

***Consideration, Care and Courtesy***

**St Edmund’s Catholic Primary School**

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| **Art Curriculum Document** | |
| **Aims** | The EYFS Curriculum, ‘Expressive Arts and Design Goal’ aims to ensure that all pupils:   * 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   The national curriculum for art and design aims to ensure that all pupils:   * produce creative work, exploring their ideas and recording their experiences * become proficient in drawing, painting, sculpture and other art, craft and design techniques * evaluate and analyse creative works using the language of art, craft and design * know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms |

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| EYFS | | | | |
|  | Appraise it! | Draw it! | Paint it! | Make it! |
| **Nursery** | Be able to express a point of view and to debate when they disagree with an adult or a friend, using  words as well as actions. (CL) | Draw with increasing complexity and detail, such as representing a face with a circle and including details. (EAD)  Show different emotions in their drawings – happiness, sadness, fear, etc. (EAD)  Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. (EAD)  Create closed shapes with continuous lines and begin to use these shapes to represent objects. (EAD)  Use one-handed tools and equipment, for example, making snips in paper with scissors.(PD)  Use a comfortable grip with good control when holding pens and pencils.(PD)  Show a preference for a dominant hand.(PD) | Explore colour and colour mixing (EAD) | Develop their own ideas and then decide which materials to use to express them. (EAD)  Explore different materials freely, to develop their ideas about how to use them and what to make. (EAD)  Join different materials and explore different textures. (EAD) |
| **Reception** | Understand how to listen carefully and why listening is important. (CL)  Ask questions to find out more and to check they understand what has been said to them. (CL)  Articulate their ideas and thoughts in well-formed sentences. (CL)  Connect one idea or action to another using a range of connectives. (CL)  Use talk to help work out problems and organise thinking and activities, and to explain how things  work and why they might happen. (CL) | Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD)  Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD)  Create collaboratively, sharing ideas, resources and skills. (EAD)  Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (PD) | | |
| **Early Learning Goal** | 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. | | | |
| **Vocabulary** | How? Why? What?  What happened next? What happens after that?  I think… because I know… because | Can you draw a circle? Square? Rectangle? Can you use a circle for a head? What shape could you use for a house? Car?  Can you draw a straight line? Curved line?  Are you holding your pencil correctly?  Are you using your pencil safely?  Square, rectangle, shape, straight, curved, line  Sad, shocked, excited, happy etc  I am using … because…  I am going to … to make it better. | What colour is that? Can you mix your colours? What colour have you made? Can you make it lighter/darker?  Red, blue, green, yellow, black, white, orange, purple, pink.  Lighter/darker  I have made … with …  I have made it lighter by …  I have made it darker by … | What? Why?  Tape, glue, scissors, cut, fold, rough, smooth, shiny, dull, bumpy, bendy, hard, soft, safely, paint brushes, cutlery  The … went well because …  I would change … because … |

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| **Year One/Two**  **Cycle A**  **3D Sculpture**  **Focus Artist: Anthony Gormley**  **Brief: Creating a sculpture of a person.**  **Capital Culture: Summer Art Exhibition** | | | | | | | |
| **Focus and Questions**  Appraise it:   1. Who is Anthony Gormley? What makes his work special? What are his significant pieces? (Angel of the North/Another Place) How big are they? What are they made from? What colour are they? Where are they? Why are they there? Focusing on Another Place, what forms do the statues take?   Draw it:   1. Using a range of materials (pencil 2B, pencil 2H, fineliner) children to investigate different marks they can make with the various media. Can you make a straight/ curvy/ waved/ short/ long/ thick/ thin/ dark/ light line? Can you make a circle/ square/ rectangle/ triangle? Can you make a cylinder/ cube/ cuboid? **Reflection: What type of media would use to sketch the figure?** 2. Select from the range of materials above. Can you sketch some of the figures from Another Place? Can you mix materials e.g. 2B pencil and fineliner, to make a new sketch? Can you use a pencil to add shading?   Paint it:   1. Experiment with using different brushes and scale. What are the benefits of using a smaller brush? What about a bigger one? Can I use a big brush on a small piece of paper? Can you paint some figures from Another Place? Are you able to recreate a smaller image of Another Place? Are you able to recreate a larger image? (Use different sizes of paper) **Reflection: What brush works best for painting these figures?**   Make it:   1. How can we mould and manipulate clay? Why is kneading the clay important? (To remove any air bubbles) How can we manipulate the clay to make an arm? How can we join the arm to the body? Why is it important that the clay remains wet when moulding? How can we be safe with the tools that we are using? 2. Choose a figure which you have sketched to recreate out of clay. How can we make the surface of our sculpture smooth? How can we make the surface rough? What tools will we need? **Reflection: How might you approach this task differently next time?** | | | | | | | |
