

YEAR 1	Line/shape/form	Colour	Pattern	Form	Key knowledge	Evaluating
Core concepts	Experimentation – The action or process of trying out new ideas methods, or activities. Developing Techniques - a way of carrying out a particular task, especially the execution or performance of an artistic work. Line - A Mark Shape - An outline of something. Form - A physical shape.	Media – Materials and tools used by an artist to create a piece of art e.g. pen ink etc Contrast – Strikingly being different from something. Expression – How someone can convey their thoughts and feelings through a piece of art using colour Colour – different pigments	Texture – Making something look the way it feels on the surface. Collage - creating a surface using layers of different materials and textures.	Art forms - Any activity regarded as imaginative or creative self-expression.	Artists - the study of artists based on an analysis of their development over time. History of art – studying where the art originally came from. Creativity – The use of imagination or original ideas to create something; inventiveness Interpretation – explaining a meaning based on a piece of art. Expression – How someone can convey their thoughts and feelings through a piece of art	Reflect – looking at the final piece and making a judgment of what has gone well/ could be improved Prospective – A point of view (particularly to an individual/ groups of individuals).
Cycle A Term 1a Kandinsky Creating a piece inspired by Kandinsky's concentric circles.	Introduce tools which make marks on backgrounds. Experimenting on mark making with different colours and textures and with different tools Use parts of a pencil to create different mark making effects Begin to produce simple observational drawings – E.G –using different marks – dots, wiggly lines, smudgy circles, straight lines. <u>Greater depth</u> Children can start to explain which tools they are using.	Mix two primary colours to make secondary colours. Possibly through the use of colour wheels. Develop skill of holding applicators possibly through the use of stamps, different brush sizes and sponges. Light and dark – to be able to control the light and darkness of a colour through the amount of paint on applicators. <u>Greater depth</u> Can discuss the different media they are using.	Create patterns from shapes, using different media, drawing, cutting circular shapes out and sticking beginning to explore sticking glue to attach paper. Creating collages using circular shapes sticking one on top of the other making each one smaller than the next. <u>Greater depth</u> Starting to discuss ratio when sizing circles to be layered (e.g. bottom circle need to biggest and so on).	Create a model by reconstructing basic shapes. Developing Kandinsky's concentric circle using a variety of media. <u>Greater depths</u> Can explain the different Media used with in the topic	Understand abstract art and where it came from. Understand Kandinsky's and other abstract artist styles of painting and the inspiration behind his creations. Comparing different abstract art and making links to their own work. <u>Greater depth</u> Expression- Discuss the moods they believe the artist was in by looking at the colours and shapes used.	Discuss and give opinions on Kandinsky's work. Reflect on use of patterns and shapes used in the paintings Discuss layering (collage) and the effect this has on their picture. <u>Greater Depth</u> To be able start to discuss similarities and differences between their own creation and Kandinsky's masterpieces.
Term 1b Self portraits (Sculpture of their faces) Sculpture of their faces. Linked artist: Marilyn Monroe, Andy wormhole, Mona Lisa by Leonardo Da Vinci	To start mark making using the different parts of a pencil to create different effects. To begin to produces simple observation drawing of the facial features To start to understand how to manipulate different materials to create shapes <u>Greater depth</u> To understand the correct proportion of drawing facial features e.g. drawing facial features in the correct place.	To understand that light and dark can be created by the pressure of the pencil. To understand that different materials create different effects. Eg the use of clay and pencils different medias required different skills. <u>Greater depth</u> Starting to choose appropriate implements to complete the tasks	To understand manipulation and moulding a material to create an effect. Experiment with sculpting tool and understand why we use them. Start to develop sculpting techniques using sculpting tools. <u>Greater depth</u> Children starting to explain what tools they prefer to use and why.	Understand and look at 3d models. Create model out of clay by looking at basic shapes. <u>Greater depth</u> To start to explain the difference between drawing and sculpting.	Understand what a sculpture is. To understand what a sculpture is for. To know how to manipulate material to form a new shape To know how to create a sculpture of a 3d face using clay. To understand how to use sculpting techniques to manipulate different materials. <u>Greater depth</u> Understanding the difference between portraits and 3d sculptures	Discuss and give opinions on different sculptures and artists work. Peer and self-assess final pieces, considering the use of different materials – what they thought went well/what can be changed. Reflect upon how the materials are manipulated to create the final piece. <u>Greater Depth</u> Discuss whether their work is the same as the artist looked at. If so how.

<p>Term 3b</p> <p>Shields and printing</p> <p>Stone work, shields, flags etc.</p> <p>Based on repeating pattern on a shield belonging to William the conqueror</p>	<p>Look at and observe different images and shapes that repeat (e.g. a variety of shields with repeating patterns look at previous patterns from Kandinsky previous learning link)</p> <p>Starting to experiment with different tools and materials to create different patterns and explore different ways to print. EG- engraving, transfer</p> <p>Starting to explore different possible prints to use and which materials.</p> <p>To sketch patterns to incorporate into own shields using pencils and sketching skills learnt previously.</p> <p><u>Greater depth</u> Children to explain what type of prints they prefer use explaining why.</p>	<p>Children able to experiment and incorporate the different colours introduced in the shields of William the conqueror.</p> <p>Starting to experiment with different shapes and patterns that can be incorporated into making their shields.</p> <p><u>Greater depth</u> To discuss which patterns they prefer to use and starts to explain why.</p>	<p>Explore and Create patterns from shapes, using different media, drawing. Using visual examples of basic repeating patterns to help create a template.</p> <p>Experiment with different shapes and sizes thinking about repeating the pattern to include into shields</p> <p>To be able to make a simple brick block to use for printing (e.g. polystyrene square carved and painted over to print).</p> <p><u>Greater depth</u> To explore similarities and differences between own shields and those of William the conqueror</p>	<p>Create a model by reconstructing basic shapes using a variety of repeating patterns.</p> <p><u>Greater depth</u> To begin to explain what materials are used and explain why.</p>	<p>To understand what a shield is and what it is used for.</p> <p>To understand repeating patterns.</p> <p>To know how to create repeating patterns</p> <p>To understand what a print is and how they can create their own transfer prints</p> <p><u>Greater depth</u> To compare two different shields and compare what is similar different.</p>	<p>Discuss and give opinions on different styles of shields, repeating patterns</p> <p>Peer and self-assess final pieces, considering the use of different materials – what they thought went well/what can be changed.</p> <p><u>Greater Depth</u> Discuss whether their work is similar to the original shield looked at. If so...how.</p>
<p>Cycle B</p> <p>Spring 2a</p> <p>Stained glass windows</p> <p>Based on the stained glass window of Florence nightingale window discovered at Guys hospital in 2017</p>	<p>To start to experiment with different size brushes and understand that thicker brushes are used for thicker lines and thinner brushes are for finer lines (start to introduce the term detail with the thinner brush)</p> <p>Beginning to sketching observational drawings – e.g. of a stained glass window – think about different shapes used.</p> <p>Starting to understand different shapes and patterns make up a stained glass window and experiment using different materials for example materials that are translucent e.g. coloured plastic, tissue paper.</p> <p><u>Greater depth</u> To start to explain why different brushes are used for different purposes. Example: thinner brushes are used for more detailed pieces as lines are thinner and more clearly visible to see the image and what is being presented.</p>	<p>Starting to experiment with Primary and secondary colours e.g. children to mix primary colours and understand that red and blue makes purple etc.</p> <p>Starting to understand the concept of brighter vibrant colours and darker duller colours.</p> <p>Starting to understand that stained glass windows use brighter vibrant colours to allow some light to travel through the</p> <p><u>Greater depth</u> Discuss patterns and explain what they like and start to explain why.</p>	<p>Explore and Create patterns from shapes, using different media paper, tissue paper, coloured plastic, drawing. Using visual examples of basic patterns.</p> <p>Experiment with different shapes and sizes thinking about patterns from stained glass window observations.</p> <p>To begin to use motor skills to use scissors to cut translucent materials into shapes.</p> <p>To begin to understand using brushes to Paint finer details using thinner brushes.</p> <p><u>Greater depth</u> To explore similarities and differences between The different stained glass windows. E.g colours, images and shapes</p>	<p>Observe patterns and images of stained glass windows- looking at the shapes and fine details.</p> <p>Create own representation of a stained glass window e.g. using paint or translucent materials.</p> <p><u>Greater depth</u> To start to think about the different materials that can be used and discuss which they prefer to use.</p>	<p>Understand what a stained glass window is and why they were used</p> <p>Explain what kind of images can be found on a stained glass window</p> <p><u>Greater depth</u> To start exploring the reason for stained glass windows and why the images where chosen to be represented. Example: important figures</p>	<p>Discuss and give opinions on various stained glass windows. Discuss what kind of images are used, patterns used and colours.</p> <p>Peer and self-assess final pieces, considering the use of different materials – what they thought went well/what can be changed.</p> <p>Reflect upon how the materials are manipulated to create the final piece.</p> <p><u>Greater depth</u> Discuss whether their own representations have similar traits to the observed stained glass windows.</p>

