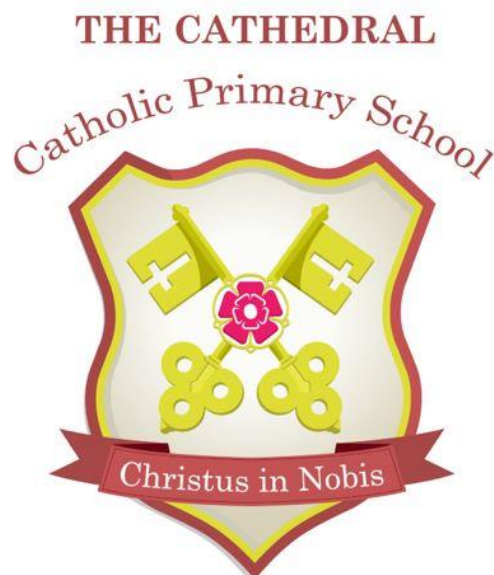


The Cathedral Catholic Primary School



*Unlocking Potential Together
in Faith and Love*

Key Learning in Art and Design



Reception Key Learning in Art & Design



Unlocking potential together
in faith and love.

EYFS Framework, March 2021 - DoE

Expressive Arts and Design ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Non-Statutory - Birth to 5 Matters (Early Years Coalition)

• Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. (Expressive Arts & Design, Range 5 & 6 – Creating with Materials)

• Creates sounds, movements, drawings to accompany stories • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously • Engages in imaginative play based on own ideas or first-hand or peer experiences. • Uses available resources to create props or creates imaginary ones to support play • Creates representations of both imaginary and real-life ideas, events, people and objects • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth (Expressive Arts & Design, Range 5 & 6 – Being imaginative & Expressive)

	Marvellous Me	Super Heroes	Animals	Journeys & transport	Fairytales	Growing
	Drawing & Painting Harvest still life	Drawing & Painting Bonfire Night/Christmas	Painting & Printing Tinga Tinga	Electronic Art Pointillism	Collage Various artists	Sculpture Junk Modelling
Key Knowledge	<ul style="list-style-type: none"> • To create simple representation of events, people and objects • To hold a pencil correctly • To choose specific colours for a purpose 	<ul style="list-style-type: none"> • To explore and talk about what happens when colours are mixed • To choose specific colours for a purpose • To experiment to create different textures to paints • To create items that support role-play 	<ul style="list-style-type: none"> • To use objects, body parts and items from nature to print • To make patterns that create a picture 	<ul style="list-style-type: none"> • To capture experiences using photography to respond to their work • To <u>begin</u> to use drawing tools in software (eg. Purple Mash) 	<ul style="list-style-type: none"> • To use simple tools (<i>scissors</i>) and techniques (<i>tearing, scrunching, rolling, flattening</i>) appropriately 	<ul style="list-style-type: none"> • To manipulate a variety of materials to achieve a planned effect • To use materials to build and construct their own model

Key Skills	<ul style="list-style-type: none"> Use different materials to draw with: pencils, charcoal, graphite sticks etc. Experiment with mark making using these different materials in sketchbooks. Which do they like using most? Check pencil holds. Explore creating an observational drawing Experiment with what colours would be appropriate. Use a variety of colouring materials – crayons, pastels, pencil crayons. Decide which of their pieces they like the best and display. 	<ul style="list-style-type: none"> Mix colours based on primary colours. Experiment with what colours they can make Create a page of colours and name them Think about what colours make them feel warm/hot; talk about what things are that colour; is that what makes the colour 'hot'? Repeat for cold Experiment adding textures into paint and add to sketchbooks. Look at examples of firework paintings. Use favourite texture paints to create a firework display painting. Give feedback on what they think of their work. 	<ul style="list-style-type: none"> Introduce theme of Tinga Tinga art Explore if animals are shown in their 'true' colours Talk about why it's called Tinga Tinga (after Edward Tingatinga) Choose an image and colour in a Tinga Tinga style. Use finger or cotton bud (or similar) dipped in paint. Create own painting using hands/fingers or other 'stamping' objects to create their own animal from a zoo. Create a display for the children to talk about Explain to an adult what they have done and if they like it or not 	<ul style="list-style-type: none"> Introduce the theme and look at examples of Pointillism/Surat To use camera/tablet to take pictures of each other's paintings and their own pictures. In Purple Mash... Art... Transport: Choose image and fill in using dots (click mouse). Use software to combine colours Display and add to sketchbooks 	<ul style="list-style-type: none"> Discuss artists and select an image that appeals and be able to say why. Explore a range of materials and create evidence of children creating and combining textures, either as a display or in their sketchbooks. Children to create different textures using the same material (eg tissue, foil, etc) as well as different materials. Create a final piece based on current topic. Use a range of materials to collage onto a final picture or image, or collage the background for another image 	<ul style="list-style-type: none"> Introduce idea of making sandcastles. Draw sandcastle in sketchbooks. Make sandcastle with junk modelling materials and decorate Stick on textures (including sand/glue mix) Photo and add to books Explore what do they think of what they have done Discuss their work with an adult
Assessment/ Outcomes	<ul style="list-style-type: none"> Images of harvest produce using appropriate colours in a range of media 	<ul style="list-style-type: none"> Evidence of mixing colours with added textures Images created to represent fireworks 	<ul style="list-style-type: none"> Animals decorated in the Tinga Tinga style Freestyle painting of animals 	<ul style="list-style-type: none"> Photographs of their work PM printouts 	<ul style="list-style-type: none"> Response to other artists Artwork showing collage using a range of media 	<ul style="list-style-type: none"> A creative model based on the topic that has been decorated/ embellished A response to their work
Key Vocabulary	Looking, observing, sketching, pencil, charcoal, graphite stick, pastel, crayon, line, darker, lighter	Mix, colours (names), hot colours, cold colours, texture	Tinga Tinga, outline, colours (names), neat, scruffy, paint, print	Pointillism, dot, outline, mix	Texture, bumpy, rough, smooth, soft, flat, tearing, scrunching, rolling, flattening	Rough, bumpy, smooth, decoration
Key Resources	No specific artist but encourage children to really <i>look</i> at the object being drawn and not just accept the first draft. Use 'Austin's Butterfly' principles!	Power Point - Fireworks	https://www.youtube.com/channel/UCWQLkOZV1aHXB0ihn2EwSbw (Official Tinga Tinga Tales from CBeebies on YouTube) Ppt - Tingatinga	Surat/Pointillism https://www.youtube.com/watch?v=rDW4wSTm-V4 (7 mins)	Scott Gustafson https://www.scottgustafson.com/ From this website, look under 'Portfolio' to select which	Examples of sandcastles (ppt) Morecambe sandcastle festival: http://morecambecarnival.org/2015/03/27/sandcastle-

