



## Art Long Term Plan

### ***Journeying together with hope and aspiration***

*At Parish, we value each person as they are, seeing every member of our school family as a precious, unique individual and treating them with **dignity**. Seeking first to understand through the building of relationships, we live in a **community** of **hope**. We aspire to enable each person to be a curious learner, inspired to develop the knowledge and **wisdom** to make the world a better place. We strive to encourage all to fulfil their God-given potential, having a confidence in transformation for the better.*

### **How does our vision impact Art at Parish?**

Inspired by our Church school vision, we use our core four values to guide all aspects of our thinking and practice. Below is an explanation of how each of the core four impacts upon the teaching and learning of geography at Gainsborough Parish.

<div data-bbox="546 608 669 735" data-label="Image"> </div> <p data-bbox="551 743 654 778"><b>Dignity</b></p> <p data-bbox="103 810 1039 948">We teach a wide range of artists and designers and consider the diversity of our wider world. We recognise each individual, treating everyone as equal and we celebrate artistic ability and everyone's achievements.</p>	<div data-bbox="1576 608 1700 735" data-label="Image"> </div> <p data-bbox="1554 743 1718 778"><b>Community</b></p> <p data-bbox="1128 810 2119 948">We work together to encourage and support each other on our artistic journey. We invite members of the community and practising artists to strengthen our understanding of collaboration and contribution to larger projects.</p>
<div data-bbox="546 963 669 1091" data-label="Image"> </div> <p data-bbox="568 1107 642 1142"><b>Hope</b></p> <p data-bbox="103 1174 1088 1276">Our quality curriculum offers a wide range of opportunities for children to explore the different aspects of art and we strive for all children to have the chance to be their best selves.</p>	<div data-bbox="1576 963 1700 1091" data-label="Image"> </div> <p data-bbox="1576 1107 1695 1142"><b>Wisdom</b></p> <p data-bbox="1128 1174 2107 1276">Our art curriculum provides a wealth of knowledge that enables children to develop the skills they need to design, create and make a wide variety of art.</p>

EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

<p><u>Characteristics of effective learning</u></p>	<p>Children will engage in their learning through the characteristics of effective teaching and learning. The three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> <li>• <b>Playing and exploring</b> – children investigate and experience things and have a go</li> <li>• <b>Active learning</b> – children concentrate and keep on trying if they encounter difficulties and enjoy achievements</li> <li>• <b>Creating and thinking critically</b> – children have and develop their own ideas, make links between their ideas and develop strategies for doing things</li> </ul>
<p>EYFS Statutory Educational Programmes: <b>Expressive Arts and Design</b></p>	<p><b>Expressive Arts and Design</b> – statutory framework</p> <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>
<p>How might Art look within EYFS? <b>Development Matters statements in bold</b> (Examples of what this could look like)</p>	<p><b>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</b> <i>(Teach children to develop their colour mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.)</i></p> <p><b>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</b> <i>(Provide opportunities to work together to develop and realise creative ideas. Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.)</i></p> <p><b>Create collaboratively sharing ideas, resources and skills</b> <i>(Provide a range of materials and tools and teach children how to use them with care and precision. Promote independence, taking care not to introduce too many new things at once. Some skills that could be taught but not limited to colour mixing, pencil drawings, portraits, use of powder paints, wax crayons, pastels, observational drawings, use of mixed media e.g. collage</i></p>
<p><b>Vocabulary</b></p>	<p>Art vocabulary children will be exposed to: Paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, texture, improve, design, <u><a href="#">Key vocab concepts supported by Word Aware</a></u></p>
<p>End of year Expectations: (ELG)</p>	<p><b>Expressive Arts and Design</b> <b>ELG: Creating with Materials</b></p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul>

## Art and Design Curriculum Cycle A

KS1 Focus	Why this, why now?	Lower KS2 Focus	Why this, why now??	Upper KS2 Focus	Why this, why now?
<p><b>How do I use art to tell a story?</b></p> <p><b>Drawing/illustration</b></p>	<p>Children build on their skills of mark making and observational skills. Children will use a picture book as a stimulus and their experiences of illustrations from books looked at in EYFS. Children will continue to practise their pencil control and fine motor control skills.</p> <p>This leads on to – how do I create prints?</p>	<p><b>How do I create prints?</b></p> <p><b>Drawing/printing</b></p>	<p>Children build on their skills of mark making and use a pencil, brush and other mark making resources with continued control.</p> <p>This builds on from – How do I use art to tell a story?</p> <p>This leads on to – How do I develop my artistic skills?</p>	<p><b>How do I develop my artistic skills?</b></p> <p><b>Mixed media</b></p>	<p>Children will build upon their mastery of skills taught and practised through their learning journey. Children will become increasingly aware of the effectiveness of art techniques and their proficiency in using a variety of styles. This builds on from – How do I create prints?</p>
<p><b>How do I use colour?</b></p> <p><b>Painting</b></p>	<p>Children build their knowledge of colour and how this can be used effectively. They will begin to learn colour groups and mixing colours for a given effect.</p> <p>This leads on to – How do I use different materials?</p>	<p><b>How do I use different materials?</b></p> <p><b>Sculpture</b></p>	<p>Children will develop their knowledge of colour and how this can be used in many different ways. Children should experiment with a variety of materials, both natural and man made.</p> <p>This leads on to – How do I create an effective sculpture?</p>	<p><b>How do I create an effective sculpture?</b></p> <p><b>Sculpture</b></p>	<p>Children will have a secure knowledge of materials and their properties through a greater understanding and real life experiences. They know how to combine materials. This builds on from – How do I use different materials?</p>
<p><b>How do I use textiles in 3D art?</b></p> <p><b>Craft and design</b></p>	<p>Children will have prior knowledge of materials from experimentation in EYFS. They should know the properties of some of these materials and be able to select materials for a purpose.</p> <p>This leads on to – How do I combine different materials?</p>	<p><b>How do I combine different materials?</b></p> <p><b>Craft and design</b></p>	<p>Children will have previous knowledge of materials and a greater understanding of their properties and capabilities. They will begin to understand how materials work together effectively.</p> <p>This leads on to – How do I create digital images?</p>	<p><b>How do I create digital images?</b></p> <p><b>CAD Photography</b></p>	<p>Children will know the process of using computers and technology in recording, editing and designing work using Ipads and cameras. They will have a greater understanding of the design process.</p>