Spring 2b	<u>Line/shape/form</u>	<u>Colour</u>	<u>Pattern</u>	<u>Form</u>	<u>Key knowledge</u>	<u>Evaluating</u>
<p>Collage space art using different media</p> <p>Multi media / material collage based on space. Based on the artist Eugenia Loli and her space collages</p>	<p>Develop sketching skills and control the use of pencil (e.g. light enough to rub out, holding the pencil in a different way to how you'd hold it to write/draw).</p> <p>Introduce and practise using different media: paints, pastels, oil pastels.</p> <p>To understand using block colour for background. Example: no details and using thicker brushes to cover large area</p> <p>To start to understand what foreground is and that more detail can be seen. Example: The use of thinner brushes – more detail included.</p> <p>Greater Depth: Start to identify and explain the different types of media used.</p>	<p>Start to use the colour wheel to inform mixing colours to create different shades. E.G. Lighter and darker.</p> <p>Start to explore different colours and textures with different medias. E.G. using powdered pastels, oil pastels, paint, layering etc.</p> <p>Greater depth To explore the effects of different materials – for example: what material used and what effect does it have in the collage. E.g. using corrugated card makes the image look like it....</p>	<p>To start developing block colours - background.</p> <p>Start to think about the size of objects to layer on collage.</p> <p>To start to use different materials to create texture (collage).</p> <p>To start exploring using a paintbrush in a variety of ways to create different textures and patterns for example: splatter to create stars by flicking paint brush with fingers.</p> <p>Explain reasons for their choices of materials and the sizes of objects (using perspective). Example: The planet is smaller as it is far away, the spaceship is bigger because its closer etc.</p> <p>Greater Depth: Children to start Considering ratio when sizing objects.</p>	<p>To start to explore the art form- sketching, and layering for example: How do you layer – put the images you want at the back on first and images you want to see at the front will be placed last.</p> <p>Start to layer and understand how to recreate a collages- see above.</p> <p>Greater Depth: Confidently describe the art form and compare to another that we have learned about previously.</p>	<p>Start to understand who artist Eugenia Loli is and identify her style, and with support, explain using key concepts</p> <p>Start to understand how the colour wheel works and how to use it to mix colours for a desired outcome.</p> <p>Start to increase knowledge about collages and understand layering.</p> <p>Greater depth: Compare artist Eugenia Loli style to that of another (does not have to be a collage could look at previous artist taught) looking at similarities and differences between the two artists.</p>	<p>Peer and self-assess final pieces, comparing to artist Eugenia Loli .</p> <p>Reflect upon the usage of different media and the mixing of these to create new shades.</p> <p>Evaluate the layering skills and use of different media for desired outcome.</p> <p>Greater depth: To start to express which materials they preferred to used and give some explanation to why.</p>
<p>Summer 3a</p> <p>William Morris</p> <p>Drawing inspiration from Morris's work to design and print a repeated floral pattern.</p>	<p>Look at and observe different images and shapes that repeat (e.g. a variety of floral patterns with repeating patterns look at previous patterns from Kandinsky and shields (previous learning link)</p> <p>Starting to experiment with different tools and materials to create different patterns and explore different ways to print. EG- engraving, transfer</p> <p>Starting to explore different possible prints to use and which materials. For example: using a tile. Creating a pattern and using paint to print.</p> <p>To sketch patterns to incorporate into own William Morris inspired art piece using pencils and sketching skills learnt previously. Example: using different parts of the pencil to create various mark making effects – using the side of the pencil, pressing harder lighter using different gradient pencils and observing the effect. etc.</p> <p>Greater depth</p>	<p>Children able to experiment and incorporate the different colours introduced in William Morris's prints and designs</p> <p>Starting to experiment with different shapes and patterns that can be incorporated into making repeated floral pattern.</p>	<p>Explore and Create patterns from shapes, using different media, drawing. Using visual examples of basic repeating patterns to help create a template. Simple floral images could be useful here.</p> <p>Experiment with different shapes and sizes thinking about repeating the pattern to include into floral Prints</p> <p>To be able to make a simple brick block to use for printing (e.g. polystyrene square carved and painted over to print).</p> <p>Greater depth</p>	<p>Create a model by reconstructing basic shapes using a variety of repeating patterns.</p>	<p>To understand the artist William Morris and discuss what kind of artist he was.</p> <p>understand what a repeating pattern is and what it is used for.</p> <p>To know how to create repeating patterns</p> <p>Greater depth</p>	<p>Discuss and give opinions on different styles of floral patterns, repeating patterns</p> <p>Peer and self-assess final pieces, considering the use of different materials – what they thought went well/what can be changed.</p> <p>Discuss William Morris and talk about his designs. What do they like/dislike and explain why?</p> <p>Greater Depth</p>

	Children to explain what type of prints they prefer use explaining why.	<u>Greater depth</u> To explain what material they prefer to use for example: Paint would be best as it is easier to transfer from the tile to the paper.	Starting to discuss which patterns they prefer to use and starts to explain why.	<u>Greater depth</u> To begin to explain what materials are used and explain why.	To compare two different pieces of art from William Morris and compare what is similar/different.	To compare whether their work is similar to the work of William Morris. What have they included to make it this way?
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YEAR 2	Line/shape/form	Colour	Pattern	Form	Key knowledge	Evaluating
Core concepts	Experimentation – The action or process of trying out new ideas methods, or activities. Developing Techniques- a way of carrying out a particular task, especially the execution or performance of an artistic work. Line- A Mark Shape - An outline of something. Form - A physical shape.	Media – Materials and tools used by an artist to create a piece of art e.g. pen ink etc Contrast – Strikingly being different from something. Expression – How someone can convey their thoughts and feelings through a piece of art using colour Colour – different pigments	Texture – Making something look the way it feels on the surface. Collage- creating a surface using layers of different materials and textures.	Art forms- Any activity regarded as imaginative or creative self-expression.	Artists- the study of artists based on an analysis of their development over time. History of art – studying where the art originally came from. Creativity – The use of imagination or original ideas to create something; inventiveness Interpretation – explaining a meaning based on a piece of art. Expression – How someone can convey their thoughts and feelings through a piece of art	Reflect – looking at the final piece and making a judgment of what has gone well/ could be improved Prospective – A point of view (particularly to an individual/ groups of individuals).
Cycle A Term 1a Kandinsky Creating a piece inspired by Kandinsky's concentric circles.	To look at Kandinsky's art and recreate with improving detail Develop an awareness of texture Beginning to incorporate tone in observational drawing. <u>Greater depth</u> Children can confidently explain which tools they are using giving explanation to why.	Making secondary colours from primary and experimenting by adding more or less primary colours. Developing control when using paint for example: amount of paint on the brush, different strokes harder thicker lines v's lighter thinner lines. Use of colour to express mood knowing the red angry/hot blue cold etc . <u>Greater depth</u> Can discuss the different media they are using and give an opinion to which one they prefer to use and explain why.	Create patterns from shapes, using different media, drawing, cutting shapes Cutting shapes out and sticking -beginning to explore sticking glue to attach paper. Creating collages using circular shapes sticking one on top of the other making each one smaller than the next. Create layering with different media and shapes <u>Greater depth</u> Can discuss ratio when sizing circles	Describe the art forms of layering Create a model by reconstructing basic shapes. Developing Kandinsky's concentric circle using a variety of media. <u>Greater depths</u> Discuss different medias used and say which they prefer giving an explanation to why.	Understand abstract art and where it came from. Understand Kandinsky's and other abstract artist styles of painting and the inspiration behind his creations. Comparing different abstract art and making links to their own work. <u>Greater depth</u> Expression- Discuss the moods they believe the artist was in looking at the colours and shapes used.	Discuss and give opinions on Kandinsky's work. Reflect on use of patterns and shapes used in the paintings Discuss layering (collage) and the effect this has on their picture. <u>Greater Depth</u> To be able to confidently discuss similarities and differences between their own creation and Kandinsky's masterpieces.
Term 1b Self portraits (Sculpture of their faces) Sculpture of their faces. Linked artist: Marilyn Monroe, Andy wormhole,	To start mark making using the different parts of a pencil to create different effects. To begin to produces simple observation drawing of the facial features To start to understand how to manipulate different materials to create shapes	To understand that light and dark can be created by the pressure of the pencil. look at gradient pencils more effect when pressing harder and lighter.	To understand manipulation and moulding a material to create an effect. Experiment with sculpting tool and understand why we use them. Develop sculpting techniques using sculpting tools and understand what the tools are used for.	Understand and look at 3d models. Create model out of clay by looking at basic shapes.	Understand what a sculpture is. To understand what a sculpture is for. To know how to manipulate material to form a new shape To know how to create a sculpture of a 3d face using clay.	Discuss and give opinions on different sculptures and artists work. Peer and self-assess final pieces, considering the use of different materials – what they thought went well/what can be changed.

<p>Mona Lisa by Leonardo Da Vinci</p>	<p><u>Greater depth</u> To understand the correct proportion of drawing facial features e.g. drawing facial features in the correct place.</p>	<p><u>Greater depth</u> Can choose appropriate implements to complete the tasks and explain why they have chosen these.</p>	<p><u>Greater depth</u> Children can to explain what tools they prefer to use and why.</p>	<p><u>Greater depth</u> Can explain the difference between drawing and sculpting.</p>	<p>To understand how to use sculpting techniques to manipulate different materials. <u>Greater depth</u> Understanding the difference between portraits and 3d sculptures and express and opinion to what they prefer and why.</p>	<p>Reflect upon how the materials are manipulated to create the final piece. <u>Greater Depth</u> Explain whether they would the same materials again explain their findings.</p>
<p>Term 3b Shields and printing Stone work, shields, flags etc. Based on repeating pattern on a shield belonging to William the conqueror</p>	<p>Look at and observe different images and shapes that repeat. Experiment with different tools and materials to create different patterns and explore different ways to print. EG- engraving, transfer Explore different possible prints to use and which materials. To sketch patterns to incorporate into own shields <u>Greater depth</u> Children to explain what type of prints they have observed and link to any meanings behind the images Example: some were family crests – worn in honour Boar- courage etc</p>	<p>Children to experiment and incorporate the different colours introduced in the shields of William the conqueror. Experiment with different shapes and patterns that can be incorporated into making their shields To develop control when using paint – basic brush skills, amount of paint on brush and secondary and primary colours <u>Greater depth</u> To discuss which patterns they prefer to use and explain why.</p>	<p>Explore and Create patterns from shapes, using different media, drawing. Using visual examples of basic repeating patterns to help create a template. Experiment with different shapes and sizes thinking about repeating the pattern to include into shields To be able to make a brick block to use for printing. <u>Greater depth</u> To explore similarities and differences between own shields and those of William the conqueror</p>	<p>Create a model by reconstructing basic shapes using a variety of repeating patterns. To be able to Make a Model of a shield To create a print using card and string <u>Greater depth</u></p>	<p>To understand what a shield is and what it is used for. To understand repeating patterns To know how to create repeating patterns To understand what a print is and how they can create their own transfer prints <u>Greater depth</u> To compare two different shields and compare what is similar different.</p>	<p>Discuss and give opinions on different styles of shields, repeating patterns as well as discuss the meaning behind the patterns/pictures. Peer and self-assess final pieces, considering the use of different materials – what they thought went well/what can be changed. Reflect upon how the materials are manipulated to create the final piece. <u>Greater Depth</u> Discuss whether their work is the same as the original shield looked at. If so...how.</p>
<p>Cycle B Spring 2a Stained glass windows Based on the stained glass window of Florence nightingale window discovered at Guys hospital in 2017</p>	<p>To experiment with different size brushes and understand that thicker brushes are used for thicker lines and thinner brushes are for finer lines (start to introduce the term detail with the thinner brush) To be able to sketch observational drawings – e.g. of a stained glass window – think about different shapes used. Shows understanding different shapes and patterns make up a stained glass window and experiment using different materials for example materials that are translucent e.g. coloured plastic, tissue paper. <u>Greater depth</u> Can explain why different brushes are used for different purposes. Example: thinner brushes are used for more detailed pieces as lines are thinner and more clearly visible to see the image and what is being presented.</p>	<p>Can experiment with Primary and secondary colours e.g. children to mix primary colours and understand that red and blue makes purple etc. To experiment mixing primary and secondary colours to explore additional colours and shades of colours incorporating blacks and whites. To understand the concept of brighter vibrant colours and darker duller colours. To understand that stained glass windows use brighter vibrant colours to allow some light to travel through the <u>Greater depth</u> Discuss the different colours and explain how to make different shades by adding more and less of the different primary colours.</p>	<p>Explore and Create patterns from shapes, using different media paper, tissue paper, coloured plastic, drawing. Using visual examples of basic patterns. Experiment with different shapes and sizes thinking about patterns from stained glass window observations. To be able to use motor skills to use scissors to cut translucent materials into shapes. To begin to understand using brushes to Paint for finer details using thinner brushes and explain why smaller brushes are needed for the detail. <u>Greater depth</u> To explore similarities and differences between The different stained glass windows. E.g colours, images and shapes</p>	<p>Observe patterns and images of stained glass windows- looking at the shapes and fine details. Create own representation of a stained glass window e.g. using paint or translucent materials. <u>Greater depth</u> To think about the different materials that can be used and discuss which they prefer to use and explain why</p>	<p>Understand what a stained glass window is and why they were used Explain what kind of images can be found on a stained glass window <u>Greater depth</u> To exploring the reason for stained glass windows and why the images where chosen to be represented. Example: important figures, to also link to religious text and important part of sacred texts e.g. windows that tell part of a sacred story.</p>	<p>Discuss and give opinions on various stained glass windows. Discuss what kind of images are used, patterns used and colours. Peer and self-assess final pieces, considering the use of different materials – what they thought went well/what can be changed. Reflect upon how the materials are manipulated to create the final piece. <u>Greater depth</u> To discuss similarities and differences between their own interpretations and the original stained glass window</p>

