



Art



EYFS

Through continuous provision Children in Reception will:

Communication and Language:

- *Develop language and create own narratives using small world toys
- *Talk about their own mark-making, drawing, painting and other creative tasks
- *Develop their listening skills
- *Play, share and perform a wide variety of music and songs from different cultures and historical periods
- *Notice features in the natural world - define colours, shapes, textures and smells in their own words
- *Discuss what they see

Personal, Social and Emotional Development:

- *Develop a 'can-do' attitude
- *To explore and show feelings through art
- *Opportunities to work collaboratively with others
- *Become resilient learners

Physical Development:

- *Develop their fine-motor skills so that they can use a range of tools competently and safely
- *Handle a pencil effectively
- *Develop independence

Literacy:

- *Use different mark-making tools with confidence

Mathematics

Understanding the World:

Expressive Arts and Design

- *Use a range of tools and be able to use tools with care and precision
- *Explore different materials freely, to develop their own ideas
- *Join different materials and explore different textures
- *Explore colour and colour mixing
- *Explore different artists - Wassily Kandinsky, Vincent Van Gogh
- *Show different emotions in their drawings and paintings
- *Draw with increasing complexity and detail
- *Use drawing to represent ideas like movement or loud noises
- *Explore, use and refine a variety of artistic effects to express their ideas and feelings
- *Return to and build on previous learning, refining ideas and developing their ability to represent them
- *Create collaboratively, sharing ideas, resources and skills
- *Watch and talk about dance and performance art, expressing their feelings and responses
- *Listen carefully, move to and talk about music, expressing their feelings and responses
- *Sing songs
- *Develop storylines in their play

Continuous provision areas and activities that support learning and skill development that relate to this subject are:

Writing area:

- *Explore different mark-making tools

Small World area:

- *Play alongside others in creating imaginative and complex small worlds

Reading area:

- *Explore 'feely books' and talk about different textures
- *Listen to stories about artists

Creative area:

- *Use oil pastels and other media
- *Still life drawings of plants
- *Recreate pictures from around the world
- *Painting
- *Using different materials to create collages
- *Use malleable materials to create own models, people, animals
- *Junk modelling and using natural materials

Outside area:

Explore and observe the environment - draw what they can see

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Baseline/Settling in/Travel

*To explore making marks with different media

*To create closed shapes and continuous lines and begin to use these shapes to represent

Toys

*To begin to be interested and describe the texture of things

*To be able to choose appropriate paint colours

Dinosaurs

*To choose particular colours for purpose

*To safely use tools and experiment with texture

*To explore different media

Family/ Animals

*To experiment with colour

*To develop ideas by selecting materials

*To be able to select appropriate resources and adapt work where necessary

Space.

