

NB Portrait activity at the beginning of Autumn Term to map progression.

Year group	AUTUMN TERM	SPRING TERM	SUMMER TERM
FS2 Expressive Arts and Design	<p>Expressive Arts and Design (Creating with materials) aims: Children in Reception:</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills <p>Creating with materials Early Learning Goal:</p> <ul style="list-style-type: none"> • 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. <p>Expressive Arts and Design (Being Imaginative and Expressive) aims:</p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play • Explore and engage in music making and dance, performing solo or in groups. <p>Being Imaginative and Expressive Early Learning Goal:</p> <ul style="list-style-type: none"> • 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. 		

Painting

Colour mixing

Artist: Kadinsky



Painting

Colour mixing

Theme: Bonfire night, firework videos, winter art

Applying skills: chalk firework pictures, winter art

Drawing

self-portraits- This is Me!
Artists: a variety of artists giving examples of self portraits

Printing

Printing fruit imagery

Artist: Guiseppe Arcimboldo

Applying skills:

Printing in the style of Guiseppe Arcimboldo



Drawing

self-portraits- This is Me!
Artists: a variety of artists giving examples of self portraits

Drawing

Observational drawings of plants (wildflowers)

Theme: Butterfly study-growing wildflowers to attract the butterflies

Painting

Observational paintings of butterflies

Theme: Butterfly study, visit to tropical butterfly house...

Drawing

self-portraits- This is Me!
Artists: a variety of artists giving examples of self portraits

Conceptual understanding and developing skills	<p>Developing skills:</p> <ul style="list-style-type: none"> • Naming colours • Experimenting with and using primary colours • Colour mixing • Using a range of tools to make coloured marks on paper • Beginning to use a variety of drawing tools • Investigating different lines and shapes <p>Applying skills: painting in the style of Kadinsky</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Handling, manipulating and enjoying using materials • Exploring a range of materials, tools and techniques • Creating representations • Printing with a variety of objects 	<p>Developing skills:</p> <ul style="list-style-type: none"> • Experiment by printing different fruit - patterns etc. • Doing rubbings from tree bark etc. • Exploring of a range of surface textures inside and outside • Rubbings • Safely using a range of tools and techniques • Creating textures 	<p>Developing skills:</p> <ul style="list-style-type: none"> • Seasonal art • Mixed media • Using a variety of drawing tools • Investigating different lines and shapes <p>Developing skills:</p> <ul style="list-style-type: none"> • Colour mixing • Symmetry • Experimenting with colour
Vocabulary	Colours, paint, painting, paintbrush, water pot, mixing, palette????	Shapes, colours, texture	Drawing, lines, shapes, pattern, space, colours

Analysing and
Evaluating




Questions

What can you see?




What do you like about this piece of art?

What is an artist?




How does it make you feel?

Y1	<p>P Castles (abstract) colour mixing lines Artist: Paul Klee b. 1879 Switzerland (male)</p> <p>Applying skills: Draw from imagination to create their own castle in the style of Paul Klee.</p>  <p><u>Artist</u> <u>Klee use of lines</u> <u>primary and secondary colour mixing</u></p> <p>materials - poster paint</p>	<p>S Sculptures (sculptural) creating joining shapes George Fullard b.1923 Sheffield (male)</p> <p>Applying skills: Create their own abstract sculpture using geometric shapes.</p>  <p><u>George Fullard</u> <u>unit of work</u></p> <p>materials - card</p>	<p>D Nature (abstract) shape texture Yayoi Kusama b.1929 Japan (female)</p> <p>Applying skills: Draw from observation to create a collaborative garden scene.</p>  <p><u>Artist</u> <u>exploring texture</u> <u>introduction to shape in art</u></p> <p>materials - drawing pencils, crayons, colouring pencils, felt-tip pens.</p>
Conceptual understanding and developing skills	<p><u>Shape</u> -Use a combination of lines to create geometric shapes with increasing control.</p> <p><u>Line</u> - create a boundary to define the shape. Colour (own work) neatly following the lines.</p> <p>Experiment drawing lines of different size and thickness.</p>	<p><u>Shape</u> - create geometric shapes to use in sculpture.</p> <p><u>Texture</u> - Properties of materials.</p> <p><u>Media</u>- Paint on 3D surfaces using thicker paint to ensure a good standard of finish.</p> <p><u>Additional skills</u> How materials in sculptures are shaped and joined.</p>	<p><u>Lines</u> -Explore how lines can be used to add pattern and texture. Describe similarities and differences between them.</p> <p><u>Texture</u> - Try out ways of making marks/lines/dots to create patterns and textures.</p>

