







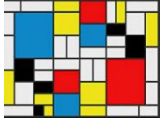

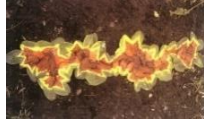











Kingsdown and Ringwold CEP School
Art Long Term Plan

Year	Unit 1	Unit 2	Unit 3
R	 <p><u>Faith Ringgold</u> Wax & Watercolours</p> <p><u>Fauvist Nativity</u> <u>Poster Prints</u></p> 	 <p><u>Marc Chagall</u> <u>Chalk Pastels</u></p> <p><u>Alexander Calder</u> <u>Shape Sculptures</u></p> 	 <p><u>The Sea</u> <u>Collage & Texture</u></p> <p><u>Printing Patterns</u> <u>& Clay</u></p> 
1	 <p><u>Safari drawing</u> <u>and collage</u></p> 	 <p><u>Pointillism</u> <u>Painting</u></p>	 <p><u>Arctic</u> <u>Textiles</u></p>
2	 <p><u>Colour Theory</u></p>	 <p><u>Printing</u></p>	 <p><u>Sculpture</u></p>
3	 <p><u>Roman Mosaics</u></p>	 <p><u>Painting</u></p>	 <p><u>Perspective</u></p>
4	<p><u>Viking Art</u></p>	 <p><u>Animation</u> (Digital Art Project)</p>	 <p><u>Escher Printing</u></p>
5	<p><u>Ancient Greek Sculpture</u></p>	 <p><u>Brazilian Artists</u></p> 	 <p><u>Landscapes</u></p>
6	 <p><u>Water</u></p>	 <p><u>Japan</u></p>	 <p><u>Japan</u></p>

Drawing Printing Collage Painting Textiles Sculpture Please click each unit to see what knowledge and skills are taught within.



EYFS Term 1
Faith Ringgold Textiles

Practical knowledge:

Art form: textiles

Elements of art: Texture, shape, pattern

Theoretical knowledge:

Artist or cultural feature to explore during the topic: Faith Ringgold

Art movement: Cultural/Feminist

Disciplinary knowledge:

Paradigm of Art: Modern

Lesson 1 - Who is Faith Ringgold?

Key vocabulary: collaborate, fabric, quilt, design, community, crayons, colour, story, message, collate, curate, display, gallery

I know that Faith Ringgold uses art to tell a story.

I know Faith Ringgold created patchwork blankets.

I can share my ideas about the stories being told in Faith Ringgold's work.

Lesson 2- What are Faith Ringgold's pieces of work based on?

Key vocabulary: collaborate, fabric, quilt, design, community, crayons, colour, story, message, collate, curate, display, gallery

I know Faith Ringgold created patchwork blankets telling stories about her childhood.

I can draw a picture of my family in the style of Faith Ringgold.

Lesson 3 - Making a collaborative fabric quilt

Key vocabulary: collaborate, fabric, quilt, design, community, crayons, colour, story, message, collate, curate, display, gallery

I know how to use fabric pens to create a design on a piece of fabric.

I know how to thread ribbon to attach my piece of fabric to the quilt.

I can draw a picture of my family in the style of Faith Ringgold. .

Child initiated

Expressive Arts and Design - Creating with Materials:

I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function



EYFS Term 2
Fauvism - Nativity

Practical knowledge:

Art form: painting

Elements of art: Colour, shape, line

Materials: Poster paint, marker pens

Techniques: To paint lines, shapes, and edges neatly and develop precision when painting

Theoretical knowledge:

Artist or cultural feature to explore during the topic: Andre Derain

Art movement: Fauvism

Disciplinary knowledge:

Paradigm of Art: Modern

Lesson 1 - What is Fauvism?

Key vocabulary: Fauve, wild, beast-like, movement, colour, bold, blocks, paints, shape, line

I know that bold colours are used.

I know that simple shapes are used.

I can experiment using brightly coloured paints and paper.

Lesson 2- How is Andre Derain's work Fauvism?

Key Vocabulary: Fauve, wild, beast-like, movement, colour, bold, blocks, smudge, paint, shape, create, express, colourful, texture, line.

I know that Andre Derain was one of the first painters to paint in the Fauve style.

I know that Andre Derain used cold and warm colours in his work and painted things flat.

I can paint bright colours neatly ensuring colours are not mixed.

Lesson 3 - How can we create a painting in the Fauvist style?

Key vocabulary: Fauve, wild, beast-like, movement, colour, bold, blocks, smudge, paint, shape, create, express, colourful, texture, line

I know that my drawings and shapes must be simple.

I know that the colours I choose must be bright and bold and not mixed or smudged together.

I can use a range of small tools, including a paintbrush.
I can use bright colours to paint a character from the Nativity story and outline some of the shapes using a black marker.

Lesson 4 - Can we apply our knowledge of Fauvism to create a self portrait?

Key vocabulary: Fauve, wild, beast-like, movement, colour, bold, blocks, smudge, paint, shape, create, express, colourful

I know that my portrait should be made of simple shapes.

I know that my portrait must contain bright, bold colours, the colours should not mix or smudge and the painting should be outlined in black.

I can share my creations, explaining the process they have used.

Child Initiated

Physical Development - Fine Motor Skills:

I can use a range of small tools, including paintbrushes.

Expressive Arts and Design - Creating with Materials:

I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.



Links to previous learning:

Fauvism Term 1

Practical knowledge:

Art form: drawing

Elements of art: line, shape, colour

Theoretical knowledge:

Artist or cultural feature to explore during the topic: Marc Chagall

Art movement: surrealism and cubism, expressionism

Disciplinary knowledge:

Paradigm of Art: Modern

Lesson 1 - Who is Marc Chagall?

Key vocabulary: Chalks, smudge, blend, mix, highlight, shade, dreamlike, influence, design, collaborate, explore, expressionism, surrealism

I know that Marc Chagall painted dream like scenes.

I know that Marc Chagall created lots of different types of art including paintings, book illustrations and even stained glass.

I can create a piece of artwork based on Houses by Marc Chagall using chalk and blending.

Lesson 2- What is Marc Chagall's artwork like?

Key vocabulary: Chalks, smudge, blend, mix, highlight, shade, dreamlike, influence, design, collaborate, explore, expressionism, surrealism

I know that Marc Chagall used his artwork to tell stories, particularly from his childhood.

I know that Marc Chagall blended colours.

I can use pastels and blend colours to draw a section of one of Marc Chagall's pieces of art.

Lesson 3 - How can we make artwork in the style of Marc Chagall?

Key vocabulary: Chalks, smudge, blend, mix, highlight, shade, dreamlike, influence, design, collaborate, explore, expressionism, surrealism

I know how to draw simple outlines of animals.

I know can blend and mix colours to create a 'dream like' picture.

I can draw a picture in the style of Marc Chagall based on 'Hey, Diddle-Diddle' using blending and colour mixing.

Child Initiated

Physical Development - Fine Motor Skills:

I can hold a pencil effectively.

Physical Development - Fine Motor Skills :

I can begin to show accuracy and care when drawing.

Understanding the World - The Natural World:

I can explore the natural world around them, making observations and drawing pictures of animals and plants.

Expressive Arts and Design - Creating with Materials:

I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.



Practical knowledge:

Art form: sculpture

Elements of art: Shape, Form

Materials: cardboard, wire, coat hangers

Theoretical knowledge:

Artist or cultural feature to explore during the topic: Alexander Calder

Lesson 1 - Who is Alexander Calder?

Key vocabulary: Shape, form, sculpt, sculpture, hang, design, space, movement, balance, suspend, colour, circle, triangle, square, rectangle, create, trace, draw, cut, bend, cardboard, string, wire, mobile.

I know Alexander Calder is a famous sculptor.

I know what a sculpture is.

I can spot different shapes in Alexander Calder's work and comment on his sculptures.

Lesson 2-What did Alexander's mobiles look like?