Spring 2b	<u>Line/shape/form</u>	<u>Colour</u>	<u>Pattern</u>	<u>Form</u>	<u>Key knowledge</u>	<u>Evaluating</u>
<p>Collage space art using different media</p> <p>Multi media / material collage based on space. Based on the artist Eugenia Loli and her space collages</p>	<p>To be able to use sketching skills and control the use of pencil (e.g. light enough to rub out, holding the pencil in a different way to how you'd hold it to write/draw).</p> <p>To explore using different media: paints, pastels, oil pastels. Look at mark making and effects different media has on paper.</p> <p>To understand using block colour for background. Example: no details and using thicker brushes to cover large area</p> <p>To understand what foreground is and that more detail can be seen. Example: The use of thinner brushes – more detail included.</p> <p>Greater Depth: To identify and explain the different types of media used and explain why some materials are more effective than others.</p>	<p>Start to use the colour wheel to inform mixing colours to create different shades. E.G. Lighter and darker.</p> <p>Start to explore different colours and textures with different medias. E.G. using powdered pastels, oil pastels, paint, layering etc.</p> <p>To be able to test different brush skills for example; brush strokes, amount of paint on a brush, different strokes to create different effects and choice of brush size.</p> <p>Greater depth To explore the effects of different materials – for example: what material used and what effect does it have in the collage. E.g. using corrugated card makes the image look like it....</p>	<p>To developing block colours - background.</p> <p>To understand and think about the size of objects to layer on collage.</p> <p>To be able to use different materials to create texture (collage).</p> <p>To be able to explore using a paintbrush in a variety of ways to create different textures and patterns for example: splatter to create stars by flicking paint brush with fingers.</p> <p>Explain reasons for their choices of materials and the sizes of objects (using perspective). Example: The planet is smaller as it is far away, the spaceship is bigger because its closer etc.</p> <p>Greater Depth: Children to start Considering ratio when sizing objects and explain smaller the object the further away the larger the object the closer.</p>	<p>To be able to explore the art form- sketching, and layering for example: How do you layer – put the images you want at the back on first and images you want to see at the front will be placed last.</p> <p>Understand layer and understand how to recreate a collages- see above.</p> <p>Greater Depth: Confidently describe the art form and compare to another that we have learned about previously explaining some similarities and differences.</p>	<p>To understand who artist Eugenia Loli is and identify her style, and with support, explain using key concepts</p> <p>To understand how the colour wheel works and how to use it to mix colours for a desired outcome.</p> <p>Have Increase knowledge about collages and understand layering.</p> <p>To be able to explain why some forms of media is more effective than others. Example: why</p> <p>Greater depth: Compare artist Eugenia Loli style to that of another (does not have to be a collage could look at previous artist taught) looking at similarities and differences between the two artists explain which they prefer and why.</p>	<p>Peer and self-assess final pieces, comparing to artist Eugenia Loli .</p> <p>Reflect upon the usage of different media and the mixing of these to create new shades.</p> <p>Evaluate the layering skills and use of different media for desired outcome.</p> <p>To evaluate final collage and describe what worked well and what can be improved for next time.</p> <p>Greater depth: To start to express which materials they preferred to used and give clear explanations to why.</p>
<p>Summer 3a</p> <p>William Morris</p> <p>Drawing inspiration from Morris's work to design and print a repeated floral pattern.</p>	<p>Look at and observe different images and shapes that repeat (e.g. a variety of floral patterns with repeating patterns look at previous patterns from Kandinsky and shields (previous learning link)</p> <p>Can experiment with different tools and materials to create different patterns and explore different ways to print. EG- engraving, transfer</p> <p>Able to explore different possible prints to use and which materials. For example: using a tile. Creating a pattern and using paint to print.</p> <p>To sketch patterns to incorporate into own William Morris inspired art piece using pencils and sketching skills learnt previously. Example: using different parts of the pencil to create various mark making effects – using the side of the pencil, pressing harder lighter using different gradient pencils and observing the effect. etc.</p> <p>To begin to incorporate into observational drawings. Example look at shading and effect of the pencil.</p>	<p>Children able to experiment and incorporate the different colours introduced in William Morris's prints and designs</p> <p>Able to experiment with different shapes and patterns that can be incorporated into making repeated floral pattern and explain why those colours are being chosen. Link to the artist and the patterns and colours used in his art work.</p>	<p>Explore and Create patterns from shapes, using different media, drawing. Using visual examples of basic repeating patterns to help create a template. Simple floral images could be useful here.</p> <p>Experiment with different shapes and sizes thinking about repeating the pattern to include into floral Prints</p> <p>To be able to make a simple brick block to use for printing (e.g. polystyrene square carved and painted over to print).</p>	<p>Create a model by reconstructing basic shapes using a variety of repeating patterns.</p>	<p>To understand the artist William Morris and discuss what kind of artist he was.</p> <p>understand what a repeating pattern is and what it is used for.</p> <p>To know how to create repeating patterns.</p> <p>To understand what a print is and how they can create their own transfer prints. Example: by creating just one tile they can reuse this making a repeated pattern.</p>	<p>Discuss and give opinions on different styles of floral patterns, repeating patterns</p> <p>Peer and self-assess final pieces, considering the use of different materials – what they thought went well/what can be changed.</p> <p>Discuss William Morris and talk about his designs. What do they like and why?</p>

	<u>Greater depth</u> Children can independently and appropriately choose the correct tools and materials to complete a printed design.	<u>Greater depth</u> To explain what material, they prefer to use for example: Paint would be best as it is easier to transfer from the tile to the paper. And explain why they prefer to use this.	<u>Greater depth</u> To discuss which patterns they prefer to use and starts to explain why.	<u>Greater depth</u> To be able to explain what materials are being used and explanation to why.	<u>Greater depth</u> To compare two different pieces of art from William Morris and compare what is similar/different and explain how they are similar/different using vocabulary and key concepts	<u>Greater Depth</u> Discuss whether their work is similar to the work of William Morris If so...how.
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YEAR 3	Line/shape/form	Colour	Pattern	Form	Key knowledge	Evaluating
Core concepts	Shape - An outline of something. Form - A physical shape. Experimentation - The action or process of trying out new ideas, methods or activities. Developing techniques - A way of carrying out a particular task, especially the execution or performance of an artistic work. Line - A mark.	Media - Materials and tools used by an artist to create a piece of art, e.g. pen, ink, etc. Contrast - Strikingly being different from something. Colour - different pigments.	Texture - Making something look the way it feels on the surface. Collage - Create a surface using layers of different materials.	Art forms - Any activity regarded as imaginative or creative self-expression.	Artists - the study of artists based on an analysis of their development over time. History of art – studying where the art originally came from. Creativity - The use of imagination or original ideas to create something; inventiveness. Interpret - Explain a meaning based on a piece of art. Expression - How someone can convey their thoughts and feelings through a piece of art.	Reflect - Looking at the final piece and making a judgement of what has gone well/could be improved. Perspective - A point of view (particular to an individual/groups of individuals).
Cycle A	<u>Line/shape/form</u>	<u>Colour</u>	<u>Pattern</u>	<u>Form</u>	<u>Key knowledge</u>	<u>Evaluating</u>
Cave paintings Children will use the tools the Stone Age people used and draw inspiration from cave art images to create their own.	Sketch using charcoal or chalk, understanding that to sketch lightly means pressing lightly, etc. Recreate cave art from a reference picture, with a particular focus on design and shape of animals, etc. Develop use of charcoal pencils/chalk to layer and create different effects (e.g. shadowing/shading/blending). GD: understand why they have used different tools and the effect of these (e.g. chalk makes it look more historically accurate and can be blended easily).	Use natural materials to create a piece of artwork (stones, sticks, feathers, etc.) Choose appropriate colours and understand why these colours are being chosen for this piece (dark, earthy colours that can be seen in nature as this is what Stone Age people would have had access to). GD: independently choose the colours for the different components of their art piece and give justification.	Understand the range of natural materials that can be used for their art piece (stones, sticks, feathers, etc.) and why. Decide on the layout of their art piece (e.g. lots of hands in different directions or more specifically patterned). GD: independently choose their design and pattern, relating it back to examples of cave art that they've looked at.	Describe the form of art and why we are using it for this topic (natural materials for cave paintings; the topic is the Stone Age and this is similar to what their process would have been due to what they had access to). GD: compare different techniques and why one is more appropriate than the other for cave paintings (e.g. would using paint be more effective? Why?)	Understand the historical context of Stone Age art- early humans, limited resources to create art with. No written word, told stories through artwork. Understand the difference between this art form and some others that they have looked at (e.g. Kandinsky). GD: make comparisons about the examples of cave art and their own (e.g. we have access to different materials and can speak about things together, etc.)	Peer and self-evaluate final pieces, comparing to original examples of cave paintings. Reflect on use of tools to create texture (e.g. have they used appropriate brushes?) GD: suggest realistic improvements.
Portraits Self-portraits in the style of Modigliani. A look into his work which focuses on portraits with long faces and necks, almond shaped eyes and dark colours.	<u>Line/shape/form</u> Develop proportions in the style of Modigliani (e.g. long faces and necks, almond-shaped eyes). Use the pastels to begin to create different shapes and effects (e.g. blending, layering to create depth). GD: experiment with different shapes and forms for the facial features, using the reference pictures as guidance.	<u>Colour</u> Explore and identify the different colours used for different elements of the portrait (e.g. dark background, pale faces). Understand how Modigliani uses contrasting colours and the effect that this creates (allows the person's face to be the focus of the piece). GD: explore different colours and independently choose appropriate ones from examples.	<u>Pattern</u> Blend with pastels, using their fingers and knowing when to add more pastel to make the colour more intense. Layer pastels to create depth appropriately. GD: choose appropriate textures for different parts of the picture (e.g. to create depth in dark background).	<u>Form</u> Describe the art form- portraits with pastels. Understand that a portrait is a picture of a person and a self-portrait is when it is of the artist themselves. GD: compare the usage of pastels to a different art form or media (e.g. painting or drawing).	<u>Key knowledge</u> Understand that Modigliani's style is abstract and know what this is (not realistic). Identify the elements of Modigliani's portraits that make them abstract (e.g. elongated faces and necks, almond-shaped eyes). GD: compare to other styles of portraits that aren't abstract (e.g. Rembrandt).	<u>Evaluating</u> Discuss and give an opinion of Modigliani's work. Peer and self-assess final pieces, comparing to original Modigliani paintings. Reflect on the use of pastels (e.g. has depth been created effectively with a different technique to the actual portrait?) GD: suggest realistic improvements.