## Art and Design Curriculum Cycle B

KS1 Focus	Why this, why now?	Lower KS2 Focus	Why this, why now??	Upper KS2 Focus	Why this, why now?
<b>How do I make marks?</b>  <b>Drawing</b>	Children build upon their skills of mark making. They will engage in their creativity and self-expression by exploration of a range of different materials and media. Children will develop their ideas from experiences and share ideas through discussion and communication. Children will extend their observational skills. This leads on to - How do I become an artist?	<b>How do I become an artist?</b>  <b>Drawing</b>	Children build upon their skills of mark making with greater control and effect. Children will use pencil grades and a variety of drawing materials used previously to form the basis of detailed drawing. Children will extend their knowledge of different media and the ability to blend, shade and show light and dark. This builds on from - How do I make marks? This leads on to - How does an artist become famous?.	<b>How does an artist become famous?</b>  <b>Drawing/painting</b>	Children will build on their skills of communication through the arts by recording thoughts and ideas about an artist's work. Children will be able to reflect on personal experiences from prior learning. They should be able to recognise some techniques and styles in paintings. Children will build upon the use of sketchbooks as a personal collection of This builds on from - How do I become an artist?.
<b>How do I mix colours?</b>  <b>Painting</b>	Children build upon their knowledge of colours and how to mix colours to make secondary colours. They will see which colours are effective and complement each other. This leads on to - How do I create light and dark?	<b>How do I create light and dark?</b>  <b>Painting</b>	Children will build on their knowledge of colour mixing and will know colour families e.g warm colours, cold colours. They will develop their skills in shading and adding light to their work. This builds on from - How do I mix colours? This leads on to - How do I use mixed media?	<b>How do I use mixed media?</b>  <b>Painting/mixed media</b>	Children will continue to develop an understanding of mixed media. They will improve their experimentation and creativity using the knowledge that has been gained previously. This builds on from - How do I create light and dark?
<b>How do I use different materials?</b>  <b>Sculpture/mixed media</b>	Children will explore with collage and extend their knowledge of a variety of media and it's uses and suitability. This leads on to - How do I create a sculpture?	<b>How do I create a sculpture?</b>  <b>Sculpture/mixed media</b>	Children will explore and gain further knowledge of structure and 3D elements in art. This builds on from - How do I use different materials? This leads on to - How do I use mixed media? and How do I study architecture?	<b>How do I study architecture?</b>  <b>Sculpture/mixed media</b>	Children will use the knowledge they have gained through looking at architecture to make comparisons between 3D structures.  This builds on from - How do I create sculpture?

## Essential Knowledge in the Key Stage One Art and Design Curriculum – Cycle A

\*Suggested learning outcomes are not necessarily 1 per lesson, some lessons may cover several outcomes and some outcomes may take several lessons.

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive Knowledge	Key Vocabulary
<p>Autumn Term 1</p> <p>How do I use art to tell a story?</p> <p>Drawing/illustration</p>	<p>Aims - To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.</p> <p>To develop a wider range of art and design techniques in using colour, pattern, texture, lines, shape, form and space.</p> <p>About the work of a range of artists, craft makers and designers. Describing the differences and similarities between different practise and disciplines and making links to their own work.</p>	<p>How can different marks be used to represent words and sounds?</p> <p>How do I manipulate materials and surfaces to create textures? Eg scratching with tools or blending with fingers.</p> <p>How do I use different materials and marks to replicate texture?</p> <p>How do I use marks and lines to show expression on faces?</p> <p>How do I make a concertina book?</p> <p>How do I use drawing to tell a story?</p> <p>How to use drawing pens?</p>	<p>Formal elements: Form: That 'composition' means how things are arranged on the page. Line: Lines can be used to fill shapes, to make outlines and to add detail or pattern. Pattern: Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. That a combination of materials can achieve the desired effect. That charcoal is made from burning wood, Use charcoal to avoid snapping and to achieve different types of lines. Knowledge of artists: Illustrators use drawn lines to show how characters feel.</p>	<p>blending charcoal concertina cross hatching emoji emotion expression frame hatching illustrations illustrator lines mark-making re-tell scribbling sketch stippling storyboard texture thick thin</p>
<p>Spring Term 1</p> <p>How do I use colour?</p> <p>Painting</p>	<p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between</p>	<p>How do I mix a variety of shades of a secondary colour?</p> <p>How do I make choices about amounts of paint to use when mixing a particular colour?</p> <p>How do I match colours seen around them?</p> <p>How do I create texture using different painting tools?</p> <p>How do I make textured paper to use in a collage?</p>	<p>Formal elements: Colour: Different amounts of paint and water can be used to mix hues of secondary colours. Colour: Colours can be mixed to 'match' real life objects or to create things from your imagination. Form: That 'composition' means how things are arranged on the page. Shape: Collage materials can be shaped to represent shapes in an image. Pattern: Patterns can be used to add detail to an artwork. Texture: Collage materials can be chosen to represent real-life textures.</p>	<p>collage detail mixing overlap primary colour secondary colour surface texture</p>