Key vocabulary: Shape, form, sculpt, sculpture, hang, design, space, movement, balance, suspend, colour, circle, triangle, square, rectangle, create, trace, draw, cut, bend, cardboard, string, wire, mobile.

I know a mobile is a piece of art with more than one thing hanging from it.

I know Alexander Calder made moving mobiles.

I can design a mobile using shapes.

Lesson 3 - How can I design and make a mobile in the style of Alexander Calder?

Key vocabulary: Shape, form, sculpt, sculpture, hang, design, space, movement, balance, suspend, colour, circle, triangle, square, rectangle, create, trace, draw, cut, bend, cardboard, string, wire, mobile.

I know Alexander Calder shaped wire to make some of his mobiles.

I know Alexander Calder used colourful shapes.

I can use a coat hanger, string and different shapes to create a mobile to hang from the ceiling.

Child Initiated

Expressive Arts and Design - Creating with Materials:

I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.



EYFS Term 5
The Sea - Collage

Practical knowledge:

Art form: collage

Elements of art: texture, shape, pattern, colour

Lesson 1 - What is collage?

Key vocabulary: collage, pattern, overlap, texture, shape, pattern

I know that a collage is a piece of art made by sticking different materials on to a backing.

I can experiment with scissors, paper and glue to create a collage.

Lesson 2- Which materials should I use for my collage?

Key vocabulary: collage, pattern, overlap, texture, shape, pattern

I know how to use a range of materials to create a collage.

I can suggest which materials would be best for different parts of my collage, e.g. lentils for sand.

Child Initiated

Physical Development - Fine Motor Skills

I can use a range of small tools, including scissors.

Expressive Arts and Design - Creating with Materials

I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.



EYFS Term 6
Printing Patterns & Clay

Practical knowledge:

Art form: **Printing and clay**

Elements of art: **shape, pattern**

Lesson 1 - How can block prints be made?

Key vocabulary: print, shape, surface, pattern, repeating, colour, design, texture, block

I know how block prints can be made.

I know how to use a natural object to print.

I can use natural objects to print a pattern.

Lesson 2- What is a repeated pattern?

Key vocabulary: print, shape, surface, pattern, repeating, colour, design, texture, block

I know what a repeated pattern means.

I can use a variety of different objects to print a repeated pattern.

Lesson 3 - How can I shape clay?

Key vocabulary: clay, texture, mould, coil, shape, surface, building

I know how to use my hands to shape clay.

I know patterns can be made in clay.

I can use different tools to make patterns in clay.

Lesson 4 - Can we apply our knowledge of Fauvism to create a self-portrait?

Key vocabulary: Fauve, wild, beast-like, movement, colour, bold, blocks, smudge, paint, shape, create, express, colourful

I know that my portrait should be made of simple shapes.

I know that my portrait must contain bright, bold colours, the colours should not mix or smudge and the painting should be outlined in black.

I can share my creations, explaining the process they have used.

Child Initiated

Physical Development - Fine Motor Skills:

I can use a range of small tools, including paintbrushes.

Expressive Arts and Design - Creating with Materials:

I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.



Year 1 Term 1
Safari Drawing and Collage

Links to previous learning:

Drawing: Marc Chagall - Chalk Pastels

We can explore the world around them and make observations and drawings of pictures and animals

Collage: Henri Matisse - The Sea (collage and texture)

We can explore with a variety of materials and use scissors safely.

Practical knowledge:

Art form: drawing and collage

Elements of art: line, pattern, texture, colour and tone.

Materials: graphite pencils, colouring pencils, newspaper clippings, tissue paper, coloured card, white coloured paper and natural materials.

Techniques: cutting and arranging shapes, mark making and shading.

Theoretical knowledge:

Artist or cultural feature to explore during the topic: Deborah Shapiro, Joe Whale and David McKee

Disciplinary knowledge:

Paradigm of Art: modern

Lesson 1 Who is Joe Whale? How does Joe use different types of lines in his work?

Key vocabulary: Joe Whale, drawing, line, thickness, modern artwork, mark making

I know how Joe Whale creates his art work.

I know how to draw lines of different sizes and thicknesses.

I know how to use Joe Whale's artwork to inspire my drawing.

I know what mark making is.

I can draw lines of different sizes and thickness.

I can respond to ideas and starting points.

I can describe the work of a notable artist.

Lesson 2- How can we create patterns and different textures in our artwork?

Key vocabulary: David McKee, modern artist, pattern, texture, colour, tone, shading

I know how to create patterns and textures by adding dots and lines.

I know how to colour in my work neatly.

I know how to choose different tones of coloured pencil to fit by design brief.

I can show pattern and texture by adding dots and lines.

I can colour my work in by following the lines.

I can show different tones by using coloured pencils.

I can explore ideas and collect visual information.

Lesson 3 - What is collage? How can we sort materials?

Key vocabulary: collage, texture, natural materials, tissue paper, card, cut, torn.

I know how to sort and arrange materials

I know how to use a range of materials to create texture.

I know how to cut, tear and glue materials

I can sort and arrange materials.

I can use a combination of materials that are cut, torn and glued.

I can use a range of materials to make texture.

Lesson 4 - How can I create artwork inspired by Deborah Shapiro?

Key vocabulary: Deborah Shapiro, collage, modern, texture, newspaper, tissue paper.

I know how to use a combination of materials to re-create Deborah Shapiro's work.

I know how to cut, tear and glue materials.

I can use a combination of materials that are cut, torn and glued.

I can respond to ideas and starting points.

I can describe the work of a notable artist.

Lesson 5 - How can I combine drawing and collage techniques to re-create Elmer?

Key vocabulary: David McKee, drawing, collage, line, texture, colour

I know how to create a drawing many different types of lines.

I know to cut, tear and glue a variety of materials.

I can use a combination of materials that are cut, torn and glued.

I can explore ideas.

I can explore different methods and materials as ideas develop.

Lesson 6 - How can I create my own safari animal collage using the knowledge and skills learnt?

Key vocabulary: drawing, collage, line, colour, design, evaluate

I know how to create a drawing using different types of lines.

I know how to cut, tear and glue a variety of materials.

I know how to evaluate my artwork effectively.

I can explore different methods and materials as ideas develop.

I can use a combination of materials that are cut, torn and glued.

I can use the ideas of artists studied to create pieces.



Year 1 Term 3
Pointillism

Links to previous learning:

Painting: Fauvist Nativity.

We can mix colours in a bold way and use poster paints to create characters.

Practical knowledge:

Art form: painting

Elements of art: shape, colour.

Materials: pencil, poster paint, paper and canvas

Techniques: pointillism brush technique (small accurate dots, printing with paint brushes and cotton buds) colour matching (choosing colours for purpose).

Theoretical knowledge:

Artist or cultural feature to explore during the topic: *George Seurat and Paul Signac*

Art movement: Neo-impressionism

Disciplinary knowledge:

Paradigm of Art: modern

Lesson 1 - What is pointillism? Which painting techniques create 'dot' effect?

Key vocabulary: Neo-impressionism, painting, pointillism, shape

I know what pointillism is.

I know how to use different brush techniques to create 'dot' artwork.

I can use thin brushes.

I can use colour in my painting.

I can explore ideas and collect visual information.

Lesson 2- Who is George Seurat and Signac and why are they important?

Key vocabulary: *George Seurat, Paul Signac, Neo-impressionism, modern*

I know how to describe *George Seurat and Paul Signac's* artwork.

I know how to re-create part of *George Seurat's* artwork.

I can describe the work of a notable artists.

I can use the ideas of artists studied to create pieces.

I can use colour in my painting.

Lesson 3 - How does Seurat create shapes within his painting technique?

Key vocabulary: 2D shapes, pencil, poster paint, modern

I know how to draw outlines of pictures to fill with dots.

I know how to distribute dots correctly within my outline.

I can describe the work of a notable artists.

I can use the ideas of artists studied to create pieces.

Lesson 4 - What colours does Seurat use in his paintings?