*To be able to sing a few familiar songs

*To explore the different sounds of instruments

Sea

*To be able to identify and choose colours for a purpose

*To be able to represent feelings through art

*To be able to represent ideas through stories

	<p>objects</p> <p>*To draw with increasing complexity and detail</p> <p>*To use drawing to represent ideas like movement or loud noises</p> <p>*To show different emotions in drawings and paintings</p> <p>*To be able to explore mixing colours</p> <p>*To learn about the work of Wassily Kandinsky</p> <p>*To be able to identify different colours</p> <p>*To experiment with texture</p> <p>*To be able to create simple representations of objects</p> <p>-Drawing with different mark-making tools</p> <p>-Creating faces</p> <p>-Identifying colours</p> <p>-Marble picture-mixing colours</p> <p>-Wassily Kandinsky</p> <p>-Moldable soap sculptures</p> <p>-Drawing different ways of travelling</p> <p>-Making marks with shaving foam</p> <p>-Finger painting-Autumn trees</p> <p>-Remembrance Day and poppy painting/craft work - Playdough models</p> <p>-Creating a bear</p> <p>-Designing and icing biscuits</p> <p>-Advent wreath</p> <p>-Role-playing the Nativity story</p>	<p>*To be able to choose particular colours to use for a purpose</p> <p>*To be able to use simple tools, e.g. paintbrushes effectively</p> <p>*To be able to explore malleable materials</p> <p>*To explore sculpting</p> <p>*To be able to select self-chosen resources for a project</p> <p>*To be able to manipulate materials to achieve a planned effect</p> <p>*To be able to use simple tools and techniques competently and appropriate, e.g. scissors</p> <p>*To be able to play cooperatively as part of a group to develop and act out a narrative</p> <p>*To listen to different types of Christmas music</p> <p>-Remembrance Day and poppy painting/craft work</p> <p>-Playdough models</p> <p>-Creating a bear</p> <p>-Designing and icing biscuits - Advent wreath</p> <p>-Role-playing the Nativity story</p>	<p>*To be able to introduce a storyline or narrative into their play</p> <p>*To work collaboratively with others</p> <p>*To understand that different media can be combined to create new effects</p> <p>*To create movement in response to music</p> <p>*To explore colour and how colours can be changed</p> <p>*To sing songs and make music</p> <p>*To be able to use simple tools appropriately</p> <p>-Dinosaur collage</p> <p>-Dinosaur models</p> <p>-Creating a new dinosaur land</p> <p>-Painting dinosaurs</p> <p>-Dinosaur swamp</p> <p>-Making a dinosaur head</p> <p>-Creating new colours</p> <p>-Making music and dance</p>	<p>*To be able to select tools and techniques needed to shape, assemble and join materials they are using</p> <p>*To understand that different media can be combined to create new effects</p> <p>*To make decisions about how media and materials can be combined</p> <p>*To choose particular colours for a purpose</p> <p>*To be able to introduce a storyline or narrative into their play</p> <p>*To work collaboratively with others to introduce a storyline or narrative into their play</p> <p>To create movement in response to music</p> <p>To represent their own ideas through role-play</p> <p>*To represent their own ideas through dance</p> <p>*To be able to talk about ideas that have led them to make designs and images</p> <p>*To be able to talk about their work and the work of others</p> <p>*To be able to represent ideas and thoughts through music</p> <p>*To be able to make own marks</p> <p>*To be able to talk about features of their work</p> <p>-Creative 2D art</p> <p>-Role-play families</p> <p>-Dancing and sequences</p> <p>-Owl babies collages</p> <p>-Butterfly dance-life cycles</p> <p>-Designing Minibeast pebbles</p> <p>-Paper plate minibeasts</p>	<p>*To represent art through feelings and stories</p> <p>*To construct with a purpose in mind, using a variety of resources</p> <p>*To be able to select tools and techniques needed to shape, assemble and join materials they are using</p> <p>*To be able to use tools effectively</p> <p>*To be able to use simple tools safely</p> <p>*To explore different media and materials</p> <p>*To manipulate materials to have a planned effect</p> <p>*To experiment with colour and design</p> <p>*To be able to express ideas through dance</p> <p>*To explore a variety of materials</p> <p>*To be able to use tools safely</p> <p>*To experiment with texture</p> <p>-Twinkle Twinkle Little Star</p> <p>-Playdough stars</p> <p>-Musical instruments</p> <p>-Space rocket</p> <p>-Design and create controls for a class rocket</p> <p>-Designing a moon buggy</p> <p>-Painting planets</p> <p>-Paper plates planets</p>	<p>*To select appropriate colours to use for a purpose</p> <p>*To represent ideas and feelings through art</p> <p>*To choose resources for a purpose</p> <p>*To select resources independently for a task</p> <p>*To explore malleable materials</p> <p>*To be able to represent thoughts and ideas through sculpting</p> <p>*To show ideas through art</p> <p>*To play alongside other children who are engaged in the same theme</p> <p>*To show feelings through music and art</p> <p>*To be able to select appropriate colours</p> <p>*To be able to represent ideas through design</p> <p>*To return to and build on previous learning, refine ideas and develop their ability to represent them</p> <p>-Painting pine-cones</p> <p>-Designing a heart</p> <p>-Children make up and write their own story</p> <p>-Malleable sea creatures</p> <p>-Sand models</p> <p>-Pointillism</p> <p>-Bubble painting</p> <p>-Whale music art</p> <p>-Oil pastel fish</p> <p>-Rainbow fish</p>
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				-Butterfly symmetry -Minibeast craft -Animal mask -Split pin chick in an egg -Animal collage -Animal patterns	-Foil stars -Star biscuits -Chalk moon phases -Model aliens -Sensory activities -Marble effects -Paper-maiche -Collages	
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Year1	Autumn 1	Autumn 2	Spring 2
	<p><u>Portraits</u> Children will learn about portraits, and the use of different materials and techniques when making their own. The children will also have the opportunity to explore the work of Pablo Picasso, Paul Klee, Henri Matisse and Andy Warhol, and create artwork inspired by them.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> to create a portrait that includes the key features. to create different portraits using a range of techniques, including drawing, painting, and collage. to talk about the work of a range of portrait artists and describe differences and similarities between different practises. <p><u>Skills-Exploring and Developing Ideas</u></p> <ul style="list-style-type: none"> to respond positively to ideas and starting points; to explore ideas and collect information; to describe differences and similarities and make links to their own work; to try different materials and methods to improve; to use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. <p><u>Skills-Drawing</u></p> <ul style="list-style-type: none"> draw lines of varying thickness; use different materials to draw, for example pastels, chalk, felt tips; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. <p><u>Skills-Painting</u></p> <ul style="list-style-type: none"> experiment with different brushes (including 	<p><u>Nature Sculptures</u> Children will learn about the concept of nature sculpture. The children will have the opportunity to learn about different kinds of nature sculptures and to explore the work of Andy Goldsworthy and other environmental artists. Each lesson focuses on a different technique using natural materials; model making, observational drawing, collecting material, ephemeral land art and group sculpture building. At the end of the unit children will create a multimedia collage to bring together and celebrate their work.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> to make a nature sculpture. to describe the work of Andy Goldsworthy. to be able to list natural materials that are easily found in the local environment. <p><u>Skills-Exploring and Developing Ideas</u></p> <ul style="list-style-type: none"> respond positively to ideas and starting points; explore ideas and collect information; try different materials and methods to improve; use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. <p><u>Skills-Drawing</u></p> <ul style="list-style-type: none"> draw lines of varying thickness; use dots and lines to demonstrate pattern and texture; <p><u>Skills-Sculpture</u></p> <ul style="list-style-type: none"> use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; use a variety of techniques, e.g. rolling, cutting, pinching; use a variety of shapes, including lines and texture; 	<p><u>Colour Chaos</u> Children will learn about choosing, using and mixing their own colours to create quality art work that shows progression in skills. The children will have the opportunity to explore the life and work of six key abstract artists and, working primarily in paint, to create pieces in a range of abstract styles.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> Mix colours. Create art works with the colours they have mixed. Mix a range of secondary and tertiary colours. Mix shades. Mix tints. Decide if colours are warm or cool. <p><u>Skills-Exploring and Developing Ideas</u></p> <ul style="list-style-type: none"> respond positively to ideas and starting points; use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. <p><u>Skills-Painting</u></p> <ul style="list-style-type: none"> name the primary and secondary colours; mix primary colours to make secondary colours; add white and black to alter tints and shades; use key vocabulary to demonstrate knowledge and understanding <p><u>Skills-Collage</u></p> <ul style="list-style-type: none"> use a combination of materials that have been cut, torn and glued;