<p>Canal art (roses)</p> <p>Drawing inspiration from art on canal boats to create a repeated pattern using a stencil. Linked to work of narrow boat painter Graham Brown (the river man).</p>	<p><u>Line/shape/form</u></p> <p>Develop use of brush strokes, understanding the effect different amounts of pressure has on the line created.</p> <p>Use an appropriate amount of paint for the desired effect, mixing with water as appropriate.</p> <p>Use pencil sketching skills to create the shape of the castle templates (lightly using the pencil so it can be rubbed out easily).</p> <p>GD: experiment with different shapes of roses/castles.</p>	<p><u>Colour</u></p> <p>Choose appropriate colour for roses and castles using reference pictures to guide (e.g. bright colours for the roses).</p> <p>Use appropriate brushes and techniques for the different parts of the painting (e.g. small brushes for the detail in the roses).</p> <p>GD: experiment with a range of colour for the roses, using the colour wheel to inform contrasting colours and considering what would be the most effective.</p>	<p><u>Pattern</u></p> <p>Build up castle using stencils, organising and layering them as per the reference photos.</p> <p>Use brush skills to form roses accurately using paint and pictures as a reference.</p> <p>GD: choose different sizes of roses (e.g. small, large, small, large).</p>	<p><u>Form</u></p> <p>Describe the form of art (painting and printing).</p> <p>Cut card accurately to create the different components of the castle shape.</p> <p>GD: compare printing and painting and explain why we are using both for different elements (e.g. the roses are more effective if they look different to each other, the castle lines are straight and consistent which is easier to achieve using a stencil).</p>	<p><u>Key knowledge</u></p> <p>Understand the concept of canal paintings and where it came from (1800s during industrial revolution).</p> <p>Understand the link between canal art and the Roses and Castles Movement (Romani people).</p> <p>GD: compare historical and modern canal art and explain how it has changed.</p>	<p><u>Evaluating</u></p> <p>Peer and self-evaluate final pieces, comparing to the original examples of canal boat art/Graham Brown's.</p> <p>Reflect on use of pattern and colour (e.g. do the roses stand out?)</p> <p>GD: suggest realistic improvements.</p>
<p>Cycle B</p> <p>White tree frog</p> <p>Animal art-developing sketching techniques and shading using watercolours focusing on brushstrokes/dotting and overlaying.</p>	<p><u>Line/shape/form</u></p> <p>Develop sketching skills and control the use of pencil (e.g. light enough to rub out, holding the pencil in a different way to how you'd hold it to write/draw).</p> <p>Practise using watercolours and brushes (e.g. amount of water used to create different colour shades, building up colour to make it darker).</p> <p>GD: explain the pros and cons of using watercolours for this piece of work (e.g. creates soft colours, blends easily, however doesn't create very vibrant colours).</p>	<p><u>Colour</u></p> <p>Make different shades using watercolours (mixing effectively), using knowledge of the colour wheel.</p> <p>Choose appropriate colours for the tree frog, using knowledge of the animal and of Oenone Hammersley's work.</p> <p>GD: use black and white paint to make their colours darker or lighter, depending on their desired outcome.</p>	<p><u>Pattern</u></p> <p>Develop layering using watercolours (background).</p> <p>Create depth by changing the size of objects (e.g. trees and natural elements).</p> <p>Create the silhouette pattern and put it effectively on piece.</p> <p>GD: understand how/why the dark silhouette is effective (contrasts the vibrant colours of the rest of the painting).</p>	<p><u>Form</u></p> <p>Describe the art form (sketching, water colours, layering) and understand why we are using it (referencing Oenone Hammersley and the effect of water colours that we have spoken about).</p> <p>GD: Start to compare the usage of this art form to another (e.g. painting/pastels from last topic) with prompts/questioning.</p>	<p><u>Key knowledge</u></p> <p>Understand who Oenone Hammersley is and identify her style.</p> <p>Know what a white lipped tree frog is.</p> <p>GD: explain Oenone Hammersley's style, using key concepts.</p>	<p><u>Evaluating</u></p> <p>Peer and self-assess final pieces, comparing to Oenone Hammersley's.</p> <p>Reflect upon the usage of watercolours and the mixing of these to create new shades.</p> <p>GD: suggest realistic improvements.</p>
<p>Rangoli patterns</p> <p>Exploration of Rangoli patterns looking at tertiary colours, shade and tone and the creation of symmetrical/geometrical patterns using string printing.</p>	<p><u>Line/shape/form</u></p> <p>Look at examples of Rangoli patterns and discuss the shapes and lines that are present in them (circles, symmetrical patterns).</p> <p>Develop use of control using the string to create a repeated pattern that is in proportion and somewhat symmetrical.</p> <p>GD: experiment with different patterns using the string- more intricate.</p>	<p><u>Colour</u></p> <p>Use knowledge of the colour wheel to mix tertiary colours.</p> <p>Create tone using colours (using white and black to change shade of colour).</p> <p>GD: consider the use of contrasting colours in the patterns and explain why this can be effective (creates more depth and interest).</p>	<p><u>Pattern</u></p> <p>Understand how to recreate Rangoli's patterns using repeated colour and string forms.</p> <p>Create repeated patterns that are in proportion and somewhat symmetrical.</p> <p>GD: consider the effect of repeated patterns in this style (e.g. satisfying and aesthetically pleasing).</p>	<p><u>Form</u></p> <p>Use string and coloured paint to create a repeated, symmetrical pattern in the style of Rangoli.</p> <p>Consider why this art form is used and why it is effective.</p> <p>GD: compare the usage of string printing and another forms of printing (e.g. paper stencils).</p>	<p><u>Key knowledge</u></p> <p>Understand that Rangoli's art is formed using repeated patterns created with paint and string.</p> <p>Give basic opinion on Rangoli's art.</p> <p>GD: explain opinion on Rangoli's art, considering things that they could do differently in their own patterns.</p>	<p><u>Evaluating</u></p> <p>Peer and self-assess final pieces, comparing to Rangoli's.</p> <p>Reflect upon the usage and efficacy of colour in the overall pattern.</p> <p>Reflect upon the string technique and how this has been used to create a repeated pattern.</p> <p>GD: suggest realistic improvements.</p>

<p>Sculpture</p> <p>Looking at the work of artists for the Washed Ashore project and creating a piece inspired by this (sculpture).</p>	<p><u>Line/shape/form</u></p> <p>Understand that manipulating different materials in different ways can create different shapes.</p> <p>Develop techniques in scrunching, curling, shaping and tearing and how this can create the shape of their final piece.</p> <p>GD: explore using a range of techniques with one material in the sculpture to create a more interesting texture.</p>	<p><u>Colour</u></p> <p>Consider use of different coloured materials (e.g. will we use a mixture of colours? A specific colour palette with different shades of the same colours?)</p> <p>GD: consider whether the use of different colours is as important as the texture of the materials.</p>	<p><u>Pattern</u></p> <p>Use different materials to create texture (e.g. plastic, aluminium foil, paper).</p> <p>Consider repeating a specific texture as a pattern throughout the sculpture.</p> <p>GD: explore the use of different materials for different elements of the sculpture- explain why these choices have been made.</p>	<p><u>Form</u></p> <p>Understand how the recycled materials are used in the sculptures.</p> <p>Know why we are using this art form- link to the Washed Ashore project, recycling, etc.</p> <p>GD: compare to a different art form (e.g. if this was a painting, would it be as effective?)</p>	<p><u>Key knowledge</u></p> <p>Understand what sculpture is and the significance sculpture can have in modern society (environmental).</p> <p>Understand which recycled materials will be effective in creating our sculptures (properties- Science link).</p> <p>GD: consider the evolution of sculpture in time (e.g. would using recycled materials have been used in sculpture hundreds of years ago?)</p>	<p><u>Evaluating</u></p> <p>Peer and self-assess final pieces, considering the use of different materials.</p> <p>Reflect upon how the materials are put together to create the final piece.</p> <p>GD: suggest realistic improvements.</p>
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YEAR 4	Line/shape/form	Colour	Pattern	Form	Key knowledge	Evaluating
<p>Core concepts</p>	<p>Shape - An outline of something. Form - A physical shape. Experimentation- The action or process of trying out new ideas, methods or activities. Developing techniques- A way of carrying out a particular task, especially the execution or performance of an artistic work. Line- A mark.</p>	<p>Media- Materials and tools used by an artist to create a piece of art, e.g. pen, ink, etc. Contrast- Strikingly being different from something. Colour- different pigments.</p>	<p>Texture- Making something look the way it feels on the surface. Collage- Create a surface using layers of different materials.</p>	<p>Art forms- Any activity regarded as imaginative or creative self-expression.</p>	<p>Artists- the study of artists based on an analysis of their development over time. History of art – studying where the art originally came from. Creativity- The use of imagination or original ideas to create something; inventiveness. Interpret- Explain a meaning based on a piece of art. Expression- How someone can convey their thoughts and feelings through a piece of art.</p>	<p>Reflect- Looking at the final piece and making a judgement of what has gone well/could be improved. Perspective- A point of view (particular to an individual/groups of individuals).</p>
<p>Cycle A</p> <p>Cave paintings</p> <p>Children will use the tools the Stone Age people used and draw inspiration from cave art images to create their own.</p>	<p><u>Line/shape/form</u></p> <p>Recreate cave art from a reference picture, focussing on the design and shape of animals and how shading can be used to recreate more accurately.</p> <p>Sketch their initial design using charcoal pencil or chalk, using their sketching skills to create different effects (lighter pressure=lighter colour).</p> <p>Use coloured chalks to layer and create different effects (e.g. shadowing/shading/blending).</p> <p>GD: explain why they have used different tools and the effect of these (e.g. chalk makes it look more historically accurate and can be blended easily).</p>	<p><u>Colour</u></p> <p>Use natural materials to create a piece of artwork- choose appropriate materials for different parts of the painting (stones, sticks, feathers, etc.)</p> <p>Independently choose an appropriate colour scheme, explaining their choice for different colours (considering light and dark to create tone and depth).</p> <p>Give justification for their colour choices, referring back to reference pictures and historical context.</p> <p>GD: explain choice for choices, using relevant vocab and knowledge.</p>	<p><u>Pattern</u></p> <p>Know the range of natural materials that can be used for their art piece (stones, sticks, feathers, etc.) and why.</p> <p>Independently decide on the layout of their art piece (e.g. lots of hands in different directions or more specifically patterned).</p> <p>GD: use a variety of art forms (chalks/sketching vs natural materials) for different elements of their painting and explain why they have made these choices.</p>	<p><u>Form</u></p> <p>Describe the form of art and why we are using it for this topic (natural materials for cave paintings; the topic is the Stone Age and this is similar to what their process would have been due to what they had access to).</p> <p>Embellish and create finer details on paintings using contrasting colours/natural materials.</p> <p>Compare different techniques and why this one is most appropriate for cave paintings (historical context).</p> <p>GD: explain the effect of their embellishments on the person interpreting their artwork.</p>	<p><u>Key knowledge</u></p> <p>Use authentic examples of cave art to recreate in the context of modern day, understanding their limitations.</p> <p>Understand the historical purpose of cave art during the Stone Age (to tell stories as there was no written word).</p> <p>GD: choose a relevant focus of the cave art using their historical/topic-based knowledge (e.g. animals that were alive then).</p>	<p><u>Evaluating</u></p> <p>Peer and self-evaluate final pieces, comparing to original examples of cave paintings.</p> <p>Reflect on use of tools to create texture (e.g. have they used appropriate brushes?)</p> <p>Reflect on use of materials to create the pigments.</p> <p>GD: consider how different materials would have had different effects on the final outcome.</p>
<p>Portraits</p> <p>Self-portraits in the style of Modigliani. A look into his work which focuses on</p>	<p><u>Line/shape/form</u></p> <p>Develop proportions in the style of Modigliani (e.g. long faces and necks, almond-shaped eyes).</p>	<p><u>Colour</u></p> <p>Explore and identify the different colours used for different elements of the portrait (e.g. dark background, pale faces).</p>	<p><u>Pattern</u></p> <p>Confidently blend with pastels, using their fingers and knowing when to add more pastel to make the colour more intense.</p>	<p><u>Form</u></p> <p>Describe the art form- drawing and working with pastels.</p> <p>Compare usage of pastels to a different form or media (e.g. painting/drawing).</p>	<p><u>Key knowledge</u></p> <p>Understand that Modigliani's style is abstract and know what this is (not realistic).</p> <p>Identify the elements of Modigliani's portraits that make them abstract</p>	<p><u>Evaluating</u></p> <p>Discuss and give an opinion of Modigliani's work, justifying their opinions using appropriate vocab.</p>

