Orange
Yellow + Blue = Green
Blue + Red = Purple

Key skills:
Generating ideas
Making skills

Who was Vincent van Gogh and how did he use colour?

Key knowledge:

Vincent van Gogh was one of the most famous painters in the world. He was Dutch.

Art is made by different kinds of people

Generate ideas in response to an artist's work

Colours can be mixed to match real life objects

Key skills:
Generating ideas
Knowledge of artists

How can I use colour to match a real-life object?

Key knowledge:

Emulate the work of an artist to explore shape and form

Colours can be mixed to match real life object

Changing the amount of the primary colours mixed affects the shade of the secondary colour.

Painting tools can create textures and patterns in paint

Key skills:
Evaluating and analysing
Knowledge of artists

How can I improve my work by adding a background?

Key knowledge:

Artists have ideas about what they like and can improve about their work

Changing the amount of the primary colours mixed affects the shade of the secondary colour.

Painting tools can create varied textures and patterns in paint.

Key skills:
Making skills
Evaluating and analysing

Prior Learning KS1:

Three-dimensional art is called sculpture.

Materials can be shaped by twisting, bending and squashing

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LKS2 ART – Autumn A

FOCUS FOR UNIT: Papier mâché – Mash-up Materials (Sarah Cox)

CONCEPT: SCULPTURE

Future Learning UKS2:

An art installation is often a room or environment in which the viewer 'experiences' the art all around them. The size and scale of three-dimensional artwork changes the effect of the piece.
3D art that projects from a base or background is called relief sculpture.

Vocabulary:

Sculpture, Structure, Three-dimensional (3D) Found objects, Sculptor, Abstract, Negative space, Positive space, Visualisation, Ceramics, Two-dimensional (2D), Three-dimensional (3D), Organic shape, Sculpture, Tone, Form, Carving, Model, Hollow, Figurative,Abstract

Teaching Sequence for unit of work

What is papier mâché?

Key knowledge:
Papier mâché is a craft material, mostly used for temporary structures, made out of pulped paper and adhesive

Know that simple 3D forms can be made by creating layers by folding, rolling and compressing materials.

Three-dimensional forms are either **organic (natural)** or geometric (mathematical shapes, like a cube).

Key skills:
Making skills

Who is Sarah Cox?

Key knowledge:
Sarah Cox is a British artist who uses recycled materials in her papier mâché to create work, often inspired by the sea.

Know that simple 3D forms can be made by creating layers by folding, rolling and compressing materials.

Different paints and paint tools can generate different effects and textures on 3D art as well as 2D.

3D art that projects from a base or background is called relief sculpture.

Key skills:
Knowledge of artists
Evaluating and analysing
Generating ideas

What processes are involved in creating a relief sculpture?

Key knowledge:

Simple 3D forms can be made by creating layers, by folding and rolling materials.

Artists use sketches, photographs and take inspiration from the world around them to generate ideas.

Artists practice techniques before applying them.

3D art that projects from a base or background is called relief sculpture.

Key skills:
Generating ideas
Making skills

What does my art represent?

Can I explain my own art and view discuss the art of others?

Key knowledge:
Know that artists use art to communicate.

Key Skills:
Evaluating and analysing
Confidently explain ideas about own work.

Prior Learning KS1:

A pencil grip and pencil control can change how marks are applied on a surface

A shape is made by closing a line.

Draw simple geometric shapes on paper.

There are a wide range of line types and directions

The softness or hardness of drawing pencils changes the type of line they make.

A still life picture is of objects that aren't moving in the picture.

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LKS2 ART – Spring A

FOCUS FOR UNIT: Tone – Light and Dark (Da Vinci)

CONCEPT: DRAWING

Future Learning UKS2:

Temporary construction lines can be used to create a vanishing viewpoint
3D objects have a tactile texture and when this is captured in a drawing, it is called implied texture.
A loose grip and lines can suggest movement in art
There are 4 types of perspective
Erasers can be used for a range of effects / techniques

Vocabulary:

Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Rubbing, Surface, Texture, Pressure, Tool, Magnified, Form, Scale, Composition, Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Scale, Scaled up/ down, Symmetry, Pattern, Composition, Parallel, Hatching, Cross-hatching, Collaborate, Collaboratively, Abstract, Figurative

Teaching Sequence for unit of work

What is tone and how is it used in art?