Key vocabulary: colour, primary, secondary, colour matching

I know the names of primary colours and can use the secondary colours Seurat creates in his paintings.

I can use a range of colour in my painting.

I can describe the work of a notable artist.

Lesson 5 - How can I use the techniques learnt to create my own version of Seurat's work?

Key vocabulary: shape, colour, poster paint, dots, accurate, colour matching

I know how to create my own piece artwork inspired by Seurat's paintings.

I know how to use colour and the pointillism technique effectively.

I can respond to ideas.

I can use the ideas of artists studied to create pieces.

Lesson 6 How can I use the techniques learnt to create a 'now and then' pointillism piece?

Key vocabulary: design, shape, colour, poster paint, dots, evaluate

I know how to create dots accurately.

I know how to draw the outline of a pictures to guide my pointillism pictures.

I know how to choose the correct colour to match my object drawn.

I know how to evaluate my artwork effectively.

I can respond to ideas.

I can use colour in my painting.



Year 1 Term 5
Arctic Textiles

Links to previous learning:

Textiles: Faith Ringgold

We can experiment with relief techniques using crayons and watercolour paints.

Practical knowledge:

Art form: textiles.

Elements of art: pattern, shape

Materials: paper, card, weaving sculpture, pipe cleaners, wool, buttons, tissue paper.

Techniques: weaving (plain weave, plaiting) and joining materials using glue to add decorative effect.

Theoretical knowledge:

Artist or cultural feature to explore during the topic: Julie VonDerVelen

Disciplinary knowledge:

Paradigm of Art: contemporary

Lesson 1 - What is weaving and do you weave?

Key vocabulary:

textiles, weaving, pattern, outdoor sculpture, paper, shape

I know how to weave to create a pattern.

I know how to use different materials to weave.

I can weave to create a pattern

I can use different materials to practise weaving.

Lesson 2- How can we plait using different materials?

Key vocabulary:

three-strand plait, wool, ribbon, pattern, accuracy

I know how to create a three- strand plait.

I know how to use different materials to plait.

I can complete a three-stand plait.

Lesson 3 - Who is Julie VonDerVelen? How can I use her artwork to design my textiles suitcase?

Key vocabulary:

Julie VonDerVelen, contemporary, reuse, weaving, pattern, design, designer

I know why Julie VonDerVelen is a contemporary artist.

I know how to use VonDerVelen's artwork as inspiration to design my suitcase.

I can describe the work of a notable artists.

I can respond to ideas and starting points.

Lesson 4- Can I use my design to weave my paper suitcase?

Key vocabulary:

Julie VonDerVelen, contemporary, reuse, weaving, pattern, design.

I know how to use VonDerVelen's artwork as inspiration to weave my suitcase.

I know how to weave by following my design.

I can describe the work of a notable artists.

I can use the ideas of artists studied to create pieces.

Lesson 5 - How can I use plaiting to join my textiles piece together?

Key vocabulary: plait, colour, join, evaluate, Julie VonDerVelen,

I know how to choose materials effectively to plait my original piece.

I know how to create a three-strand plait.

I can explore different methods and materials as ideas develop.

I can use plaiting as part of a piece of artwork.

Lesson 6 How can I decorate my suitcase? How will I evaluate my original design?

Key vocabulary: weave, plait, decorate, colour, join, pattern, evaluate,

I know how to choose materials effectively to decorate my Arctic Artwork.

I know how to join materials using glue to decorate my Arctic Artwork.

I know how to evaluate my artwork effectively.



Links to previous learning:

EYFS Painting:

We can create artwork inspired by Andre Derain.

We can safely use small tools including paintbrushes. We can experiment with colour, design and function.

Year 1 Painting:

We can create paintings inspired by George Seurat and Paul Signac.

We can use thin brushes and use a range of colours in our paintings.

Practical knowledge:

Art form: painting

Elements of art: colour/value/ shape

Materials: paint, different sized brushes

Techniques: How to mix and blend colours in the palette and on the painting surface. Understand how to mix colours using a colour wheel. How to make colours lighter and darker by adding black/white or by adding more water / pigment. Mixing and matching colours for a purpose.

Theoretical knowledge:

Artist or cultural feature to explore during the topic: **Mondrian, Klee, Delauney, Kandinsky**

Art movement: Abstract Expressionism

Disciplinary knowledge:

Paradigm of Art: Modern

Lesson 1 - What is a primary colour?

Key vocabulary: primary colour, secondary colour, Mondrian, abstract art, line, inspired, red, yellow, blue

I know that the primary colours are red, yellow and blue.

I know that Mondrian used primary colours and black in his abstract work Composition II.

I can use the primary colours to create a piece of work inspired by Mondrian.

Lesson 2- Which colours are combined to make the secondary colours? How are the colours arranged on a colour wheel?

Key vocabulary: primary colour, secondary colour, Mondrian, abstract art, line, inspired, red, yellow, blue, orange, purple and green, create

I know which colours are mixed to create secondary colours.

I know where to place primary and secondary colours on a colour wheel.

I can mix primary colours to make secondary colours and use this in a piece of artwork.

I can create a colour wheel.

Lesson 3 - How does Paul Klee change the value of the colour in Separation in the evening?

Key vocabulary: value, shade, tint, colour, Paul Klee, abstract art, mix,

I know that the value of colour is the lightness or darkness of a colour.

I know I can add black or white to at shade/tones and tint. (mix with white to lighten the value (tint), mix with black to darken the value (shade)

I can use white colours to make tints and black to colours to make tones.

Lesson 4 - What colours are warm and what colours are cold?

Key vocabulary: primary colour, secondary colour, value, shade, tone, tints, warm, cold, Robert Delauney, abstract art, Klee, Mondrian, Kandinsky

I know which colours are considered warm and which ones are cold.

I know Mondrian, Klee, Delauney and Kandinsky are all abstract artists and can describe their work.

I can create a piece of art that shows warmth and cold on two different sides of the image.

Lesson 5 - How does Kandinsky use colour in his work?

Key vocabulary: primary colour, secondary colour, Kandinsky, abstract art, concentric circles.

I know what a concentric circle is and that Kandinsky used them.

I know that we can explore the different ways that artists work.

I can replicate the work of an artist - thinking about which colours I would like to use and thickness of lines. (change brushes). I can use thick and thin brushes.

Lesson 6 - What have I learnt about colour? Which artist has inspired me?

Key vocabulary: primary colour, secondary colour, value, shade, tone, tints, warm, cold, Robert Delauney, abstract art, Mondrian, Kandinsky

I know that the colours chosen can impact the mood of a piece of art and use their ideas as a starting point for my own.

I can create an abstract painting choosing my colours carefully and explain why I have chosen them. (Primary/secondary, warm/cold, change of value).



Year 2 Term 2
Printing

Links to previous learning:

EYFS Printing:

We can create artwork inspired by Giuseppe Arcimboldo.

We can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Practical knowledge:

Art form: printing

Elements of art: shape, pattern, form, texture

Materials: paper, range of materials for pressing, items for rubbings

Techniques: block printing, frottage, relief printing

Theoretical knowledge:

Artist or cultural feature to explore during the topic: **Orla Kiely**

Art movement: fashion/design

Disciplinary knowledge:

Paradigm of Art: modern

Lesson 1 - What is printing?

Key vocabulary: printing, roll, stamp, rub, objects, create, imagine, materials, clay, hands, fingers

I know there are different ways to create print.

I know that we can print into/onto other materials apart from paper. (print into clay - relief printing).

I can press, roll, rub and stamp to make prints.

I can use objects to create prints.

Lesson 2- Who is Orla Kiely?

Key vocabulary:

designer, printing, fashion, design, pattern, repeat, roll, dip, press, paint

I know that Orla Kiely was described as the 'Queen of Prints' but that she actually designed hats to begin with.

I know that I can dip an object into paint and press, or roll paint on, to print.

I can use repeating or overlapping shapes.

I can press, roll, rub and stamp to make prints.

Lesson 3 - Where do we find prints in our environment?