<p>portraits with long faces and necks, almond shaped eyes and dark colours.</p>	<p>Use the pastels to begin to create different shapes and effects (e.g. blending, layering to create depth).</p> <p>GD: consider different proportions of face independently and experiment with own interpretations, using reference pictures as guidance.</p>	<p>Understand and explain how Modigliani uses contrasting colours and the effect that this creates (emphasises person's face).</p> <p>Choose appropriate colours for own portrait (dull colours in style of Modigliani).</p> <p>GD: confidently choose and justify colours for their portraits.</p>	<p>Layer pastels to create depth appropriately and effectively.</p> <p>Choose appropriate textures for different parts of the picture (e.g. to create depth in dark background).</p> <p>GD: understand and explain the artist's choice in pattern (abstract and exaggerated features).</p>	<p>GD: compare a Modigliani and Picasso painting, discuss the techniques, form and colour used in both.</p>	<p>(e.g. elongated faces and necks, almond-shaped eyes).</p> <p>GD: understand what 'abstract' art is and what makes it different from other styles, e.g. realism/pop art.</p>	<p>Peer and self-assess final pieces, comparing to original Modigliani paintings.</p> <p>Reflect on the use of pastels (e.g. has depth been created effectively with a different technique to the actual portrait?)</p> <p>GD: able to give constructive feedback to a peer based on knowledge/techniques learned.</p>
<p>Canal art (roses)</p> <p>Drawing inspiration from art on canal boats to create a repeated pattern using a stencil. Linked to work of narrow boat painter Graham Brown (the river man).</p>	<p><u>Line/shape/form</u></p> <p>Confidently use different brush strokes for different elements of the roses, understanding the effect different amounts of pressure has on the lines created.</p> <p>Develop use of perspective and proportion for the castles and roses (e.g. roses in foreground, castles in the background).</p> <p>GD: confidently explain how the perspective and proportion for the castles and roses is important for the overall outcome of the piece.</p>	<p><u>Colour</u></p> <p>Choose appropriate colour for roses and castles using reference pictures (e.g. bright colours for the roses).</p> <p>Confidently choose appropriate brushes and techniques for the different parts of the painting (e.g. small brushes for the detail in the roses).</p> <p>GD: appropriately mix colours to create new shades (e.g. right amount of white to lighten).</p>	<p><u>Pattern</u></p> <p>Build up castle picture using stencils, organising and layering them as per the reference photos.</p> <p>Paint roses around border of painting, considering sizes and pattern of them.</p> <p>GD: independently create a variety of flower shapes/sizes using techniques short (without template).</p>	<p><u>Form</u></p> <p>Cut card accurately to create the different components of the castle shape.</p> <p>Understand how to layer rose on castle (foreground, background, border).</p> <p>Embellish appropriately and effectively (e.g. in flowers/background).</p> <p>GD: compare different techniques for different elements of the painting (e.g. different brushstrokes/brushes) and explain why each is effective.</p>	<p><u>Key knowledge</u></p> <p>Understand and explain the concept of canal paintings and where it came from (1800s during industrial revolution).</p> <p>Understand and explain the link between canal art and the Roses and Castles Movement (Romani people).</p> <p>GD: compare two sets of canal art and identify similarities/differences. Give opinion on which they like the most and why.</p>	<p><u>Evaluating</u></p> <p>Peer and self-evaluate final pieces, comparing to the original examples of canal boat art/Graham Brown's.</p> <p>Reflect on use of pattern and colour (e.g. do the roses stand out?)</p> <p>Reflect on use of form and techniques.</p> <p>GD: able to give constructive feedback to a peer based on knowledge/techniques learned.</p>
<p>Cycle B</p> <p>White tree frog</p> <p>Animal art-developing sketching techniques and shading using watercolours focusing on brushstrokes/dotting and overlaying.</p>	<p><u>Line/shape/form</u></p> <p>Develop sketching skills and control the use of pencil (e.g. light enough to rub out, holding the pencil in a different way to how you'd hold it to write/draw).</p> <p>Practise using watercolours and brushes (e.g. amount of water used to create different colour shades, building up colour to make it darker).</p> <p>Explain the pros and cons of using watercolours for this piece of work.</p> <p>GD: identify and explain the different types of media used and why.</p>	<p><u>Colour</u></p> <p>Make different shades using watercolours (mixing effectively), using knowledge of the colour wheel to support. Own choices of colour.</p> <p>Use black and white paint to make their colours darker and or lighter, depending on their desired outcome.</p> <p>GD: understand how much water to use for desired effect (e.g. more water for a lighter/sheerer colour).</p>	<p><u>Pattern</u></p> <p>Create depth by changing the size of objects (e.g. trees and natural elements).</p> <p>Explain reasons for their choices of materials and the sizes of objects (using perspective).</p> <p>Choose and create the silhouette pattern and paint it on piece, considering why it is effective (contrasts the vibrant colours of the rest of the painting).</p> <p>GD: consider ratio when sizing objects and how this would affect the final outcome (e.g. too large will pull focus, too small and it won't be visible).</p>	<p><u>Form</u></p> <p>Describe the art form (sketching, water colours, layering) and understand why we are using it (referencing Oenone Hammersley and the effect of water colours that we have spoken about in lesson).</p> <p>Compare the usage of this art from to another (e.g. painting/pastels from last topic).</p> <p>GD: confidently describe the art form and compare to another that we have learned about previously.</p>	<p><u>Key knowledge</u></p> <p>Understand who Oenone Hammersley is and identify her style, explaining using key concepts.</p> <p>Understand how the colour wheel works and how to use it to mix colours for a desired outcome.</p> <p>Know what a white lipped tree frog is and where they can be found in nature.</p> <p>GD: compare Oenone Hammersley's style to that of another artist, noting the differences in techniques/colour used.</p>	<p><u>Evaluating</u></p> <p>Peer and self-assess final pieces, comparing to Oenone Hammersley's, suggesting realistic improvements.</p> <p>Reflect upon the usage of watercolours and the mixing of these to create new shades.</p> <p>Evaluate the sketching skills and use of different media for desired outcome.</p> <p>GD: understand how they could have made their final piece different and what effect this would have had.</p>

Rangoli patterns	<u>Line/shape/form</u>	<u>Colour</u>	<u>Pattern</u>	<u>Form</u>	<u>Key knowledge</u>	<u>Evaluating</u>
Exploration of Rangoli patterns looking at tertiary colours, shade and tone and the creation of symmetrical/geometrical patterns using string printing.	<p>Look at examples of Rangoli patterns and discuss the shapes and lines that are present in them, considering the effect (circles, symmetrical patterns).</p> <p>Confidently show control using the string to create a repeated pattern that is in proportion as per Rangoli.</p> <p>GD: use string with increasing intricacy to create patterns.</p>	<p>Use knowledge of the colour wheel to mix tertiary colours, choosing own colour scheme independently.</p> <p>Create tone using colours (using white and black to change shade of colour).</p> <p>Consider the use of contrasting colours in the patterns and explain why this can be effective (creates more depth and interest).</p> <p>GD: Consider what the effect would be of a different mixture of colours used (e.g. more vibrant? Less effective?)</p>	<p>Understand how to recreate Rangoli's patterns using repeated colour and string forms, that are in proportion.</p> <p>Consider the effect of repeated patterns in this style (e.g. satisfying and aesthetically pleasing).</p> <p>GD: create own pattern inspired by Rangoli but using own knowledge of proportion and colour instead of recreating one of his paintings.</p>	<p>Use string to create a repeated, symmetrical pattern in the style of Rangoli.</p> <p>Consider why this art form is used and why it is effective.</p> <p>Compare the usage of string printing and other forms of printing (e.g. paper stencils).</p> <p>GD: compare this form to other forms and consider whether they would prefer another media/art form to create a similar effect.</p>	<p>Understand that Rangoli's art is formed using repeated patterns created with paint and string.</p> <p>Give an opinion on Rangoli's art and explain, considering things that they could do differently from him in their own patterns.</p> <p>Understand the context of Rangoli's art- Hindu culture.</p> <p>GD: compare this form of art to other religious artwork, (e.g. stained-glass windows).</p>	<p>Peer and self-assess final pieces, comparing to Rangoli's.</p> <p>Reflect upon the usage and efficacy of colour in the overall pattern.</p> <p>Reflect upon the string technique and how this has been used to create a repeated pattern.</p> <p>Suggest realistic improvements to their peer's work, using techniques learned about.</p> <p>GD: reflect on the effect of different choices, e.g. different ratios of sections.</p>
Sculpture	<u>Line/shape/form</u>	<u>Colour</u>	<u>Pattern</u>	<u>Form</u>	<u>Key knowledge</u>	<u>Evaluating</u>
Looking at the work of artists for the Washed Ashore project and creating a piece inspired by this (sculpture).	<p>Understand how to manipulate different materials to create shapes.</p> <p>Develop techniques in scrunching, curling, shaping and tearing in order to create different shapes from reference pictures.</p> <p>Explore using a range of techniques with one material in the sculpture to create a more interesting texture.</p> <p>GD: make meaningful choices about different materials for their whole sculpture (considering reference pictures as well as their desired focus of the piece, e.g. a particular animal).</p>	<p>Consider use of different coloured materials (e.g. will we use a mixture of colours?) and explain choice.</p> <p>Consider whether the use of different colours is as important as the texture of the materials and explain their opinion.</p> <p>GD: decide on a colour palette and explain why they have used it (e.g. variety of bright colours to draw attention, dull, natural colours to be more realistic).</p>	<p>Consider using repeating texture style as patterns throughout the sculpture and the effect that this could have.</p> <p>Explore the use of different materials for different elements of the sculpture- explain why these choices have been made.</p> <p>GD: compare the usage of one material to another before deciding on it, with justifications (e.g. its colour, feel, flexibility, etc.)</p>	<p>Understand how the recycled materials are used in the sculptures and why we are using them (referring to Washed Ashore project and the environment, etc.)</p> <p>Compare to a different art form (e.g. if it was a painting, would it be as effective?)</p> <p>GD: consider whether they would prefer another media/art form for this purpose and explain their reasons appropriately.</p>	<p>Understand what sculpture is and the significance sculpture can have in modern society (e.g. environmental).</p> <p>Understand which recycled materials will be effective in creating our sculptures (properties- Science link).</p> <p>Consider the evolution of sculpture in time (e.g. would using recycled materials have been used in sculpture hundreds of years ago?)</p> <p>GD: understand the context behind the Washed Ashore Project- water pollution, etc.- and use this knowledge to create their own sculpture.</p>	<p>Peer and self-assess final pieces, considering the use of different materials.</p> <p>Reflect upon how the materials are put together to create the final piece.</p> <p>Suggest realistic improvements to their peer's work, using techniques we've learned about.</p> <p>GD: reflect on their own choices and consider how different choices would have affected the final piece (e.g. different colours, materials, textures).</p>