Key knowledge:
Tone is how light or dark something is.

Dark tone is used to show a shadow or dark area on an object.

Lighter tone shows where an object has light reflecting of it.

Light tones show where there is mor light on the subject and less pressure is needed when shading.

Key skills:
Making skills
Using sketchbooks

How do create different level of tone through shading?

Key knowledge:
Dark tones can be achieved by pressing firmly with a pencil and building up 2 or 3 layers of shading.

To achieve a lighter tone, apply less pressure on a pencil and only shade over an area once.

Da Vinci created sketches which made us of tones.

Key skills:
Knowledge of artists
Evaluating and analysing
Generating ideas

How can we use direction of shading make drawings more realistic?

Key knowledge:
Dark tones can be achieved by pressing firmly with a pencil and building up 2 or 3 layers of shading.

To achieve a lighter tone, apply less pressure on a pencil and only shade over an area once.

Direction of pencil strokes can be changed to create different effects and make drawings more realistic

Key skills:
Generating ideas
Making skills

How can different types of shading be used to vary tone?

Key knowledge:

Know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling

Key skills:
Generating ideas
Making skills

How can I apply what I've learnt about tone and shading in my own realistic drawing of an object?

Key knowledge:
Know that shading helps make drawn objects look realistic.

Know that artists use shading to achieve different effects.

Key Skills:
Making skills
Evaluating and analysing during process.

Prior Learning KS1:

The primary colours are red, yellow and blue.
Primary colours can be mixed to make secondary colours:
Red + Yellow = Orange
Yellow + Blue = Green
Blue + Red = Purple

Changing the amount of the primary colours mixed affects the shade of the secondary colour.

Painting tools can create varied textures and patterns in paint.

Colours can be mixed to match real life objects

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LKS2 ART – Summer A

FOCUS FOR UNIT: Expressing Emotions (Kandinsky)

CONCEPT: PAINTING

Future Learning UKS2:

Know the effects different materials make when mixed with paint
A palette knife is used to create thick, tactile texture.
To blend paints softly, minimal pressure back and forth is used with an appropriate brush.
Some surfaces need to be primed in order to be able to paint on them effectively.
Different colours can be used to represent different feelings in artwork

Vocabulary:

Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Research, Evaluate, Represent, Atmosphere, Art medium, Artist, Evaluation, Medium, Technique, Analyse, Meaning, Narrative, Interpret, Inference, Respond, Convey, Compose, Thought-provoking

Teaching Sequence for unit of work

How do colours complement each other?

Key knowledge:
Know that complementary colours sit across from each other on the colour wheel.

When complimentary colours are placed next to each other a very strong contrast is created; the colours appear more vivid and brighter.

Key skills:
Making skills
Using sketchbooks

Who was Wassily Kandinsky?

Key knowledge:
Wassily Kandinsky was a Russian painter who pioneered abstract art.

Abstract art uses lines and shapes to create its effects.

Know artists can focus on shapes when creating abstract art.

Basic shapes can be used to form more complex shapes and patterns.

Artists choose complimentary colours to create contrast.

Key skills:
Knowledge of artists
Evaluating and analysing

How can I use shape to create more complex shapes and patterns?

Key knowledge:

Know artists can focus on shapes when creating abstract art.

Basic shapes can be used to form more complex shapes and patterns

Key skills:
Generating ideas
Making skills

How can I use contrasting colours and shape within my own art work?

Key knowledge:
Know artists can focus on shapes when creating abstract art.

Basic shapes can be used to form more complex shapes and patterns.

Artists choose complimentary colours to create contrast.

Key Skills:
Evaluating and analysing during process
Making Skills

Prior Learning LKS2:
The more pressure used with a pencil, the darker the tones

In perspective drawings, a horizon line and vanishing points are used.