	<p>Control the pressure of their drawing materials.</p> <p><u>Form</u> - Describe properties of geometric shapes (3D).</p> <p><u>Colour</u> - mix and name primary colours to make secondary. Colour wheels.</p> <p><u>Tone</u> - Explore the concept of light and dark when mixing white or black to create lighter and darker tones.</p> <p><u>Media</u>- Know the properties of poster paint. Blend on the page and in a palette.</p>		<p><u>Form</u> - Organic properties of natural objects.</p> <p><u>Space</u>-is the space in between objects (empty or full).</p> <p><u>Tone</u> - Explore the concept of light and dark when mixing white or black to create lighter and darker tones.</p> <p><u>Shape</u> - Use a combination of lines with increasing control to create geometric shapes.</p>
Vocabulary	<p>painting, paintbrush, lines, shapes, primary colours, secondary colours, colour wheel, geometric, 2D, vertical, horizontal, diagonal</p>	<p>shapes, materials, join, geometric, texture, sculpture</p>	<p>drawing, lines, shapes, form, organic, 3D, thick, thin, pattern, texture, space, empty, full</p>
Analysing and Evaluating	<p>Respond to ideas and starting points of artists, architects and designers.</p> <p>Explore ideas and collect visual information.</p> <p>Explore different methods and materials used in a piece of art.</p> <p>Describe the differences and similarities between practices and disciplines.</p> <p>Make links to their own work.</p> <p>Questions</p> <p>What can you see?</p> <p>What do you like about this piece of art?</p> <p>What is an artist/sculptor?</p> <p>What is the same/different?</p> <p>How does it make you feel?</p>		

Y2	<p>P Portraits (realistic) colour tone form Amy Sherald b.1973 USA (black female)</p> <p>Applying skills: Create a portrait of an important person.</p>  <p><u>introduction to artist</u> <u>life like portraits</u> Mixing colours Twinkl Lesson Video (5mins in adding black and white) <u>colour and mood</u> <u>using powder paint</u> <u>drawing heads and faces</u></p> <p>materials- powder paint NB Art Gallery Visit and portrait workshop?????</p>	<p>E Printing (realistic) PRINTING William Morris b.1834 England (male)</p> <p>Applying skills: Create own wallpaper design and printing block.</p>  <p><u>Artist</u> <u>Duplicating objects</u> <u>ideas for creating a print</u> creating a floral pattern in the style of William Morris Twinkl Lesson Video</p> <p>materials- polystyrene tile printing?</p>	<p>D Buildings (technical) pattern/texture lines Stephen Wiltshire b.1974 England (male)</p> <p>Applying skills: Observational drawing of local buildings.</p>  <p><u>Artist</u> <u>intro to drawing</u> <u>drawing buildings</u></p> <p>materials- hard and soft drawing pencils</p>
Conceptual understanding and developing skills	<p><u>Line</u>- use thick and thin brushes and decide when most appropriate. Paint carefully without messy edges. <u>Shape</u>-explore organic shapes of the human body. <u>Form</u>-Use simple lines and shapes to create forms. Explore how the human</p>	<p><u>Line</u>-generate a boundary to define the shape of an object. <u>Shape</u> - explore the organic shape of natural objects. <u>Colour</u>- The purpose of colour selection and how they affect mood. <u>Tone</u>- contrast and depth</p>	<p><u>Line</u> - Use greater skill and control to explore how lines of different sizes and direction can be used to add detail and texture. <u>Shape</u>- explore geometric 2D shapes on buildings.</p>

