















## Art and Design Curriculum Overview

Year Group	Autumn		Spring		Summer	
Early Years	<b>Drawing</b>  Artist Link –Quentin Blake	<b>Painting</b>  Artist Link – Albert Irvin	<b>Printing</b>  Artist Link – Frottage (Art form)	<b>Textiles</b>  Artist Link – Ulrike Martin	<b>Mixed Media</b>  Artist Link – Basic symmetry	<b>Sculpture</b>  Artist Link – Building blocks
Early Learning Goals	<p><b>Expressive Arts and Design</b>            The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p><b>Physical Development</b>            Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence</p>					
	<b>ELG: Creating with Materials</b> <b>Children at the expected level of development will:</b> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>Share their creations, explaining the process they have used;</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>			<b>ELG: Fine Motor Skills</b> <b>Children at the expected level of development will:</b> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>Begin to show accuracy and care when drawing.</li> </ul>		

<b>Vocabulary</b>	<p><b>Line</b> – A mark made which is longer than it is wide but which denotes a boundary.</p> <p><b>Texture</b> – In a work of art, the tactile qualities of a 3D surface or representation of such qualities. Can we make something look rough or smooth, soft or hard?</p> <p><b>Colour</b> - The use of hue (name for a colour e.g. red) to mark specific areas in a drawing or painting</p>	<p><b>Mixing</b> – Means by which various colours are made.</p> <p><b>Palette</b> - Essential for <a href="#">colour-painting</a>, an artist's palette refers to (1) The instrument the artist mixes their colours on. (2) The colours the artist chooses to use.</p> <p><b>Brush</b> – Most common means for applying paint to a surface.</p>	<p><b>Rubbing/Frottage</b> – The act of gaining a pattern or image from rubbing a colour over a piece of paper placed on the object.</p>	<p><b>Plain weaving</b> – The act of interlacing threads to form a fabric.</p> <p><b>Thread/strips</b> – the individual pieces which are woven together.</p>	<p><b>Symmetry</b> – The act of balancing two sides of an image so that they are a reflection of one another.</p> <p><b>Pattern</b> – Organised structure in a piece. This can be repetition of shape or form.</p>	<p><b>Constructing</b> – The act of building through piecing together objects.</p> <p><b>Model</b> – To create work through construction.</p>
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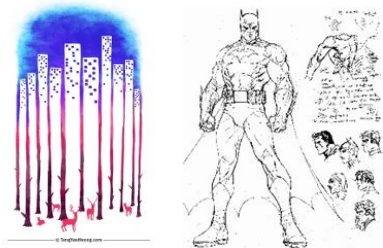


<b>National Curriculum Key Stage One</b>	<b>Pupils should be taught:</b> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year One</b>	<b>Drawing</b>  <b>Artist Link - Paul Klee or Patrick Caulfield</b>	<b>Printing</b>  <b>Artist Link – Henri Matisse or Charles Rennie Mackintosh</b>	<b>Mixed Media</b>  <b>Artist Link – Pattern making or Guillermo Kuitca</b>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Extend the variety of drawings tools</li> <li>Explore different textures</li> <li>Observe and draw landscapes</li> <li>Observe patterns</li> <li>observe anatomy (faces, limbs)</li> <li>Experiment with tools and surfaces</li> <li>Draw a way of recording experiences and feelings</li> <li>Discuss use of shadows, use of light and dark</li> <li>Sketch to make quick records</li> </ul>	<ul style="list-style-type: none"> <li>Create patterns</li> <li>Develop impressed images</li> <li>Relief printing</li> <li>Print with a growing range of objects</li> <li>Identify the different forms printing takes</li> </ul>	<ul style="list-style-type: none"> <li>Awareness and discussion of patterns</li> <li>Repeating patterns</li> <li>Symmetry</li> <li>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</li> <li>Natural and manmade patterns</li> <li>Discuss regular and irregular</li> </ul>
<b>Targets</b>	<ul style="list-style-type: none"> <li>Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences.</li> <li>Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply acrylic paint thickly to add texture.</li> <li>Talk about the features they like in their own work and in the work of others.</li> <li>Talk about what they might change in their own work.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what they think and feel about the work of a chosen artist, craft maker or designer.</li> <li>Begin to demonstrate control of given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package.</li> <li>Talk about what they might change in their own work.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials.</li> <li>Beginning to work creatively e.g. with a range of media on different scales.</li> <li>Begin to talk about the style of a chosen artist, craft maker or designer.</li> <li>Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture</li> </ul>
<b>Vocabulary</b>	<b>Pattern</b> – Organised structure in a piece. This can be repetition of shape or form. <b>Tone</b> - A term used in art to refer to the lightness or darkness of a colour.	<b>Impress</b> – Make a mark into an object which can then be used for printing. <b>Relief</b> - A technique in which the image is printed from a raised surface.	<b>Repeating patterns</b> – When familiar shapes, colours or forms are used regularly and systematically. <b>Man-made</b> – Objects created by humanity.