	<p>brushstrokes) and other painting tools,</p> <ul style="list-style-type: none"> ● use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. <p><u>Skills-Collage</u></p> <ul style="list-style-type: none"> ● use a combination of materials that have been cut, torn and glued; ● sort and arrange materials; ● add texture by mixing materials; ● use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. <p><u>Skills-Work of Other Artists</u></p> <ul style="list-style-type: none"> ● describe the work of famous, notable artists and designers; ● express an opinion on the work of famous, notable artists; ● use inspiration from famous, notable artists to create their own work and compare; ● use key vocabulary to demonstrate knowledge and understanding 	<ul style="list-style-type: none"> ● use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. <p><u>Skills-Collage</u></p> <ul style="list-style-type: none"> ● sort and arrange materials; ● add texture by mixing materials; ● use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. <p><u>Skills-Work of Other Artists</u></p> <ul style="list-style-type: none"> ● describe the work of famous, notable artists and designers; ● express an opinion on the work of famous, notable artists; ● use inspiration from famous, notable artists to create their own work and compare; ● use key vocabulary to demonstrate knowledge and understanding 	<ul style="list-style-type: none"> ● sort and arrange materials; ● use key vocabulary to demonstrate knowledge and understanding <p><u>Skills-Work of Other Artists</u></p> <ul style="list-style-type: none"> ● describe the work of famous, notable artists and designers; ● use key vocabulary to demonstrate knowledge and understanding
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Key vocabulary	<p><u>Focus Artist:</u> Pablo Picasso, Paul Klee, Henri Matisse and Andy Warhol,</p> <p>Portrait, self-portrait, subject, materials, realistic, detailed, features, Warm colours, cold colours, emotions, compare, portrait, Picasso, Blue Period, Collage, abstract, cubist, cubism, Watercolours, line drawing, watercolour wash, sweep, dab, background, Line drawing, detail, movement, simple, line, monochrome. Pop Art, unrealistic, repeated image, pattern, oil pastels, portraits, famous, iconic.</p>	<p><u>Focus Artist:</u> Andy Goldsworthy</p> <p>Sculpture, statue, model, work, work of art, 3-D. Natural, natural materials, nature. Land art. Collage.</p>	<p><u>Focus Artists:</u> Piet Mondrian, Mark Rothko, Paul Klee, Jackson Pollock, Robert and Sonia Delaunay, Wassily Kandinsky</p> <p>Primary colours, abstract art. Secondary colours, Neutral colours, tints, shades, Warm colours, cool colours,.</p>
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	Autumn 2	Spring 1	Summer 2
Year2	<p><u>LS Lowry</u> Children will learn about 19th century painter LS Lowry. The children will have the opportunity to explore the life and work of Lowry and to learn about the industrial landscape that provided the subject of many of his paintings. Each lesson focuses on improving a key skill in art and design; comparing works of art, colour mixing, perspective, drawing figures, drawing buildings and scissor skills. At the end of the unit children will have used their knowledge and skills to create a multimedia collage in the style of the artist.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ● Mix paint from Lowry Colours. ● Paint a seascape. ● Draw simple buildings. ● Point out the matchstick figures in Lowry's paintings. ● Draw simple matchstick figures. ● Compare two paintings. ● Say something about Lowry Colours. ● Say something about Lowry's industrial landscape paintings. ● Guess what matchstick figures are doing in a Lowry painting. ● Draw matchstick figures that show an action. ● Use scissors safely and effectively. 	<p><u>Fabricate</u> Children will learn about 2 textiles techniques, weaving and wax-resist dyeing, making their own products using the techniques. Children will weave paper and other materials to create under the sea placemats, inspired by craftmakers around the world and the textiles artist Gunta Stolz. Children will learn about the decorative art of Gustav Klimt before adding decoration to their placemats. Children will then learn about the use of traditional batik in Indonesia and around the world before designing and making their own batik coasters using wax resist sticks and dye.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ● Create a paper loom with support. ● Use paper to create a weaving. ● Choose their own materials and use them creatively to decorate a product. ● Use templates to design a coaster. ● Use wax to transfer a simple design onto fabric. ● Use a paintbrush to apply dye to change the colour of the fabric. ● Create their own loom from paper. ● Weave materials into a loom, alternating between over and under. ● Consider their choices of colours and materials when making and decorating a product. ● Suggest why artists and craftmakers might have decorated their artworks or products. ● Design several options for a product before 	<p><u>Landscapes and Cityscapes</u> Children will learn about the bright colours and bold brushstrokes used by the Impressionists, and other artists, when painting landscapes and cityscapes. They will be introduced to the work of Claude Monet, Vincent van Gogh, and Jean Metzinger. They will think about the similarities and differences between the work of the different artists, looking at the colours, painting styles, settings, and times of day. They will make paintings, drawings, and mosaic art, inspired by the three artists.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ● Use colour, texture, pattern, line, shape, form, and space to create landscapes and cityscapes in a range of materials, drawing on their own experiences and imagination. ● Describe the work of three different artists, noting the similarities and differences between their different practices, and making links to their own work. <p><u>Skills - Drawing</u></p> <ul style="list-style-type: none"> ● draw lines of varying thickness; ● use different materials to draw, for example pastels, chalk, felt tips; ● use key vocabulary to demonstrate knowledge and understanding