The grid method can be used to scale an object
Lines can be used to portray mood

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UKS2 ART – Autumn A

FOCUS FOR UNIT: Portraits (Hans Holbein)

CONCEPT: DRAWING

Future Learning KS3:
Use a range of techniques to record their observations in sketchbooks and journals
Increase their proficiency in the handling of different materials
Analyse and evaluate their own work, and that of others
Learn about the history of art, craft, design and architecture

Vocabulary:
Portrait, Landscape, Imagery, Expressive, Character traits, Symbol, Symbolic, Interpretation, Aesthetic, Representative, Tesselate, Tessellation, Tone, Tonal, Technique, Impact, Audience, Northern Renaissance, Imagery, Culture, Purpose Stimulus, Decision, Process, Technique, Evaluate, Revisit, Develop

Teaching Sequence for unit of work

How can I draw a portrait?

Key knowledge:
Know that shape can be used to place the key elements in a composition.

3D objects have a tactile texture and when this is captured in a drawing, it is called implied texture.

A loose grip and lines can suggest movement in an artwork.

An eraser can be used for effects such as adding texture, lifting tone and creating negative space

Key skills:
Using sketchbooks
Making skills
Evaluating and analysing

Who was Hans Holbein?

Key knowledge:
Hans Holbein the younger was a 16th Century artist who made portraits of important people in King Henry VIII's court.

Holbein captured the face of the sitter, leaving abstracted lines for the clothes in most of his drawings.

Art is sometimes used to communicate social, political, or environmental views.

Key skills:
Knowledge of artists
Evaluating and analysing

Can I use Holbein's technique?

Key knowledge:
Shapes can be used to place the key elements in a composition.

Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing

Tone can help show the foreground and background in an artwork.

An eraser can be used for effects such as adding texture, lifting tone and creating negative space

Key skills:
Generating ideas
Using sketchbooks
Making skills

Prior Learning LKS2:

Complementary colours and tones

Associate moods with colour

There is a difference between shades, tints and tones

Different paint types have different consistencies

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UKS2 ART – Spring A

FOCUS FOR UNIT: Terrific Texture (Yasmin Alaoui)

CONCEPT: PAINTING

Future Learning KS3:

Use a range of techniques to record their observations in sketchbooks and journals
Use a range of techniques and media, including painting
Increase their proficiency in the handling of different materials
Analyse and evaluate their own work, and that of others
Learn about the history of art, craft, design and architecture

Vocabulary:

Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Research, Evaluate, Represent, Atmosphere, Art medium, Artist, Evaluation, Technique, Analyse, Meaning, Narrative, Interpret, Inference, Respond, Convey, Compose, Thought-provoking

Teaching Sequence for unit of work

When is paint more than just paint?

Key knowledge:
Know the effects different materials make when mixed with paint

Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.

A palette knife is used to create thick, tactile texture.

Key skills:
Making skills
Evaluating and analysing

Who is Yasmina Alaoui?

Key knowledge:
Yasmina Alaoui is an artist from New York whose work reflects her multi-cultural heritage.

She uses contrasts as a key feature of her art work which combines a variety of techniques.

Pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting

Key skills:
Knowledge of artists
Evaluating and analysing

How can I apply paint differently?

Key knowledge:
Know the effects different materials make when mixed with paint

A palette knife is used to create thick, tactile texture.

To blend paints softly, minimal pressure back and forth is used with an appropriate brush.

Some surfaces need to be primed in order to be able to paint on them effectively.

Different colours can be used to represent different feelings in artwork

Key skills:
Generating ideas
Making skills
Evaluating and analysing

Prior Learning LKS2:

We can imprint or change the form of clay

3D forms are organic or geometric

Artists who work in 3D are called sculptors

3D forms can be made by creating layers

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UKS2 ART – Summer A

FOCUS FOR UNIT: Communicating Emotion – It's all in the detail (D. Tilden)

CONCEPT: SCULPTURE

Future Learning KS3:

Use a range of techniques and media, including painting
Increase their proficiency in the handling of different materials
Analyse and evaluate their own work, and that of others
Learn about the history of art, craft, design and architecture

Vocabulary:

Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Three-dimensional, Art medium, Atmosphere, Influence, Experience, Culture, Concept, Elements, Interact, Interactive, Expression, Identity, Symbolic, Literal, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Representation, Originality, Collection

Teaching Sequence for unit of work

What can an object mean?