Key vocabulary: wallpaper, mugs, pattern, prints, pots, vases, card, image, simple, plan, cut, press, roll, dry, repeating.

I know how to describe some of Orla Kiely's designs.

I know how to cut card into a simple design for printing.

I can mimic print from the environment.

I can describe the work of designers.

Lesson 4 - Can I use Orla Kiely's work to create my own designs for printing?

Key vocabulary: Orla Kiely, work, designer, examples, images, style, card, objects, print, roll

I know how to create a design in the style of Orla Kiely.

I know which materials would be best to use to print my design.

I can use objects to create prints.

I can use some of the ideas of artists studied to create pieces.

Lesson 5 - How can rubbing be used to create printed designs?

Key vocabulary: rubbing, print, pattern, overlap, purpose, colour, design, texture

I know that the texture of an object helps create a print.

I know that I can overlap shapes for effect.

I can rub to make prints.

I can use repeating patterns and overlapping shapes.

Lesson 6 - How can I use printing to convey fireworks?

Key vocabulary: fireworks, colour, straws, fingers, cotton bud, print, image, create, choices, objects

I know which objects I can use to create the effect I want.

I know how to shape objects to get the desired print.

I can use objects to create prints.



Year 2 Term 5
Sculpture

Links to previous learning:

EYFS sculpture:

We can create mobiles inspired by Alexander Calder.

We can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Practical knowledge:

Art form: sculpture

Elements of art: line/shape/form/texture

Materials: Clay, paper, card, straws, natural resources.

Techniques: shaping, carving, assemblage

Theoretical knowledge:

Artist or cultural feature to explore during the topic: [Andy Goldsworthy](#)

Disciplinary knowledge:

Paradigm of Art: contemporary

Lesson 1 - What techniques can we use when using clay?

Key vocabulary: technique, rolling, cutting, moulding, carving, clay, environment, nature, art forms, materials, metal, stone, equipment.

I know how to roll and mould clay.

I know that natural art can come in different forms.

I can roll, cut, mould and carve to create a clay sculpture.

I can use clay as a material for sculpture.

Lesson 2- What materials in nature could help us make a sculpture?

Key vocabulary: nature, draw, line, texture, observe, starting points, visual information, natural, man made

I know which materials can be used to make sculptures in nature.

I know that texture can make objects look different.

I can draw objects in nature including line and texture.

Lesson 3 - Who is Andy Goldsworthy? How can I be inspired by him?

Key vocabulary: nature, environment, art, describe, contemporary artist, natural, man-made

I know that Andy Goldsworthy was an environmental artist and contemporary artist.

I know that I can use the work of artists to be inspired to create my own artwork.

I can describe the work of artists

Lesson 4 - How can I plan outdoor sculptures?

Key vocabulary:

Nature, contemporary, environment, man-made, nature, paper, straws, card

I know how to design and make a smaller model.

I know to make changes to my work to improve it.

I can use rolled up paper, straws, paper and card - recognising where changes can be made.

Lesson 5 - How can I use what I have learnt to build big?

Key vocabulary: Nature, contemporary, environment, man-made, nature, paper, straws, card, materials, suitable

I know which materials are better for an outdoor sculpture.

I know that some outdoor sculptures are temporary.

I can use a combination of shapes and materials to create a sculpture.

Lesson 6 - Which piece of art was most effective? What do I think about my art and techniques?

Key vocabulary: evaluate, consider, materials, resources, changes, adaptations, man-made, contemporary, explain

I know which work I like and can explain why.

I know how I would make improvements to my own work.

I can evaluate the work I have done this term - recognising what went well and what was tricky. I can suggest improvements.



Year 3 Term 3
Roman Mosaics

Previous links to learning:

EYFS Collage: The Sea (collage and texture) inspired by Henri Matisse

We can explore with a variety of materials and use scissors safely.

Year 1: Safari Collage inspired by Deborah Shapiro

We can sort and arrange materials. We can use and combine a range of materials.

Practical knowledge:

Art form: collage

Elements of art: pattern, shape

Materials: tiles, grout

Techniques: direct method mosaic

Theoretical knowledge:

Artist or cultural feature to explore during the topic: Antoni Gaudi

Art movement: modernism

Disciplinary knowledge:

Paradigm of Art: modern

Lesson 1 - Where did mosaics originate?

Key vocabulary: architect, architecture, mosaic, composition, tesserae

I know examples of famous mosaics near me.

I know how mosaic designs have changed over time.

I know how mosaics are used in the present day.

I can comment on artworks using visual language.

I can explore ideas in a variety of ways.

Lesson 2- What is tessellation?

Key vocabulary: composition, pattern, repeat, geometric, shape, tiles

I know what tessellation is.

I know examples of how modern artists have used tessellation

I know Romans used tessellation in their mosaics.

I can recognise and use tessellation.

Lesson 3 - Why did the Romans create mosaics?

Key vocabulary: tessera, pattern, repeat, pottery, wealth, importance, shape, geometric

I know Roman art mosaics were designs made from tiny coloured stones and broken pottery called tessera.

I know Roman art mosaics were seen as a statement of wealth and importance.

I know some typical Roman mosaic designs.

I can collect information, sketches and resources.

Lesson 4 - How can we use tessellation in our work?

Key vocabulary: border, pattern, composition, repeat, geometric, shape, tiles, grout

I know the Romans used repeating pattern to create borders.

I know common Roman border designs.

I can ensure work is precise.

Lesson 5 - How will I use my knowledge of mosaics to create my own design?

Key vocabulary: central motif, shape, colour, tiles, composition, grout

I know what a central motif is.

I know how to mix and match colours for a purpose.

I can select and arrange materials for a striking effect.

Lesson 6 - How will I use my knowledge of mosaics to create my own design?

Key vocabulary: shape, colour, tiles, composition, grout, background

I know how to adapt and refine ideas as they progress.

I know how broken pieces can be used to fill a space.

I can use ceramic mosaic materials and techniques.

I can create original pieces that are influenced by studies of others.



Year 3 Term 5

Watercolour

Links to previous learning:

EYFS Painting:

We can create artwork inspired by Andre Derain.

We can safely use small tools including paintbrushes. We can experiment with colour, design and function.

Year 1 Pointillism:

We can create paintings inspired by George Seurat and Paul Signac.

We can use thin brushes and use a range of colours in our paintings.

Year 2 Colour Theory:

We can mix primary colours to make secondary. We can add white to colours to make tints and black to make tones.

Practical knowledge:

Art form: painting

Elements of art: shape, line, colour (primary, secondary, warm, cool, value, hue, shades)

Materials: watercolour

Techniques: wet-on-wet, wet-on-dry

Theoretical knowledge:

Artist or cultural feature to explore during the topic: Georgia O'Keefe

Art movement: abstract art

Disciplinary knowledge:

Paradigm of Art: modern

Lesson 1 - What is abstract art?

Key vocabulary: expression, shape, organic, line, colour

I know what abstract art is.

I know how organic shapes are created through O'Keefe's artwork.

I know how to comment on artworks usual visual language.

I can comment on artworks using visual language.

I can collect information, sketches and resources.

I can explore ideas in a variety of ways.

Lesson 2- How do we apply watercolour paints?

Key vocabulary: brush size, shape, primary colours, secondary colours, watercolour, intensity, value, wet on wet, blending, dry on dry.

I know how to explore ideas in a variety of ways.

I know how to apply watercolour paints.

I know how to replicate some of the techniques used by O'Keefe.

I can use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines

Lesson 3 - How can I create mood with colour?

Key vocabulary: hue, colour, intensity, warm and cool colours, value, colour wheel, primary colours, secondary colours.

I know how to make colours lighter and darker by adding black/white or by adding more water/pigment.

I know how to mix colours effectively.

I know how primary and secondary colours reflect mood.

I can experiment with creating mood with colour.

Lesson 4 - How can we use washes and detail?

Key vocabulary: layering, hue, intensity, value, overlay, wash, blend.