	<ul style="list-style-type: none"> Assemble a collage. Use perspective. Describe the buildings used in Lowry's industrial landscapes. Say something about seascapes. Say an interesting fact about LS Lowry. <p><u>Skills-Exploring and Developing Ideas</u></p> <ul style="list-style-type: none"> respond positively to ideas and starting points; describe differences and similarities and make links to their own work; try different materials and methods to improve; use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. <p><u>Skills-Drawing</u></p> <ul style="list-style-type: none"> draw lines of varying thickness; use different materials to draw, for example pastels, chalk, felt tips; <p><u>Skills-Painting</u></p> <ul style="list-style-type: none"> name the primary and secondary colours; mix primary colours to make secondary colours; add white and black to alter tints and shades; <p><u>Skills-Collage</u></p> <ul style="list-style-type: none"> use a combination of materials that have been cut, torn and glued; sort and arrange materials; <p><u>Skills-Work of Other Artists</u></p> <ul style="list-style-type: none"> describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use inspiration from famous, notable artists to create their own work and compare; use key vocabulary to demonstrate knowledge and understanding 	<p>selecting the best and explaining their choice.</p> <ul style="list-style-type: none"> Use wax to transfer a design to fabric. Use a paintbrush to apply dye to their wax-resist coaster to change the colour of the fabric. Explain the process of batik in simple terms. Suggest products that are made using batik fabric. Make choices about the width of the warp and weft in their weaving. Use basic knowledge of the colour wheel to inform their colour choices when designing and making products. Use the terms 'loom', 'warp' and 'weft' correctly to explain the weaving process. Design several options for a product, making improvements to each before selecting the best and explaining their choice. Use wax to transfer their design to fabric, thinking about the composition and using bold lines. Use a paintbrush to apply dye to their wax-resist coaster to change the colour of the fabric, experimenting with mixing more than one shade. Use terms like 'canting', 'wax-resist' and dye' to explain the process of batik. <p><u>Skills-Exploring and Developing Ideas</u></p> <ul style="list-style-type: none"> respond positively to ideas and starting points; explore ideas and collect information; use key vocabulary to demonstrate knowledge and understanding <p><u>Skills-Drawing</u></p> <ul style="list-style-type: none"> draw lines of varying thickness; use different materials to draw, for example pastels, chalk, felt tips; use key vocabulary to demonstrate knowledge and understanding <p><u>Skills-Textiles</u></p> <ul style="list-style-type: none"> show pattern by weaving; use a dyeing technique to alter a textile's colour and pattern; decorate textiles with glue or stitching, to add colour and detail; use key vocabulary to demonstrate knowledge and 	<p><u>Skills - Painting</u></p> <ul style="list-style-type: none"> experiment with different brushes (including brushstrokes) and other painting tools; use key vocabulary to demonstrate knowledge and understanding <p><u>Skills - Collage</u></p> <ul style="list-style-type: none"> use a combination of materials that have been cut, torn and glued; sort and arrange materials; use key vocabulary to demonstrate knowledge and understanding <p><u>Skills - Work of other artists</u></p> <ul style="list-style-type: none"> describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use inspiration from famous, notable artists to create their own work and compare; use key vocabulary to demonstrate knowledge and understanding
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		<p>understanding</p> <p><u>Skills-Work of Other Artists</u></p> <ul style="list-style-type: none">● describe the work of famous, notable artists and designers;● use key vocabulary to demonstrate knowledge and understanding	
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Key vocabulary	<p><u>Focus Artists:</u></p> <p>LS Lowry</p> <p>LS Lowry, industrial, landscape, gallery, charcoal, pencil, paint, drawing, painting.Perspective.Factory, terraced houses.Matchstick figures.Collage.</p>	<p><u>Focus Artist:</u></p> <p>Gunta Stolz Gustav Klimt</p> <p>textiles, fabric, weaving, woven, placemat, loom, alternate, over, under,decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set. work, work of art, idea, starting point, observe, focus, design, improve.</p>	<p><u>Focus Artist:</u></p> <p>Claude Monet Vincent Van Gogh Jean Metzinger</p> <p>Landscape,, artist, oil paint, bright, bold, brushstrokes, colours, style, light, acrylic paint, daytime, marks. Impressionism, Neo-Impressionism, painting, landscape, cityscape, brushstrokes, similarities, differences, colour, colourful, bright, vibrant, mosaic, style, squares.</p>
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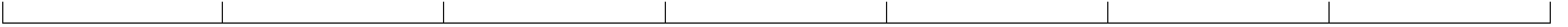
	Autumn 1	Spring 1	Summer 1
Year3	<p><u>Autumn</u></p> <p>Children will learn about how to use pencil, colour, paint, print, collage and paper to create quality art work that shows progression in skills. The children will also have the opportunity to explore the work of several paintings of Autumn scenes, also works by Matisse and by Cezanne.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ● Print using Quickprint tiles. ● Show colours in their drawing or printing. ● Mix and select appropriate colours. ● Shape or sculpt paper to resemble leaves. ● Name some of Matisse’s paintings. ● Give facts about Matisse’s life and work. ● Name some of Cezanne’s paintings. ● Name some ‘Autumn’ painters. ● Draw observational details based on the leaf in front of them. ● Paint an image that resembles details on a vegetable skin. ● Combine different types of materials to create a collage. ● Draw patterns based on their own observations <p><u>.Skills-Exploring and developing ideas</u></p> <ul style="list-style-type: none"> ● use sketchbooks to record ideas; ● explore ideas from first-hand observations; ● use key vocabulary to demonstrate knowledge 	<p><u>Bodies</u></p> <p>Children will learn about how to use pen, charcoal, felt tip, make maquettes, make paper clothes and sculpt Giacometti-inspired models to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of ‘Bodies’ artists Julian Opie, Alberto Giacometti and Henry Moore.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ● Produce an observational drawing. ● Make a maquette. ● Show shapes and colours. ● Draw a person in pen. ● Use a sketchbook. ● Make clothes out of paper. ● Draw a body in charcoal. ● Make a 3D model. ● Recall facts about the artist Julian Opie. ● Recall facts about the artist Henry Moore. ● Recall facts about the artist Giacometti. ● Recall facts about the designer Vivienne Westwood. <p><u>Skills-Exploring and developing ideas</u></p> <ul style="list-style-type: none"> ● use sketchbooks to record ideas; ● explore ideas from first-hand observations; ● adapt and refine ideas; <p><u>Skills-Drawing</u></p>	<p><u>European Art</u></p> <p>Children will learn about how to draw broken buildings, paint on the ceiling, create abstract ‘cut ups’, make shape houses, draw with a rubber, make paper hats and make moustaches to create quality artwork that shows progression in skills.</p> <p>The children will also have the opportunity to explore the work of European artists Anselm Kiefer, Michelangelo, Salvador Dali and Rembrandt, architect Le Corbusier and designer Coco Chanel.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ● Draw a building ● Make a shape house ● Paint like a famous artist ● Draw a portrait ● Use a sketchbook ● Give information about the artist Anselm Kiefer ● Give information about the artist Michelangelo ● Give information about the architect Le Corbusier ● Give information about the artist Rembrandt ● Give information about the designer Coco Chanel ● Give information about the