Key knowledge:

Artists create work with the intent to create an impact on the viewer.

Artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.

Art forms such as continually develop over time as artists seek to break new boundaries.

The size and scale of three-dimensional artwork changes the effect of the piece.

Key skills:

Evaluating and analysing
Using sketchbooks

Who was Douglas Tilden?

Key knowledge:

Douglas Tilden was an American sculptor who was deaf from age 4.

He work highlighted the experiences of those with disabilities and minorities, exploring achievement in different areas of life.

The size and scale of three-dimensional artwork changes the effect of the piece.

Key skills:

Knowledge of artists
Evaluating and analysing

How can I represent what this means to me?

Key knowledge:

Artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.

The size and scale of three-dimensional artwork changes the effect of the piece.

Art forms such as continually develop over time as artists seek to break new boundaries.

An art installation is often a room or environment in which the viewer 'experiences' the art all around them. (Tilden known as the sculptor of San Fran due to lots of his work being display across the city)

Choices can be made in their own work that impact their viewer.

Key skills:

Generating ideas
Making skills
Evaluating and analysing

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ART

CURRICULUM

CYCLE B

Prior Learning EYFS:

Use an appropriate pencil grip

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KS1 ART – Autumn B

FOCUS FOR UNIT: Line drawing – Inspiring Illustrations (Quentin Blake)

CONCEPT: DRAWING

Future Learning LKS2:

The more pressure used with a pencil, the darker the tones
In perspective drawings, a horizon line and vanishing points are used.
The grid method can be used to scale an object
Lines can be used to portray mood

Vocabulary:

Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Optical art, 2D shape, 3D shape, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk, Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Storyboard

Teaching Sequence for unit of work

How can I make different types of lines?

Key knowledge:

There are a wide range of line types and directions (zig-zag, straight, curved, wavy, dotted, diagonal, vertical and horizontal lines).

The softness or hardness of drawing pencils changes the type of line they make.

Different drawing tools can create different effects.

Key Skills:
Generating ideas
Evaluating and analysing

Who is Quentin Blake?

Key knowledge:

Quentin Blake is an English cartoonist and illustrator who has produced work for over 300 books, most famously those of Roald Dahl.

Different drawing tools can be used to create different effects and textures.

Lines to fill shapes, make outlines and add detail or pattern.

Lines can create expressions in faces.

Key Skills:
Making skills
Knowledge of artists

How can I make my character come to life?

Key knowledge:

There are a wide range of line types and directions (zig-zag, straight, curved, wavy, dotted, diagonal, vertical and horizontal lines).

A pencil grip and pencil control can change how marks are applied on a surface (light marks, dark marks, thick marks, thin marks)

Different drawing tools can create different effects.

Key skills:
Making skills
Generating ideas
Knowledge of artists

Prior Learning EYFS:

Paint can match the colours of real objects

There are three 'primary colours'.

Colours have names.

Name common colours.

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KS1 ART – Spring B

FOCUS FOR UNIT: Secondary Colours: Colour splash – pattern (Henri Matisse)

CONCEPT: PAINTING

Future Learning LKS2:
Complementary colours and tones
Associate moods with colour
There is a difference between shades, tints and tones
Different paint types have different consistencies

Vocabulary:
Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Shape, Texture, Space, Thick, Mixing, Primary colour, Secondary colour, Texture, Detail, Surface

Teaching Sequence for unit of work

What are secondary colours?

Key knowledge:
Primary colours can be mixed to make secondary colours:
Red + yellow = orange
Yellow + blue = green
Blue + red = purple.

Key skills:
Generating ideas
Making skills

What are shades?

Key knowledge:
There are many different shades of the same colour.

Changing the amount of the primary colours mixed affects the shade of the secondary colour.