| **Objectives** | | | | | | | |
| Appraise it! | | Draw it! | | | Paint it! | Make it! | |
| Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities  Record and explore ideas from first hand observations  Ask and answer questions about the starting points for their work  Develop their ideas – try things out, change their minds | | Lines and Marks  Name, match and draw lines/marks from observations  Invent new lines Draw on different surfaces with a range of media  Form and Shape  Form and Shape Experiment with different grades of pencil and other implements to draw different forms and shapes.  Begin to show an awareness of objects having a third dimension. | | | Use a variety of tools and techniques including different brush sizes and types  Work on different scales  Experiment with tools and techniques e.g. layering, mixing media, scrapping through | Manipulate malleable materials in a variety of ways including rolling and kneading  Explore sculpture with a range of malleable media  Understand the safety and basic care of materials and tools  Form  Experiment with constructing and joining clay  Texture  Change the surface of a malleable material | |
| Evaluating and Developing Work  Review what they and others have done and say what they think and feel about it.  Identify what they might change in their current work or develop in future work | | | | | | | |
| **Vocabulary** | | | | | | | |
| Anthony Gormley, Angel of the North, Another Place, Crosby Beach, Gateshead | | 2B pencil, 2H pencil, fineliner, lines, curves, wavey, sketch, figures, shading | | | Name different sizes of paint brushes being used (round 3/0, round 1, round 3) | Form, experiment, constructing, joining, malleable, rolling, kneading, pinching, pulling, twisting, rough, smooth | |
| **Year One/Two**  **Cycle A**  **Textiles**  **Focus Artist: Kente Cloth (African Weaving Pattern)**  **Brief: Create a piece of weaved art from paper and/or fabric strips.**  **Capital Culture: Summer Art Exhibition** | | | | | | | |
| **Focus and Question**  Appraise it:   1. What is Kente cloth? What makes it special and unusual? How do they make it? (weaving) What is it used for? Who is the target audience? What is its purpose? What does it symbolise?   Draw it:   1. What is tone? How can we make different types of tones? How do we make zig-zag lines? How do we make a thick line? Thin line? (pencil 2B, 2H and fineliner) What happens when you overlap lines? Children to practice mark making with the different equipment to create tonal marks based on Kente Cloth fabric 2. How can we create tone with pastels? Can we make the different types of lines? Children to try to recreate a kente cloth pattern using the examples, revisiting their mark-making skills. **Reflection: What technique did you use to create your tones?**   Paint it:   1. Experiment with using different brushes and scale. What are the benefits of using a smaller brush? What about a bigger one? Can I use a big brush on a small piece of paper? Can you paint some kente cloth patterns? Are you able to recreate a smaller image of the kente cloth patterns? Are you able to recreate a larger image? (Use different sizes of paper and watercolours) **Reflection: What challenges did you face when changing scale?**   Make it:   1. How can you weave materials together? What works best for weaving? Can you weave fabrics and threads? Can you knot a piece of thread? How do we fray fabric? Children to experiment making their own kente cloth out of fabric. 2. How can we create texture? Can you weave fabric through natural materials? (sticks) what other natural resources can you use to make your own version of the kente cloth? **Reflection: How could you improve this design for next time?** | | | | | | | |
| **Objectives** | | | | | | | |
| Appraise it! | | Draw it! | | | Paint it! | Make it! | |
| Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities  Record and explore ideas from first hand observations  Ask and answer questions about the starting points for their work  Develop their ideas – try things out, change their minds | | Tone  Experiment with different grades of pencil and other implements to achieve variations in tone.  Apply tone in a drawing in a simple way. | | | Use a variety of tools and techniques including different brush sizes and types  Mix and match colours to artefacts and objects  Work on different scales  Experiment with tools and techniques e.g. layering, mixing media, scrapping through  Name different types of paint and their properties | Match and sort fabrics and threads for colour, texture, length, size and shape  Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting  Cut and shape fabric using scissors/snips  Apply decoration using beads, buttons, feathers etc  Create cords and plaits for decoration  Texture  Create fabrics by weaving materials i.e. grass through twigs | |