	<p>and understanding</p> <p><u>Skills-Drawing</u></p> <ul style="list-style-type: none"> ● use different materials to draw, e.g. pastels, chalk, felt tips; ● show an awareness of space when drawing; ● use key vocabulary to demonstrate knowledge and understanding <p><u>Skills-Painting</u></p> <ul style="list-style-type: none"> ● mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; ● use key vocabulary to demonstrate knowledge and understanding <p><u>Skills-Collage</u></p> <ul style="list-style-type: none"> ● learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; ● use key vocabulary to demonstrate knowledge and understanding <p><u>Skills-Printing</u></p> <ul style="list-style-type: none"> ● use more than one colour to layer in a print; ● replicate patterns from observations; ● make printing blocks; ● make repeated patterns with precision; ● use key vocabulary to demonstrate knowledge and understanding <p><u>Skills-Work of Other Artists</u></p> <ul style="list-style-type: none"> ● use inspiration from famous artists to replicate a piece of work; ● reflect upon their work inspired by a famous notable artist and the development of their art skills; ● express an opinion on the work of famous, notable artists and refer to techniques and effect; ● use key vocabulary to demonstrate knowledge and understanding 	<ul style="list-style-type: none"> ● use different materials to draw, e.g. pastels, chalk, felt tips; ● show an awareness of space when drawing; ● use key vocabulary to demonstrate knowledge and understanding <p><u>Skills-Sculpture</u></p> <ul style="list-style-type: none"> ● use clay and other malleable materials and practise joining techniques; ● add materials to the sculpture to create detail; <p><u>Skills-Work of Other Artists</u></p> <ul style="list-style-type: none"> ● reflect upon their work inspired by a famous notable artist and the development of their art skills; ● express an opinion on the work of famous, notable artists and refer to techniques and effect; ● use key vocabulary to demonstrate knowledge and understanding 	<p>artist Salvador Dali</p> <ul style="list-style-type: none"> ● Make a hat ● Make a moustache picture <p><u>Skills-Exploring and developing ideas</u></p> <ul style="list-style-type: none"> ● use sketchbooks to record ideas; ● question and make observations about starting points, and respond positively to suggestions; ● adapt and refine ideas; <p><u>Skills-Drawing</u></p> <ul style="list-style-type: none"> ● experiment with showing line, tone and texture with different hardness of pencils; ● use shading to show light and shadow effects; ● use key vocabulary to demonstrate knowledge and understanding <p><u>Skills-Painting</u></p> <ul style="list-style-type: none"> ● use varied brush techniques to create shapes, textures, patterns and lines; ● use key vocabulary to demonstrate knowledge and understanding <p><u>Skills-Sculpture</u></p> <ul style="list-style-type: none"> ● cut, make and combine shapes to create recognisable forms; ● add materials to the sculpture to create detail; ● use key vocabulary to demonstrate knowledge and understanding <p><u>Skills-Work of Other Artists</u></p> <ul style="list-style-type: none"> ● use inspiration from famous artists to replicate a piece of work; ● reflect upon their work inspired by a famous notable artist and the development of their art skills; ● express an opinion on the work of famous, notable artists and refer to techniques and effect; ● use key vocabulary to demonstrate knowledge and understanding
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Keyvocabulary	<p>Focus artist</p> <p>Jackson Pollock, John Constable, Thomas Colehere Claude Monet.</p> <p>Henri Matisse. Paul Cezanne.</p> <p>form.Line, pattern, texture, colour, shape, tone. Blend, mix,</p>	<p>Focus artists:</p> <p>Julian Opie</p> <p>Henry Moore</p> <p>Anthony Gormey</p> <p>Alberto Giacometti</p> <p>Vivienne Westwood.</p> <p>Shape, outline, colour. Line, pattern, tone, smudge, blend, mark, hard, soft, light, heavy, jagged, smooth. shape Terracotta, army, China, maquette, outline. Shape, form, pleat, fold, belt, buckle, brim, cuff, sleeve, lapel, collar, sleeve, waistband, hem, gusset, seam, strap, buttonhole, headband, fashion, designer.</p>	<p>Focus artists:</p> <p>Anselm Kiefer. Michelangelo. Le Corbusier Rembrandt. Coco Chanel. Salvador Dali.</p> <p>Decay, destruction, ruined, damaged. Ceiling, Sistine Chapel, grind, plaster, Florence, fresco. Rectangular, concrete, terrace, architect, 2D shape vocabulary. Portrait, light, dark, tone, shadow. Brim, peak, buckle, edging, trimmings and decorations. Surrealist, moustache, props, events.</p>
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	Autumn 2	Spring 1	Summer 1
Year4	<p><u>British Art</u></p> <p>Children will learn how to use a range of media for making portraits: how to make ‘sensory’ boxes, create abstract ‘cut ups’, tell stories in pictures and write memory postcards to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of British artists Thomas Gainsborough, Lucian Freud, Howard Hodgkin, Anish Kapoor, Paula Rego and Sonia Boyce.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ● Draw illustrations. ● Make a portrait. ● Paint with colour. ● Tell about the artist Thomas Gainsborough. ● Tell about the artist Sonia Boyce. ● Tell about the artist Howard Hodgkin. ● Tell about the artist Anish Kapoor. ● Tell about the artist Lucien Freud. ● Tell about the artist Paula Rego. 	<p><u>Ancient Egypt</u></p> <p>Children will learn about how to use a pencil, pen and charcoal, how to make clay faces and model in paper and papier mache to create quality art work that shows progression in their skills. The children will also have the opportunity to explore the work of Leger, Hockney and a photograph taken by Man Ray.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ● Produce an observational drawing in charcoal.Draw details carefully. ● Use clay tools.Roll clay.Soften clay. ● Mix and select colours. ● Paint an Egyptian mask. ● Make Egyptian style designs in clay. ● Make a 3D model. ● Name some of Leger’s artwork. ● Describe facts about Leger’s life and work. ● Name some of Hockney’s work. ● Tell some facts about Hockney’s life and work. ● Name some of Man Ray’s work. 	<p><u>Seurat and Pointillism</u></p> <p>Children will understand the term ‘Neo-Impressionism’ and identify that trends in art change over time. They will find out how, when and why the Pointillist movement began and explore some Impressionist and Pointillist paintings to compare and contrast the different styles. They will create their own piece of Pointillism artwork.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ● children describe what Pointillism is. ● experiment with a range of Pointillist techniques. ● mix colours to create secondary and tertiary colours. ● children use Pointillism to create effects such as shading. ● name some Pointillism artists. ● apply what they have learnt about Pointillism to create their own piece of artwork. <p><u>Skills-Exploring and Developing ideas</u></p>