I know how to overlay and blend colours.

I know how O'Keefe overlays and blends colours.

I can use watercolour paint to produce washes for backgrounds then add detail.

Lesson 5 - How will I use the techniques learnt to create my own version of Georgia O'Keefe's work?

Key vocabulary: layering, shades, hue, intensity, value, overlay

I know how O'Keefe uses layers to create effect.

I know how to mix and match colours for a purpose.

I know the name of two techniques O'Keefe used.

I can replicate some of the techniques used by notable artists.

I can combine techniques.

Lesson 6 - How will I use the techniques learnt to create a watercolour painting?

Key vocabulary: layering, shades, hue, intensity, value, overlay, warm and cool colours, organic, abstract

I know how to explore ideas in a variety of ways.

I know the benefits of planning and evaluating artwork.

I know how to choose elements of Georgia O'Keefe's work. **I can** create original pieces that are influenced by studies of others.

I can combine techniques.



Year 3 Term 6
Perspective

Links to previous learning:

EYFS Painting:

We can create artwork inspired by Andre Derain.

We can safely use small tools including paintbrushes. We can experiment with colour, design and function.

Year 1 Pointillism:

We can create paintings inspired by George Seurat and Paul Signac.

We can use thin brushes and use a range of colours in our paintings.

Year 2 Colour Theory:

We can mix primary colours to make secondary. We can add white to colours to make tints and black to make tones.

Practical knowledge:

Art form: drawing (perspective)

Elements of art: line, colour

Materials: pencils

Techniques: shading, sketching, perspective

Theoretical knowledge:

Artist or cultural feature to explore during the topic: Gustave Caillebotte

Art movement: impressionism

Disciplinary knowledge:

Paradigm of Art: modern

Lesson 1 - What is impressionism?

Key vocabulary: texture, impressionist, painter, line, colour, tone

I know that impressionist artists were not trying to paint a reflection of real life but rather an 'impression' of what the person, light, atmosphere, object or landscape looked like to them.

I know some famous impressionist painters.

I can comment on artworks using visual language.

I can sketch lightly.

Lesson 2- Who is Gustave Caillebotte and why is he important?

Key vocabulary: texture, impressionist, painter, line, colour, tone, modern

I know Gustave Caillebotte was a French painter who used aspects of the impressionist style.

I know Gustave Caillebotte combined careful drawing and modelling with the vivid colours of the Impressionists.

I can collect information, sketches and resources.

I can annotate sketches to explain and elaborate ideas

Lesson 3 - How did Caillebotte use shading in his drawings?

Key vocabulary: texture, impressionist, painter, line, colour, tone, cross-hatching, blending, stippling

I know how to create light, medium and dark tones with pencil.

I know how to use cross-hatching, blending and stippling.

I can use shading to show light and shadow.

I can use different pencils of different hardness to show line, tone and texture

I can sketch highlight no need to use a rubber to correct mistakes.

Lesson 4 - How did Caillebotte create perspective?

Key vocabulary: vanishing point, horizon line, perspective, line, impressionist

I know perspective drawing makes 3D objects appear three dimensional.

I know an example of how Caillebotte used perspective.

I know one point perspective is often used to draw street scenes, roads, and rail tracks.

I can use hatching and cross-hatching to show tone and texture.

Lesson 5 - How will I use the techniques learnt to create my own version of Caillebotte's work?

Key vocabulary: composition, texture, perspective, vanishing point, horizon line, line

I know lines of perspective eventually meet at one central point.

I know the horizon line represents where the sky meets the land or sea in a picture.

I can replicate some of the techniques used by notable artists.

Lesson 6 - How will I use the techniques learnt to create a perspective piece?

Key vocabulary: composition, texture, perspective, vanishing point, horizon line, line, tone, design, evaluation

I know how to use perspective to add depth to a landscape.

I know how to how to make objects appear smaller the further away they are.

I can create original pieces that are influenced by studies of others.



Links to previous learning:

Drawing in EYF5: Marc Chagall – Chalk Pastels

We can explore the world around them and make observations and drawings of pictures and animals.

Drawing in Year 1: Joe Whale and David McKee

We can use lines of different sizes and thickness. We can show pattern and texture by adding dots and lines. We can colour our work in nearly, We can show different tones using coloured pencils.

Practical knowledge:

Art form: drawing

Elements of art: line, shape, texture, pattern

Materials: Graphite pencils, clay, wool and string

Techniques: sketching, shading, hatching, stippling, cross-hatching, mould, roll, carve, engrave, weave, twist, plait

Theoretical knowledge:

Artist or cultural feature to explore during the topic: Viking culture

Lesson 1 – What are the styles of Viking art?

Key vocabulary: colours, patterns, images, styles, stone, brooch, jewellery, plaque, decorated, panels, engraved, metals, gold, silver, preserved, reconstruction, Oseberg, Borre, Jelling, Mammem, Ringerike, Urnes

I know the six main styles of Viking art, and which one I like the best

I know the materials that Vikings used to create their artwork

I know how Viking art has changed over time

I know some of the main features of Viking art

I can comment on artworks using visual language.

Lesson 2- What is the style of Viking knots and patterns?

Key vocabulary: Celtic, carving, knot, parallel, rotation, animals, sketch, architect

I know the style of Viking knots and patterns

I know how to follow instructions carefully to make a Viking pattern

I know how to map out designs and create bridges

I can create original pieces that are influenced by studies of others.

I can use different pencils of different hardness to show line

I can collect information, sketches and resources

Lesson 3 – How were animals incorporated into Viking art and is this a key part of Viking history?

Key vocabulary: sketch, proportions, shading, pressure hatching, technique, cross-hatching, stippling

I know some examples of animals used in Viking art

I know how to incorporate Viking knots and patterns into an animal sketch

I know how to add features to a basic animal shape to create effects

I can sketch lightly (no need to use a rubber to correct mistakes).

I can use shading to show light and shadow.

I can use hatching and cross hatching to show tone and texture. Use layers of two or more colours.

Lesson 4 – How can I use techniques to sketch accurately?

Key vocabulary: sketch, proportions, shading, pressure hatching, technique, cross-hatching, stippling, accurate, life-like, light, feathery, intersection

I know strategies for sketching accurately, including proportion and shading

I know how to use different techniques to add shading to an outline

I know how to choose appropriate techniques to include in a final piece of artwork.

I can sketch lightly (no need to use a rubber to correct mistakes).

I can use shading to show light and shadow.

I can use hatching and cross hatching to show tone and texture. Use layers of two or more colours.

Lesson 5 – How did Vikings create pendants?

Key vocabulary: pendant, jewellery, clay, design, scrape, carve, twist, mould, roll, measure, inspiration, engrave

I know how Vikings made their pendants

I know how to design a pendant inspired by a Viking art style

I know how to use my knowledge of Viking art to create a Viking pendant following my design

I know how to use clay and tools to create a Viking pendant

I can use mouldable materials.

I can create original pieces that are influenced by studies of others.

Lesson 6 – How did Vikings weave patterned jewellery?

Key vocabulary: bracelet, weave, twist, poke, plait

I know how Vikings wove their jewellery

I know the purpose of Viking necklaces and bracelets

I know how to follow steps to weave a Viking plait design

I can use an eight-strand plait.

I can create original pieces that are influenced by studies of others.



Year 4 Term 4
Animation

Links to previous learning:

Elements of Art covered through EYFS, KS1 and year 3.

Practical knowledge:

Art form: digital media

Elements of art: line, shape, form, colour, shape

Materials: Graphite pencils, plasticine, wire, camera

Techniques: sketching, observing, moulding, photographing

Theoretical knowledge:

Artist or cultural feature to explore during the topic: Walt Disney, Aardman

Art movement: Cartoon illustration and animation

Disciplinary knowledge:

Paradigm of Art: /

Lesson 1 - How have animations changed over time?