<https://www.youtube.com/watch?v=hqh1MRWZjms>

images link to the stories you are covering.

[competition-returns/680px-ultimate sand castle/](#)



Year 1 Key Learning in Art & Design



Key Knowledge from the National Curriculum KS1

- ♣ Pupils should be taught 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.
- ♣ To use a range of materials creatively to design and make products
- ♣ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- ♣ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

	Family Album	Fire! Fire!	Penguins, Possums & Pigs	Growth & Green Fingers	The Great Outdoors	Robots
	Drawing & Electronic Art Picasso	Painting Great Fire of London			Drawing & Sculpture Andy Goldsworthy & Henry Moore	
Key Knowledge	<ul style="list-style-type: none"> To use images and symbols to name and describe feelings. To represent familiar objects by combining shapes. To colour own work neatly following lines. To draw lines of different sizes and thickness 	<ul style="list-style-type: none"> To use thick and thin brushes and other tools To mix primary colours to make secondary and recognise hot and cold colours To mix paints from a limited range To combine materials and tools and enjoying how to achieve different effects. 			<ul style="list-style-type: none"> To use combination of materials that are cut, torn and glued To mix materials to create texture To join, position and manipulate materials with some independence To use rolled up paper, straws, paper, card and clay as materials 	<ul style="list-style-type: none"> To use a range of modelling materials, squeezing, pinching and rolling them to make familiar or fantasy objects To join simple objects together To include lines and texture To use techniques such as rolling, cutting, moulding and carving
Key Skills	<ul style="list-style-type: none"> Add a photo image of themselves to sketch books. Copy as an outline image then colour in with non-wet colours Explore the work of Picasso and express an opinion about his work. Take photos of each other's face from different angles (as suggested in film) Create their portrait, pick 2 images, paperclip together and cut into 4 or 6 pieces. Mix and combine half the pieces to make a 'Picasso' portrait. Use remaining pieces to make a second portrait. Stick in sketchbooks. Decide which 	<ul style="list-style-type: none"> Mix 'fire' (hot) colours using limited colours Discuss how they can make 'fire' effects. Experiment painting flames in sketchbooks. Work from light to dark to create 'flame' shapes Use different techniques and tools (different size brushes, fingers, scrunched paper, sponge, sticks, etc) Use smiley faces to show which they think make the best flames Create 'final' background for a piece. Decide on starting point 			<ul style="list-style-type: none"> Prior knowledge investigation - What is sculpture? Create class brainstorm. Look at eggs of Henry Moore and Andy Goldsworthy. Use images and prompt questions. Respond to the artists. Discuss what they like and don't like. Children choose an image that they like to stick in their sketchbook and respond appropriately, including expressing how it makes them feel. Goldsworthy: in sketchbooks, design different ideas for patterns (based on circles?) using different drawing materials (pencil, charcoal, chalk, pastel, graphite stick) Explore (collect) materials to combine into a temporary piece of art and photograph for evidence Using a mixture of natural and art resources (different textures of paper, foil, card, bubble wrap, etc), create a final piece. This can be individual or a whole class effort Review work and decide what they liked/enjoyed about the process. Record this response in an appropriate manner (write, scribe, etc) 	