	<ul style="list-style-type: none"> ● Paint part of a famous artwork. <p><u>Skills-Drawing</u></p> <ul style="list-style-type: none"> ● experiment with showing line, tone and texture with different hardness of pencils; ● use different materials to draw, e.g. pastels, chalk, felt tips; ● show an awareness of space when drawing; ● use key vocabulary to demonstrate knowledge and understanding <p><u>Skills-Painting</u></p> <ul style="list-style-type: none"> ● use varied brush techniques to create shapes, textures, patterns and lines; ● mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; ● create different textures and effects with paint; ● use key vocabulary to demonstrate knowledge and understanding <p><u>Skills-Sculpture</u></p> <ul style="list-style-type: none"> ● add materials to the sculpture to create detail; ● use key vocabulary to demonstrate knowledge and understanding <p><u>Skills-Work of Other Artists</u></p> <ul style="list-style-type: none"> ● use inspiration from famous artists to replicate a piece of work; ● reflect upon their work inspired by a famous notable artist and the development of their art skills; ● express an opinion on the work of famous, notable artists and refer to techniques and effect; ● use key vocabulary to demonstrate knowledge and understanding 	<ul style="list-style-type: none"> ● Tell some facts about Man Ray's life and work. <p><u>Skills-Exploring and Developing ideas</u></p> <ul style="list-style-type: none"> ● review and revisit ideas in their sketchbooks; ● think critically about their art and design work; ● use key vocabulary to demonstrate knowledge and understanding <p><u>Skills-Drawing</u></p> <ul style="list-style-type: none"> ● use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; ● use a variety of tools and select the most appropriate; ● use key vocabulary to demonstrate knowledge and understanding <p><u>Skills-Painting</u></p> <ul style="list-style-type: none"> ● create a colour palette, demonstrating mixing techniques; ● use key vocabulary to demonstrate knowledge and understanding <p><u>Skills-Sculpture</u></p> <ul style="list-style-type: none"> ● plan and design a sculpture; ● use tools and materials to carve, add shape, add texture and pattern; ● develop cutting and joining skills, e.g. using wire, coils, slabs and slips; ● use materials other than clay to create a 3D sculpture; ● use key vocabulary to demonstrate knowledge and understanding <p><u>Skills-Work of Other Artists</u></p> <ul style="list-style-type: none"> ● give detailed observations about notable artists', artisans' and designers' work; ● offer facts about notable artists', artisans' and designers' lives; ● use key vocabulary to demonstrate knowledge and understanding 	<ul style="list-style-type: none"> ● review and revisit ideas in their sketchbooks; ● think critically about their art and design work; ● use key vocabulary to demonstrate knowledge and understanding <p><u>Skills-Drawing</u></p> <ul style="list-style-type: none"> ● experiment with showing shading with Pointillism; ● use different materials to draw, e.g. Felt-tip pens, crayons, coloured pencils, etc. <p><u>Skills-Painting</u></p> <ul style="list-style-type: none"> ● use varied brush techniques to create shapes, textures, patterns and lines; ● mix colours effectively using the correct language, e.g. primary and secondary; ● create different textures and effects with paint; ● use key vocabulary to demonstrate knowledge and understanding <p><u>Skills-Work of Other Artists</u></p> <ul style="list-style-type: none"> ● use inspiration from famous artists to replicate a piece of work; ● reflect upon their work inspired by a famous notable artist and the development of their art skills; ● express an opinion on the work of famous, notable artists and refer to techniques and effect; ● use key vocabulary to demonstrate knowledge and understanding
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Key Vocabulary	<p>Focus Artists:</p> <p>Thomas Gainsborough. Sonia Boyce. Howard Hodgkin. Anish Kapoor. Lucien Freud. Paula Rego</p> <p>Storytelling, Portugal, women, folk tales. Light, colour, foreground, middle ground, background, Suffolk. Pattern, Afro Caribbean, colour, memory. Portrait, texture, colour. Colour, abstract, emotion, warm. Shape, form, touch, taste, hear, see, smell, senses, sensory.</p>	<p>Focus Artists:</p> <p>David Hockney. Man Ray. Fernand Leger</p> <p>Line, pattern, texture, form, eyelashes, nostrils, eyebrows, scars, freckles, piercings, hairs, wrinkles, blemishes, ears, creases, self portrait. Line, pattern, tone, smudge, blend, mark, self portrait, hard, soft, light, heavy, jagged, smooth. Form, shape, line, mark, pattern, tone. Blend, mix, line, tone, shape.</p>	<p>Focus Artists</p> <p>George Seurat</p> <p>Impressionism, Pointillism, primary colours, secondary and tertiary colours, complementary colours, optical mixing,</p>
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	Autumn 1	Spring 2	Summer 2
Year 5	<p>North American</p> <p>Children will learn about how to draw the other half of a famous image, make collage landscapes, create body abstracts, make ‘building block’ houses, draw patterned skulls and be an artist’s model to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of American artists John Singer Sargent, Helen Frankenthaler, Jean-Michel Basquiat, Mary Cassatt, architect Frank Lloyd Wright and photographer Ansel Adams.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ● Finish a drawing. ● Paint an abstract picture. ● Build a toy house. ● Use a sketchbook. ● Tell about the artist John Singer Sargent. ● Tell about the photographer Ansel Adams. ● Tell about the artist Helen Frankenthaler. ● Tell about the architect Frank Lloyd Wright. ● Tell about the artist Jean-Michel Basquiat. ● Tell about the artist Mary Cassatt. ● Make a landscape collage. ● Make a ‘reading’ picture. <p>Skills- developing ideas</p> <ul style="list-style-type: none"> ● review and revisit ideas in their sketchbooks; 	<p>Insects</p> <p>Children will learn about how to use pencil, colour, mosaic design, puppet making and sculpture to create quality artwork that shows progression in their skills. The children will also have the opportunity to explore the work of a range of ‘Insect’ artists, in particular, Louise Bourgeois and Jennifer Angus.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ● Produce an observational drawing. ● Show colours. ● Draw details carefully. ● Design a mosaic. ● Make a puppet. ● Make a 3D model. ● Tell facts about the artist Louise Bourgeois. ● Tell facts about the artist Jennifer Angus. ● Talk about what they see in some ‘Insect’ artworks. ● Name some ‘Insect’ artworks. <p>Skills-Exploring and developing ideas</p> <ul style="list-style-type: none"> ● use sketchbooks to record ideas; ● explore ideas from first-hand observations; ● question and make observations about starting points, and respond positively to suggestions; ● adapt and refine ideas; ● use key vocabulary to demonstrate 	<p>Wildlife - birds</p> <p>Children will learn about how to use pencil, white pencil, print, make clay tiles and model to create quality art work that shows progression in skills. The children will have the opportunity to explore the work of the sculptor, Brancusi, and the paper designer, Richard Sweeney.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ● Print. <ul style="list-style-type: none"> ● Produce an observational drawing. Draw details carefully. Draw patterns based on their own observations. ● Use clay tools. Roll clay. Soften clay. Make textures in clay. ● Apply a ‘papier mache’ technique. ● Make a 3D model. ● Finish a bird-like form. ● Name some of Brancusi’s sculptures. ● Describe facts about Brancusi’s life and work. ● Name some of Sweeney’s work. ● Tell some facts about Sweeney’s life and work.