Key vocabulary: Walt Disney, animation, characters, memorable, shapes, colours, features, emphasis, materials, cartoons, faint pencil marks, fine-liners, inks, felt-pens, markers, story board

I know what makes animated characters so memorable

I know which features of animated characters are emphasised

I know how Disney has developed animation over time

I can comment on artworks using visual language.

Lesson 2- How did the zoetrope and phenakistiscope enable early animations?

Key vocabulary: zoetrope, phenakistiscope, illusion, angle, speed, spin

I know how the use of materials used for cartoons changed over time

I know how the materials have enabled early animations

I know how to make a flipbook to create a moving image

I can create original pieces that are influenced by studies of others.

Lesson 3 - How can I create an animated sea creature?

Key vocabulary: features, exaggerated, sketch, shapes, colours, emphasis, bold, enlarged

I know how to choose features to emphasis to create a cartoon drawing

I know how to use bold colours to emphasise features.

I can sketch lightly (no need to use a rubber to correct mistakes).

I can annotate sketches to explain and elaborate ideas.

Lesson 4 - How do stop motion animations work?

Key vocabulary: Aardman, photograph, movement, gradual, pictures, video, illusion, studio, backdrop, expression

I know how stop motion animations are made

I know how Aardman generates emotion by changing and exaggerating features

I know how stop motion animations can be made into feature length films

I can comment on artworks using visual language.

Lesson 5 - What sculpting and modelling techniques do I know?

Key vocabulary: plasticine, modelling, rolling, bending, features, colour, bold

I know how to create a wire skeleton for a model

I know how to use modelling techniques to create a sea creature.

I know how to use colour to emphasise features

I can use mouldable materials.

I can create original pieces that are influenced by studies of others.

I can use frameworks to provide stability and form

Lesson 6 - How can technology be used to turn artwork into a moving image?

Key vocabulary: photograph, capture, movement, gradual, frames, accuracy, adapt, edit, emotion, stitch, video, illusion

I know how to use photography and sculpture to create a moving image

I know how to move the model to create the illusion of movement

I know how to convey emotion by emphasising and moving features.

I can create images, video and sound recordings and explain why they were created.



Year 4 Term 6
Escher: tessellation, illusions and printing

Links to previous learning:

EYFS Printing:

We can create artwork inspired by Giuseppe Arcimboldo.

We can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Year 2 Printing inspired by Orla Kiely.

We can use repeating or overlapping shapes. We can mimic print from the environment, We can press, roll and stamp to make prints.

Practical knowledge:

Art form: drawing, painting, **printing**

Elements of art: line, shape, colour, value, shape

Materials: poster paint, cardboard, printing rollers, graphite pencils

Theoretical knowledge:

Artist or cultural feature to explore during the topic: **Escher**

Art movement: surrealism

Disciplinary knowledge:

Paradigm of Art: modern

Lesson 1 – Who is Escher?

Key vocabulary: Escher, tessellation, modern, surrealism, printmaker, colour

I know who Escher is

I know what the characteristics of Escher's art are

I know how Escher created his artwork

I can explore ideas in a variety of ways.

I can comment on artworks using visual language.

I can develop ideas from starting points throughout the curriculum.

Lesson 2- What is tessellation?

Key vocabulary: tessellation, shape, repeating, copy, paste, position, rotation, colour, hue, value

I know what tessellation is

I know how Escher used tessellation in his work

I know how to create digital tessellation art

I know how tessellation occurs in everyday life

I can replicate patterns observed in natural or built environments.

I can make precise repeating patterns.

Lesson 3 – How artwork be made by using tessellation?

Key vocabulary: tessellation, shape, repeating, trace, position, rotation, colour, hue, value, complimenting, contrasting

I know how to use repeating shapes to create a piece of drawn art work

I know which shapes tessellate and why

I know how to use colour to enhance my pattern - contrasting and complimenting colours

I can make precise repeating patterns

Lesson 4 – How can illusions be made through tessellation?

Key vocabulary: illusion, trickery, hidden, perception, tessellation, interpretation, optical, contrast

I know what an illusion is

I know that a piece of art can have many different interpretations

I know how to identify hidden images and meaning within artwork

I know how to create my own illusion artwork using tessellating shapes

I can replicate some of the techniques used by notable artists, artisans and designers.

I can explore ideas in a variety of ways.

Lesson 5 – How can I design my own tessellating shape stencil based on Escher's work?

Key vocabulary: design, inspired, shape, repeating, test, unique, curved, straight, trace, stencil, cut

I know how to design a unique tessellating shape

I know how to test whether or not a shape tessellates

I know how to make a cardboard stencil of my design

I can make printing blocks.

Lesson 6 – How can I use printing to make a piece of tessellation artwork?

Key vocabulary: print, colour, hue, contrasting colours, complimentary colours, roll, press, repeat, tessellate, gaps, inspired

I know how to print using a cardboard stencil

I know how to use a stencil to create a piece of tessellated artwork

I know how to give feedback and opinions on a piece of artwork

I can make precise repeating patterns.

I can replicate some of the techniques used by notable artists, artisans and designers.

I can create original pieces that are influenced by studies of others.

I can comment on artworks using visual language.



Year 5 Term 1
Ancient Greek Sculpture

Links to previous learning:

EYFS sculpture:

We can create mobiles inspired by Alexander Calder.

We can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Year 2 sculpture inspired by Andy Goldsworthy.

We can use a combination of shapes, lines and textures. We can use techniques such as rolling, cutting and moulding.

Year 4 Animation inspired by Walt Disney and Aardman:

We can use mouldable materials and use frameworks to provide stability and form.

Practical knowledge:

Art form: Sculpture.

Elements of art: line, form, texture.

Materials: graphite pencils, plasticine, poster paints, clay, sculpting tools.

Techniques: shaping, pinch pot, relief designs.

Theoretical knowledge:

Artist or cultural feature to explore during the topic: Ancient Greece.

Art movement: Ancient Greek art.

Disciplinary knowledge:

Paradigm of Art: Traditional

Lesson 1 - What vase designs are there?

Key vocabulary: container, vase, decorative, functional, actual texture, visual texture, mood board.

I know what a container is and the function of a vase.

I know what actual and visual texture means.

I can collect information and sketch a range of Ancient Greek vases imaginatively.

I can give details about my own sketches including the style of my work.

Lesson 2- What could my vase design be?

Key vocabulary: pattern, design, sketching angles, shading, form, shape, colour, technique, neck, base, lip, shoulder, body, handle.

I know what form, shape, colour and technique refer to in sculpture.

I know elements of a vase such as the neck and base.

I can use shading in my work to add detail.

I can show life-like qualities and real-life proportions in my sketches.

Lesson 3 - How can I make a model of my vase?

Key vocabulary: pinch pot, joining, plait, decoration, imprint, embellishment.

I know what a pinch pot is and the importance of smoothing sides together to ensure they join.

I can use different materials to enhance my original ideas.

I can combine visual and tactile qualities in my work.

I can create and combine shapes to create recognisable forms.

Lesson 4 - How can I sculpt a clay vase?

Key vocabulary: sculpt, pinch pot, smooth, dry, crack, neck, base, lip, handle, etc.

I know what parts could be included in my sculpted vase.

I can use a smoothing technique to ensure my vase does not dry out and crack.

I can use tools to carve and add shapes, texture and pattern, providing interesting detail.

I can include texture that conveys feelings, expression or movement.

Lesson 5 - How could I decorate my vase?

Key vocabulary: design, decorate, embellish, lacquer.

I know that I can edit my finished piece if I change my mind about my original design.

I know to paint my base colour first in order to paint my designs on later.

I can use a fine paint brush to paint detailed patterns onto my vase.

I can create an original piece showing a range of influence and style.

Lesson 6 - Should I evaluate my art work?

Key vocabulary: evaluate, critique, develop ideas, progress.

I know the importance of the evaluation process and why I should evaluate my work.

I can use my finished piece to sketch a life-like drawing and paint it using poster paints.

I can comment on my artwork with a fluent grasp of key concepts and knowledge.