	<p>they like best and use a means of recording which parts are best (heart, smiley face, etc) and line to the part they like.</p> <ul style="list-style-type: none"> • Draw outline of their preferred image on display paper and paint outline in black paint with fine brush. • Paint and label primary colours, then mix and create secondary colours. Label in sketchbooks. • Fill in their Picasso portrait using the 6 colours • Display and record a response to their work (words or symbols). 	<p>based on what they have liked from their sketchbook practice</p> <ul style="list-style-type: none"> • Create the silhouette to add to the background in black paper based on what they have learnt in the topic. • Hold an 'exhibition' in class and collect comments that the children have made about their own and others work. 	<ul style="list-style-type: none"> • Moore: create page in sketchbooks using images, drawing outlines, using hearts/ smiles to show what they like, etc. • Soap Carving in the style of Henry Moore. Photo, add to sketchbook • Review their work.
Assessment/ Outcomes	<ul style="list-style-type: none"> • Sketchbook work in the style of Picasso • Completed final piece using primary and secondary colours, with a response 	<ul style="list-style-type: none"> • Sketchbook work showing range of paint techniques to represent flames • Final piece linked to topic 	<ul style="list-style-type: none"> • Sketchbook work on different sculptors with opinions • Photos of completed sculpture made natural materials • Completed soap carving with response in sketchbooks
Key Vocabulary	<p><u>Composition</u>: calm, peaceful, irregular, proportion <u>Colour</u>: bright, strong, primary, secondary, dull, gloomy, cold & warm, mixed <u>Mood</u>: cheerful, happy, sad, moody, gloomy <u>Line</u>: fine, thick, heavy, solid, sketched <u>Shape</u>: rounded, curved, pointed, straight</p> <p><u>Colour</u>: bright, vivid, strong, dramatic, vibrant, intense, primary, secondary, blend, deep, mixed, shade <u>Tone</u>: light, dark, deep, heavy, strong, bright, contrast <u>Composition</u>: distant, near, scale, size, foreground, background</p>		<p><u>Shape</u>: mould, precise, rough, sculpt, sharp, jagged, man-made, rounded, curved, natural, overlapping, floating, pointed <u>Mood</u>: joyful, gloomy, calming, restful, peaceful, gentle, mysterious, delicate, exciting <u>Texture</u>: uneven, bumpy, rough, jagged, smooth, plain, soft, flat <u>Colour</u>: bright, vivid, strong, powerful, dull, delicate, faded, blend, shade <u>Composition</u>: calm, still, balance, size, space,</p> <p><u>Texture</u>: bumpy, rough, jagged, smooth, plain, soft, flat, delicate <u>Shape</u>: body, form, model, mould, sculpt, rounded, curved, overlapping, pointed, 3D, 2D</p>
Key Resources	<p>ARTIST: Pablo Picasso https://www.bbc.co.uk/bitesize/clips/z7b9jxs https://www.pablocicasso.org/picasso-paintings.jsp (select images for eggs with some care!)</p>		<p>ARTIST: Andy Goldsworthy and James Brunt (art using nature) There are lots of examples on the internet: http://www.jamesbruntartist.co.uk https://www.boredpanda.com/land-art-andy-goldsworthy/?utm_source=google&utm_medium=organic&utm_campaign=organic (https://www.youtube.com/watch?v=f7sZv4_0Ffg quite a good example of it going wrong for Andy Goldsworthy in the middle!) Soap carving - https://www.tate.org.uk/kids/make/sculpture/soap-carving ARTIST: Barbara Hepworth/Henry Moore Henry Moore: https://www.tate.org.uk/kids/explore/who-is/who-henry-moore Barbara Hepworth: https://teacherswebresources.com/2017/01/10/free-barbara-hepworth-teaching-resources/</p>



Year 2 Key Learning in Art & Design



Key Knowledge from the National Curriculum KS1

- ♣ Pupils should be taught 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.
- ♣ To use a range of materials creatively to design and make products
- ♣ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- ♣ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

	Explorers	Island Life	Fantasy Worlds	An African Safari	The 3 Little Wolves and the Big Bad Pig	The Victorian Seaside
	Drawing & Sculpture Keith Haring	Drawing & Painting Van Gogh	Drawing & Electronic Art Archimboldo	Painting (print) Ted Harrison		Textiles (Dying)
Key Knowledge	<ul style="list-style-type: none"> • To know about the artist Keith Haring and recognise his style of work. • To draw simple figures in the style of Keith Haring • To choose a design and create in clay. • To use paint in the style of Keith Haring • To present and review work 	<ul style="list-style-type: none"> • To show pattern and texture by adding dots and lines • To show different tones by using coloured pencils or pastels • To draw confidently from imagination • To use a range of drawing media (drawing pencils, chalk, pastel) • To add white to colours to make tints and black to colours to make tones. • To create colour wheels • To show control in using colour 	<ul style="list-style-type: none"> • To sketch and use observational skills using a variety of media • To design/create images in software (Purple Mash) • To record and respond to their own creative work • To use control and improved skills to represent/make images and/or patterns that show texture 	<ul style="list-style-type: none"> • To use repeating or overlapping shapes • To draw confidently from imagination • To explore the work of Ted Harrison • To create a design in the style of Ted Harrison • To present and review work 		<ul style="list-style-type: none"> • To create class bunting using tie-dyeing techniques