	<ul style="list-style-type: none"> ● use digital technology as sources for developing ideas; <p><u>Skills-Drawing</u></p> <ul style="list-style-type: none"> ● depict movement and perspective in drawings; ● use a variety of tools and select the most appropriate; ● use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti. <p><u>Skills-Painting</u></p> <ul style="list-style-type: none"> ● use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; ● use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour impressionism, impressionists. <p><u>Skills-Collage</u></p> <ul style="list-style-type: none"> ● create and arrange accurate patterns; ● use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix. <p><u>Skills-Work of Other Artists</u></p> <ul style="list-style-type: none"> ● give detailed observations about notable artists', artisans' and designers' work; ● offer facts about notable artists', artisans' and designers' lives; ● use key vocabulary to demonstrate knowledge and understanding 	<p>knowledge and understanding</p> <p><u>Skills-Drawing</u></p> <ul style="list-style-type: none"> ● use shading to show light and shadow effects; ● use different materials to draw, e.g. pastels, chalk, felt tips; ● show an awareness of space when drawing; ● use key vocabulary to demonstrate knowledge and understanding <p><u>Skills-Sculpture</u></p> <ul style="list-style-type: none"> ● cut, make and combine shapes to create recognisable forms; ● use clay and other malleable materials and practise joining techniques; ● add materials to the sculpture to create detail; ● use key vocabulary to demonstrate knowledge and understanding <p><u>Skills-Collage</u></p> <ul style="list-style-type: none"> ● select colours and materials to create effect, giving reasons for their choices; ● learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; ● use key vocabulary to demonstrate knowledge <p><u>Skills-Work of Other Artists</u></p> <ul style="list-style-type: none"> ● use inspiration from famous artists to replicate a piece of work; ● reflect upon their work inspired by a famous notable artist and the development of their art skills; ● use key vocabulary to demonstrate knowledge and understanding 	<p><u>Skills- developing ideas</u></p> <ul style="list-style-type: none"> ● review and revisit ideas in their sketchbooks; <p><u>Skills-Drawing</u></p> <ul style="list-style-type: none"> ● use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; ● use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti. <p><u>Skills-Sculpture</u></p> <ul style="list-style-type: none"> ● develop cutting and joining skills, e.g. using wire, coils, slabs and slips; ● use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast. <p><u>Skills-Printing</u></p> <ul style="list-style-type: none"> ● design and create printing blocks/tiles; ● develop techniques in mono, block and relief printing;
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Key Vocabulary	<p>Focus artists: John Singer Sargent. Ansel Adams. Helen Frankenthaler Frank Lloyd Wright. Jean-Michel Basquiat. Mary Cassatt.</p> <p>Portrait, oil painting, enormous. Landscape, Yosemite, photographer, California, conservation. Abstract, absorb, colour. Skyscraper, architect, flamboyant, inspired, geometric.</p>	<p>Focus artists: Louise Bourgeois. Jennifer Angus.</p> <p>Line, texture, pattern, form, thorax, abdomen, head, antennae, wings. shape, colour Shadow, light, marionette, theatre, voice.</p>	<p>Focus artists: Constantin Brancusi. Richard Sweeney.</p> <p>Line, pattern, texture, form. Tone , shape</p>
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	Autumn 1	Spring 1	Spring 2
Year 6	<p><u>Seaside</u></p> <p>Children will learn how to use pen and colour, how to print, weave and make lanterns to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of ‘The Seaside’ artists Alfred Wallis and Hokusai.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ● Show colours in a drawing. ● Print. ● Weave with plastic. ● Use a sketchbook. ● Draw details. ● Make a lantern structure. ● Finish a lantern. ● Name some of Alfred Wallis’s artwork. ● Name some of Hokusai’s artwork. ● Describe facts about Alfred Wallis’s life and work. ● Describe facts about Hokusai’s life and work. <p><u>Skills- developing ideas</u></p> <ul style="list-style-type: none"> ● review and revisit ideas in their sketchbooks; ● offer feedback using technical vocabulary; ● think critically about their art and design work; ● use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, 	<p><u>Plants and flowers</u></p> <p>Children will learn about how to use pencil, colour, Hapa Zome printing, sculpture and paper modelling to create quality art work that shows progression in their skills. The children will also have the opportunity to explore the work of India Flint, Alexander Calder, David Oliveira and Henri Rousseau.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ● Produce an observational drawing. ● Show colours. ● Print. ● Draw details carefully. ● Arrange patterns using different leaves. ● Shape and join paper to resemble plants. ● Use own drawings as ideas for sculptural work. ● Make a 3D model. ● Finish a 3D model. ● Create printing effects by choosing tools carefully. ● Name some of Rousseau’s artwork. ● Describe facts about Rousseau’s life and work. ● Describe facts about India Flint’s life and work. ● Tell some facts about Alexander Calder and David Oliveira’s lives and work. ● Name some of Alexander Calder and David 	<p><u>South and Central American art</u></p> <p>Children will learn about how to make clay monkeys, make picture puzzles using symbols, make dream catchers, draw an important person, create a collage and make traditional drums to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of South American artists Frida Khalo, Joaquin Torres Garcia, Leonora Carrington, Diego Rivera, Beatriz Milhazes and Carlos Paez Vilaro.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ● Sculpt clay. ● Make a dream catcher. ● Draw in colour. ● Make a collage. ● Ink a collagraph evenly. ● Print my collagraph onto the collage. ● Talk about the artist Frida Khalo. ● Talk about the artist Joaquin Torres Garcia. ● Talk about the artist Leonora Carrington. ● Talk about the artist Diego Rivera. ● Talk about the artist Beatriz Milhazes. ● Talk about the artist Carlos Paez Vilaro. ● Make a patterned drum. ● Paint symbols. <p><u>Skills-developing ideas</u></p> <ul style="list-style-type: none"> ● think critically about their art and design work;