YEAR 5	Line/shape/form	Colour	Pattern	Form	Key knowledge	Evaluating
Core concepts	<p>Shape - An outline of something.</p> <p>Form - A physical shape.</p> <p>Experimentation- The action or process of trying out new ideas, methods or activities.</p> <p>Developing techniques- A way of carrying out a particular task, especially the execution or performance of an artistic work.</p>	<p>Media- Materials and tools used by an artist to create a piece of art, e.g. pen, ink, etc.</p> <p>Contrast- Strikingly being different from something.</p> <p>Colour- different pigments.</p>	<p>Texture- Making something look the way it feels on the surface.</p> <p>Collage- Create a surface using layers of different materials.</p>	<p>Art forms- Any activity regarded as imaginative or creative self-expression.</p>	<p>Artists- the study of artists based on an analysis of their development over time.</p> <p>History of art – studying where the art originally came from.</p> <p>Creativity- The use of imagination or original ideas to create something; inventiveness.</p>	<p>Reflect- Looking at the final piece and making a judgement of what has gone well/could be improved.</p> <p>Perspective- A point of view (particular to an individual/groups of individuals).</p>

	<i>Line- A mark.</i>				<i>Interpret- Explain a meaning based on a piece of art. Expression- How someone can convey their thoughts and feelings through a piece of art.</i>	
<p>Cycle A</p> <p>Van Gogh- looking at his work, focus on recreation of starry night using different mediums</p>	<p><u>Line/shape/form</u></p> <p>Develop sketching skills and controlled use of pencil, adjusting technique as necessary (e.g. for detail).</p> <p>Develop painting skills and techniques (e.g. dabbing, short brush strokes).</p> <p>GD: Independently choose a range of techniques for different parts of the picture.</p>	<p><u>Colour</u></p> <p>Discuss Van Gogh's use of colour in examples of his paintings (e.g. dark colours and contrasting colours in Starry Night).</p> <p>Choose own colours to reproduce Van Gogh's paintings from a selection of paint.</p> <p>GD: Independently decide on a colour scheme for own painting, using Van Gogh's as inspiration.</p>	<p><u>Pattern</u></p> <p>Layer different shades of colour and use different techniques to create different textures and effects (e.g. swirls, broken strokes).</p> <p>Understand and explain the effect of a variety of textures in the same painting (e.g. the effect of the large swirls in front of the short strokes/dabs in the sky, emphasising the detail).</p> <p>Reproduce a painting using Van Gogh's techniques that we have learned about (e.g. swirls, dabs, block colour).</p> <p>GD: Use a range of textures in own painting that are appropriate for the thing being painted (e.g. dabbing to create leaves on trees).</p>	<p><u>Form</u></p> <p>Understand the art form that Van Gogh used and the effect it creates. (e.g. a mixture of oil paints, water colours using broken brush strokes to make objects look like they are not part of the canvas).</p> <p>Consider the use of a different art form for the same designs, (e.g. water colours or oil pastels).</p> <p>GD: Explain how the use of different art forms would create different effects and why (e.g. water colours would blend more, oil pastels more vibrant colour).</p>	<p><u>Key knowledge</u></p> <p>Know who Vincent Van Gogh is and the influence he has had on modern art (emphasis on impressionism and his contribution to making it more well-known).</p> <p>Compare Van Gogh's art to that of other artists that they have learned about, (e.g. Modigliani, Kandinsky) and how they are different.</p> <p>Consider different objects/scenes that could be the focus of Van Gogh-style paintings (e.g. different landscapes, portraits or buildings).</p> <p>GD: Understand elements of Van Gogh's life and how this contributed to his paintings (e.g. mental health struggles, poverty, etc.).</p>	<p><u>Evaluating</u></p> <p>Peer and self-assess final pieces, considering the use of different techniques, pattern and colour.</p> <p>Suggest realistic improvements to their peer's work, referencing Van Gogh's paintings.</p> <p>GD: Reflect on their own choices and consider how different choices would have affected the final piece (e.g. different colours and techniques)</p>
<p>Art around the world- study of comparing cultures and the associated art with a focus on masks. Mastering the techniques and styles of both.</p>	<p><u>Line/shape/form</u></p> <p>Develop skill working with water colours for design (e.g. brush strokes, mixing lighter and darker using water amounts).</p> <p>Develop skill working with poster paint for functional mask (e.g. mixing, appropriate amount of paint on brush).</p> <p>Cut mask out so that it can be worn as a functional mask (accurate cutting that could be worn).</p> <p>GD: Choose own design of mask which is accurately drawn and cut out so it can be worn.</p>	<p><u>Colour</u></p> <p>Mix water colours appropriately to create the desired effect and shades (lighter/darker, referring to colour wheel).</p> <p>Choose colours based on designs that they have looked at and like.</p> <p>Understand some of the colour choices and uses in masks from different countries (including the use of natural materials, etc.).</p> <p>GD: Explain their choice of colours and what they represent (e.g. the red in Samurai masks, bright colours in Mexican Day of the Dead to contrast the darkness of death).</p>	<p><u>Pattern</u></p> <p>Understand the use of patterns for different purposes in masks from different countries (historical and cultural context).</p> <p>Explain the effect of a variety of textures in different masks (e.g. to create depth, to imitate something in nature/an animal).</p> <p>Use pens to add patterns of their design to their final mask.</p> <p>GD: Consider other patterns and materials that could have been used to create different effects.</p>	<p><u>Form</u></p> <p>Understand the different art forms used in the different masks (man-made vs natural).</p> <p>Make embellishments to their masks for effect (e.g. details that make them more realistic and give them a 3D effect).</p> <p>Understand why they will use water colours for the design and poster paint for the real mask.</p> <p>GD: Use examples from a range of mask types and choose appropriate styles for their masks (including colour and embellishments).</p>	<p><u>Key knowledge</u></p> <p>Explore a range of cultures and their masks (Inuit, Maori, Venetian, Mexican).</p> <p>Understand the historical and cultural context behind some of the masks (e.g. the use of red in Samurai masks, colour in Mexican Day of the Dead masks).</p> <p>Give and explain their opinions on some of the masks.</p> <p>GD: Explain which form of mask they find most effective and why, considering cultural and historical contexts.</p>	<p><u>Evaluating</u></p> <p>Peer and self-assess final pieces, considering the use of different patterns and colour.</p> <p>Suggest realistic improvements to their peer's work, referencing masks that have been looked at during this topic.</p> <p>GD: Reflect on their own choices and consider how different choices would have affected the final piece (e.g. different colours, materials and embellishments).</p>
<p>Plants and leaves- wire sculpture</p>	<p><u>Line/shape/form</u></p> <p>Develop sketching skills to create observational drawings using graphite pencils with increasing skill and accuracy (e.g. holding the pencil in different ways and with different force will change the effect).</p> <p>Develop skill in folding paper to accurately form leaf and petal shapes.</p>	<p><u>Colour</u></p> <p>Explore the use of different coloured paper for the flowers to create different effects (e.g. mixture of darker and lighter shades of the same colour).</p> <p>Use examples of flowers and choose colour scheme based on the symbolism and what they wish to convey with their sculpture.</p>	<p><u>Pattern</u></p> <p>Thoughtfully choose the fold pattern for each flower, considering how the finished piece will look altogether.</p> <p>Use colours to enhance patterns within the final sculpture (e.g. adding more colours to make it more vibrant and to their aesthetics).</p>	<p><u>Form</u></p> <p>Understand how the folded paper is used in the sculptures and why (to create leaves and petals).</p> <p>Compare to a different art form (e.g. if it were a painting of flowers, would it be as effective?).</p>	<p><u>Key knowledge</u></p> <p>Understand that flowers have been used symbolically in art in the past (e.g. different colours for different feelings and emotions).</p> <p>Understand and explain the effect that 3D wire and paper models will have on this art piece.</p>	<p><u>Evaluating</u></p> <p>Peer and self-assess final pieces, considering the use of different colours and folds.</p> <p>Suggest realistic improvements to their peer's work, referencing ideas that we've learned about during this topic.</p>