Different amounts of paint and water can be mixed into secondary colours

Key skills:
Generating ideas
Making skills

Who was Henri Matisse?

Key knowledge:
Henri Matisse was a French painter, known for his use of colour

Generate ideas in response to an artist's work

Understand the significance of a colour used by an artist

(Subject to time)

Key skills:
Generating ideas
Knowledge of artists

Who was Alma Thomas?

Key knowledge:
Alma Thomas was an African-American artist, famous for her patterned work, based on the natural world.

A pattern is a design in which shapes, colours or lines are repeated.

Changing the amount of the primary colours mixed affects the shade of the secondary colour.

Key skills:
Generating ideas
Knowledge of artists

How can I use pattern and shades of colour to make my own painting?

Key knowledge:
Composition means how things are arranged on a page

Painting tools can create textures and patterns in paint

Key skills:
Evaluating and analysing
Making skills
Generating ideas

Prior Learning EYFS:

Modelling with clay

Junk modelling – joining materials together

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KS1 ART – Summer B

FOCUS FOR UNIT: Human figures – twisting and bending (Giacometti)

CONCEPT: SCULPTURE

Future Learning LKS2:

We can imprint or change the form of clay
3D forms are organic or geometric
Artists who work in 3D are called sculptors
3D forms can be made by creating layers

Vocabulary:

Sculpture, Artist, three dimensional (3D), clay, mould, carving, Imagine, Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Ceramic, Glaze, Score, Slip, Surface, Join, space, Three- dimensional, Detail

Teaching Sequence for unit of work

What is sculpture?

Key knowledge:
3-dimensional art is called sculpture

Know that different materials can be shaped by twisting, bending and squashing.

Giacometti was a Swiss sculptor and painter who mainly worked in Paris.

Key skills:
Knowledge of artists
Evaluating and analysing

Who was Alberto Giacometti and what is he most famous for?

Key knowledge:
Giacometti is most famous for his human sculptures.

Art is made by different kinds of people.

Study the work of an artist.

Key skills:
Generating ideas
Making skills

Can I make a human form?

Key knowledge:
Materials can be shaped by twisting, bending and squashing

Know that texture means 'what something feels like'.

Key skills:
Knowledge of artists
Making skills

Prior Learning KS1:

A pencil grip and pencil control can change how marks are applied on a surface

A shape is made by closing a line.

Draw simple geometric shapes on paper.

There are a wide range of line types and directions

The softness or hardness of drawing pencils changes the type of line they make.

A still life picture is of objects that aren't moving in the picture.

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LKS2 ART – Autumn B

FOCUS FOR UNIT: Perspective - From My Perspective (Lucy Pittaway)

CONCEPT: DRAWING

Future Learning UKS2:

Temporary construction lines can be used to create a vanishing viewpoint
3D objects have a tactile texture and when this is captured in a drawing, it is called implied texture.
A loose grip and lines can suggest movement in art
There are 4 types of perspective
An eraser can be used for a range of effects and techniques

Vocabulary:

Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Rubbing, Surface, Texture, Pressure, Tool, Magnified, Form, Scale, Composition, Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Scale, Scaled up/ down, Symmetry, Pattern, Composition, Parallel, Hatching, Cross-hatching, Collaborate, Collaboratively, Abstract, Figurative

Teaching Sequence for unit of work

What is monochromatic artwork?

Key knowledge:

Know that 'monochromatic' artwork uses tints and shades of just one colour

Know that tone can help show the foreground and background in an artwork.

The more pressure used with a pencil the darker the tones will be.

To achieve a lighter tone, apply less pressure on a pencil and only shade over an area once.

Tones are blended with little visual appearance of intervals (pencil, pastel)

Key skills:
Making skills
Using sketchbooks

How does Lucy Pittaway use pastels and charcoal in her landscapes?

Key knowledge:

Lucy Pittaway is a local artist who works primarily in oil pastels and charcoal.

She creates **landscape** artwork.

Know that tone can help show the foreground and background in an artwork.

Key skills:
Knowledge of artists
Evaluating and analysing
Generating ideas

How can charcoal be used to create different shades?