| Evaluating and Developing Work  Review what they and others have done and say what they think and feel about it.  Identify what they might change in their current work or develop in future work | | | | | | | |
| **Vocabulary** | | | | | | | |
| Kente Cloth, tribes, African, weaving, patterns, textures, tones, colours | | Names of the different equipment being used, tones, light, dark, graphite, blending | | | Name different types of paint and their properties | Fraying, knotting, fabrics, fringing, threads, twisting, plaiting, texture, weaving | |
| **Year One/Two**  **Cycle B**  **Printing**  **Focus Artist: Georgia O’Keefee**  **Brief: Creating a repeating pattern of a flower using printing techniques.**  **Capital Culture: Summer Art Exhibition** | | | | | | | |
| **Focus and Question**  Appraise it:   1. Who is Georgia O’keefee? What are they famous for? How does she make her paintings? What type of paints and materials does she use? What is the main focus of her paintings? (nature and flowers)   Draw it:   1. How can you create a flower design? What equipment would you need? How could you do it? What lines will you need to make your flower? Can you draw a straight line? Can you draw a curved line? Can you recreate your lines on different papers? Can you draw your own petals on different surfaces? (paper, crete paper, newsprint) **Reflection: Which surface was best for drawing your petal on? Why?** 2. Can you create the form of a flower? How can you create the shape of a flower? Can you draw using different grades of pencil? What forms can you create?   Paint it:   1. What colours do you need to match the flowers you have got? How can you create these colours? Will you need to mix colours? How can you mix colours? What happens if I use a thicker paint brush compared to a slim one? Can you label the colours you have made? **Reflection:** **How did you make the colours? What technique did you use?** 2. Can I paint flowers to different scales? Can I paint small flowers? Can I paint larger flowers? Can I mix and blend colours? Can I create a pattern using the paints?   Make it:   1. Can I create a flower stencil out of sponge? Can I make a repeating pattern? Can I create a selection of stencils? Can I make a more complex repeating pattern? **Reflection: What technique did you use to make your most successful stencil?** | | | | | | | |
| **Objectives** | | | | | | | |
| Appraise it! | Draw it! | | | Paint it! | | | Make it! |
| Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities  Record and explore ideas from first hand observations  Ask and answer questions about the starting points for their work  Develop their ideas – try things out, change their minds | Lines and Marks  Name, match and draw lines/marks from observations  Invent new lines Draw on different surfaces with a range of media  Form and Shape  Form and Shape Experiment with different grades of pencil and other implements to draw different forms and shapes.  Begin to show an awareness of objects having a third dimension. | | | Use a variety of tools and techniques including different brush sizes and types  Mix and match colours to artefacts and objects  Work on different scales  Experiment with tools and techniques e.g. layering, mixing media, scrapping through  Name different types of paint and their properties | | | Print with a range of hard and soft materials e.g. corks, pen barrels, sponge  Take simple prints i.e. mono -printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils  Build repeating patterns and recognise pattern in the environment  Create simple printing blocks with press print  Design more repetitive patterns |
| Evaluating and Developing Work  Review what they and others have done and say what they think and feel about it.  Identify what they might change in their current work or develop in future work | | | | | | | |
| **Vocabulary** | | | | | | | |
| Georgia O’keefee, stencils, prints, flowers, floral, nature, landscapes, textures, tones | Names of the equipment being used, two-dimensions, three-dimensions, 2D, 3D, media | | Name different types of paint and their properties | | | | Stencil, prints, repetition, pattern, colour, texture, rotation, inversion, blocks, mono, poly |

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| **Year One/Two**  **Cycle B**  **Collage**  **Focus Artist: Gabi Jimenez**  **Brief: Creating a self-portrait in the style of Gabi Jimenez**  **Capital Culture: Summer Art Exhibition** | | | | |
| **Focus and Question**  Appraise it:   1. Who is Gabi Jimenez? What is unique about Gabi Jimenez? (Traveller artist) What is special about his work? How does he create his work? What style of drawing does he use?   Draw it:   1. How could you draw like Gabi Jimenez? Have photos of the children stuck in their books that they can draw from in a similar style. How could you draw your eyes? How could they draw their shape face? What type of lines will they use? **Reflection: What technique did you find that worked best for recreating those designs?** 2. What tools can you use to help you with your drawing? (fine liners, thick liners, pencils) Can you recreate a portrait in a similar style with different lines? How can you create texture? What ways can we use texture to enhance our drawing?   Paint it:   1. Can we mix drawing and painting? What type of colours does Gabi Jimenez do? Can we create multiple self portraits using different colours for each? What colours work best? Can you paint over different materials? **Reflection: What materials work best when mixing with paint?**   Make it:   1. How can we create a collage background? What materials and tools do you need? Can you create a small background? Can you create a large background? Can you sort the materials given? 2. Can you paint a self-portrait over the collaged background? What style will you use? What colours? What material? **Reflection: What is unique about your creation?** | | | | |