	<p>body (organic 3D) is made 3D in a 2D painting.</p> <p><u>Tone</u>- Create tints (lighter values) and shades (dark values) of colours.</p> <p><u>Colour</u>- The purpose of colour selection and how they affect mood. Tertiary colours.</p> <p><u>Media</u>- know the properties of powder paint compared to poster paint. Develop skills in mixing and measuring.</p>	<p><u>Pattern</u>-repeating shapes (position and frequency).</p> <p><u>Space</u>-what fills the area in between the patterns?</p> <p><u>Additional skills</u></p> <p>How to create a printing tile</p> <p>METHOD?????</p> <p>Mathematical ideas of repeating patterns and symmetry.</p>	<p><u>Texture</u>-use lines of different size, shape and direction to add texture to buildings. Control pressure when using drawing implements to create lighter and darker tones and marks.</p> <p><u>Form</u>-architecture (geometric 3D).</p> <p><u>Space</u>- perspective, distance.</p> <p><u>Media</u> - Improve their style from a range of sources including observational and secondary sources.</p>
Vocabulary	<p>line, portrait, thick, thin, brush stroke, shape, organic, form, tone, powder paint, lighter, darker, tertiary colours, mix, primary colours, secondary colours, mood</p>	<p>primary colours, secondary colours, repeat, contrast, space, area</p>	<p>texture, sketch, shade, pattern, architect, direction, geometric, architecture, space, perspective, distance</p>
Analysing and Evaluating	<p>Respond to ideas and starting points of artists, architects and designers.</p> <p>Explore ideas and collect visual information.</p> <p>Explore different methods and materials used in a piece of art.</p> <p>Describe the differences and similarities between practices and disciplines.</p> <p>Make links to their own work.</p> <p>Express clear preferences.</p> <p>Ask relevant questions.</p> <p>Questions</p> <p>What can you see?</p> <p>What do you like about this piece of art? I like..... because.....</p> <p>This piece of art makes me feel</p> <p>I like how you have</p> <p>It would be even better if</p>		

<p>Y3</p>	<p>D Art History (realistic) Cave Paintings 40,000 and 14,000 years ago lines colour</p> <p>Applying skills: Draw from imagination to create a cave painting scene. make own paper?</p>  <p><u>background</u></p> <p><u>unit of work</u></p> <p>material - chalk, charcoal NB chalk on playground, paper under tables</p>	<p>S Egyptian Art (sculptural) joining and shaping</p> <p>Applying skills: Design and make a canopic jar with an animal head lid.</p>  <p><u>History of canopic jars</u> <u>making the jar</u> <u>coiling and pinching techniques</u> <u>clay head ideas</u></p> <p>material - clay</p>	<p>P Nature (realistic/abstract) Georgia O'Keeffe b.1887 USA (female) shape texture tone</p> <p>Applying skills: Select and position a flower to paint in the style of Georgia O'Keeffe. Display as a collaborate garden scene.</p>  <p><u>watercolours for beginners</u></p> <p><u>Artist</u> <u>brushstrokes to add texture</u> <u>adding shadow and highlights</u> <u>flowers in the style of Georgia O'Keeffe</u> <u>Types of brushstrokes</u> https://www.bbc.co.uk/programmes/p01ftzyn</p> <p>material - water colours</p>
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<p>Conceptual understanding and developing skills</p>	<p><u>Lines</u>- Sketching lightly. Using different media to create lines. Using lines to convey movement. Develop confidence in making marks and lines to describe a wide range of textures, surfaces and forms. Blend and shade. <u>Shape</u>-explore organic 2D shapes in cave art. Sketch and draw 2D and 3D shapes in the natural world around them.</p> <p><u>Texture</u>-explore how lines are used to create texture and pattern on animals.</p> <p><u>Colour</u>- explore 'natural' colours and how they were produced.</p> <p><u>Tone</u>- Control media more effectively to create light and dark tones.</p> <p><u>Media</u> - explore working on different types of paper (make own paper?) Similarities and differences between media used. Select which is most suitable.</p>	<p><u>Lines</u>-adding texture and pattern.</p> <p><u>Texture</u>-use tools to add texture in the form of patterns, embellishments and a smooth finish.</p> <p><u>Form</u>-the shaping of the animal head to create an organic 3D replica. The geometric form of the pot.</p> <p><u>Colour</u>-the purpose of colour 'rich' colours</p> <p><u>Shape and Pattern</u>-use of geometric shapes in decoration.</p> <p><u>Addition skills</u> creating and combining shapes using correct techniques LOOK INTO SCULPTURE TECHNIQUES FOR CLAY WORK</p> <p>Understand how to finish and present their work to a good standard.</p>	<p><u>Lines</u> - sketching lightly, appropriate use of straight and curved lines. Adding texture with different brush thicknesses. Increased control and precision when painting detail.</p> <p><u>Shape</u>-explore organic 2D shapes of plants and flowers.</p> <p><u>Texture</u>-explore how brushstrokes can be used to add texture and how to add highlights.</p> <p><u>Form</u>-Explore the techniques needed to represent a 3D object in a 2D painting.</p> <p><u>Colour</u>-mixing water colours to create a background wash. Secondary and tertiary colours.</p> <p><u>Tone</u>-to show shadow and light. Learn how depth is created by varying tones and colours.</p> <p><u>Space</u>-what fills the area between things? depth, empty, full</p> <p><u>Media</u> - paint expressively using spattering, stippling, dripping, pouring ect Identify different brushes and painting equipment. Use unusual tools eg sticks and sponges to investigate unorthodox methods.</p>
<p>Vocabulary</p>	<p>sketch, lightly, organic shapes, texture, lines, pattern, natural colours</p>	<p>lines, texture, pattern, tools, embellish, smooth, finish, 3D form, colour selection, 'rich' colours, shape, decoration, combine, mold, techniques</p>	<p>sketch, lightly, straight lines, curved lines, texture, brush thickness, organic shapes, highlights, 3D form, water colours, mixing, background, wash, foreground, tone, shadow and light, space, depth, empty, full</p>