Key knowledge:

Shading helps make drawn objects look realistic.

Know that tone can help show the foreground and background in an artwork.

Know some basic rules for shading when drawing e.g. shade in one direction, blending tones smoothly and with no gaps.

Know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.

Key skills:
Making skills
Using sketchbooks

How can I use charcoal to create my own monochromatic art?

Key knowledge:

The more pressure used with a pencil the darker the tones will be.

To achieve a lighter tone, apply less pressure on a pencil and only shade over an area once.

Tones are blended with little visual appearance of intervals (pencil, pastel)

Know some basic rules for shading when drawing e.g. shade in one direction, blending tones smoothly and with no gaps.

Know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.

Key skills:
Making skills
Evaluating and analysing during process.

Prior Learning KS1:

Three-dimensional art is called sculpture.

Materials can be shaped by twisting, bending and squashing

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LKS2 ART – Spring B

FOCUS FOR UNIT: Organic Forms – Manipulating Materials (Barbara Hepworth)

CONCEPT: SCULPTURE (Volcanoes)

Future Learning UKS2:

An art installation is often a room or environment in which the viewer 'experiences' the art all around them. The size and scale of three-dimensional artwork changes the effect of the piece.
3D art that projects from a base or background is called relief sculpture.

Vocabulary:

Sculpture, Structure, Three-dimensional (3D) Found objects, Sculptor, Abstract, Negative space, Positive space, Visualisation, Ceramics, Two-dimensional (2D), Three-dimensional (3D), Organic shape, Sculpture, Tone, Form, Carving, Model, Hollow, Figurative, Abstract

Teaching Sequence for unit of work

What techniques have we used before to manipulate clay?

Key knowledge:

Texture in artwork can be real or a surface can be made to appear textured

Clay can be made smooth by rubbing it with water.

Key skills:
Generating ideas
Making skills

What new techniques can we learn create with clay?

Key knowledge:

Simple 3D forms can be made by creating layers by folding and rolling materials.

We can create a flat clay slab by using a rolling pin and trimming it.

We join things by scoring them and adding slip

Key skills:
Generating ideas
Making skills

How do artists use different techniques?

Key knowledge:

Know that artists use tools, joining techniques and sculpting skills to create finished works. Eg: Hepworth

Pinching
Slab Building
Sculpting
Coiling
Smoothing
Scoring
Rolling

Key skills:
Knowledge of artists
Evaluating and analysing

Who techniques will I need to use to create a sculpture with different height and width?

Key knowledge:
We can create a flat clay slab by using a rolling pin and trimming it.

We join things by scoring them and adding slip

Clay can be made smooth by rubbing it with water.

Key skills:
Generating ideas
Making skills

How can we add texture and colour to the surface of a volcano sculpture?

Key knowledge:
Texture in artwork can be real or a surface can be made to appear textured

Know that surface rubbings can be used to add or make patterns.

Key skills:
Making skills
Evaluating and analysing during process

Prior Learning KS1:

The primary colours are red, yellow and blue.
Primary colours can be mixed to make secondary colours:
Red + Yellow = Orange
Yellow + Blue = Green
Blue + Red = Purple

Changing the amount of the primary colours mixed affects the shade of the secondary colour.

Painting tools can create varied textures and patterns in paint.

Colours can be mixed to match real life objects

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LKS2 ART – Summer B

FOCUS FOR UNIT: Pointillism - Texture and Tools (Seurat)

CONCEPT: PAINTING

Future Learning UKS2:

Know the effects different materials make when mixed with paint
A palette knife is used to create thick, tactile texture.
To blend paints softly, minimal pressure back and forth is used with an appropriate brush.
Some surfaces need to be primed in order to be able to paint on them effectively.
Different colours can be used to represent different feelings in artwork

Vocabulary:

Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Research, Evaluate, Represent, Atmosphere, Art medium, Artist, Evaluation, Medium, Technique, Analyse, Meaning, Narrative, Interpret, Inference, Respond, Convey, Compose, Thought-provoking

Teaching Sequence for unit of work

How can different textures be created with paint?