	<p>Develop skill in bending and manipulating the wire in order to create a full sculpture.</p> <p>GD: Explore use of different folds within the same sculpture to create different shapes of leaves and petals.</p>	<p>GD: Explain their use of a range of colours in the same piece of art, referencing their symbolism in history (e.g. the different coloured roses from lesson 1).</p>	<p>GD: Explain choices of pattern in their flowers, referring to examples that they have looked at during this topic.</p>	<p>GD: Explain the effect of different art forms instead of sculpture for this focus. Would they prefer another? Why?</p>	<p>GD: Give an opinion on this art form and explain.</p>	<p>GD: Reflect on their own choices and consider how different choices would have affected the final piece (e.g. different colours, folds).</p>
<p>Cycle B Printing with Chinese patterns and calligraphy- knowledge of equipment and how to use (calligraphy pens) Chinese Art Culture knowledge</p>	<p><u>Line/shape/form</u></p> <p>Develop use of calligraphy pens (e.g. control of the pen, amount of ink used).</p> <p>Develop different techniques to create different effects with calligraphy pen (e.g. thick lines with front of pen, thin lines with side of pen).</p> <p>Look at examples of traditional Chinese patterns and recreate with increasing detail (e.g. the detail on the bamboo).</p> <p>GD: Confidently use a range of calligraphy pen techniques for different effects (e.g. thicker nibs or thinner).</p>	<p><u>Colour</u></p> <p>Consider the effect of different colours for different parts of the fan (e.g. darker, bolder colours for detail).</p> <p>Reproduce a traditional Chinese image and choose an appropriate colour, using reference pictures.</p> <p>GD: Explain their choice of colour and what effect it has, considering why it is better than the alternative.</p>	<p><u>Pattern</u></p> <p>Consider the use of a repeated pattern for the design (e.g. bamboo along the bottom of the fan).</p> <p>Use colour to enhance patterns (e.g. lighter colours to contrast with darker in dragon).</p> <p>Adapt design to take into account the folded design of the fan (e.g. not lot of small detail).</p> <p>GD: Use their own knowledge to adapt designs and patterns instead of simply reproducing an example.</p>	<p><u>Form</u></p> <p>Describe the art form- Chinese calligraphy using bamboo calligraphy pens with ink onto a fan which will then be folded.</p> <p>Consider the use of a different medium for the same design brief of a fan (e.g. paint, charcoal).</p> <p>GD: Consider different art forms and explain which could be more effective for the design brief and why (e.g. watercolours and paint brushes would be easier control).</p>	<p><u>Key knowledge</u></p> <p>Understand the different imagery and patterns used in Chinese calligraphy and its origin (e.g. dragons, bamboo, red and gold colours).</p> <p>Understand why calligraphy pens and ink have traditionally been used in this art form.</p> <p>Include designs that are appropriate for Fu Hao and relevant to her status (e.g. weapons as she was a military leader).</p> <p>GD: Explain the context behind this art form and why we're using it for this topic (Fu Hao- important, powerful figure in History).</p>	<p><u>Evaluating</u></p> <p>Peer and self-assess final pieces, considering the use of different techniques and patterns.</p> <p>Suggest realistic improvements to their peer's work, referencing techniques we've learned about during this topic.</p> <p>GD: Reflect on their own choices and consider how different choices would have affected the final piece (e.g. different colours, techniques, images).</p>
<p>Tudor portraits- explore portraits of Holbein. Unit is knowledge based – based on proportions of faces</p>	<p><u>Line/shape/form</u></p> <p>Create depth using a range of colours (building up colour on face using base colour then other colours for details).</p> <p>Develop use of paint strokes and blending colour to recreate Tudor-style portraits.</p> <p>Begin to use a range of painting techniques to produce different effects (e.g. thin brush strokes for outlines and details, thick brush strokes for the background).</p> <p>GD: Confidently use a range of painting techniques to produce different effects (e.g. block colour, blended, dabs, strokes).</p>	<p><u>Colour</u></p> <p>Use appropriate colours to create depth in both the foreground and background, understanding that the background should be lighter than the foreground so it is emphasised.</p> <p>Mix colours using knowledge of the colour wheel to produce realistic colours, e.g. for their skin shade.</p> <p>Begin to use black and white to darken and lighten shades appropriately.</p> <p>GD: Confidently mix colours to create desired shades, using black and white to darken and lighten shades appropriately throughout.</p>	<p><u>Pattern</u></p> <p>Use different techniques to create texture, e.g. for the face, clothing.</p> <p>Include objects in the background of the portrait, as per Tudor-style portraits (e.g. books to show intelligence) and ensure that they are appropriately-sized.</p> <p>Ensure that features of face are in proportion and realistic (e.g. eyes between ears in the middle of the face, nose halfway between eyes and chin, mouth halfway between nose and chin).</p> <p>GD: Explain the effect of differently sized objects in the background of portraits (e.g. objects that are too small may not be seen but objects that are too large can pull focus).</p>	<p><u>Form</u></p> <p>Understand the art form that we are using and why it has been chosen for this unit (Shakespeare was alive during the end of the Tudor era).</p> <p>Consider the use of a different medium for the same design brief (e.g. pastels).</p> <p>GD: Consider the use of a different medium for the same design brief (e.g. pastels) and compare to painting, explaining which could be the most effective and why.</p>	<p><u>Key knowledge</u></p> <p>Use examples to create different background objects that are relevant to self (e.g. book for intelligence).</p> <p>Understand the Historical context of Tudor portraits and who would have had them done (powerful, rich people).</p> <p>Look at examples of Holbein's portraits and understand his aims with them (representing the important person and showing them in a positive light).</p> <p>GD: Give opinions on Holbein's work, understanding the historical context and limitations that would have been present (no cameras).</p>	<p><u>Evaluating</u></p> <p>Peer and self-assess final pieces, considering the use of different colours and techniques.</p> <p>Suggest realistic improvements to their peer's work, referencing techniques that we've learned about during this topic.</p> <p>GD: Reflect on their own choices and consider how different choices would have affected the final piece (e.g. different colours, techniques, background objects).</p>

<p>Pop Art- key features of the style, comparing different artists with a focus on Andy Warhol and Roy Lichtenstein</p>	<p><u>Line/shape/form</u></p> <p>Develop use of lino cutter for a range of designs (e.g. straight lines, curved lines).</p> <p>Understand the effect that cutting the lino will have on the final print (e.g. deep lines vs shallow).</p> <p>Choose an appropriate design that will print nicely (not too complicated or intricate) on top of the base colour.</p> <p>GD: Explore a variety of lino cutter sizes for different parts of the print (e.g. thicker, deeper cutter for the part of the lino not needed for the print).</p>	<p><u>Colour</u></p> <p>Independently choose at least 4 contrasting colours that can be used for the printing pattern (e.g. yellow and black).</p> <p>Understand that pop art printing uses contrasting, vibrant colours for effect (looking at examples).</p> <p>GD: Explain why contrasting, vibrant colours are effective in pop art,</p>	<p><u>Pattern</u></p> <p>Create a finished product that is at least 4 blocks of print with a different base colour in each.</p> <p>Explain the effect that block printing has on the overall art piece (making mundane, everyday objects more interesting and appealing).</p> <p>Produce an appropriately carved lino piece to print multiple times (as per the line/shape/form section).</p> <p>GD: Consider other ways of creating the same effect, (e.g. other materials that could be used, other mediums).</p>	<p><u>Form</u></p> <p>Understand the art form that we are using (acrylic paint, lino printing).</p> <p>Consider the use of a different medium for the same design brief (e.g. ink).</p> <p>GD: Consider the use of a different medium for the same design brief (e.g. ink) and compare to paint, explaining which could be the most effective and why.</p>	<p><u>Key knowledge</u></p> <p>Look at examples of Andy Warhol and Roy Lichtenstein's work and understand the choices they have made (e.g. they have used contrasting colours).</p> <p>Understand when pop art became popular and the historical context behind it (Andy Warhol, 1950s experimentation).</p> <p>Understand that pop art generally uses mundane, everyday objects in order to make them more interesting and exciting.</p> <p>GD: Give their opinion of a range of pop art examples and explain.</p>	<p><u>Evaluating</u></p> <p>Peer and self-assess final pieces, considering the use of different colours and designs.</p> <p>Suggest realistic improvements to their peer's work, referencing techniques that we've learned about during this topic.</p> <p>GD: Reflect on their own choices and consider how different choices would have affected the final piece (e.g. different colours and designs).</p>
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YEAR 6	Line/shape/form	Colour	Pattern	Form	Key knowledge	Evaluating
<p>Core concepts</p>	<p>Shape - An outline of something. Form - A physical shape. Experimentation- The action or process of trying out new ideas, methods or activities. Developing techniques- A way of carrying out a particular task, especially the execution or performance of an artistic work. Line- A mark.</p>	<p>Media- Materials and tools used by an artist to create a piece of art, e.g. pen, ink, etc. Contrast- Strikingly being different from something. Colour- different pigments.</p>	<p>Texture- Making something look the way it feels on the surface. Collage- Create a surface using layers of different materials.</p>	<p>Art forms- Any activity regarded as imaginative or creative self-expression.</p>	<p>Artists- the study of artists based on an analysis of their development over time. History of art – studying where the art originally came from. Creativity- The use of imagination or original ideas to create something; inventiveness. Interpret- Explain a meaning based on a piece of art. Expression- How someone can convey their thoughts and feelings through a piece of art.</p>	<p>Reflect- Looking at the final piece and making a judgement of what has gone well/could be improved. Perspective- A point of view (particular to an individual/groups of individuals).</p>
<p>Cycle A</p> <p>Van Gogh- looking at his work, focus on recreation of starry night using different mediums</p>	<p><u>Line/shape/form</u></p> <p>Confidently use sketching skills and controlled use of their pencil, adjusting technique as necessary (e.g. for detail).</p> <p>Develop painting skills and techniques (dabbing, short brush strokes).</p> <p>Independently choose a range of techniques for different parts of the picture.</p> <p>GD: Identify and explain how different uses of techniques could be used for paintings with different focuses/scenes (swirls, dabs, short strokes, block colour).</p>	<p><u>Colour</u></p> <p>Confidently explain Van Gogh's use of colour in examples of his paintings (e.g. dark colours and contrasting colours in Starry Night).</p> <p>Independently decide on a colour scheme for own painting, using Van Gogh's as inspiration.</p> <p>GD: Use their knowledge of the colour wheel to create tertiary colours for their colour schemes.</p>	<p><u>Pattern</u></p> <p>Layer different shades of colour and use different techniques to create different textures and effects (e.g. swirls, broken strokes).</p> <p>Use a range of textures in own painting that are appropriate for the thing being painted (e.g. dabbing to create leaves on trees) and explain the effect.</p> <p>GD: Explain choices of textures and why they are effective for separate parts of the painting (e.g. block colour and short strokes to create detail).</p>	<p><u>Form</u></p> <p>Understand the art form that Van Gogh used and the effect it creates (e.g. a mixture of oil pastels, water colours using broken brush strokes to make objects look like they are not part of a canvas).</p> <p>Explain how the use of different art forms would create different effects and why (e.g. water colours would blend more, oil pastels for a more vibrant colour).</p> <p>GD: Independently consider different art forms that could have been used and explain which could have been used instead and why.</p>	<p><u>Key knowledge</u></p> <p>Know who Vincent Van Gogh is and the influence he has had on modern art (impressionism).</p> <p>Compare Van Gogh's art to that of other artists that they have learned about, e.g. Modigliani, Kandinsky.</p> <p>Consider different objects/scenes that could be the focus of Van Gogh-style paintings (e.g. different landscapes, portraits or buildings).</p> <p>Understand elements of Van Gogh's life and how this contributed to his paintings (mental health struggles, poverty).</p> <p>GD: Explain the context behind some of Van Gogh's paintings, e.g. his mental turmoil is shown in the complex textures produced.</p>	<p><u>Evaluating</u></p> <p>Suggest realistic improvements to their peer's work, referencing Van Gogh's paintings.</p> <p>Reflect on their own choices and consider how different choices would have affected the final piece (e.g. different colours and techniques).</p> <p>GD: Explain how different choices would have affected the final piece, using specific examples and referencing Van Gogh's works.</p>

