







Chromatic

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Does abstract art mean anything?</p> 	<p>How can artists use colour?</p> 	<p>What is illustration?</p> 	<p>Why do artists keep sketchbooks?</p> 	<p>How realistic do portraits need to be?</p> 	<p>Can art help save the planet?</p> 
<p>Practical Skills <u>Colour Theory</u></p> <p>Identifying the 3 primary colours, and mixing to make secondary colours.</p> <p>Elements of Art</p> <p>Knowing the definition of line, shape, space and colour.</p> <p>Tools</p> <p>Learn the parts of a brush. Controlling a brush.</p> <p>How to rinse a brush between colours.</p> <p>Using acrylic paints.</p>	<p>Practical Skills <u>Colour Theory</u></p> <p>Revise primary and secondary colours.</p> <p>Identifying warm and cool colours.</p> <p>Identify complementary colours.</p> <p>Begin to recognise the colour wheel.</p> <p>Creating colour palettes.</p> <p>Elements of Art</p> <p>Revise parts of a brush.</p> <p>Controlling a paint brush for increased precision.</p> <p>Using acrylic paints.</p> <p>Tools</p>	<p>Practical Skills <u>Colour Theory</u></p> <p>Revise primary colours and secondary colours.</p> <p>Blending colours.</p> <p>Revise complementary colours.</p> <p>Tools</p> <p>Revise parts of a brush.</p> <p>Controlling a paint brush for increased precision.</p> <p>Knowing how to use watercolour paints and understand how they're different to acrylic paint.</p> <p>Techniques</p> <p>Use a sketch to create</p>	<p>Practical Skills <u>Tools</u></p> <p>Revise how to use watercolour paints.</p> <p>Techniques</p> <p>Use a sketch to create guide lines for painting.</p> <p>Incorporate photos into a watercolour painting to create a photocollage.</p> <p>Exploring line work through sketching.</p> <p>Use a sketchbook to develop skills.</p> <p>To consider the steps to compose a collage.</p> <p>Creating a collage using scissors.</p>	<p>Practical Skills <u>Colour Theory</u></p> <p>Revise primary and secondary colours.</p> <p>Learn to mix skin tones.</p> <p>Tools</p> <p>Use watercolour paints with proficiency.</p> <p>Revise the differences between acrylic and watercolour paint.</p> <p>Techniques</p> <p>Use ripped paper collage to create a self-portrait.</p> <p>Use shapes to guide the composition of a portrait.</p> <p>Use measurements</p>	<p>Practical Skills <u>Techniques</u></p> <p>To use precision in collage.</p> <p>To use the elements of art in design.</p> <p>Use pencil rubbing to transfer a design sketch.</p> <p>To use the grid method to transfer an image.</p> <p>Use shapes to guide the composition of an animal.</p> <p>Tools</p> <p>Use watercolour paints with proficiency.</p>