Key Skills	<ul style="list-style-type: none"> • Explore the work of Keith Haring and record opinions about his work. • Discuss proportion – length of limbs compared to torso etc. • Draw stick figures, in different positions including sideways and upside down. Add colour. • Re-create Keith Haring-style images designed using clay or other malleable material. • Paint using colours that Keith haring would use. • Display on appropriate background colour. • Display work and review in sketchbooks. 	<ul style="list-style-type: none"> • Practice drawing skills in sketchbooks using different lines, then using different drawing materials. • Explore the work of Van Gough and create page in sketchbooks with favourite images – try and explain why. • To look in more detail at The Night Sky. Look at the shapes and colours. Based on the topic, give children smaller images of Lancaster photocopied to A5-ish. Use different colour bases to add the sky in the style of Van Gough. • Add image of a Lancaster landmark in the foreground. • Mix a colour wheel: primary and secondary colours using watercolours and make brown. • Explore making tones by adding white and black to make tones of the same colour. (All this should be in sketchbooks) • Repeat The Night Sky using mixed paint (shades and tones) • Review their work in sketchbooks and express preference of their two pieces. 	<ul style="list-style-type: none"> • Look at the work of Giuseppe Arcimboldo and produce some evidence of discussion in sketchbooks. • Use 'My Favourite Fruit' in Purple Mash to manipulate images into a 'face'. • Take photos of fruit or find images of fruit/food linked to topic or grouped into themes. • Sketch ideas for a 'face' in sketchbooks. Make sure there is more than 1 idea and children show which they prefer and why. • Print, cut out and compile images into a 'face' to display. • Photograph finished piece and add to sketchbook for children to appraise. 	<ul style="list-style-type: none"> • Investigate the Canadian artist, Ted Harrison. • Copy a simplified idea - use the idea of sections of colour outlined (black or white) in sketchbooks. • Create more than 1 idea then choose favourite. • Photocopy and fix onto polystyrene sheet. Use sharp pencil to push through paper to 'draw' main lines. Remove paper and go over lines to check they are clear. • Prepare colours (use max 4) then paint onto print block keeping in the sections created. Press onto paper. To make print. Repeat. Add more paint and repeat until achieved a good result. • Display and children appraise. 		<ul style="list-style-type: none"> • To look at images/ examples of tie dye fabric. Children to decide which pattern/colour they are going to use. • To tie into topic, going to use fabric as a background to a photograph of themselves from their visit to the seaside (Morecambe). • To fold and dye fabric using resources provided. • To display and photograph for sketchbooks and children respond to their work.
Assessment/ Outcomes	<ul style="list-style-type: none"> • Sketchbook work on Haring • Completed sculpture made using a malleable material 	<ul style="list-style-type: none"> • Sketchbook work on Van Gough • Colour wheel in sketchbooks • Two pieces based on the 'The Night Sky' (pastel & painted) • Review/opinion given in books 	<ul style="list-style-type: none"> • Sketchbook work on Arcimboldo • Piece created in PM • Completed 'face' 	<ul style="list-style-type: none"> • Sketchbook work on Harrison • Printed final piece for display 		<ul style="list-style-type: none"> • Bunting to display in class and use at Enterprise Week Fair
Key Vocabulary	<p><u>Colour</u>: vivid, dramatic, vibrant, intense, powerful, dull, delicate, gloomy, faded, gentle, blend, deep, tint, tone, complementary, shade</p> <p><u>Tone</u>: deep, strong, pale, faded, bright, contrast</p> <p><u>Mood</u>: cheerful, joyful, positive, gloomy, soothing, calming, restful, peaceful, gentle, mysterious, delicate, fresh</p>		<p><u>Shape</u>: geometric, angular, precise, rough, sharp, jagged, rounded, curved, irregular & regular, overlapping, pointed, 3D, 2D</p> <p><u>Texture</u>: uneven, bumpy, grainy, smooth, plain, soft, glossy, flat, dull, delicate</p> <p><u>Composition</u>: calm, still, peaceful, balance, distant, near, proportion, foreground, middle ground, background</p> <p><u>Line</u>: confident, faint, flowing, fine, thick, heavy, solid, sketched</p>		<p><u>Colour</u>: bright, vivid, strong, vibrant, primary, secondary, dull, faded, cold & warm, deep</p> <p><u>Tone</u>: light, dark, deep, pale, bright, contrast,</p>	

Key Resources	<p>ARTIST: <u>Keith Haring</u> (Take care when searching for images as some of his work is not appropriate!) http://www.haringkids.com/ See also powerpoint</p> <p>ARTIST: <u>Van Gough</u> Intro to his life: https://www.youtube.com/watch?v=GzMkLvPOTrc Examples of work: https://www.vangoghmuseum.nl/en/vincent-van-gogh-life-and-work</p>	<p>ARTIST: <u>Giuseppe Arcimboldo</u> https://www.giuseppe-arcimboldo.org/</p> <p>ARTIST: <u>Ted Harrison</u> https://tedharrison.ca/ Look at the Yukon area he is influenced by – the landscapes and the northern lights. Compare how the 'real' landscapes compare to his paintings There are some good tutorials for Ted Harrison Landscapes on Youtube if you want to use as practice.</p>	No specific artist.
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Year 3 Key Learning in Art & Design



Key Knowledge from the National Curriculum KS2

- ♣ Pupils should be taught 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.
- ♣ To create sketch books to record their observations and use them to review and revisit ideas
- ♣ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- ♣ To learn about great artists, architects and designers in history