	<p><b>Landscape</b> – The depiction of natural scenes such as mountains, rivers, valleys etc</p> <p><b>Composition</b> - The arrangement of visual elements such as lines, spaces, tones, and colours in a work of art (where you place things on the page)</p> <p><b>Aesthetic</b> – The idea of beauty in art – things we enjoy looking at.</p> <p><b>Shade</b> – Marks made to suggest a difference in lightness or value.</p>	<p><b>Block</b> - A piece of thick, flat material, with a design on its surface, used to print repeated impressions of that design.</p> <p><b>Mezzotint</b> - In creating a mezzotint, first the entire metal plate is roughened by marking fine lines into the plate in all directions with a rocker (If printed at this stage, the entire paper would be black). Tones are created by burnishing or scraping into a plate.</p> <p><b>Woodcut</b> - Woodcut is one of the oldest and simplest forms of printmaking. Various implements (both hand tools and power tools) can be used to cut the image into a block of wood. Paper is placed over the inked block and rubbed by hand or passed through a press to transfer the ink from block to paper to create the image</p> <p><b>Etching</b> - This process uses acid to bite an image into a metal plate that is coated with an acid-resistant ground. A sharp needle is used to scratch the image through the ground, exposing the metal. The plate is then immersed in an acid bath where the drawn marks are etched.</p> <p><b>Engraving</b> - For this technique, a metal plate is incised with a tool called a burin.</p> <p><b>Linocut</b> - The linoblock consists of a layer of linoleum, usually mounted on a block of wood. This soft material is easily carved using knives and gouges. The image is then printed as with a woodcut.</p>	<p><b>Natural</b> – Objects which appear in nature and have not been made by man.</p> <p><b>Regular and irregular</b> – Objects repeated in exact pattern and spacing or not.</p> <p><b>Arranging</b> – The act of specifically positioning objects in a piece of work.</p> <p><b>Folding</b> – The act of making creases in a material by bending.</p> <p><b>Overlapping</b> – The act of placing one material over another.</p>
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	Autumn	Spring	Summer
Year Two	<b>Painting</b>  <b>Artist Link – Wassily Kandinsky or L.S. Lowry</b>	<b>Textiles</b>  <b>Artist Link – Complex weaving or Gustav Klimt</b>	<b>Sculpture</b>  <b>Artist Link – Manipulating materials</b>
Skills	<ul style="list-style-type: none"> <li>Name all the colours mixing of colours</li> <li>Find collections of colour</li> <li>Applying colour with a range of tools</li> <li>Begin to describe colours by objects</li> <li>Make as many tones of one colour as possible (using white)</li> <li>Darken colours without using black using colour on a large scale</li> </ul>	<ul style="list-style-type: none"> <li>Weaving.</li> <li>Sort according to specific qualities.</li> <li>How textiles create things.</li> <li>Overlapping and overlaying to create effects</li> <li>Use large eyed needles –running stitches</li> <li>Simple appliqué work</li> <li>Start to explore other simple stitches collage</li> </ul>	<ul style="list-style-type: none"> <li>Construct</li> <li>Use materials to make known objects for a purpose</li> <li>Carve</li> <li>Pinch and roll coils and slabs using a modelling media.</li> <li>Make simple joins</li> <li>Awareness of natural and man-made forms</li> <li>Expression of personal experiences and ideas</li> <li>To shape and form from direct observation (malleable and rigid materials)</li> <li>Decorative techniques</li> <li>Replicate patterns and textures in a 3-D form</li> <li>Investigate the work of other sculptors</li> </ul>
Targets	<ul style="list-style-type: none"> <li>Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences.</li> <li>Talk about the similarities and differences between different artists, craft makers or designers.</li> <li>Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'.</li> </ul>	<ul style="list-style-type: none"> <li>Show confidence in working creatively e.g. with a range of media on different scales.</li> <li>Recognise the styles of artists, craft makers or designers and use this to inform their own work.</li> <li>Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g. select, cut and shape faux fur fabric for a tiger hand puppet.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials.</li> <li>Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. cross hatching with felt tip pens.</li> <li>Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'.</li> <li>Adapt and make changes to their work and the tools they use as it develops.</li> <li>Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.</li> </ul>
Vocabulary	<b>Primary colour</b> – Red, blue and yellow (cannot be obtained by mixing) <b>Secondary colour</b> – Green, orange, purple (created by mixing two of the primary colours).	<b>Properties</b> – The way in which a material behaves or acts under certain conditions e.g. stretchy. <b>Twill weave</b> – Twill is a type of textile weave with a pattern of diagonal parallel ribs (in contrast with a satin and plain weave). This is done by passing the weft	<b>Carve</b> – The act of cutting into a material to create an image or object. <b>Joins</b> – Ways in which parts are pieced together. <b>Pinch and roll</b> – Methods for interacting with modelling materials.