<p>Analysing and Evaluating</p>	<p>To learn about great artists, architects and designers and understand the historical and cultural development of their work.</p> <p>Discuss how artists paint, and apply elements to their own work.</p> <p>Take inspiration from famous artists to create their own piece of work.</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effect.</p> <p>Reflect upon their work and the development of their art skills.</p> <p>Take time to reflect upon what they like/dislike about their work in order to improve.</p> <p>Questions</p> <p>What do you like/dislike about your work?</p> <p>What would you do differently next time?</p> <p>How has the artist produced this work?</p> <p>What was the background to the art?</p> <p>Who made, where were they from?</p> <p>Why was it made?</p>
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<p>Y4</p>	<p>D Greek Architecture (technical) Ancient Greek Art lines texture tone</p> <p>Applying skills: Design own Greek building based on examples of the time.</p>  <p><u>Greek art history</u> <u>proportion and scale</u> <u>sketching techniques</u> <u>pencil tones</u> <u>cross hatching</u></p> <p>materials - graded pencils</p>	<p>P Landscapes (abstract) Henri Rousseau b. 1844 France (male) colour space form</p> <p>Applying skills: Scenes of the countryside surrounding High Green. Create from memory.</p>  <p><u>Artist</u> <u>creating work in the style of Rousseau</u> <u>water colour techniques</u> <u>making paintings look more 3D</u> <u>Types of brushstrokes</u></p> <p>materials - water colours</p>	<p>E COLLAGE (abstract) Megan Coyle b.? American (female) texture colour tone</p> <p>Applying skills: Use recycled paper products to create a collage of a natural disaster scene.</p>  <p><u>Artist</u> <u>Introduction to collage</u> <u>experimenting with collage</u> <u>using tones of one colour in collage</u></p> <p>materials - recycled materials</p>
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<p>Conceptual understanding and developing skills</p>	<p><u>Lines</u> - Become aware of proportion and scale. Continue to progress in controlling line and shading. Notice the difference between light sketching and more deliberate lines.</p> <p><u>Shape</u> - Develop the ability to accurately identify 2D geometric shapes when drawing from observation and second-hand drawing.</p> <p><u>Texture</u> - explore the technique of cross hatching.</p> <p><u>Tone</u> - Explore how pencils of different grades can be used to create different tones</p>	<p><u>Lines</u>-lightly sketch, perspective, <u>Shape</u>- noticing organic shapes to assist sketching.</p> <p><u>Texture</u>- achieved through, brush strokes, lines, dots, tones and highlighting. Show reflection using shading.</p> <p><u>Form</u>-natural features. How they are created to give a 3D effect.</p> <p><u>Colour</u>-The purpose of colour and the mood created by the artist. Layering colours</p> <p><u>Tone</u>- Explore tone to create depth and a more realistic painting.</p> <p><u>Space</u>-what fills the area between things? depth, empty, full</p> <p><u>Media</u> - Use paint with sensitivity and control, more accurately applying the appropriate amount of paint. Compare water colours, poster and powder paint. Know when to use them and some of their properties.</p>	<p><u>Shape</u>-Breaking down the area into 2D organic shapes that can be covered with collage materials</p> <p><u>Texture</u>- the tactile illusion through layering of the materials</p> <p><u>Form</u>-How to create organic forms using collage techniques</p> <p><u>Colour</u>- selecting colours to convey mood. Building up areas with different tones of the same colour (hue)</p> <p><u>Tone</u>-mix different tints and shades of the same colour (hue)</p> <p>Use light materials to highlight</p> <p><u>Additional skills</u></p> <p>Select and arrange materials for a striking effect.</p> <p>Cut, tear, shape materials accurately and to size for the desired effect.</p>
<p>Vocabulary</p>		<p>landscape, painting, lightly sketch, perspective, shape, organic, texture, brush strokes, lines, dots, tones, highlights, reflection, shading, natural features, colour, mood, layering, depth, tone</p>	<p>collage, organic shapes, materials, texture, tactile, layering, form, techniques, colour, mood, tones, hue, mix, tint, shades, light, highlight, cut, tear, glue, join,</p>