	There's No Place Like Home/Light & Dark	Stones & bones/Mighty Metals	Healthy Humans/How Does Your Garden Grow
	Drawing & Paining L.S.Lowry	Drawing & Sculpture Giacometti	Painting & Electronic Art William Morris
Key Knowledge	<ul style="list-style-type: none"> To make thoughtful observations about starting points and select ideas to use in their work. To explore the roles and purposes of artists, working in different times and cultures, and express opinions with reasons To sketch lightly To use different hardness of pencils to show line, tone and texture To represent objects with correct proportions 	<ul style="list-style-type: none"> To record and explore ideas from first hand observations – use sketch books to record observations and ideas To develop ideas. To question and make thoughtful observations about starting points and select ideas to use in their work. To explore the roles and purposes of artists, and express opinions with reasons To use clay and over mouldable materials To work independently with a wider range of materials To include texture that conveys feelings, expression or movement 	<ul style="list-style-type: none"> To record and explore ideas - use sketch books to record observations and ideas and to practice skills To question and make thoughtful observations about starting points and select ideas to use in their work. To explore the roles and purposes of artists, working in different times. To make printing blocks To print with 2 colours for effect To replicate patterns observed in natural environments To use precise repeating patterns
Key Skills	<ul style="list-style-type: none"> Research L.S.Lowry, the man and his work. Respond in sketchbooks to his work and express opinions about his work and explain why. Sketch Lowry scenes in books – the people, buildings etc. using drawing pencils. Use photos of buildings in Lancaster to sketch. Think about the colours that Lowry used. Add some colours to Lancaster sketches. Create a final piece based on Lancaster and Lowry-style people. Display and appraise their work. 	<ul style="list-style-type: none"> Complete a pre-learning task in sketchbooks – “What is sculpture?” What do children know about sculpture or sculptors? Explore the work of Alberto Giacometti. Children have a go at sketching his models and explaining what they think about them. Make own models – discuss starting points/ideas for position/shape of people. Make a model structure using wire then add clay. Experiment with wire structures covered in foil and/or Modroc. Think about finished texture and how this adds to the overall piece. Display (exhibition?), photo for books and review. 	<ul style="list-style-type: none"> Draw/sketch items from nature (still-life of leaves, flowers, etc) Investigate the work of William Morris and choose a repeating pattern to copy into sketchbooks. Design various repeating patterns in Purple Mash and add colour. Design a range of individual patterns based on the work of William Morris in sketchbooks and choose one Add paint colour using colours that are based on a William Morris design. Show experimentation before creating a final piece. Photograph final piece and use 4 or 6 copies to piece together to create a repeating pattern in the style of William Morris Display and review in sketchbooks
Assessment/ Outcomes	<ul style="list-style-type: none"> Sketchbook work on Lowry Sketching practice in books Final piece in the style of Lowry 	<ul style="list-style-type: none"> Sketchbook work on Giacometti Completed models 	<ul style="list-style-type: none"> Sketchbook work on Morris Sketching practice of still-life in books Final piece of electronic art as a repeating pattern

Key Vocabulary	<p><u>Line</u>: confident, faint, scribble, sweeping, fine, thick, heavy, sketched</p> <p><u>Mood</u>: cheerful, lively, gloomy, miserable, negative, restful, peaceful, sinister, alive</p> <p><u>Composition</u>: perspective, proportion, foreground, middle ground, background, scale</p>	<p><u>Shape</u>: organic, angular, body, figure, model, mould, precise, rough, sculpt, irregular & regular, 3D</p> <p><u>Texture</u>: uneven, bumpy, rough, jagged, coarse, gritty, grainy</p>	<p><u>Composition</u>: symmetrical, asymmetrical, complex, precise, off-center, repetition</p> <p><u>Colour</u>: bright, strong, complementary</p>
Key Resources	<p>ARTIST: L.S.Lowry https://www.tate.org.uk/art/artists/l-s-lowry-1533 See ppt</p>	<p>ARTIST: Alberto Giacometti Ppt - giacometti sculptures</p>	<p>ARTIST: <u>William Morris</u> Ppt Website (below) has too much info but lots of good examples of repeated patterns and work by Morris https://www.wmgallery.org.uk/media/file/learning/Final_pattern_Scheme_of_work_pages_1-46_without_power_point_28-09-13.pdf</p>



Year 4 Key Learning in Art & Design



Key Knowledge from the National Curriculum KS2

- ♣ Pupils should be taught 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.
- ♣ To create sketch books to record their observations and use them to review and revisit ideas
- ♣ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- ♣ To learn about great artists, architects and designers in history