	<p>structure.</p> <p><u>Skills-Drawing</u></p> <ul style="list-style-type: none"> ● use a variety of tools and select the most appropriate; ● use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti. <p><u>Skills-Sculpture</u></p> <ul style="list-style-type: none"> ● use materials other than clay to create a 3D sculpture; ● use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast. <p><u>Skills-Collage</u></p> <ul style="list-style-type: none"> ● use a range of mixed media; ● plan and design a collage; ● use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix. <p><u>Skills-Textiles</u></p> <ul style="list-style-type: none"> ● experiment with a range of media by overlapping and layering in order to create texture, effect and colour; ● add decoration to create effect; ● use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern. <p><u>Skills-Printing</u></p> <ul style="list-style-type: none"> ● design and create printing blocks/tiles ● create and arrange accurate patterns; ● use key vocabulary to demonstrate knowledge and understanding <p><u>Skills-Work of Other Artists</u></p>	<p>Oliveira’s artworks.</p> <p><u>Skills- developing ideas</u></p> <ul style="list-style-type: none"> ● review and revisit ideas in their sketchbooks; ● think critically about their art and design work; ● use key vocabulary to demonstrate knowledge and understanding <p><u>Skills-Drawing</u></p> <ul style="list-style-type: none"> ● use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; ● use a variety of tools and select the most appropriate; ● use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti. <p><u>Skills-Sculpture</u></p> <ul style="list-style-type: none"> ● use tools and materials to carve, add shape, add texture and pattern; ● develop cutting and joining skills, e.g. using wire, coils, slabs and slips; ● use materials other than clay to create a 3D sculpture; ● use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast. <p><u>Skills-Printing</u></p> <ul style="list-style-type: none"> ● develop techniques in mono, block and relief printing; ● create and arrange accurate patterns; ● use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph; <p><u>Skills-Work of Other Artists</u></p> <ul style="list-style-type: none"> ● give detailed observations about notable artists’, 	<p><u>Skills-Drawing</u></p> <ul style="list-style-type: none"> ● depict movement and perspective in drawings; ● use a variety of tools and select the most appropriate; ● use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti. <p><u>Skills-Painting</u></p> <ul style="list-style-type: none"> ● use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; <p><u>Skills-Sculpture</u></p> <ul style="list-style-type: none"> ● use tools and materials to carve, add shape, add texture and pattern; ● develop cutting and joining skills, e.g. using wire, coils, slabs and slips; ● use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast. <p><u>Skills-Collage</u></p> <ul style="list-style-type: none"> ● add collage to a painted or printed background; <p><u>Skills-Textiles</u></p> <ul style="list-style-type: none"> ● experiment with a range of media by overlapping and layering in order to create texture, effect and colour; ● add decoration to create effect; ● use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern. <p><u>Skills-Printing</u></p> <ul style="list-style-type: none"> ● design and create printing blocks/tiles; ● develop techniques in mono, block and relief printing; ● create and arrange accurate patterns; ● use key vocabulary to demonstrate knowledge and
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	<ul style="list-style-type: none">● offer facts about notable artists', artisans' and designers' lives;● use key vocabulary to demonstrate knowledge and understanding		<p>artisans' and designers' work;</p> <ul style="list-style-type: none">● offer facts about notable artists', artisans' and designers' lives;● use key vocabulary to demonstrate knowledge and understanding		<p>understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;</p> <p><u>Skills-Work of other artists</u></p> <ul style="list-style-type: none">● give detailed observations about notable artists', artisans' and designers' work;● offer facts about notable artists', artisans' and designers' lives;● use key vocabulary to demonstrate knowledge and understanding	
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KeyVocabulary	Focus artists Alfred Wallis. Hokusai. Line, texture, pattern, form. Pattern, shape, colour, line, texture, colour, outline. Colour, pattern, Jonah, whale. Shape, form, light, structure. Shape, form, Japan, silk, wood block.		Focus artists: <div>Henri Rousseau. India Flint. Alexander Calder and David Oliveira.</div> Line, texture, pattern, form, structure, petal, flower, leaf, trunk, stem, bud, stamen, anthers, pollen. Line, pattern, texture, form, shape, tone, structure. Hapa-Zome, hammering, pattern, shape, effect, colour, dye. Texture, shape, form, pattern, structure. Shape, form.		Focus artists: Frida Khalo. Joaquin Torres Garcia Leonora Carrington. Diego Rivera. Beatriz Milhazes. Carlos Paez Vilaro. Polio, self-portrait, tram, cast. Mondrian, grid, earthy, ancient, culture, Joaquin Torres Garcia. Dream catcher, murals, textiles, fantasy, wealthy, expelled, weave. Mural, fresco, The Aztecs. Tropical, Brazil, clashing, texture, collagraph, overlap. Uruguay, Candombe, carnival, poverty, mural, ancient.