Analysing and Evaluating	<p>To learn about great artists, architects and designers and understand the historical and cultural development of their work.</p> <p>Take inspiration from famous artists to create their own piece of work.</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effect.</p> <p>Regularly reflect upon their work and use comparisons with the artist and other pupil's work to identify how to improve.</p> <p>Reflect on the development of their art skills.</p> <p>Take time to reflect upon what they like/dislike about their work in order to improve.</p> <p>Questions</p> <p>What do you like/dislike about your work?</p> <p>What would you do differently next time?</p> <p>How has the artist produced this work?</p> <p>What was the background to the art?</p> <p>Who made, where were they from?</p> <p>Why was it made?</p>
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Y5	<p>S Clay heads (abstract) form shaping clay George Fullard b.1923 Sheffield (male)</p> <p>Applying skills: Create an abstract portrait sketch and turn it into a 3D model.</p>  <p><u>artist</u> <u>techniques for joining clay</u> <u>making a clay head</u> <u>facial proportions</u></p> <p>material - clay</p>	<p>P Scenes of Sheffield (graphic) colour space Joe Scarborough b.1938 Sheffield (male)</p> <p>Applying skills: Create a painting of a Sheffield landmark. Display together as a street collage.</p>  <p><u>Joe Scarborough</u> <u>tertiary colours</u> <u>space in artwork</u> <u>complimentary and harmonious colours</u></p> <p>material - powder paint</p>	<p>D The Scream (abstract) line colour texture Edvard Munch b. 1863 Norway (male)</p> <p>Applying skills: Create a picture showing the effects of climate change.</p>  <p><u>artist</u> <u>oil pastel techniques</u> <u>complimentary and harmonious colours</u> <u>lines</u></p> <p>material - pastels</p>
Conceptual understanding and developing skills	<p><u>Lines</u>-sketch lightly creating boundaries to define a human face. <u>Shapes</u>-identify organic shapes of facial features when sketching. Comment on proportion, placement and shape. <u>Texture</u>-use tools to add texture in the form of patterns, embellishments and a smooth finish.</p>	<p><u>Lines</u>-sketch lightly before painting. Use lines to convey perspective (background, middle ground, foreground). Paint neatly and carefully without leaving messy edges. <u>Shape</u>-identify 2D geometric shapes used to represent parts of buildings. <u>Texture</u>- achieved through, brush strokes, lines, dots, tones and highlighting. Show</p>	<p><u>Lines</u>- Sketch lightly. Using different media to create lines. Using curved lines to convey movement. Show an awareness of various mark making techniques for purpose and intention. Control the amount of force and pressure applied. <u>Shape</u>-explore organic 2D shapes in scene and what they represent.</p>