	different practices and disciplines, and making links to their own work	<p>How do I choose and shape collage materials eg cutting, tearing?</p> <p>How do I compose a collage, arranging and overlapping pieces for contrast and effect?</p> <p>How do I add painted detail to a collage to enhance/improve it?</p>	<p>Texture: Collage materials can be overlapped and overlaid to add texture.</p> <p>Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p> <p>Texture: Painting tools can create varied textures in paint.</p> <p>Tone: Different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Knowledge of artists: Some artists create art to make people aware of good and bad things happening in the world around them. Art can be figurative or abstract. Artists try out different combinations of collage materials to create the effect they want.</p> <p>Evaluating and analysing: People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to help others understand something.</p>	
<p>Summer Term 1</p> <p>How do I use textiles in 3D art?</p> <p>Craft and design</p>	<p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>How do I draw a map to illustrate a journey?</p> <p>How do I separate wool fibres ready to make felt?</p> <p>How do I lay wool fibres in opposite directions to make felt?</p> <p>How do I roll and squeeze the felt to make the fibres stick together?</p>	<p>Formal elements: Form: That 'composition' means how things are arranged on the page. Shape: Shapes can be organic (natural) and irregular.</p> <p>Knowledge of artists: Art can be figurative or abstract. Artists can use the same material (felt) to make 2D or 3D artworks. Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.</p>	<p>abstract composition curator design design brief evaluate felt fibre gallery imaginary inspired</p>

	<p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p>How do I add details to felt by twisting small amounts of wool?</p> <p>How do I choose which parts of their drawn map to represent in their 'stained glass'?</p> <p>How do I overlap cellophane/tissue to create new colours?</p> <p>How do I draw a design onto a printing polystyrene tile without pushing the pencil right through the surface?</p> <p>How do I apply paint or ink using a printing roller?</p> <p>How do I smooth a printing tile evenly to transfer an image?</p> <p>How do I try out a variety of ideas for adapting prints into 2D or 3D artworks?</p>	<p>Evaluating and analysing:          People use art to tell stories.          People make art about things that are important to them.          People make art to share their feelings.          People make art to explore an idea in different ways.          People make art for fun.</p> <p>People make art to decorate a space.          People make art to help others understand something.</p>	<p>landmarks          mosaic          overlap          pattern          shape          stained glass          texture</p>
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## Essential Knowledge in the Lower Key Stage Two Art and Design Curriculum – Cycle A

\*Suggested learning outcomes are not necessarily 1 per lesson, some lessons may cover several outcomes and some outcomes may take several lessons.

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive Knowledge	Key Vocabulary
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<p>Autumn Term 1</p> <p>How do I create prints?</p> <p>Drawing?painting</p>	<p>Aims - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint and clay)</p> <p>About great artists, architects and designers in history.</p>	<p>How do I use pencils of different grades to shade and add tone?</p> <p>How do I hold a pencil with varying pressure to create different marks?</p> <p>How do I use observation and sketch objects quickly?</p> <p>How do I draw objects in proportion to each other?</p> <p>How do I use charcoal and a rubber to draw tone?</p> <p>How do I use scissors and paper as a method to 'draw'?</p> <p>How do I make choices about arranging cut elements to create a composition?</p> <p>How do I create a wax resist background?</p> <p>How do I use different tools to scratch into a painted surface to add contrast and pattern?</p> <p>How do I choose a section of a drawing to recreate as a print?</p> <p>How do I create a monoprint?</p>	<p>Formal elements:</p> <p>Shape: How to use basic shapes to form more complex shapes and patterns.</p> <p>Line: Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p> <p>Pattern: Patterns can be irregular and change in ways you wouldn't expect.</p> <p>Knowledge of artists:</p> <p>Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate.</p> <p>Evaluating and analysing:</p> <p>Artists evaluate what they make, and talking about art is one way to do this.</p>	<p>abstract block print collaborate collaboratively collage combine composition contrast cross-hatching figurative gradient hatching highlight mixed media monoprint observational drawing parallel pattern precision printmaking proportion shading shadow symmetry three dimensional (3D) tone viewfinder</p>
<p>Spring Term 1</p>	<p>Aims - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing</p>	<p>How do I use different tools to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire?</p>	<p>Formal elements:</p> <p>Form: Simple 3D forms can be made by creating layers, by folding and rolling materials.</p> <p>Knowledge of artists:</p>	<p>abstract carving ceramics figurative form found objects</p>