Key knowledge:

Different paint types have different properties e.g., the varying consistency and glossiness or water colour and poster paint.

Know that pattern can be created in many different ways, e.g.in the rhythm of brushstrokes in a painting or in repeated shapes within a composition.

Paint can be applied with different tools to add and create texture.

Key skills:
Making skills
Using sketchbooks

What is pointillism a how is it used by artists like George Seurat?

Key knowledge:

George Seurat developed the pointillist technique, influenced by impressionist artists like Monet.

Different paint types have different properties e.g., the varying consistency and glossiness or water colour and poster paint. – Thicker paint required for pointillism.

Paint can be applied with different tools to add and create texture.

Key skills:
Knowledge of artists
Evaluating and analysing

Can I use different tools to create tone and texture in the pointillism style?

Key knowledge:

There is a difference between shades, tints and tones (**Shade:** Shade is a hue or mixture of pure colours to which only black is added, **Tint:** a mixture of pure colours to which white is added, **Tone:** a mixture of pure colours to which only pure grey is added (equal amounts of black and white).

Paint can be applied with different tools to add and create texture.

Key skills:
Making skills
Using sketchbooks

Can I create a landscape drawing inspired by Seurat?

Key knowledge:

Different paint types have different properties e.g., the varying consistency and glossiness or water colour and poster paint.

Paint can be applied with different tools to add and create texture.

Know paint colours can complement each other to create different effects such as making things stand out, shades and tints.

Key skills:
Making skills
Evaluating and analysing during process

Prior Learning LKS2:

The more pressure used with a pencil the darker the tones will be.

To achieve a lighter tone, apply less pressure on a pencil and only shade over an area once.

Know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.

Direction of pencil strokes can be changed to create different effects and make drawings more realistic

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UKS2 ART – Autumn B

FOCUS FOR UNIT: Perspective (Maurits Escher)

CONCEPT: DRAWING

Future Learning KS3:

Use a range of techniques to record their observations in sketchbooks and journals
Increase their proficiency in the handling of different materials
Analyse and evaluate their own work, and that of others
Learn about the history of art, craft, design and architecture

Vocabulary:

Portrait, Landscape, Imagery, Expressive, Character traits, Symbol, Symbolic, Interpretation, Aesthetic, Representative, Tesselate, Tessellation, Tone, Tonal, Technique, Impact, Audience, Northern Renaissance, Imagery, Culture, Purpose Stimulus, Decision, Process, Technique, Evaluate, Revisit, Develop

Teaching Sequence for unit of work

What is graphic art and how does it use perspective?

Key knowledge:

Graphic art is where the artist portrays mathematical relationships among shapes figures and space.

Know that lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing.

Know that shape can be used to place the key elements in a composition.

Key skills:
Making skills
Using sketchbooks

How did Escher manipulate perspective to create his graphic art?

Key knowledge:

Know that Maurits Escher was a Dutch artist who used lithographs (prints with ink).

He explored geometric shapes, symmetrical drawings and multiple perspectives in his art e.g. he continuous staircase.

Know that lines can be used by artists to control what the viewer looks at within a composition

Know that shape can be used to place the key elements in a composition.

Key skills:
Knowledge of artists
Evaluating and analysing

Can I use geometric shapes to create a symmetrical pattern?

Key knowledge:

Know that shape can be used to place the key elements in a composition.

Know that lines can be used by artists to control what the viewer looks at within a composition

Scale is a comparison of size between objects.

Key skills:
Making skills
Using sketchbooks

Can I use vanishing lines to guide perspective in my own picture or pattern?

Key knowledge:

When creating perspective drawings, a horizon line and vanishing points are used.

Temporary construction lines can be used to create a vanishing viewpoint / control where the viewer looks.