| Objectives | | | | |
| Appraise it! | Draw it! | | Paint it! | Make it! |
| Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities  Record and explore ideas from first hand observations  Ask and answer questions about the starting points for their work  Develop their ideas – try things out, change their minds. | Texture  Create textures with a wide range of drawing implements.  Apply a simple use of pattern and texture in a drawing. | | Use a variety of tools and techniques including different brush sizes and types  Mix and match colours to artefacts and objects  Work on different scales  Experiment with tools and techniques e.g. layering, mixing media, scrapping through  Name different types of paint and their properties | Create images from a variety of media e.g. photocopies material, crepe paper etc  Arrange and glue materials to different backgrounds  Sort and group materials for different purposes e.g. colour texture Fold, crumple, tear and overlap papers  Work on different scales  Colour  Collect, sort, name match colours appropriate for an image  Shape  Create and arrange shapes appropriately  Texture  Create, select and use textured paper for an image |
| Evaluating and Developing Work  Review what they and others have done and say what they think and feel about it.  Identify what they might change in their current work or develop in future work | | | | |
| **Vocabulary** | | | | |
| Gabi Jimenez, cartoonist, collage, texture, tone, colours, variations | Names of the different equipment being used, texture, patterns | Name different types of paint and their properties | | Collage, collection, sort, colours, image, arrangement, textured, shapes, crepe. copies |

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| **Year Three/Four**  **Cycle A**  **Textiles**  **Focus Artist: Louise Baldwin**  **Brief: Create a patchwork quilt using patterns found in the natural world.**  **Cultural Capital: Summer Art Exhibition** | | | | | |
| **Focus and Questions**  Appraise it:   1. Who is Louise Baldwin? What is she famous for? What is special about her work? What materials does she use? What tools may she use to make her work? What is the purpose of her work? Who is the intended audience?   Draw it:   1. How can you recreate the different lines and marks from her work? What tools will you need to use? (pencil 4B, pencil 4H, fine liners and graphite sticks) What grade of pencil works best? What happens when you incorporate the other media? **Reflection: What tools are best for recreating natural lines?** 2. How can you create a tone and texture to a flat piece? How can you begin to make a flat shape 3D? How can that be incorporated into your drawings? What drawings can you make from observations in our natural world?   Paint it:   1. What is a primary colour? What is a secondary colour? How can you make different shades? Can you match colours to objects found in the natural world? Can you recreate colours based on objects found outside? **Reflection: What barriers did you have to overcome when matching colours?** 2. What textures can you create with paints? Can you create a wash? Can you block in colours? Can you create a natural scene on a large scale? What about a smaller scale?   Make it:   1. How can you recreate your scene on a smaller scale? What is paste resist? How can we use that to create a design? Can you stitch fabric together? Can you use textile dyes and printing? How can you join two pieces of fabric? **Reflection: How could paste resist be used in future projects?** | | | | | |
| Objectives | | | | | |
| Appraise it! | Draw it! | | Paint it! | | Make it! |
| Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.  Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  Question and make thoughtful observations about starting points and select ideas to use in their work. | Lines and Marks  Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.  Experiment with different grades of pencil and other implements to create lines and marks.  Form and Shape  Experiment with different grades of pencil and other implements to draw different forms and shapes.  Begin to show an awareness of objects having a third dimension. | | Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects  Work on a range of scales e.g. thin brush on small picture etc.  Create different effects and textures with paint according to what they need for the task.  Colour Mix colours and know which primary colours make secondary colours  Mix and use tints and shades | | Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects  Match the tool to the material  Develop skills in stitching, cutting and joining  Experiment with paste resist. |