<p>How do I use different materials?</p> <p>Sculpture</p>	<p>awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint and clay)</p> <p>About great artists, architects and designers in history.</p>	<p>How do I draw 3D objects on a large scale?</p> <p>How do I sculpt soap from a drawn design?</p> <p>How do I smooth the surface of soap using water when carving?</p> <p>How do I join wire to make shapes by twisting and looping pieces together?</p> <p>How do I create a neat line in the wire by cutting and twisting the end onto the main piece?</p> <p>How do I use a range of materials to make 3D artwork, e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork?</p> <p>How do I try out different ways to display a 3D piece and choose the most effective?</p>	<p>Art can communicate powerful statements about right and wrong. Artists can choose particular materials to communicate a message. Evaluating and analysing: Artists make choices about what, how and where they create art. Art can be all different sizes.</p> <p>Art can be displayed inside or outside. Art is interpreted differently depending on how it is displayed. Artists make work to explore right and wrong and to communicate their own beliefs. Art is influenced by the time and place it was made, and this affects how people interpret it. Artists may hide messages or meaning in their work.</p>	<p>hollow join mesh model organic shape pliers quarry sculpture secure surface template texture three-dimensional (3D) tone two-dimensional (2D) typography visualisation weaving welding</p>
<p>Summer Term 1</p> <p>How do I combine different materials?</p>	<p>Aims - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p>	<p>How do I select imagery and use it as inspiration for a design project?</p> <p>How do I make a mood board?</p> <p>How do I recognise a theme and develop colour palettes using selected imagery and drawings?</p> <p>How do I draw small sections of one image to docs on colours and texture?</p>	<p>Formal elements: Shape: How to use basic shapes to form more complex shapes and patterns. Pattern: Patterns can be irregular and change in ways you wouldn't expect. Pattern: The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p>	<p>batik colour palette craft craftsperson design develop designer imagery industry inspiration mood board organic</p>

<p>Craft and design</p>	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint and clay)</p> <p>About great artists, architects and designers in history.</p>	<p>How do I develop observational drawings into shapes and patterns for design?</p> <p>How do I transfer a design using a tracing method?</p> <p>How do I make a repeating pattern tile using cut and torn paper shapes?</p> <p>How do I use glue as an alternative batik technique to create patterns on fabric?</p> <p>How do I use materials, like glue, in different ways?</p> <p>How do I wash fabric to remove glue to finish a decorative fabric piece?</p> <p>How do I paint on fabric?</p>	<p>Texture: How to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> <p>Tone: Using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Making skills: To know that a mood board is a visual collection which aims to convey a general feeling or idea. To know that batik is a traditional fabric decoration technique that uses hot wax.</p> <p>Knowledge of artists: Designers can make beautiful things to try and improve people's everyday lives. Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. Artists and designers sometimes choose techniques based on the time and money available to them. Artists use drawing to plan ideas for work in different media.</p> <p>Evaluating and analysing: Artists make choices about what, how and where they create art. Art can be created to make money; being an artist is a job for some people. Art, craft and design affect the lives of people who see or use something that has been created</p>	<p>pattern repeat repeating rainforest symmetrical texture theme</p>
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## Essential Knowledge in the Upper Key Stage Two Art and Design Curriculum – Cycle A

\*Suggested learning outcomes are not necessarily 1 per lesson, some lessons may cover several outcomes and some outcomes may take several lessons.

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive Knowledge	Key Vocabulary
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<p>Autumn Term 1</p> <p>How do I develop my artistic skills?</p> <p>Drawing/painting/mixed media</p>	<p>Aims - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint and clay)</p> <p>About great artists, architects and designers in history.</p>	<p>How do I use gestural and expressive ways to make marks?</p> <p>How do I know the effects different materials make?</p> <p>How do I create various effects when drawing on different surfaces?</p> <p>How do I use symbolism as a way to create imagery?</p> <p>How do I combine imagery into unique compositions?</p> <p>How do I achieve the tonal technique called chiaroscuro?</p> <p>How do I make handmade tools to draw with?</p> <p>How do I use charcoal to create chiaroscuro effects?</p>	<p>Formal elements:</p> <p>Colour: A 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p>Form: The surface textures created by different materials can help suggest form in two-dimensional art work.</p> <p>Shape: How an understanding of shape and space can support creating effective composition.</p> <p>Line: How line is used beyond drawing and can be applied to other art forms.</p> <p>Tone: That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p> <p>Knowledge of artists:</p> <p>Artists can use symbols in their artwork to convey meaning.</p> <p>Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work.</p> <p>Artists find inspiration in other artists' work, adapting and interpreting ideas and techniques to create something new.</p> <p>Art can be a form of protest.</p> <p>Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.</p> <p>Art sometimes creates difficult feelings when we look at it.</p>	<p>aesthetic audience character traits chiaroscuro commissioned composition expressive graffiti guerilla imagery impact interpretation mark making Maya Mayan mural representative street art symbol symbolic technique tonal tone</p>
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			<p>Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting.</p> <p>Evaluating and analysing:          Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract.          Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical.          Sometimes people make art to create reactions.          People use art as a means to reflect on their unique characteristics.          People can have varying ideas about the value of art.          Art can be analysed and interpreted in lots of ways and can be different for everyone.          Everyone has a unique way of experiencing art.</p>	
<p><b>Spring Term 1</b></p> <p>How do I create an effective sculpture?</p> <p>Sculpture</p>	<p>Aims - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p>	<p>How do I translate a 2D image into a 3D form?</p> <p>How do I manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping)?</p> <p>How do I manipulate cardboard to create different textures?</p> <p>How do I make a cardboard relief sculpture?</p>	<p>Formal elements:          Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.          Form: The surface textures created by different materials can help suggest form in two-dimensional art work.          Shape: How an understanding of shape and space can support creating effective composition.          Line: How line is used beyond drawing and can be applied to other art forms.</p>	<p>assemblage          attribute          collection          composition          embedded          expression          identity          juxtaposition          literal          manipulate          originality          pitfall          relief</p>