	Fresh Starts	Sparks Might Fly	Water, Water Everywhere
	Drawing & Electronic Art Zaha Hadid & Mosaics	Drawing & Painting Yayoi Kusami	Painting & Sculpture Local artists – Morecambe Bay
Key Knowledge	<ul style="list-style-type: none"> To explore the roles and purposes of artists, working in different times and cultures, and express opinions with reasons. To recreate mosaic using different software programmes To take photographs and be able to add effects/alter the images for effect To manipulate photographs and use to create different effects To develop their ideas – try things out, change their minds. 	<ul style="list-style-type: none"> To record and explore ideas from observations – use sketch books to record observations and ideas and to practice skills To explore the roles and purposes of artists, working in different times and cultures, and express opinions with reasons. To annotate sketches to explain and elaborate ideas To use shading to show light and shadow To use hatching and cross hatching to show tone and texture using a range of drawing media. To start to use proportion and perspective 	<ul style="list-style-type: none"> To explore the roles and purposes of artists, craftspeople and designers working in different times and cultures, and express opinions with reasons To use watercolour paint to produce washes for backgrounds and then add the detail To experiment with creating mood To select and arrange materials for a striking effect To ensure work is precise To use modelling techniques to build on creating a mood or a specific environment
Key Skills	<ul style="list-style-type: none"> Explore the architect Zaha Hadid – what style are her designs? Does it depend on where they are/their purpose? Create page in sketchbook. Study and research Roman mosaics – who made them? Who had them? Where? Why? How were they made? Etc. Use Purple Mash '2Paint A Picture' and choose Poly Mosaic option. Create a copy of a selected Roman mosaic image. Print for sketchbooks. Repeat in Paint as a contrast software. In sketchbooks, sketch ideas for a Christmas card. Design a few that an image of yourself can be added to. Take photos of each other. Open in Word, edit out background. Add in to scanned image of the background design. Re-size and make it fit into picture. Print and create Christmas card 	<ul style="list-style-type: none"> Draw/sketch still life using shading. Practice hatching/cross-hatching to add shading. Annotate with opinion/ideas for next time. Explore the work of Yayo Kusama Select images to add to sketchbook and annotate with responses to her work and reasons Practice her version of the pumpkin in pencil. Use polka dots to add form (depending on size of dot). Create final piece by painting main shape of pumpkin and background then adding dots using cotton buds in black or white paint. Display and respond in sketchbooks 	<ul style="list-style-type: none"> Practice creating watercolour washes that merge colours. Add effects using spatter (tapping), salting and wetting paper first. Record what they think is the best effect. Explore local artists and what materials they use to capture Morecambe Bay Use watercolours to make 'swatches' to show the ranges of colours appropriate to the image. Start a final piece by creating background wash. Add detail by using more intense colours and the detail of the painting. Display and children review their work. Use different modelling techniques and materials to recreate a 3-D 'panel' based on their work already done (clay, wire, mod-roc) Use paint or spray/chalk colours to add detail and colour onto the sculptures. Review work with photo evidence in their books.

	<ul style="list-style-type: none"> Review learning in sketchbooks 		
Assessment/ Outcomes	<ul style="list-style-type: none"> Sketchbook work on Zaha Hadid Purple Mash and Paint Christmas Card to send home 	<ul style="list-style-type: none"> Sketchbook work on Yayoi Kusama A painting in the style of Yayoi Kusama , reviewed in sketchbooks 	<ul style="list-style-type: none"> Sketchbook work on Morecambe Bay artists A finished piece of painted artwork (for display in main corridor) A sculpted piece of work reviewed in sketchbook
Key Vocabulary	<p><u>Composition</u>: symmetrical, asymmetrical, complex, precise, irregular, geometric, repetition</p> <p><u>Texture</u>: uneven, bumpy, rough, jagged, coarse, smooth, plain, flat, glaze, dull, delicate</p> <p><u>Shape</u>: geometric, angular, precise, rough, sharp, natural, irregular & regular, 2D, asymmetrical</p>	<p><u>Colour</u>: bright, vivid, strong, dramatic, vibrant, powerful, clash</p> <p><u>Composition</u>: complex, precise, irregular, lively, energetic, perspective, repetition, variation</p> <p><u>Shape</u>: precise, sharp, rounded, curved, natural, irregular & regular, perspective, 3D, 2D</p> <p><u>Mood</u>: (Children use a variety of language to express how her work makes them feel or the emotion they think she was trying to express)</p>	<p><u>Colour</u>: bright, vivid, vibrant, intense, primary, secondary, delicate, gloomy, faded, gentle, blend, deep, neutral, mixed, tint, complementary, shade</p> <p><u>Mood</u>: soothing, calming, restful, peaceful, gentle, expressive</p> <p><u>Composition</u>: calm, still, peaceful, blurred, harmony</p> <p><u>Texture</u>: uneven, bumpy, rough, jagged, coarse, grainy, smooth, plain, soft, silky, fine, flat, glaze, dull, delicate</p> <p><u>Shape</u>: geometric, organic, angular, precise, rough, sharp, uniform, man-made, rounded, curved, natural, irregular & regular, overlapping, floating, perspective, pointed, 3D, 2D</p>
Key Resources	<p>ARTIST: <u>Zaha Hadid</u> (architect)</p> <p>https://kids.kiddle.co/Zaha_Hadid</p> <p>https://www.youtube.com/watch?v=b3Bhv2T8Naw</p>	<p>ARTIST: <u>Yayoi Kusama</u></p> <p>https://www.youtube.com/watch?v=rj59zsE8ECg</p> <p>ppt – yayoi kusama</p>	<p>ARTIST:</p> <p>Artists: check online for current artists, art trails (Morecambe, Arnside, Silverdale, Fleetwood) and exhibitions.</p> <p>Sculptures: https://exploremorecambebay.org.uk/things-to-do/artworks-celebrate-the-history-and-landscapes-of-morecambe-bay/</p>