	<p><u>Form</u>-the shaping of the human head to create an organic 3D replica. Show life-like qualities and real-life proportions.</p> <p><u>Space</u>-position and proportion of features is not realistic.</p> <p><u>Addition skills</u> creating shapes using correct techniques LOOK INTO SCULPTURE TECHNIQUES FOR CLAY WORK</p> <p>pinching, adding</p> <p>Understanding how to finish work to a good standard.</p>	<p>reflection using shading. Use one block of colour to show smoothness.</p> <p><u>Form</u>- geometric features. How they are created to give a 3D effect-lines, use of colour.</p> <p><u>Colour</u>-The purpose of colour and the mood created by the artist. Create a colour pallet. Know colour relationships such as complimentary colours, harmonious colours (colours next to each other on a colour wheel)</p> <p><u>Tone</u>- Explore tone to create depth and add highlights.</p> <p><u>Space</u>-comment on the 'busy' spaces between objects. Foreground and background differences.</p> <p><u>Media</u> -_know and care for painting equipment. control the amount of paint they need to use and/or use water to preserve finer details. Know different types of paint and when to use them.</p>	<p><u>Texture</u>-explore how lines are used to create texture- layering of colour, visible strokes.</p> <p><u>Form</u>-how the organic form of the person and scene are given a 3D quality.</p> <p><u>Colour</u>- combine complimentary hues combining colours of different tones.</p> <p><u>Tone</u>-layer colours to create degrees of lightness and darkness.</p> <p><u>Space</u>-contrasting colours add depth to the space between objects and give a sense of distance.</p>
Vocabulary	<p>lines, sketch, boundaries, shape, organic, facial features, proportion, position, shape, texture, tools, patterns, decoration, finish, form, space, position, sculpture</p>	<p>painting, lines, sketch, paint, perspective, geometric, shape, texture, brush strokes, lines, dots, tones, highlights, reflection, shading, colour, smoothness, form, colour, mood, pallet, depth, space, foreground, background.</p>	<p>lines, sketch, lightly, curved, movement, shape, organic, texture, layering, strokes, form, complimentary, hues, colour, tones, lightness, darkness, space, contrasting, depth, space, distance.</p>

<p>Analysing and Evaluating</p>	<p>Give detailed observations of great artists, architects and designers and their work. Offer facts about artists, architects and designers and understand the historical and cultural development of their work. Take inspiration from famous artists to create their own piece of work. Express an opinion on the work of famous, notable artists and refer to techniques and effect. Regularly reflect upon their work and use comparisons with the artist and other pupil's work to identify how to improve. Regularly analyse and reflect on their progress taking account of what they hoped to achieve. Reflect upon their work and the development of their art skills. Take time to reflect upon what they like/dislike about their work in order to improve.</p> <p>Questions</p> <p>What do you like/dislike about your work? What would you do differently next time?</p> <p><i>Content</i> - Describe the art. Social, historical factors affect the work. <i>Process</i> - When & how made? What materials & techniques are used? <i>Formal elements</i> - line, tone, colour, shape, form, comp, pattern, texture. <i>Mood</i> - what emotions does the work convey?</p>
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<p>Y6</p>	<p>E 3D figures (sculptural) form shape shaping and combining materials Giacometti b. 1901 Switzerland (male) compare to Lowry's matchstick figures</p> <p>Applying skills: Design and shape a pipecleaner figure in a war pose.</p> <p><u>unit of work</u></p>  <p>material - pipe cleaner/wire, papier mache</p>	<p>P landscape (realistic) colour tone texture Bob Ross b.1942 American (male)</p> <p>Applying skills: Create a rainforest scene in the style of Bob Ross.</p>  <p>Artist <u>deep forest falls tutorial</u> <u>first time users of oil paints</u> <u>one point perspective</u></p> <p>material - oil paint, canvas and tools</p>	<p>D Fantasy buildings (technical) lines shape space Gaudi b 1852 Spain (male) Applying skills: Design a school of the future in the style of Gaudi.</p>  <p>Artist <u>modern architecture</u> <u>organic shapes</u> <u>perspective</u></p> <p>material - pencil crayons/pens</p>
<p>Conceptual understanding and developing skills</p>	<p><u>Lines</u>-sketch lightly creating boundaries to define the human form. <u>Shapes</u>-identify organic shapes of human form when sketching. Comment on proportion, placement and shape. <u>Texture</u>-comment on tactile quality of the sculptures rough/smooth.</p>	<p><u>Lines</u>-sketch lightly before painting. Use lines to convey perspective. Know and apply very basic one-point perspective. <u>Shape</u>-identify 2D organic shapes used to represent parts natural objects. <u>Texture</u>- achieved through, brush strokes, lines, dots, tones and highlighting. Show reflection using shading. Use tools to add texture to paint.</p>	<p><u>Lines</u>- Sketching lightly. Using different media to create lines. Convey perspective. Thick/thin, HB straight/curved, cross hatching. <u>Shape</u>-explore geometric 2D shapes in scene and what they represent. Have organic shapes been incorporated into the designs?</p>