I can evaluate my work using key vocabulary and reasoning my choices.



Year 5 Term 2
Brazilian Artists

Links to previous learning:

EYFS Printing:

We can create artwork inspired by Giuseppe Arcimboldo.

We can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Year 2 Printing inspired by Orla Kiely.

We can use repeating or overlapping shapes. We can mimic print from the environment, We can press, roll and stamp to make prints.

Year 4 Escher: tessellation, illusions and printing.

We can replicate patterns observed in our environment. We can print blocks and make repeating patterns.

Practical knowledge:

Art form: printing

Elements of art: colour theory, pattern, shape

Materials: poster paints, large and fine paintbrushes, cardboard, string, PVA glue, colouring pens, acrylic paint, vinyl rollers, Styrofoam.

Techniques: relief printing, etching

Theoretical knowledge:

Artist or cultural feature to explore during the topic: Romero Britto and Beatriz Milhazes - Brazilian artists.

Art movement: Pop art and cubism.

Disciplinary knowledge:

Paradigm of Art: contemporary.

Lesson 1 - What is Romero Britto's style?

Key vocabulary: contemporary, pop art, cubism, sculptor, painter, serigrapher, repeated pattern, abstract.

I know who Romero Britto is and what type of art he creates.

I know what colours Romero Britto uses in his art.

I can infer my own opinions from Romero Britto's work.

I can use his art work to inspire repeated, accurate patterns which I may use in my own work.

Lesson 2- How can I use Romero Britto's techniques to create my own art in his style?

Key vocabulary: repeated pattern, culture, vibrant, complementary colours, hue.

I know what colours work together to create complementary colours.

I know how to use my previous sketching to create my own art work.

I can create my own artwork inspired by Romero Britto, using my knowledge of his contemporary style and Brazil.

I can create accurate pattern, showing fine detail.

Lesson 3 - Who is Beatriz Milhazes, and what is printing?

Key vocabulary: print making, serigrapher, bold, contemporary, modernism, geometric.

I know who Beatriz Milhazes is and the style of art she creates.

I know what a vinyl roller is and its purpose in printing.

I can show how the work of Beatriz Milhazes is influential in Brazil and society.

I can comment on her artworks with a fluent grasp of language.

Lesson 4 - What is Beatriz Milhazes' style of printing?

Key vocabulary: relief printing, bold, acrylic paint, repeated pattern, geometric.

I know what Beatriz Milhazes' art style is and what relief printing is.

I can develop and imaginatively extend ideas from starting points using Beatriz Milhazes' work.

I can develop my own printing tile and practise relief printing.

Lesson 5 - How can I create patterns in my printing?

Key vocabulary: geometric, vinyl roller, relief printing acrylic paint, Styrofoam, etch, indent.

I know what the difference is between a relief print with etching and one without etching.

I can etch a pattern into Styrofoam in order to create a print.

I can create an etched pattern in fine detail on Styrofoam in order to print in the style of Beatriz Milhazes.

Lesson 6 - How can take inspiration from Beatriz Milhazes to create my own work?

Key vocabulary: relief printing, inspiration, complementary colours, etched pattern.

I know to use my previous knowledge in order to create a composite piece of artwork.

I can build up layers of colour.

I can show an accurate printed pattern, showing fine detail. **I can** use a range of visual elements to reflect the purpose of the work.



Year 5 Term 4
Landscapes

Links to previous learning:

EYFS Collage: The Sea (collage and texture) inspired by Henri Matisse

We can explore with a variety of materials and use scissors safely.

Year 1: Safari Collage inspired by Deborah Shapiro

We can sort and arrange materials. We can use and combine a range of materials.

Year 3: Romans

We can select a range of materials for a striking effect.

We can use overlapping, tessellation and mosaic.

Practical knowledge:

Art form: collage

Elements of art: line,

Materials: graphite pencils, pressed flowers, sand, other collage materials, water colours,

Theoretical knowledge:

Artist or cultural feature to explore during the topic: Ancient Greece.

Art movement: Ancient Greek art.

Lesson 1 – What is landscape art?

Key vocabulary: landscape, background, middle-ground, foreground, vanishing point, horizon line, construction lines.

I know how to spot the background, middle-ground and foreground of landscape art.

I know how to identify the horizon line and vanishing point.

I can create my own landscape art using constructions lines.

Lesson 2- Who is Clare Börsch?

Key vocabulary: collage, installation artist, immersive, paper art.

I know what type of artist Clare Börsch is.

I know how biomes and biodiversity can inspire artists.

I know show how the work of this artist is influential in both society and to others.

I can create paper art in the style of Clare Börsch.

Lesson 3 – What is a montage?

Key vocabulary: montage, assemble, theme, background, foreground.

I know what a montage is and describe when this movement began.

I can use magazines and newspapers to create a landscape montage, focussing on the background and foreground.

I can spot the potential in unexpected results as work progresses.

Lesson 4 – What is a collage and what is texture?

Key vocabulary: collage, actual texture, visual texture, mood board, coiling.

I know what a mood board is.

I know the difference between actual and visual texture.

I can create a mood board using magazines and my own sketches, taking inspiration from Clare Börsch.

I can explore different textures and mix textures (rough, smooth, plain and patterned, coiling).

Lesson 5 – How can I create the background of own collage?

Key vocabulary: collage, background, middle-ground, foreground.

I know the process in which to combine visual and tactile qualities.

I know what colours to use to make my background blend.

I can use montage in my original piece.

I can create an original piece showing a range of influence and style.

Lesson 6 – How can I add a foreground onto my collage?

Key vocabulary: middle-ground, foreground, actual texture, visual texture, coiling,

I know what colours to use to make my foreground stand out.
I can use coiling and other actual and visual textures in my original piece.

I can create an original piece showing a range of influences and style.



Links to previous learning:

EYFS Painting:

We can create artwork inspired by Andre Derain.
We can safely use small tools including paintbrushes. We can experiment with colour, design and function.

Year 1 Pointillism and year 2 Colour Theory:

We can create paintings inspired by George Seurat and Paul Signac.
We can use thin brushes and use a range of colours in our paintings.
We can mix primary colours to make secondary. We can add white to colours to make tints and black to make tones.

Year 3 Painting inspired by Georgia O'Keeffe:

We can use a number of brush techniques to produce shapes, texture, patterns and lines. We can use watercolour paint washes and experiment with colour to create mood.

Practical knowledge:

Art form: painting

Elements of art: colour, value, texture

Materials: water colours, wax crayons, sketch paper, card, canvas

Techniques: wax resist, brush work, colour mixing

Theoretical knowledge:

Artist or cultural feature to explore during the topic: Claude Monet

Art movement: Impressionism

Disciplinary knowledge:

Paradigm of Art: Modernism

Lesson 1 – Who is Claude Monet and what type of artist was he?

Key vocabulary: Claude Monet, Impressionism, realism, light conditions, human experience, impasto, taches, vibrant
I know Claude Monet is one of the founders of the impressionist movement

I know what an Impressionism is

I know some of Claude Monet's most famous paintings

I can I can collect information, sketches and resources and present ideas imaginatively in a sketch book.

I can give details (including own sketches) about the style of Claude Monet's paintings.

I can show how the work of those studied was influential in both society and to other artists.

Lesson 2- What is a colour pallet and how to I use it to create different effects?

Key vocabulary: texture, primary colours, secondary colours, colour wheel, intensity

I know how to mix and blend colours in the palette and on the painting surface.

I know how to make colours lighter and darker by adding more water

I know how to create texture using a paint brush

I can comment on artworks with a fluent grasp of visual language.

I can create a colour palette based upon colours observed in the natural or built world.

I can use different brush strokes to create texture

Lesson 3 – How do artists create the impression of depth in their work?

Key vocabulary: space, composition, perspective foreground, middleground, background, layers, depth

I know what perspective is and how it is depicted in a drawing.

I know the difference between layers: background, middle ground and foreground.