Year 5 Key Learning in Art & Design



Key Knowledge from the National Curriculum KS2

- ♣ Pupils should be taught 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.
- ♣ To create sketch books to record their observations and use them to review and revisit ideas
- ♣ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- ♣ To learn about great artists, architects and designers in history

	A Kingdom United	Inventors and Inventions	Ancient and Amazing Americas
	Drawing & Painting Pugin	Electronic Art & Painting Warhol	Drawing & Sculpture Anthony Gormley
Key Knowledge	<ul style="list-style-type: none"> To explore ideas from first hand observations, experience and imagination – use sketch books to record observations and annotate ideas To compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. To adapt their work according to their views and describe how they might develop it further. To know about great architects and explore their impact 	<ul style="list-style-type: none"> To explore ideas from first hand observations, experience and imagination – use sketch books to record observations and annotate ideas To compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. To know about great artists and designers and explore their impact To know about the qualities of watercolour and acrylic paints to create visually interesting pieces. To know how to combine colours, tone and tints to enhance the mood of the piece. To know how to use digital art to create pattern and texture and to create a series of similar images on a theme. 	<ul style="list-style-type: none"> To explore ideas from first hand observations and imagination – use sketch books to record observations and annotate ideas To compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. To adapt their work according to their views and describe how they might develop it further. To show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations To use tools to carve and add shapes, textures and pattern To combine visual and tactile quantities
Key Skills	<ul style="list-style-type: none"> Use 2-point perspective and draw basic building. Think about where light source is and shade appropriately. Add a shadow (depending on position of light source). Explore the work of Pugin. Look at drawings of Westminster (link to topic). Children do research page on him and his impact on British architecture. Give opinions or comment on detail. Look at line drawings and copy small part in books. Visit Cathedral and copy elements of the architecture into books. Could also take photos for ref. Use a choice of techniques to depict movement, perceptive, shadows and reflections 	<ul style="list-style-type: none"> Sketch (lightly) before painting to combine line and colour Use the qualities of watercolour and acrylic paints to create visually interesting pieces Combine colours, tone and tints to enhance the mood of the piece Use a paint package to create patterns and textures on a theme. Use features of digital art to create a series of images in a given style. Build up a layer of colours Create an accurate pattern showing fine detail Photo and review work in sketchbooks. 	<ul style="list-style-type: none"> Use wooden figures and sketch in different positions. Use shading and previous sketching skills to show as 3D models in proportion. Investigate the work of Antony Gormley – ppt and film link. Children respond to his work in sketchbooks, selecting eggs of his work that they like or feel strongly about. Think about starting point and decide on the position of their figure. Use fine wire mesh and create the basic shape Review and reflect on their work in sketchbooks.

	<ul style="list-style-type: none"> • Create a final design drawing on drawing paper, add simple shading and show shadows. • Mount and display work and review their work in sketchbooks. 		
Assessment/ Outcomes	<ul style="list-style-type: none"> • Sketchbook pages showing pupils' ability to create artwork using 2-point perspective. • Final drawing produced on art paper. 	<ul style="list-style-type: none"> • Sketchbook pages showing exploration of qualities of watercolour and acrylic paints. • Final art piece on art paper and printed digital art. 	<ul style="list-style-type: none"> • Sketchbook work showing the development of ideas to create a final piece based on the work of Anthony Gormley • Individual figure sculptures
Key Vocabulary	<p><u>Line</u>: angular, broken, confident, faint, flowing, fluent, hesitant, scribble, sweeping, fine, thick, heavy, solid, sketched</p> <p><u>Tone</u>: light, dark, mid-tone, deep, heavy, rich, strong, pale, faded, bright, contrast, crisp, fair, range, shade</p>	<p><u>Colour</u>: bright, pure, vivid, strong, dramatic, vibrant, intense, powerful, primary, secondary, tertiary, clash, cold & warm, deep, complementary</p>	<p><u>Texture</u>: uneven, bumpy, rough, jagged, coarse, gritty, grainy, smooth, plain, soft, glossy, silky, cross-hatching, fine, flat, delicate</p> <p><u>Composition</u>: symmetrical, asymmetrical, precise, irregular, off-center, proportion, scale, repetition, variation</p> <p><u>Shape</u>: geometric, organic, angular, rough, jagged, rounded, curved, natural, irregular & regular, overlapping, pointed</p> <p><u>Colour</u>: bright, pure, vivid, strong, dramatic, vibrant, intense, powerful, primary, secondary, blend, deep, opaque, transparent, shade, translucent</p>
Key Resources	<p>ARTISTS: Pugin (architect) http://www.thepuginsociety.co.uk/ (a bit technical – pick elements carefully) Ppt – Pugin – Westminster drawings</p>	<p>ARTISTS: Andy Warhol https://www.youtube.com/watch?v=ulZ64VDhwXM</p>	<p>ARTISTS: Anthony Gormley Ppt: Anthony Gormley https://www.bbc.co.uk/programmes/p01153mn Also, notes produced by the Royal Academy of Art are useful.</p>



Year 6 Key Learning in Art & Design



Unlocking potential together
in faith and love.