	Use a sketch to create guide lines for painting.	guide lines for painting. Identifying shapes and lines whilst we recreate an image.		to control proportions in a face. Use sketches to create guide lines for painting a miniature.	
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<p><u>Disciplinary Knowledge (how art is studied, discussed and judged)</u></p> <p>Identifying abstract and realism paintings.</p> <p>Begin to understand how art can cause an emotional response.</p> <p>Know that art can have meaning.</p> <p>Consider some of the reasons that people create art.</p> <p>Describing abstract art.</p> <p>Beginning to evaluate our own art.</p> <p>To compare differences and similarities between artwork.</p> <p><u>Theoretical Knowledge (Culture and Context)</u></p> <p>Learning about the work of abstract painters.</p> <p>Know that some artists make art for different purposes.</p> <p>Know that art can be displayed in a gallery, a museum, a sketchbook or a home.</p> <p>Know that artists can come from all around the world.</p>	<p><u>Disciplinary Knowledge (how art is studied, discussed and judged)</u></p> <p>Consider how we feel about art and why people create art.</p> <p>Describing how colours may make people feel.</p> <p>Learning the differences between landscape, portrait and still life.</p> <p>Know that art doesn't have to be realistic.</p> <p>Evaluating our own work.</p> <p><u>Theoretical Knowledge (Culture and Context)</u></p> <p>Knowing that where an artist lives can effect what they create.</p> <p>Learning that artists do not have to directly create every piece of art that is attributed to them.</p> <p>Ted Harrison paints and then commissions serigraph prints to sell.</p> <p>Beginning to identify artists work by recognising their style.</p>	<p><u>Disciplinary Knowledge (how art is studied, discussed and judged)</u></p> <p>Learning how art can impact society.</p> <p>Learning about the discipline of illustration.</p> <p>Evaluating our own work.</p> <p>Learning to talk about art.</p> <p>Learning that art can cause an emotional response.</p> <p>Knowing some of the reasons that people paint.</p> <p><u>Theoretical Knowledge (Culture and Context)</u></p> <p>Learning about the work of illustrators.</p> <p>Beginning to learn how technology can influence art.</p> <p>Understanding that making art can require courage and persistence.</p>	<p><u>Disciplinary Knowledge (how art is studied, discussed and judged)</u></p> <p>Learning about the process of being an artist, and how sketchbooks are used for different purposes.</p> <p>Evaluating our own art process.</p> <p>Learn about mixed media artworks.</p> <p><u>Theoretical Knowledge (Culture and Context)</u></p> <p>Understanding how architects can respond to current issues, such as sustainability.</p> <p>Understanding that the context of the painting or artist can influence how we understand it.</p> <p>To know the difference between drafting and sketching.</p> <p>Learn how technology can influence art.</p>	<p><u>Disciplinary Knowledge (how art is studied, discussed and judged)</u></p> <p>Use the seven elements of art to talk about artwork.</p> <p>Consider who decides how much art is worth.</p> <p>Consider how art can be an exploration of who we are and how we want others to see us.</p> <p>Consider that we can use art to express something that isn't visible to the eye.</p> <p>Know that art doesn't have to be realistic.</p> <p>Evaluating our own art process.</p> <p>Consider how colour can be used in portraiture.</p> <p><u>Theoretical Knowledge (Culture and Context)</u></p> <p>Learn about portraiture as a form of art over time and across cultures.</p> <p>Learn about portraiture miniatures as a form of art.</p> <p>Understand how technology can influence art.</p> <p>Learn about the work of collagists.</p>	<p><u>Disciplinary Knowledge (how art is studied, discussed and judged)</u></p> <p>Consider whether designs on t-shirts can be called art.</p> <p>To use the elements of art to discuss design.</p> <p>Evaluate other people's art and our own.</p> <p>Learning how art can impact society.</p> <p>Know that art doesn't have to be realistic.</p> <p><u>Theoretical Knowledge (Culture and Context)</u></p> <p>To consider the sustainability of art and design.</p> <p>Know that art can be inspired by political or charitable causes.</p> <p>Know that art can be created with a purpose to create change.</p> <p>Consider how artists can reduce, reuse or recycle.</p>
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<p>Examples of great art and artists encountered:</p> <p>William Merritt Chase c. 1893 (American) George Inness, 1866 (American) Tariku Shiferaw, 2021 (Ethiopian) Piet Mondrian, 1927 (Dutch) Paul Klee, 1938 (Swiss-German) Mizuki Heitaro, 1930 (Japanese) Hilma af Klint, 1907 (Swedish)</p> <p>Vocabulary</p> <p>abstract, realism, acrylic, ferrule, toe, handle, bristle, dot, line, primary colour, curved, space, gallery, pattern, design</p>	<p>Examples of great art and artists encountered:</p> <p>Katsushika Hokusai, 1831 (Japanese) Ted Harrison, 1993 (British-Canadian)</p> <p>Vocabulary</p> <p>warm, cool, contrast, complementary, elements, the colour wheel</p>	<p>Examples of great art and artists encountered:</p> <p>Maria Sibylla Merian, 1705, (German) Nora Sherwood, 2022 (American) Dapo Adeola, 2019 (British-Nigerian) Walter Crane, 1898 Rahana Dariah, 2021</p> <p>Vocabulary</p> <p>watercolour, illustrator, illustration, paint pan, blend, observational, observe, medium</p>	<p>Examples of great art and artists encountered:</p> <p>Kathryn Larsen, 2020 (American) Lady Mary Georgina Filmer, 1863 (British) Karl Wiener, 1942 (Austrian) Marie-Blanche Hennelle Fournier, 1870s (French) Eva Macdonald. 1846 (British) Paul Gauguin, 1887 (French) Katsushika Hokusai, c1820 (Japanese) Janice Hayes-Cha, 2014</p> <p>Vocabulary</p> <p>architect, architecture, drafting, photocollage, collagist, mixed media, context, medium, sketchbook, annotating, urban, process, form, texture</p>	<p>Examples of great art and artists encountered:</p> <p>Alexej von Jawlensky, c.1920 (Russian) Frida Kahlo, 1937 (Mexican) Dapo Adeola, 2019 (British-Nigerian) Amedeo Modigliani, 1917 (Italian) Vincent van Gogh, 1887 (Dutch) Samuel J. Miller 1847, (American) Sarah Biffin, 1848 (British) Diego Rodríguez de Silva y Velázquez, 1650 (Spanish) Noor Barjat, 2020 (Syrian) Samuel Joseph Brown Jr, 1941 (African American) Giovanna Garzoni , 1635 (Italian) John Carlin, 1840 (American)</p> <p>Vocabulary</p>	<p>composition, form, line, miniaturist, mixed media, opaque, portrait, proportion, shape, sitter, space, texture, value, cartoon</p>

colour, commissioned,

Examples of great art and artists encountered:

Je Hong, 2014
(American)
Stanley Thomas

Clough, 1938
(American)
Kathryn Larsen,
2020 (American)

Nick Gentry, 2021
(British)

Vocabulary
ferule, bristles,
complementary

colours, tertiary
colours, manipulate,
matte