| Evaluating and Developing Work  Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further.  Annotate work in journal. | | | | | |
| **Vocabulary** | | | | | |
| Louise Baldwin, textiles, nature, patterns, tones, textures | 2D, 3D, shading, boxing, charcoals, graphite, pencils, fine liners, watercolours, mixing, shades, tints, tones | | Use more specific colour language | | Paste resist, stitching, joins, fabric, textiles, printing, dying, weaving |
| **Year Three/Four**  **Cycle A**  **3D**  **Focus Artist: Gerhard Marcks**  **Brief: Creating a sculpture of an animal in the same style as Gerhard Marcks**  **Capital Cultural: Summer Art Exhibition** | | | | | |
| **Focus and Question**  Appraise it:   1. Who is Gerhard Marcks? What style of work is he best known for? What is the purpose of his work? What tools and media does he use? Does he ever explore other media? What are his illustrations like?   Draw it:   1. What lines can I make with these different tools? (Graphite stick, 4B pencil, 4H pencil) How can I create different tones with these different tools? What is hatching? What different types of hatching are there? How can I explore making different varieties of marks? **Reflection: How can we use these tools to recreate Gerhard Marcks illustration style?** 2. How can I apply tone to a drawing? What effect does this have on my images? What happens if I mix drawing tools to make different tones? **Reflection: What effect does adding tone have on my images?**   Paint it:   1. How can I create colours? What are primary colours? What are secondary colours? Can I make different types of colours through mixing? 2. How do I create a wash? Can I create tones within the wash? Can I go from light to dark? Can I mix colours smoothly? Can I incorporate drawings within my painting? **Reflection: How does mixing colours help us to create tones?**   Make it:   1. How do you manipulate clay? Can I make a coil? Can I make a slip? Can I create surface patterns on my clay pieces? Can I recreate a design out of clay? | | | | | |
| **Objectives** | | | | | |
| **Appraise it!** | | **Draw it!** | **Paint it!** | **Make it!** | |
| Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.  Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  Question and make thoughtful observations about starting points and select ideas to use in their work. | | Tone  Experiment with different grades of pencil and other implements to achieve variations in tone.  Apply tone in a drawing in a simple way. | Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects  Work on a range of scales e.g. thin brush on small picture etc.  Create different effects and textures with paint according to what they need for the task.  Colour Mix colours and know which primary colours make secondary colours  Mix and use tints and shades | Plan, design and make models from observation or imagination  Join clay adequately and construct a simple base for extending and modelling other shapes using skills like coils, slips and slabs  Create surface patterns and textures in a malleable material | |
| Evaluating and Developing Work  Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further.  Annotate work in journal. | | | | | |
| **Vocabulary** | | | | | |
| Gerhard Marcks, sculpture, illustrator, tonal, black and white | | Tone, graphite, pencil, blending, hatching, shadow, shades, dimensions | Use more specific colour language | Clay, knead, roll, coil, slip, mark, cut, surface, pattern, finishing | |

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| **Year Three/Four**  **Cycle B**  **Printing**  **Focus Artist: Andy Warhol**  **Brief: Repeated pattern with tessellation focused on electricity.**  **Capital Culture: Summer Art Exhibition** | | | |
| **Focus and Questions**  Appraise it:   1. Who is Andy Warhol? What style of art is he most famous for? What is unique about his pieces? Are there any common themes? What are these themes? Why do you think he chooses to create artwork like this?   Draw it:   1. What lines can you make with the different equipment provided? (pastels, pencil 4b, pencil 4h, fine liner) Can you blend these? Are there any that you can not blend? 2. What shapes can you make with the different equipment? How can we use light and tone to make an object appear 3D? Can we recreate some of these items in our books? Can you include shading?   Paint it:   1. What is a primary colour? How can we make a secondary colour? What colours work well with each other? What are contrasting colours? Can I create texture with my paint? Can I create a block colour? 2. What different textures can I make? Can I create different textures using a thin brush? Thick brush? Small picture? Big picture?   Make it:   1. How do I create a repeating pattern? Can I repeat a pattern using different block colours? Can I repeat a pattern that includes some tone and texture? | | | |
| **Objectives** | | | |
| **Appraise it!** | **Draw it!** | **Paint it!** | **Make it!** |
| Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.  Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  Question and make thoughtful observations about starting points and select ideas to use in their work. | Lines and Marks  Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.  Experiment with different grades of pencil and other implements to create lines and marks.  Form and Shape  Experiment with different grades of pencil and other implements to draw different forms and shapes.  Begin to show an awareness of objects having a third dimension. | Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects  Work on a range of scales e.g. thin brush on small picture etc.  Create different effects and textures with paint according to what they need for the task.  Colour Mix colours and know which primary colours make secondary colours  Mix and use tints and shades | Create printing blocks using a relief or impressed method  Create repeating patterns  Print with two colour overlays |
| Evaluating and Developing Work  Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further.  Annotate work in journal. | | | |
| **Vocabulary** | | | |
| Andy Warhol, Pop art, printing, repeating, colour, primary/secondary colour, abstract. | Tone, texture, light, dark, pastel, pencil 4B, pencil 4H, fine liner, blending | Use more specific colour language, tone, texture, tints, shades, scale | Print, repeat, block colour, shades, tones, tint, scale, colour vocabulary |

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| **Year Three/Four**  **Cycle B**  **Collage**  **Focus Artist: Eileen Agar**  **Brief: Natural scenes using cut outs.**  **Capital Culture: Summer Art Exhibition** | | | |
| **Focus and Questions**  Appraise it:   1. Who is Eileen Agar? What is she famous for? What do we notice about her work? What do you like about her work? What style of art do you think she uses? What is collage?   Draw it:   1. What is nature? What examples of nature can we find outside? Can you draw from objects you have collected outside? Can you draw it using a fine liner? Pencils 4b/h? pastels? How can we create textures? Can we take rubbings from our objects? 2. How can we draw the textures using our equipment? Can we draw it on a small scale? What fine patterns can we find e.g. copying the bark on a stick or the veins on a leaf? Which drawing implements are the best for this?   Paint it:   1. Can we create a wash? Can we draw over the wash to add texture? What happens if we place a wash over a drawing? How can we create different colours and tones through mixing? 2. How can we use light and dark tones and tints in our painting? Can we paint on a smaller scale with a thin brush? Larger scale? How can we still recreate texture?   Make it:   1. What is collage? How can we tear? Overlap? Layer? Recreate textures? How can we recreate a natural feel? | | | |
| Appraise it! | Draw it! | Paint it! | Make it! |
| Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.  Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  Question and make thoughtful observations about starting points and select ideas to use in their work. | Texture  Create textures with a wide range of drawing implements.  Apply a simple use of pattern and texture in a drawing. | Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects  Work on a range of scales e.g. thin brush on small picture etc.  Create different effects and textures with paint according to what they need for the task.  Colour Mix colours and know which primary colours make secondary colours  Mix and use tints and shades | Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures  Use collage as a means of collecting ideas and information.  Use magazines and different materials as a collage resource. |
| Evaluating and Developing Work  Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further.  Annotate work in journal. | | | |
| **Vocabulary** | | | |
| Eileen Agar, collage, nature, natural, environment, contemporary, explorative | Fine liner, pencil 4b, pencil 4h, pastels, texture, rubbings, explorations | Use more specific colour language, wash, texture, drawing, tones, light, dark, tints | Collage, tearing, overlapping, layering, texture, ideas, information, materials |

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| **Year Five/Six**  **Cycle A**  **3D**  **Focus Artist: Keith Haring**  **Brief: Create a 3D model of a person in a sporting position.**  **Capital Culture: Summer Art Exhibition** | | | |
| **Focus and Questions**  Appraise it:   1. Who is Keith Haring? What is he famous for? What is Change4life? What style of sculpture does he use? What type of colours does he use? Why do you think he chooses this medium?   Draw it:   1. What is body proportion? How can we draw a figure in proportion? What is scale? Take photographs of the children in different positions and ask them to sketch their figures in proportion 2. What is perspective? Explore foreground, middle ground and background, in groups get children to pose in different sporting poses. Take photo of group for children to draw from.   Paint it:   1. What sporting figure positions can you draw? How do we mix colours? Can we paint a drawing? What do different colours represent? Can you create light and dark tones using one colour? 2. Draw final sporting pose. What is a complementary colour? What is a contrasting colour? Which colour will you choose for your figure? Why?   Make it:   1. How can we use modelling wire to recreate our sporting pose in proportion? What is mod roc? How can we create a 3D final outcome? | | | |
| Appraise it! | Draw it! | Paint it! | Make it! |
| Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.  Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  Question and make thoughtful observations about starting points and select ideas to use in their work. | Perspective and Composition  Begin to use simple perspective in their work using a single focal point and horizon.  Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.  Show an awareness of how paintings and drawings are created ie. Composition. | Develop a painting from a drawing  Carry out preliminary studies, trying out different media and materials and mixing appropriate colours  Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music  Colour Mix and match colours to create atmosphere and light effects  Be able to identify and work with complementary and contrasting colours | Shape, form, model and construct from observation or imagination  Plan a sculpture through drawing and other preparatory work  Use modelling wire and Modroc to create a figure |
| Evaluating and Developing Work  Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further. Annotate work in a journal. | | | |
| **Vocabulary** | | | |
| Keith Haring, Change4life, sculpture, statues, humans, sports, figures, primary colours, secondary colours | Body proportion, figure, scale, sketch, perspective, foreground, middle ground, background, composition | Primary, secondary, tertiary, paint, light, dark, texture, contrasting colours, complementary colours | Model, modelling wire, manipulate, twist, wrap, mod roc, mâché, 3D form, proportion |

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| **Year Five/Six**  **Cycle A**  **Printing**  **Focus Artist: Suzie Mackenzie**  **Brief: Create a scenery with a print overlay**  **Capital Culture: Summer Art Exhibition** | | | |
| **Focus and Questions**  Appraise it:   1. Who is Suzie Mackenzie? What is she famous for? What is a collagraph? How does she create her prints? What is an etching plate? What is the purpose of her work?   Draw it:   1. How can I use dry media to create different marks and tones? (Dry media is tools that can be rubbed together or blended without the use of water) Can I create shading? Hatching? Create observational drawings. Explore making marks with lines. 2. How can I use wet media to create different lines, patterns, textures and shapes? Can I include colour? Can I create a simple ink wash with a pen?   Paint it:   1. Can I draw a scenery? Using wet media, can I create some texture? What is a complementary colour? Contrasting colour? Can I incorporate water colours to my drawing? 2. Recreate a scenery, encouraging children to use a restricted water colour pallet like Suzie Mackenzie. Can I create an atmosphere with my painting? Light tones? Dark tones?   Make it:   1. Can I create a wash background? Can I use an etching plate to create a print? Can I overlay my print? How can I use my plate again to create another print? Can I build up a painting using multiple plates? | | | |
| Appraise it! | Draw it! | Paint it! | Make it! |
| Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.  Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  Question and make thoughtful observations about starting points and select ideas to use in their work. | Lines, Marks, Tone, Form & Texture  Use dry media to make different marks, lines, patterns and shapes within a drawing.  Experiment with wet media to make different marks , lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils.  Use different techniques for different purposes i.e. shading, hatching within their own work.  Start to develop their own style using tonal contrast and mixed media | Develop a painting from a drawing  Carry out preliminary studies, trying out different media and materials and mixing appropriate colours  Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music  Colour Mix and match colours to create atmosphere and light effects  Be able to identify and work with complementary and contrasting colours | Create printing blocks by simplifying an initial journal idea  Use relief or impressed method  Create prints with three overlays  Work into prints with a range of media e.g. pens, colour pens and paints |
| Evaluating and Developing Work  Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further. Annotate work in a journal. | | | |
| **Vocabulary** | | | |
| Suzie Mackenzie, collagraph, printing, etching, nature, dark tones, washes, observational, line drawings | Marks, tones, lines, patterns, textures, shapes, mixing, blending, hatching, shading, observational drawing | Complementary colours, contrasting colour, water colour, wash, atmosphere, light tones, dark tones, emotive painting | Print blocks, relief printing, impressed printing, overlay, etching, wash |

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| **Year Five/Six**  **Cycle B**  **Textiles**  **Focus Artist: Anya Paintsil**  **Brief: Create a self-portrait using fabric and thread**  **Capital Culture: Summer Art Exhibition** | | | |