Key Knowledge from the National Curriculum KS2

- ♣ Pupils should be taught 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.
- ♣ To create sketch books to record their observations and use them to review and revisit ideas
- ♣ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- ♣ To learn about great artists, architects and designers in history

	Survival and the 2004 Boxing Day Tsunami	History Detectives and the Ancient Egyptians	Frances Elizabeth Johnson and The Lancaster Slave Trade
	Drawing & Painting Leonardo Da Vinci & Liu Bolin	Drawing & Painting Street Art	Electronic Art & Sculpture Liverpool & Freedom Sculpture
Key Knowledge	<ul style="list-style-type: none"> To know how to create original pieces that show a range of influences and styles – use sketch books to record observations, annotate and review/revisit ideas To know about great artists, and designers and understand the historical and cultural development of their art forms To know how to use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). To know how to choose a style of drawing suitable for the work (e.g. realistic or impressionist). To use watercolours and fine brushes to create appearance of texture using brush strokes, tone and depth of colour. 	<ul style="list-style-type: none"> To discuss the point: 'Is graffiti art or vandalism?' To respond to ideas (discussion then books) To explore how to create texture by adding to paint (sand, salt, flour) or changing surface before painting (tissue, kitchen roll, newspaper, etc). To design own 'graffiti' tag using images or words. To create a final piece To display and review final work in books 	<ul style="list-style-type: none"> To explain how to create original pieces that show a range of influences and styles To know how to use sketch books to record observations, annotate and review/revisit ideas To understand the historical and cultural development of their art forms To know how to record, collect and store visual information using digital cameras etc. To know how to present recorded visual images using software e.g. Photostory, Powerpoint. To know how to use a graphics package to create and manipulate new images. To know how to import an image (scanned, retrieved, taken) into a graphics package. To know how to understand that a digital image is created by layering. To know how to create layered images from original ideas.
Key Skills	<ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Choose a style of drawing suitable for the work (e.g. realistic or impressionist). Create a colour palette based upon colours observed in the natural or built world 	<ul style="list-style-type: none"> Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists 	<ul style="list-style-type: none"> Present recorded visual images using software e.g. Photostory, Powerpoint. Use a graphics package to create and manipulate new images. Be able to import an image (scanned, retrieved, taken) into a graphics package. Work collaboratively to create a sculpture on a theme
Assessment/ Outcome	<ul style="list-style-type: none"> Drawing and painting camouflage animal pictures in the style of Liu Bolin 	<ul style="list-style-type: none"> Creating A3 graffiti tag 	<ul style="list-style-type: none"> Production of an electronic art postcard Collective Class sculpture based on 'The Freedom!' sculpture

Key Vocabulary	<p><u>Line</u>: Angular, broken, confident, faint, flowing, fluent, free, hesitant, scribble, sweeping, woolly, rhythm, fine, thick, heavy, solid, sketched</p> <p><u>Tone</u>: Light, dark, mid-tone, deep, heavy, rich, strong, pale, faded, bright, contrast, crisp, fair, harsh, smooth, value, range, shade</p> <p><u>Shape</u>: geometric, organic, figure, form, model, precise, man-made, natural, overlapping, asymmetrical</p> <p><u>Colour</u>: bright, dramatic, delicate, faded, clash, neutral, mixed, complementary, transparent</p>	<p><u>Line</u>: angular, confident, flowing, fluent, free, scribble, sweeping, fine, thick, heavy, solid</p> <p><u>Shape</u>: ggeometric, organic, angular, precise, rough, sharp, jagged, sharp, rounded, curved, natural, irregular & regular, overlapping, floating, perspective, enlarge, pointed, 3D, 2D</p> <p><u>Colour</u>: bright, vivid, strong, dramatic, vibrant, intense, powerful, faded, blend, clash, deep, shade</p>	<p><u>Mood</u>: cheerful, vibrant, lively, positive, gentle, expressive, humorous, nostalgic</p> <p><u>Composition</u>: lively, energetic, active, proportion, foreground, middle ground, background, scale</p> <p><u>Tone</u>: light, dark, , mid-tone, pale, faded, shade</p>
Key Resources	<p>ARTISTS: <u>Leonardo Da Vinci</u> Ppt - Da Vinci Drawings https://www.leonardodavinci.net/</p> <p>Liu Bolin (linked to camouflage/survival topic) http://www.artnet.com/artists/liu-bolin/ (facts and images) https://www.smithsonianmag.com/videos/category/arts-culture/how-does-liu-bolin-make-himself-invisible/ (video)</p>	<p>ARTISTS: <u>Street Art</u></p> <p>https://www.youtube.com/watch?v=4GNoUYZhrT0</p> <p>(Graffiti – art or vandalism?)</p> <p>Ppt – Graffiti Art</p>	<p>ARTISTS: <u>Tony Ray-Jones:</u> <i>Google search for his seaside photographs</i></p> <p><u>Martin Parr:</u> https://www.martinparr.com/recent-work-4/ <i>Excellent YouTube short film about both:</i> https://www.youtube.com/watch?v=9KA_qm7HWgo Vintage postcards using tints (<i>see Ideas box</i>)</p> <p><u>Sculptors</u> Sculptors Eugène, Céleur and Guyodo from Atis Rezistans in collaboration with Mario Benjamin</p>