<p>Art around the world- study of comparing cultures and the associated art with a focus on masks. Mastering the techniques and styles of both.</p>	<p><u>Line/shape/form</u></p> <p>Confidently use water colours for their design (brush strokes, mixing light and darker using water amounts).</p> <p>Confidently use poster paint for their functional mask (e.g. mixing appropriate amount of paint on brush).</p> <p>Accurately draw and cut out a mask that can be worn.</p> <p>GD: Consider how a different shape of mask could have been used and the effect this would have created (e.g. to fit different faces or to imitate something in nature).</p>	<p><u>Colour</u></p> <p>Mix water colours appropriately to create the desired effect and shades, understanding that some parts of the design will need more water to create a lighter colour, etc.</p> <p>Explain their choice of colours and what they represent (e.g. the red in Samurai masks, bright colours in Mexican Day of the Dead to contrast the darkness of death).</p> <p>GD: Choose colours for their mask based on a message they wish to convey/represent (e.g. red for anger/power).</p>	<p><u>Pattern</u></p> <p>Explain the effect of a variety of textures in different masks (e.g. to create depth/imitate something in nature).</p> <p>Use pens to add patterns to their final mask as per their design.</p> <p>Consider other patterns and materials that could have been used to create different effects.</p> <p>GD: Create their own patterns to use in their masks, not simply replicating examples.</p>	<p><u>Form</u></p> <p>Make embellishments to their masks for effect (e.g. details that make them more realistic and give a 3D effect).</p> <p>Understand why they will use water colours for the design and poster paint for the real mask.</p> <p>Use examples from a range of mask types and choose appropriate styles for their masks (including colour and embellishments).</p> <p>GD: Independently consider different art forms that could have been used instead and why (e.g. paper mache).</p>	<p><u>Key knowledge</u></p> <p>Explore a range of cultures and their masks (Inuit, Maori, Venetian, Mexican).</p> <p>Understand the historical and cultural context behind some of the masks (e.g. the use of red in Samurai masks, colour in Mexican Day of the Dead masks).</p> <p>Explain which form of mask they find most effective and why, considering cultural and historical contexts.</p> <p>GD: Explain how masks have been used in different countries and compare these (from the examples in lesson 1).</p>	<p><u>Evaluating</u></p> <p>Suggest realistic improvements to their peer's work, referencing masks that have been looked at during this topic.</p> <p>Reflect on their own choices and consider how different choices would have affected the final piece (e.g. different colours, materials and embellishments).</p> <p>GD: Explain how different choices would have affected the final piece, using specific examples of masks from different cultures.</p>
<p>Plants and leaves- wire sculpture</p>	<p><u>Line/shape/form</u></p> <p>Confidently use sketching skills to create observational drawings using graphite pencils (e.g. holding pencil in different ways and with different force will change the effect).</p> <p>Confidently fold paper to form leaves and flowers, using different folds in the same piece.</p> <p>Confidently bend and manipulating the wire in order to create a full sculpture.</p> <p>GD: Create their own toolkit for part of the process (sketching the design, folding the flowers, manipulating the wire).</p>	<p><u>Colour</u></p> <p>Use examples of flowers and independently choose their own colour scheme based on the symbolism and what they wish to convey with their sculpture.</p> <p>Explain their use of a range of colours in the same piece of art, referencing their symbolism in history.</p> <p>GD: Consider a range of colours and how they could be used together to create depth, pattern and interest (e.g. different coloured roses from lesson 1).</p>	<p><u>Pattern</u></p> <p>Thoughtfully choose the fold pattern for each flower, considering how the finished piece will look altogether.</p> <p>Use colours to enhance patterns within the piece (e.g. adding more colours to make it more vibrant and to their aesthetics).</p> <p>Explain choices of pattern in their flowers, referring to examples that they have looked at during this topic.</p> <p>GD: Explore different ways of manipulating the wire in order to create a more interesting finished sculpture (e.g. different types of flowers, different tools).</p>	<p><u>Form</u></p> <p>Understand how the folded paper flowers are used in the sculptures and why (to create leaves and petals).</p> <p>Explain the effect of different art forms instead of sculpture for this focus. Would they prefer another? Why?</p> <p>GD: Independently explain the effect that a different art form would have on this piece.</p>	<p><u>Key knowledge</u></p> <p>Understand that flowers have been used symbolically in art in the past (e.g. different colours for different feelings and emotions).</p> <p>Understand and explain the effect that 3D wire and paper models will have on this art piece.</p> <p>Give an opinion on this art form and explain.</p> <p>GD: Compare to another art form, giving an example, and discuss the similarities/differences (e.g. Van Gogh's sunflowers).</p>	<p><u>Evaluating</u></p> <p>Suggest realistic improvements to their peer's work, referencing ideas that we've learned about during this topic.</p> <p>Reflect on their own choices and consider how different choices would have affected the final piece (e.g. different colours, folds).</p> <p>GD: Explain how different choices would have affected the final piece.</p>
<p>Cycle B Printing with Chinese patterns and calligraphy- knowledge of equipment and how to use (calligraphy pens) Chinese Art Culture knowledge</p>	<p><u>Line/shape/form</u></p> <p>Confidently use calligraphy pens (e.g. control of the pen, amount of ink used).</p> <p>Develop different techniques to create different effects with calligraphy pen (e.g. thick lines with front of pen, thin lines with side of pen).</p> <p>Look at examples of traditional Chinese patterns and accurately recreate (e.g. the detail on the bamboo).</p> <p>GD: Generate their own toolkit for how to use the calligraphy pen to produce different effects.</p>	<p><u>Colour</u></p> <p>Explain their choice of colour and what effect it has, considering why it is better than the alternative.</p> <p>Reproduce a traditional Chinese image and choose an appropriate colour based on the original based on reference pictures.</p> <p>GD: When recreating a traditional Chinese image, consider a different use of colour that hasn't been used in the original design.</p>	<p><u>Pattern</u></p> <p>Confidently use colour to enhance patterns (e.g. lighter colours to contrast with darker in dragon).</p> <p>Adapt design to take into account the folded design of the fan (e.g. not a lot of small details).</p> <p>Use their own knowledge to adapt designs and patterns instead of simply reproducing an example.</p> <p>GD: Use a range of patterns for different sections of the fan, keeping in mind the folded design of the end product.</p>	<p><u>Form</u></p> <p>Describe the art form- Chinese calligraphy using bamboo calligraphy pens with ink onto a fan which will then be folded.</p> <p>Consider different mediums from a range of examples and explain which could be more effective for the design brief and why (e.g. paint, charcoal).</p> <p>GD: Independently consider different art forms that could have been used and explain which could have been used instead and why (e.g. water colours easier to blend but less vibrant).</p>	<p><u>Key knowledge</u></p> <p>Understand the different imagery and patterns used in Chinese calligraphy and its origin (e.g. dragon, bamboo, red and gold colours).</p> <p>Understand why calligraphy pens and ink have traditionally been used in this art form.</p> <p>Explain the context behind this art form and why we're using it for this topic (Fu Hao- important, powerful figure in History).</p> <p>Include designs that are appropriate for Fu Hao and relevant to her status</p>	<p><u>Evaluating</u></p> <p>Suggest realistic improvements to their peer's work, using techniques we've learned about.</p> <p>Reflect on their own choices and consider how different choices would have affected the final piece (e.g. different colours, techniques, images).</p> <p>GD: Explain how different choices would have affected the final piece, using specific examples.</p>

					(e.g. weapons as she was a military leader). GD: Confidently discuss the context behind the art form and give examples of other types of people from the Shang period that the fan could also be appropriate for and why (e.g. other important leaders).	
Tudor portraits- explore portraits of Holbein. Unit is knowledge based – based on proportions of faces	<u>Line/shape/form</u> Create depth using a range of colours (building up colour on the face using base colour then other colours for detail). Develop use of paint to recreate Tudor-style portraits. Confidently use a range of painting techniques to produce different effects (e.g. thin brush strokes for outlines and detail, thick brush strokes for the background). GD: Generate their own toolkit for how to use different paint strokes to produce different effects.	<u>Colour</u> Use appropriate colours to create depth in both the foreground and background, understanding that the background should be lighter than the foreground so that it is emphasised. Confidently mix colours using knowledge of the colour wheel to create desired shades, using black and white to darken and lighten shades appropriately throughout. GD: Independently decide on a colour palette for their portraits, considering depth and contrast of background to foreground.	<u>Pattern</u> Use different techniques to create texture, e.g. for the face, clothing. Include objects in the background of the portrait, as per Tudor-style portraits (e.g. books to show intelligence) and ensure that they are appropriately-sized. Explain the effect of differently sized objects in the background of portraits (e.g. objects that are too small may not be seen but objects that are too big can pull focus). Ensure that features of face are in proportion and realistic (e.g. placements and size). GD: Use a range of sizes of background objects that are appropriate to the picture as a whole, using reference pictures.	<u>Form</u> Understand the art form that we are using and why it has been chosen for this unit (Shakespeare was alive during the end of the Tudor period). Consider the use of a different medium for the same design brief (e.g. pastels) and compare to painting, explaining which could be the most effective and why. GD: Independently consider different art forms that could have been used for the same purpose and explain the effect that they would have had (e.g. pastels would be easier to blend so could create a softer image).	<u>Key knowledge</u> Use examples to create different background objects that are relevant to self (e.g. books for intelligence). Understand the Historical context of Tudor portraits and who would have had them done (powerful, rich people). Look at examples of Holbein’s portraits and understand his aims with them (representing the important person and showing them in a positive light). Give opinions on Holbein’s work, understanding the historical context and limitations that would have been present (no cameras). GD: Compare Holbein’s portraits to another style of portraits, e.g. Modigliani’s more abstract portraits.	<u>Evaluating</u> Suggest realistic improvements to their peer’s work, referencing techniques that we’ve learned about during this topic. Reflect on their own choices and consider how different choices would have affected the final piece (e.g. different colours, techniques, background objects). GD: Explain how different choices would have affected the final piece, using specific examples.
Pop Art- key features of the style, comparing different artists with a focus on Andy Warhol and Roy Lichtenstein	<u>Line/shape/form</u> Understand the effect that cutting the lino will have on the final print (e.g. deep lines vs shallow). Choose an appropriate design that will print nicely (not too complicated or intricate) on top of the base colour. Explore a variety of lino cutter sizes for different parts of the print (e.g. thicker, deeper cutter for the part of the lino not needed for the print). GD: Use a range of lino cutter sizes in their design appropriately (e.g. smaller for smaller details).	<u>Colour</u> Independently choose at least 4 contrasting colours that can be used for the printing pattern (e.g. yellow and black). Choose one contrasting colour for the design section of the lino. Explain why contrasting, vibrant colours are effective in pop art, GD: Explain use of contrasting colours, considering alternatives and choosing ones that will be more effective.	<u>Pattern</u> Create a finished product that is at least 4 blocks of print with a different base colour in each. Explain the effect that block printing has on the overall art piece (making mundane, everyday objects more interesting and appealing). Produce an appropriately carved lino piece to print multiple times (as per the line/shape/form). Consider other ways of creating the same effect, e.g. other materials that could be used, other mediums. GD: Explore a range of designs and create one based on the consideration of the piece as a whole (e.g. a big design that touches the size of the block will look too crowded once 4 have been printed next to each other).	<u>Form</u> Understand the art form that we are using (acrylic paint, lino). Consider the use of a different medium for the same design brief (e.g. ink) and compare to paint, explaining which could be the most effective and why. GD: Consider how other art forms could be used to create an example of Andy Warhol’s work (e.g. portrait of Marilyn Monroe- could this have been done with painting instead of printing and have a similar/better effect?).	<u>Key knowledge</u> Look at examples of Andy Warhol and Roy Lichtenstein’s work and understand the choices they have made (e.g. they have used contrasting colours). Understand when pop art became popular and the historical context behind it (Andy Warhol, 1950’s experimentation). Understand that pop art generally uses mundane, everyday objects in order to make them more interesting and exciting. Give their opinion of a range of pop art examples and explain. GD: Compare pop art to another style of printing, e.g. Hapa Zome.	<u>Evaluating</u> Suggest realistic improvements to their peer’s work, referencing techniques that we’ve learned about during this topic. Reflect on their own choices and consider how different choices would have affected the final piece (e.g. different colours and designs). GD: Explain how different choices would have affected the final piece, using specific examples.