| **Focus and Question**  Appraise it:   1. Who is Anya Paintsil? How does she use textiles? What is unusual about her portraits? What is the purpose of her artwork?   Draw it:   1. Using dry media (equipment that can blend without water) what lines, patterns and shapes can you create? Can you create a self portrait? Can you use hatching to add detail? Can you blend and mix colours with coloured pencil? 2. Using wet media (equipment that blends with water e.g. ink) can you create a self portrait with colour? Tone? Can you mix media to add further detail?   Paint it:   1. Can you mix and match colours? What is a complementary colour? What is a contrasting colour? How can you recreate the different textures? Explore creating tonal colours in book. 2. Can you mix drawing with paints? Create a self-portrait using drawing tools and paints, explore with creating light and dark tones.   Make it:   1. How can I make a fabric 3D structure? What is trapunto? How can I include this into my final piece? | | | |
| Appraise it! | Draw it! | Paint it! | Make it! |
| Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.  Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  Question and make thoughtful observations about starting points and select ideas to use in their work. | Lines, Marks, Tone, Form & Texture  Use dry media to make different marks, lines, patterns and shapes within a drawing.  Experiment with wet media to make different marks , lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils.  Use different techniques for different purposes i.e. shading, hatching within their own work.  Start to develop their own style using tonal contrast and mixed media | Develop a painting from a drawing  Carry out preliminary studies, trying out different media and materials and mixing appropriate colours  Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music  Colour Mix and match colours to create atmosphere and light effects  Be able to identify and work with complementary and contrasting colours | Use fabrics to create 3D structures  Use different grades of threads and needles  Experiment with trapunto techniques (stuffing to make 3D)  Experiment with a range of media to overlap and layer creating interesting colours and textures and effects |
| Evaluating and Developing Work  Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further. Annotate work in a journal. | | | |
| **Vocabulary** | | | |
| Anya Paintsil, textiles, portraits, layering, fabrics, sewing, threads, binding | Dry media, wet media, lines, patterns, shapes, pencils, inks, pastels, powder paints, tone, texture, colour | Complementary, contrasting, textures, tones, shades light, dark | Fabric 3D, structure, self-portrait, trapunto, media, overlap, textures, effects. |

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| **Year Five/Six**  **Cycle B**  **Collage**  **Focus Artist: Monet**  **Brief: Creating a collage using tissue paper and water colours of Monet’s water lily.**  **Capital Culture: Summer Art Exhibition** | | | |
| **Focus and Questions**  Appraise it:   1. Who is Claude Monet? What is he famous for? What is the purpose of his artwork? What type of art did he use? What was his inspiration?   Draw it:   1. Look at Monet’s Water Lily, explore drawing some of the lilies. How can I draw it to scale? How can I ensure that it is in proportion? Can I use coloured pencils to create tones? Can I go lighter? Can I go darker? 2. Look at Monet’s Water Lily again, this time explore creating the water lilies in the water. How can I draw to scale? Proportion? What is the foreground? Middle ground? Background?   Paint it:   1. How can I develop a painting from a drawing? Give the children some flowers to draw (observational drawing). Ask them to begin to create light effects and atmosphere through water colours. Can you change scale? Smaller? 2. Recreate the Water Lily painting in their books using the techniques covered. Experiment with mixing colours and media.   Make it:   1. How can I add collage to a painted background? Can I collage a lily? How can I use collage to extend my final design? | | | |
| Appraise it! | Draw it! | Paint it! | Make it! |
| Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.  Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  Question and make thoughtful observations about starting points and select ideas to use in their work. | Perspective and Composition  Begin to use simple perspective in their work using a single focal point and horizon.  Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.  Show an awareness of how paintings and drawings are created ie. Composition. | Develop a painting from a drawing  Carry out preliminary studies, trying out different media and materials and mixing appropriate colours  Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music  Colour Mix and match colours to create atmosphere and light effects  Be able to identify and work with complementary and contrasting colours | Add collage to a painted, printed or drawn background  Use a range of media to create collages  Use different techniques, colours and textures etc when designing and making pieces of work  Use collage as a means of extending work from initial ideas |
| Evaluating and Developing Work  Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further. Annotate work in a journal. | | | |
| **Vocabulary** | | | |
| Monet, watercolour, impressionist, Parisian, landscapes | Lilies, lines, tones, water, scale, proportion, foreground, middle ground, background, darker, lighter | Colour, light, dark, atmosphere, water colours, scale, experimentation, mixing, media | Collage, paints, blending, contrasting, depth, tonal variations, texture |