	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint and clay)</p> <p>About great artists, architects and designers in history.</p>	<p>How do I make visual notes to generate ideas for a final piece?</p> <p>How do I translate ideas into sculptural forms?</p>	<p>Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p> <p>Knowledge of artists: Artists can use symbols in their artwork to convey meaning. Art can be a form of protest. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Artists can use materials to respond to a feeling or idea in an abstract way. Artists take risks to try out ideas; this can lead to new techniques being developed. Artists can make work by collecting and combining ready-made objects to create 'assemblage'.</p> <p>Evaluating and analysing: Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. Sometimes people make art to create reactions. People use art as a means to reflect on their unique characteristics.</p>	<p>representation sculpture self symbolic tradition</p>
<p>Summer Term 1</p>	<p>Aims - To develop their techniques, including their control and their use of materials, with creativity, experimentation</p>	<p>How do I create a photomontage?</p> <p>How do I create artwork for a design brief?</p>	<p>Formal elements:</p> <p>Colour: Colours can be symbolic and have meanings that vary according to your</p>	<p>album arrangement cityscape composition</p>

<p>How do I create digital images?</p> <p>Photography/CAD</p>	<p>and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint and clay)</p> <p>About great artists, architects and designers in history.</p>	<p>How do I use a camera or tablet for photography?</p> <p>Can I identify the parts of a camera?</p> <p>How do I take a macro photo, choosing an interesting composition?</p> <p>How do I manipulate a photograph using photo editing tools?</p> <p>How do I use drama and props to recreate imagery?</p> <p>How do I take a portrait photograph?</p> <p>How do I use a grid method to copy a photograph into a drawing?</p>	<p>culture or background, eg red for danger or for celebration.</p> <p>Shape: How an understanding of shape and space can support creating effective composition.</p> <p>Line: How line is used beyond drawing and can be applied to other art forms.</p> <p>Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p> <p>To know how different materials can be used to produce photorealistic artwork.</p> <p>To know that macro photography is showing a subject as larger than it is in real life.</p> <p>Knowledge of artists: Artists can use symbols in their artwork to convey meaning. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Artists take risks to try out ideas; this can lead to new techniques being developed.</p> <p>Evaluating and analysing: Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views</p>	<p>Dada digital editing emulate focus frame grid image layout macro monochromatic monochrome photography photomontage photorealism photorealistic portrait pose prop proportion recreate replacement saturation</p>
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			<p>and opinions, which can be political or topical.</p> <p>Art can be a digital art form, like photography.</p> <p>People use art as a means to reflect on their unique characteristics.</p> <p>Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way.</p> <p>People can have varying ideas about the value of art.</p>	
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## Essential Knowledge in the Key Stage One Art and Design Curriculum – Cycle B

\*Suggested learning outcomes are not necessarily 1 per lesson, some lessons may cover several outcomes and some outcomes may take several lessons.

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive Knowledge	Key Vocabulary
<p>Autumn Term 1</p> <p>How do I make marks?</p>	<p>Aims - To use a <b>range of materials creatively</b> to design and make products.</p>	<p>1) <i>How do artists use different types of lines?</i></p> <p>Pose the question to the children, Where do we see lines? How do lines join to make shapes? Show the children works by Bridget Riley. Discuss aspects of her</p>	<p>Formal elements:</p> <p>Shape: Know a range of 2D shapes and confidently draw these.</p>	<p>cross-hatch diagonal horizontal line optical art vertical</p>

<p>Artist study – impressionism/post impressionism. Cezanne, Monet</p>	<p>To use <b>drawing</b>, painting and sculpture to develop and share ideas, experiences and imagination.</p> <p>To develop a wider range of art and design techniques in using colour, <b>pattern, texture, lines, shape, form and space.</b></p> <p>About the work of a range of <b>artists</b>, craft makers and designers. Describing the differences and similarities between different practise and disciplines and making links to their own work.</p>	<p>work and give opinions about what they can see.</p> <p>2) <i>How can I describe different lines?</i></p> <p>Children to know language of ..</p> <p>horizontal lines, vertical lines, diagonal lines, wavy lines, cross-hatched lines and broken lines. Children to air draw these lines. They can draw them on large pieces of paper before transferring into sketch books.</p> <p>Children to experiment with pencils, ink pens and charcoal.</p> <p>Show knowledge of the language and literacy to describe lines.</p> <p>3) <i>How can I create lines?</i></p> <p>Children to show control when using string and chalk to draw lines.</p> <p>Children to use bits of string of different thickness to position the string in a variety of ways e.g. straight, curved, zig zag.</p> <p>Children to then transfer these patterns into white chalk onto black paper.</p> <p>Experiment with a range of mark-making techniques, responding appropriately to music.</p> <p>Colour neatly and carefully, featuring a range of different media and colours.</p> <p>Apply a range of marks successfully to a drawing.</p>	<p>Line: Know that drawing tools can be used in a variety of ways to create different lines.</p> <p>Line: Know lines can represent movement in drawings.</p> <p>Texture: Know that texture means ‘what something feels like’.</p> <p>Texture: Know different marks can be used to represent the textures of objects.</p> <p>Texture: Know different drawing tools make different marks.</p>	<p>wavy</p>
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		<p>4) <i>How can I represent images of 'our world' using lines, shape, texture and form?</i></p> <p>Children to study images of the natural world including water, mountains and rock faces, desert terrain to gather visual knowledge so that they can create line drawings based on observational skills.</p> <p>Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.</p> <p>5) <i>How can I improve my work?</i></p> <p>Display all the chalk art work pictures as a whole. Discuss as a class or group the effectiveness of this. Children to comment on favourite parts and give reasons why.</p>		
<p>Spring Term 3</p> <p>How do I mix colours?</p> <p>Artist study – Abstract</p>	<p>Aims - To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.</p> <p>To develop a wider range of art and design techniques in using colour, pattern, texture, lines, shape, form and space.</p>	<p>1) <i>What are the names of the primary colours?</i></p> <p>Children can be colour detectives and find objects that are the primary colours. Children to experience different materials e.g. tissue paper, cellophane, crepe paper and explore these. Discussing the colours.</p> <p>2) <i>What happens when we mix primary colours?</i></p> <p>Use artists work such as Kandinsky and ask the children to identify colours that they see. 'I</p>	<ul style="list-style-type: none"> <li>• Know that the primary colours are red, yellow and blue.</li> <li>• Know primary colours can be mixed to make secondary colours: <ul style="list-style-type: none"> <li>– Red + yellow = orange</li> <li>– Yellow + blue = green</li> <li>– Blue + red = purple</li> </ul> </li> <li>• Know a pattern is a design in which shapes, colours or lines are repeated.</li> <li>• Know that there are many different shades (or 'hues') of the same colour.</li> </ul>	<p>blend</p> <p>hue</p> <p>kaleidoscope</p> <p>pattern</p> <p>mix</p>