I can sketch (lightly) before painting to combine line and colour.

I can create depth in my rivers work by using different compositions

Lesson 4 – What is the wax resist technique and how can I use it to create a piece of artwork?

Key vocabulary: water colours, value, hue, texture, wax resist

I know how to use the wax resist technique to recreate a Claude Monet.

I know how to create a range of effects using a paint brush

I can use brush techniques and the qualities of paint to create texture.

I can combine colours, tones and tints to enhance the mood of a piece.

I can use the qualities of watercolour and acrylic paints to create visually interesting pieces.

Lesson 5 – How will I use the techniques I have learnt to create my own version of Claude Monet's work?

Key vocabulary: warm colours, cool colours, wax resist, seasons, light

I know Claude Monet painted the same scene many times to capture the changing light and seasons

I know how to paint lines, shapes, and edges neatly and develop precision when painting

I can use brush techniques and the qualities of paint to create texture.

I can combine colours, tones and tints to enhance the mood of a piece.

I can use the qualities of watercolour and acrylic paints to create visually interesting pieces.

Lesson 6 – How will I use the techniques learnt to create my own Impressionist painting?

Key vocabulary: primary colours, secondary colours, hue, value, intensity, complimentary colours

I know how to combine the techniques I have learned to create my own original artwork.

I know how to show texture, composition and how to use a suitable colour pallet.

I can paint lines, shapes, and edges neatly and develop precision when painting

I can develop a personal style of painting, drawing upon ideas from other artists.

I can use brush techniques and the qualities of paint to create texture.

I can combine colours, tones and tints to enhance the mood of a piece.



Links to previous learning:

EVPS Drawing: Marc Chagall - Chalk Pastels inspired by Marc Chagall

We can explore the world around them and make observations and drawings of pictures and animals.

Year 1 Safari Drawing

We can draw lines of different sizes and thickness. We can show pattern and texture by adding dots and lines. We can colour our work in neatly.

Year 3 inspired by Gustave Caillebotte

We can use different pencils of different hardness to show line, tone and texture. We can annotate our sketches to explain and elaborate ideas. We can sketch lightly and shade to show light and shadow. We can use hatching and cross hatching to show tone and texture.

Practical knowledge:

Art form: drawing

Elements of art: line/shape/form/colour/texture/space

Materials: graphite pencils, colouring pencils, marker pens (sharpies), chalk, charcoal

Techniques: sketching, shading, drawing, mark making

Theoretical knowledge:

Artist or cultural feature to explore during the topic: Hayao Miyazaki and Takashi Murakami

Art movement: pop art

Disciplinary knowledge:

Paradigm of Art: modern

Lesson 1 – Who is Hayao Miyazaki and how does he depict movement?

Key vocabulary: Hayao Miyazaki, Studio Ghibli, shape, shading, shadows, perspective, form, line, impressionistic/realistic, hatching, texture, pop-art, modern

I know who Hayao Miyazaki is and how influential his works are.

I know how Miyazaki represents movement in his work.

I know how to represent movement with lines.

I can use a choice of techniques to depict movement.

I can use lines to represent movement.

I can show how the work of those studied was influential in both society and other artists.

I can collect information in a sketch book.

Lesson 2 – What is form and how is it represented?

Key vocabulary: sketching, shading, shadows, direction of light, line, form, shape, impressionistic

I know that form is a 3D shape within a drawing.

I know how to represent form using shapes and shading.

I know how to indicate direction of light using shadows.

I can use a variety of techniques to add interesting effects (direction of sunlight, shadows).

I can use a choice of techniques to depict shadows.

I can collect sketches in a sketch book.

Lesson 3 – How is perspective represented in a drawing?

Key vocabulary: sketching, perspective, space, form, view point, angle, background, middle ground, foreground, composition, layers, realistic, impressionistic

I know what perspective is and how it is depicted in a drawing.

I know the difference between layers: background, middle ground and foreground.

I know how to use form and shading to depict perspective.

I can use a choice of techniques to depict perspective.

I can choose a style of drawing suitable for the work (realistic or impressionistic).

Lesson 4 – What is texture and how is it represented?

Key vocabulary: texture, reflection, quality, surface, feeling, hatching, cross-hatching, blending, mark-making

I know that texture is the illusion of how something feels.

I know how to depict texture using techniques.

I know how to create reflections using techniques.

I can use techniques to depict reflection.

I can use a variety of techniques to add interesting effects (reflections, texture).

I can collect sketches in a sketch book.

Lesson 5 – How can I create artwork inspired by Miyazaki?

Key vocabulary: all previous vocabulary

I know how to combine the techniques I have learned to create artwork inspired by Miyazaki.

I know how to show form, perspective, movement, shadows and direction of light.

I can present ideas imaginatively in a sketch book.

Lesson 6 – How can I use techniques learned to create my own Japanese artwork?

Key vocabulary: all previous vocabulary

I know how to combine the techniques I have learned to create my own original artwork.

I know how to show form, perspective, movement, shadows and direction of light.

I can create an original piece that shows a range of influences and style.



Links to previous learning:

EYFS textiles: Faith Ringgold

We can experiment with relief techniques using crayons and watercolour paints.

Year 1 textiles:

We can use weaving to create a pattern.

We can join materials using glue and use plaiting.

Year 4 Vikings:

We can create an 8-stranded plait.

Practical knowledge:

Art form: textiles

Elements of art: texture, form, colour

Materials: thread, needle, fabric, dyes, buttons, ribbons

Techniques: sewing, quilting

Theoretical knowledge:

Artist or cultural feature to explore during the topic: **Bisa Butler**

Art movement: Fiber Art

Disciplinary knowledge:

Paradigm of Art: contemporary

Lesson 1 - Who is Bisa Butler and what is quilting?

Key vocabulary: Bisa Butler, Fiber art, natural fiber, synthetic fibre, components, quilting, fabric, dyes, portraiture, portraits, contemporary

I know the techniques and materials used by Bisa Butler.

I know what I like or dislike about this artist's work.

I know how to identify the art movement.

I can give details (including own sketches) about the style of some Bisa Butler.

I can collect information, sketches and resources and present ideas imaginatively in a sketch book.

Lesson 2 - What stitching techniques can I use?

Key vocabulary: embroidery, patterns, samplers, thread, needle, eye, cross stitching, back stitch, fabric, sewing

I know which stitch to use.

I know what cross stitching is and when to use it.

I know what back stitching is and when to use it.

I can collect visual information to develop ideas.

I can cross stitch and back stitch effectively.

Lesson 3 - How can I use textiles to create different effects?

Key vocabulary: textile, woven, knitted cloth, layering, quilting, stitching, texture

I know how to use cross stitch and back stitch effectively.

I know which technique to use in my design.

I can experiment with different ways of using textiles to create effects.

I can combine stitching techniques to create pieces.

I can quilt, pad and gather fabric.

Lesson 4 - How can I use Bisa Butler artwork to inspire my own design?

Key vocabulary: components, cross stitching, back stitching, texture, quilting, layering, designer

I know what components of Bisa Butler's style I will use

I know what stitching techniques I will use

I can design a piece of textile artwork that tells a story.

I can choose a suitable technique for my story.

I can identify the tools and materials I will need.

I can consider my design carefully and problem solve.

Lesson 5 - What methods can I use to dye fabric?

Key vocabulary: primary colours, secondary colours, complementary colours hue, value, dip dye

I know how to follow the method of dyeing fabric.

I know the properties of colour and how to incorporate these in my artwork.

I can use the dip dye techniques to colour fabric.

I can follow a design to create a textile.

Lesson 6 - What techniques can I use to create my Bisa Butler inspired artwork?

Key vocabulary: components, cross stitching, back stitching, texture, quilting, layering, 3D, padded

I know which stitching techniques to use

I know what went well with my final piece and what I could improve.

I can follow a design to create a textile.

I can combine stitching techniques to create pieces.

I can show precision in techniques used in textiles.

I can spot the potential in unexpected results as work progresses.