Shading makes drawn objects look realistic

Key skills:
Making skills
Evaluating and analysing during process

Prior Learning LKS2:

Complementary colours and tones

Associate moods with colour

There is a difference between shades, tints and tones

Different paint types have different consistencies

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UKS2 ART – Spring B

FOCUS FOR UNIT: Tone – Tremendous Tone (Lubaina Himid/David Hockney)

CONCEPT: PAINTING

Future Learning KS3:

Use a range of techniques to record their observations in sketchbooks and journals
Use a range of techniques and media, including painting
Increase their proficiency in the handling of different materials
Analyse and evaluate their own work, and that of others
Learn about the history of art, craft, design and

Vocabulary:

Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Research, Evaluate, Represent, Atmosphere, Art medium, Artist, Evaluation, Technique, Analyse, Meaning, Narrative, Interpret, Inference, Respond, Convey, Compose, Thought-provoking

Teaching Sequence for unit of work

How do we use black and white to create tone when painting?

Key knowledge:
Adding black to a colour creates a shade and adding white to a colour creates a tint.

Using lighter and darker tints and shades of a colour can create a 3D effect

Key skills:
Making skills
Using sketchbooks

How do artists use black and white to create tone in their paintings?

Key knowledge:
Adding black to a colour creates a shade and adding white to a colour creates a tint.

Using lighter and darker tints and shades of a colour can create a 3D effect

Know that tones can help show foreground and background in artwork

Tone can affect the mood of an artwork. Dark = melancholy. (Hamid / Hockney)

Key skills:
Knowledge of artists
Evaluating and analysing

Why is blending so important in painting?

Key knowledge:
By mixing different variations of primary colours, different hues of colour can be created

To blend paints softly, minimal pressure back and forth is used with an appropriate brush.

(Hockney mountains)

Key skills:
Making skills
Using sketchbooks

How can we create a blended background?

Key knowledge:
By mixing different variations of primary colours, different hues of colour can be created

To blend paints softly, minimal pressure back and forth is used with an appropriate brush.

Know that tones can help show foreground and background in artwork

Key skills:
Making skills
Using sketchbooks

Can I create a foreground detail using a range of taught painting techniques?

Key knowledge:
When complimentary colours are placed next to each other a very strong contrast is created; the colours appear more vivid and brighter.

Adding black to a colour creates a shade and adding white to a colour creates a tint.

Using lighter and darker tints and shades of a colour can create a 3D effect

Know that tones can help show foreground and background in artwork

Key skills:
Making skills

Prior Learning LKS2:

We can imprint or change the form of clay

3D forms are organic or geometric

Artists who work in 3D are called sculptors

3D forms can be made by creating layers

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UKS2 ART – Summer B

FOCUS FOR UNIT: Wire Work – Working in Wire (Barbara Licha)

CONCEPT: SCULPTURE

Future Learning LKS2:

Use a range of techniques and media, including painting
Increase their proficiency in the handling of different materials
Analyse and evaluate their own work, and that of others
Learn about the history of art, craft, design and architecture

Vocabulary:

Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Three-dimensional, Art medium, Atmosphere, Influence, Experience, Culture, Concept, Elements, Interact, Interactive, Expression, Identity, Symbolic, Literal, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Representation, Originality, Collection

Teaching Sequence for unit of work

How can metal be used as a sculpting material?

Key knowledge:

Simple 3D forms can be made by creating layers, by folding and rolling materials.

Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).

Key skills:
Making skills
Using sketchbooks

How does Barbara Licha use metal work in her art?

Key knowledge:

Know Barbara Licha as a Polish artist working in a variety of mediums, famous for her work with human form and wire sculpting.

Artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.

Simple 3D forms can be made by creating layers, by folding and rolling materials.

Key skills:
Knowledge of artists
Evaluating and analysing

How can I use different tools to manipulate metal?

Key knowledge:

Simple 3D forms can be made by creating layers, by folding and rolling materials *E.g folding wire to create edges and angles, rolling or winding wire to create shape and texture*

Artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.

Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).

Key skills:
Making skills

Can I create my own metal sculpture with wire?

Key knowledge:

Artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.

Simple 3D forms can be made by creating layers, by folding and rolling materials.

Three dimensional forms are either organic (natural) or geometric

Key skills:
Making skills
Evaluating and analysing during process