<p>Kandinsky</p>	<p>About the work of a range of artists, craft makers and designers. Describing the differences and similarities between different practise and disciplines and making links to their own work.</p>	<p>spy' type game. Children can experiment mixing colours.</p> <p>3) <i>How do I mix paint?</i></p> <p>Apply paint consistently to their printing materials to achieve a print. Children can use round, circular objects to print using a variety of colours.</p> <p>4) <i>How can I mix different shade of one colour?</i></p> <p>Using plants as a stimulus look at the variation of colours in leaves. Children to base their practical work on finding different shades of green by mixing various quantities of blue and yellow.</p> <p>5) <i>How do I create art work in the style of an artist? Kandinsky</i></p> <p>Children to create art work based on their colour knowledge in the style of Kandinsky.</p>	<ul style="list-style-type: none"> <li>Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</li> </ul> <p>Other skills needed -</p> <p>How to combine primary coloured materials to make secondary colours.  How to mix secondary colours in paint.  How to choose suitable sized paint brushes.  How to clean a paintbrush to change colours.  How to print with objects, applying a suitable layer of paint to the printing surface.  How to overlap paint to mix new colours.  How to use blowing to create a paint effect.  How to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter or darker colour paint</p>	<p>primary colour</p> <p>print</p> <p>secondary colour</p> <p>shade</p> <p>shape</p> <p>space</p> <p>texture</p> <p>thick</p>
<p>Summer Term 5</p> <p>How do I use different materials?</p> <p>Artist study - Textiles</p>	<p>Aims - To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.</p> <p>To develop a wider range of art and design techniques in using colour, pattern, texture, lines, shape, form and space.</p> <p>About the work of a range of artists, craft makers and designers. Describing the differences and similarities between different</p>	<p>How do I know what materials can be cut, knotted, threaded or plaited?  How do I wrap objects/shapes with wool?</p> <p>How do I measure a length?</p> <p>How do I tie a knot, thread and plait?</p> <p>How do I make a box loom?</p> <p>How do I join using knots?</p>	<p>Formal elements:</p> <p>Form: Know that three dimensional art is called sculpture.</p> <p>Knowledge of artists:</p> <p>Some artists are influenced by things happening around them.  Sometimes artists concentrate on how they are making something rather than what they make.  Artists can use everyday materials that have been thrown away to make art.</p>	<p>art</p> <p>artist</p> <p>craft</p> <p>knot</p> <p>loom</p> <p>plait</p> <p>thread</p> <p>threading</p> <p>warp</p> <p>weaving</p> <p>weft</p>

Sheila Hicks	practise and disciplines and making links to their own work.	<p>How do I weave with paper on a paper loom?</p> <p>How do I weave using a combination of materials?</p>	<p>Artists choose materials that suit what they want to make.</p> <p>Evaluating and analysing: Art is made in different ways.</p> <p>Art is made by all different kinds of people. An artist is someone who creates.</p> <p>Craft is making something creative and useful.</p>	
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## Essential Knowledge in the Lower Key Stage Two Art and Design Curriculum – Cycle B

\*Suggested learning outcomes are not necessarily 1 per lesson, some lessons may cover several outcomes and some outcomes may take several lessons.

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive Knowledge	Key Vocabulary
<p>Autumn Term 1</p> <p>How do I become an artist?</p> <p>Artist study – surrealism</p> <p>Max Ernst</p>	<p>Aims - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p>	<p>1) <i>How do artists use shapes in their drawings?</i> Show the children a range of still life paintings from famous artists. Try to include a variety of styles and media, children to discuss and annotate the paintings to identify the lines, shapes, forms, space and textures that have been represented and explored. How has the artist made the painting look realistic? Children to look around the classroom to collect objects and represent these as 3D objects by drawing in their sketch book. Children to start the drawing process by recognising shapes with the object and drawing these first then adding detail.</p> <p>2) <i>How do I create tone by shading?</i></p>	<p>Formal elements: Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Line: Using different tools or using the same tool in different ways can create different types of lines. Pattern: Surface rubbings can be used to add or make patterns. Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p>	<p>abstract arrangement blend botanical botanist composition cut dark even expressive form frame frottage</p>