	<p><u>Form</u>-the proportion and positioning of parts of the human body. Show life-like qualities and real-life proportions. What features are not life like?</p> <p><u>Space</u>-position and proportion of features is not realistic.</p> <p><u>Addition skills</u> creating shapes using correct techniques LOOK INTO SCULPTURE TECHNIQUES FOR wire work/ pipe cleaners</p> <p>pinching, adding</p>	<p><u>Form</u>- organic features. How they are created to give a 3D effect? -lines, use of colour.</p> <p><u>Colour</u>-The purpose of colour and the mood created by the artist. Create a colour pallet. Know colour relationships such as complimentary colours, harmonious colours (colours next to each other on a colour wheel).</p> <p><u>Tone</u>- Explore tone to create depth and add highlights (lighter=further away, darker and more intense hues = closer)</p> <p><u>Space</u>- Foreground and background differences.</p> <p><u>Media</u> - Know different types of paint and when to use them. Familiarity of different types of paper.</p>	<p><u>Texture</u>-explore how lines are used to create texture. cross hatching, dots, shading, highlighting to decorate and embellish.</p> <p><u>Form</u>-how organic form buildings and the scene are given a 3D quality.</p> <p><u>Colour</u>- use of pressure to create dark/light hues. Purpose to create mood.</p> <p><u>Tone</u>-pressure to create degrees of lightness and darkness.</p> <p><u>Space</u>-perspective, depth and distance.</p>
Vocabulary	<p>lines, sketch, boundaries, shape, organic, human body, proportion, position, shape, texture, tactile quality, rough, smooth, life-like, tools, patterns, decoration, finish, form, space, position, sculpture, realistic</p>	<p>painting, lines, sketch, paint, organic, shape, natural objects, texture, brush strokes, lines, dots, tones, highlights, reflection, shading, colour, smoothness, form, colour, mood, pallet, depth, space, foreground, background, tools,</p>	<p>architecture, lines, thick, thin, HB, sketch, lightly, curved, media, shape, organic, texture, layering, cross hatching, form, complimentary, hues, colour, tones, lightness, darkness, space, contrasting, depth, space, perspective, distance.</p>

Analysing and Evaluating	<p>Give detailed observations of great artists, architects and designers and their work.</p> <p>Offer facts about artists, architects and designers and understand the historical and cultural development of their work.</p> <p>Take inspiration from famous artists to create their own piece of work.</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effect.</p> <p>Regularly reflect upon their work and use comparisons with the artist and other pupil's work to identify how to improve.</p> <p>Regularly analyse and reflect on their progress taking account of what they hoped to achieve.</p> <p>Reflect upon their work and the development of their art skills.</p> <p>Provide a reasoned evaluation of both their own work and that of professionals, taking in to account of the starting point, intentions and context behind the work.</p> <p>Take time to reflect upon what they like/dislike about their work in order to improve.</p> <p>Questions</p> <p>What do you like/dislike about your work?</p> <p>What would you do differently next time?</p> <p>Content - Describe the art. Social, historical factors affect the work.</p> <p>Process - When & how made? What materials & techniques are used?</p> <p>Formal elements - line, tone, colour, shape, form, comp, pattern, texture.</p> <p>Mood - what emotions does the work convey?</p>
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D Drawing

P Painting

S Sculpture

E Extra eg collage, graphics, printing ect

Red 'links' may not work but there are saved in Staff Information – Curriculum Guidance and Assessment – New Curriculum Guidance 2023 – Art and Design Curriculum 2023