<p>Salvador Dali</p>	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint and clay)</p> <p>About great artists, architects and designers in history.</p>	<p>Show the children some examples of art works that are pencil shading representations of still life e.g. vases of flowers or bowls of fruit. Look at the curved surface and the reflection and distribution of light. Explain the rules of shading. Model to the children how to hold a pencil differently for shading e.g on it's side. Children to draw an apple, orange or banana showing shading and details.</p> <p>3) <i>How can I add texture to my art?</i> Show the children art work by Max Ernst, Explain that he was a surrealist artist. Show what time period this type of art work came from. Children to make rubbings of textures and tear paper to create effects.</p> <p>4) <i>How do I draw what I see?</i> This builds on line drawing and observational drawing from team 2. children to have plants/flowers and provide line drawings to capture what they see. Use botanical illustrations and diagrams such as Charles Darwin.</p> <p>5) <i>How can I create abstract art?</i> Explore art works by Georgia O'Keefe. Use paint (acrylic) to produce a final piece.</p>	<p>Tone: That 'tone' in art means 'light and dark'.</p> <p>Tone: Shading helps make drawn objects look realistic.</p> <p>Tone: Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>Tone: Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p>	<p>geometric gestural grip light line magnified organic object pressure rubbing scale scientific shading shape smooth surface tear texture tone tool</p>
<p>Spring Term 3</p> <p>How do I create light and dark?</p> <p>Artist study - Cubism Picasso</p>	<p>Aims - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint and clay)</p>	<p>1) <i>How do I use tints and shades?</i> Show children artwork by Picasso and discuss the colours that can be identified.</p> <p>Demonstrate and explore how colours can be mixed to obtain a variation in colour.</p> <p>2) <i>How do I make my work look three dimensional?</i> Demonstrate the difference between 2D and 3D art works and show how this has been created. Use a spherical object to show where the light hits. Children to have a go at using variations of one colour to paint a 3D object.</p> <p>3) <i>How do I improve my painting techniques?</i> Model different painting techniques and show how we can use these to paint objects that have texture e.g an orange, show stippling. Children to practise this technique.</p>	<p>Formal elements: Colour: Adding black to a colour creates a shade. Colour: Adding white to a colour creates a tint. Form: Using lighter and darker tints and shades of a colour can create a 3D effect. Tone: Using lighter and darker tints and shades of a colour can create a 3D effect. Tone: Tone can be used to create contrast in an artwork.</p> <p>Evaluating and analysing: Artists make choices about what, how and where they create art.</p>	<p>Abstract Cubism Dabbing Mark-making Pattern Shade Tint Composition Detail Grid Pointillism Shadow Texture Vivid Contrast Wash Stippling Three dimensional</p>

	<p>About great artists, architects and designers in history.</p>	<p>4) <i>How do I compose a painting?</i></p> <p>Show some examples of still life painting. What do you notice? Talk about size and proportion. Look at the position of the objects. Children to select from a range of objects and alter the position before setting out their work.</p> <p>5) <i>How do I paint a still life?</i></p> <p>Children to work from their sketches to plan out their work and paint a still life.</p>	<p>Artworks can fit more than one genre. Art is influenced by the time and place it was made, and this affects how people interpret it. Artists may hide messages or meaning in their work.</p>	
<p>Summer Term 5</p> <p>How do I create a sculpture?</p> <p>Artist study – modernism</p> <p>Barbara Hepworth</p>	<p>Aims - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint and clay)</p>	<p>How do I join 2D shapes to make a 3D form? How do I join larger pieces of materials, exploring what gives 3D shapes stability?</p> <p>How do I shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea?</p> <p>How do I identify and draw negative spaces?</p> <p>How do I plan a sculpture by drawing?</p> <p>How do I choose materials to scale up an idea?</p> <p>How do I create different joins in card eg. slot, tabs, wrapping?</p> <p>How do I add surface detail to a sculpture using colour or texture?</p> <p>How do I display sculpture?</p>	<p>Formal elements: Colour: Using light and dark colours next to each other creates contrast. Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Form: Organic forms can be abstract.</p> <p>Shape: Negative shapes show the space around and between objects. Shape: Artists can focus on shapes when making abstract art.</p> <p>Knowledge of artists: Artists make decisions about how their work will be displayed.</p> <p>Evaluating and analysing: Artists make art in more than one way. There are no rules about what art must be.</p>	<p>abstract found objects negative space positive space sculptor sculpture structure three-dimensional</p>

	About great artists, architects and designers in history.		Art can be purely decorative, or it can have a purpose. People use art to tell stories and communicate. People make art for fun and to make the world a nicer place to be.	
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## Essential Knowledge in the Upper Key Stage Two Art and Design Curriculum – Cycle B

\*Suggested learning outcomes are not necessarily 1 per lesson, some lessons may cover several outcomes and some outcomes may take several lessons.

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive Knowledge	Key Vocabulary
<p>Autumn Term 1</p> <p>How does an artist become famous?</p> <p>Artist study – Pop art</p> <p>David Hockney</p>	<p>Aims - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint and clay)</p>	<p>1) <i>How do artists create feelings or express emotion in art?</i></p> <p>Study some of David Hockney's work and annotate some of his art work.</p> <p>2) <i>How do I describe paintings to others?</i></p> <p>'My Parents' Children to annotate and respond to questions regarding formal elements. Develop further thinking.</p> <p>3) <i>How do we find meaning in a painting?</i></p> <p>Study a few various paintings and ask the children what they think the artist is thinking in the work and what he is trying to show. What is the story behind the picture?</p> <p>4) <i>How do I recreate an image?</i></p>	<p>Formal elements:</p> <p>Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p>Line: How line is used beyond drawing and can be applied to other art forms.</p> <p>Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p> <p>Texture: Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p>	<p>abstract analyse artist compose compositions convey evaluation inference interpret justify meaning medium mixed media narrative respond tableau technique thought-provoking translate</p>

	<p>About great artists, architects and designers in history.</p>	<p>Show landscapes as an alternative to some of Hockney's symbolic work.</p> <p>Children to look at the style of his work and produce replicas.</p> <p>5 ongoing - <i>How do I paint in the style of David Hockney?</i></p> <p>Children to study a familiar landscape from a photograph. Discuss shapes, forms, space and images. Transfer this image into a painting (acrylic) in the style of David Hockney.</p>	<p>Knowledge of artists:</p> <p>Artists can use symbols in their artwork to convey meaning.</p> <p>Art can be a form of protest.</p> <p>Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.</p> <p>Art sometimes creates difficult feelings when we look at it.</p> <p>Artists can use materials to respond to a feeling or idea in an abstract way.</p> <p>Evaluating and analysing:</p> <p>Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.</p> <p>Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical.</p> <p>People can have varying ideas about the value of art.</p> <p>Art can be analysed and interpreted in lots of ways and can be different for everyone.</p> <p>Everyone has a unique way of experiencing art.</p>	
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<p>Spring Term 3</p> <p>How do I use mixed media?</p> <p>Artist study – no artistic movement</p> <p>Frida Kahlo</p>	<p>Aims - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint and clay)</p> <p>About great artists, architects and designers in history.</p>	<p>How do I develop a drawing into a painting?</p> <p>How do I create a drawing using text as lines and tone?</p> <p>How do I experiment with materials and create different backgrounds to draw onto?</p> <p>How do I use a photograph as a starting point for a mixed-media artwork?</p> <p>How do I take an interesting portrait photograph, exploring different angles?</p> <p>How do I adapt an image to create a new one?</p> <p>How to combine materials to create an effect?</p> <p>How to choose colours to represent an idea or atmosphere?</p> <p>How to develop a final composition from sketchbook ideas?</p>	<p>Formal elements:</p> <p>Colour: Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p> <p>Pattern: Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p> <p>Tone: Tone can help show the foreground and background in an artwork.</p> <p>Knowledge of artists:</p> <p>Artists are influenced by what is going on around them; for example, culture, politics and technology.</p> <p>Artists use self-portraits to represent important things about themselves.</p> <p>Artists can choose their medium to create a particular effect on the viewer.</p> <p>Artists can combine materials; for example, digital imagery, with paint or print.</p> <p>Evaluating and analysing:</p> <p>People make art to portray ideas about identity.</p> <p>Talking about plans for artwork, or evaluating finished work, can help improve what artists create.</p>	<p>art medium atmosphere background carbon paper collage composition continuous line drawing evaluate justify mixed media monoprint multi media paint wash portrait printmaking represent research self-portrait texture transfer</p>
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			Comparing artworks can help people understand them better.	
<p>Summer Term 5</p> <p>How do I study architecture ?</p> <p>Artist study – modernism Gaudi</p>	<p>Aims - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint and clay)</p> <p>About great artists, architects and designers in history.</p>	<p>What steps do I need to make a monoprint when a roller is sufficiently inked?</p> <p>How do I make an observational drawing of a house?</p> <p>How do I use shapes and measuring as methods to draw accurate proportions?</p> <p>How do I select a small section of a drawing to use as a print design?</p> <p>How do I develop drawings further to use as a design for print?</p> <p>How do I design a building that fits a specific brief?</p> <p>How do I draw an idea in the style of an architect that is annotated to explain key features?</p> <p>How do I draw from different views, such as a front or side elevation?</p> <p>How do I use sketchbooks to research and present information about an artist?</p> <p>How do I interpret an idea in into a design for a structure?</p>	<p>Formal elements:</p> <p>Shape: Shapes can be used to place the key elements in a composition.</p> <p>Line: Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p> <p>Knowledge of artists: Artists are influenced by what is going on around them; for example, culture, politics and technology. Artists 'borrow' ideas and imagery from other times and cultures to create new artworks.</p> <p>Visual designs can represent big ideas like harmony with nature or peace.</p> <p>Evaluating and analysing: Art, craft and design can be functional and affect human environments and experiences.</p> <p>People make art to portray ideas about identity.</p> <p>People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online.</p> <p>Some artists become well-known or famous, and people tend to talk more about their work because it is familiar.</p>	<p>abstract</p> <p>annotate</p> <p>architect</p> <p>architectural</p> <p>architecture</p> <p>bird's-eye view</p> <p>built environment</p> <p>commemorate</p> <p>composition</p> <p>crop</p> <p>design</p> <p>design brief</p> <p>design intention</p> <p>elevation</p> <p>evaluate</p> <p>external</p> <p>form</p> <p>futuristic</p> <p>individuality</p> <p>interpret</p> <p>legacy</p> <p>literal</p> <p>monoprint</p> <p>monument</p> <p>observational drawing</p> <p>organic</p> <p>perspective</p> <p>pressure</p> <p>proportion</p> <p>style</p> <p>symbolism</p> <p>viewfinder</p>

			Talking about plans for artwork, or evaluating finished work, can help improve what artists create.	
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