	<p><b>Warm and cold colours</b> – Colours which give the viewer a sense of warmth or cold.</p> <p><b>Tertiary colour</b> – Colour gained by the mixing of a primary and secondary colour.</p> <p><b>Tone</b> - A term used in art to refer to the lightness or darkness of a colour.</p> <p><b>Lighten and darken</b> – The act of changing the tone of a colour either through adding black and white or a colour deemed lighter or darker than the initial one e.g. adding purple to red will darken it.</p> <p><b>Monochrome</b> – Consisting of just one colour.</p>	<p>thread over one or more warp threads then under two or more warp threads and so on, with a "step," or offset, between rows to create the characteristic diagonal pattern.</p> <p><b>Satin weave</b> - <i>Satin</i> is a <i>weave</i> that typically has a glossy surface and a dull back, one of three fundamental types of textile <i>weaves</i> along with plain <i>weave</i> and <i>twill</i>. The <i>satin weave</i> is characterized by four or more fill or weft yarns floating over a warp yarn, four warp yarns floating over a single weft yarn.</p> <p><b>Warp and weft</b> - The two basic components used in weaving to turn thread or yarn into fabric. The lengthwise or longitudinal <i>warp</i> yarns are held stationary in tension on a frame or loom while the transverse <i>weft</i> (sometimes woof) is drawn through and inserted over-and-under the <i>warp</i>.</p> <p><b>Appliqué</b> - When one shape of fabric is sewn on top of another piece of fabric, it can be attached using hand stitching or zig-zag machine stitch.</p> <p><b>Eye</b> – The hole at the top of a needle.</p> <p><b>Needle</b> – A metal tool used to pass a thread through a piece of fabric.</p> <p><b>Cotton</b> – Thread of material often used for stitching.</p> <p><b>Wool</b> – Thicker strand of material used in knitting.</p> <p><b>Knitting</b> – The act of creating fabric by interlacing strands of wool.</p>	<p><b>Man-made and natural forms</b> – Recognising the shapes which the structure takes up e.g. straight lines, natural curves.</p> <p><b>Malleable</b> - Able to be hammered or pressed into shape without breaking or cracking.</p> <p><b>Rigid</b> - Unable to bend or be forced out of shape; not flexible.</p> <p><b>Sculptor</b> – Artist who works in three dimensions.</p>
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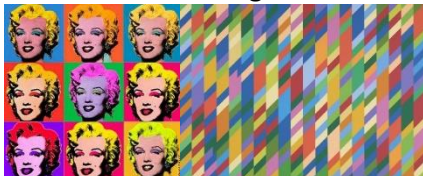

<b>National Curriculum Key Stage Two</b>	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. <b>Pupils should be taught:</b> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>About great artists, architects and designers in history.</li> </ul>		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year Three</b>	<b>Drawing</b>  <b>Artist Link – Tang Yau Hoong or Jim Lee</b>	<b>Printing</b>  <b>Artist Link – Friedensreich Hundertwasser or Dan Mather</b>	<b>Mixed Media</b>  <b>Artist Link – Ted Harrison or M.C. Escher</b>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Experiment with the potential of various pencils</li> <li>Make close observation</li> <li>Draw both the positive and negative shapes</li> <li>Initial sketches as a preparation for painting accurate drawings of people – particularly faces</li> <li>Identify and draw the effect of light scale and proportion.</li> <li>Accurate drawings of whole people including proportion and placement.</li> <li>Work on a variety of scales.</li> <li>Computer generated drawings.</li> </ul>	<ul style="list-style-type: none"> <li>Relief and impressed printing</li> <li>Recording textures/patterns</li> <li>Mono-printing</li> <li>Colour mixing through overlapping colour prints</li> <li>Use sketchbook for recording textures/patterns</li> <li>Interpret environmental and manmade patterns</li> <li>Modify and adapt print</li> </ul>	<ul style="list-style-type: none"> <li>Pattern in the environment design</li> <li>Using ICT</li> <li>Make patterns on a range of surfaces</li> <li>Symmetry</li> <li>Explore environmental and manmade patterns</li> <li>Tessellation</li> </ul>
<b>Targets</b>	<ul style="list-style-type: none"> <li>Choose their own starting point from a range of ideas e.g. a visit to an art gallery, an artefact, digital images, experiences.</li> <li>Begin to record their thoughts and experiences in a sketch book / 'ideas journal'.</li> <li>Use sketch book / 'ideas journal' to adapt their work as their ideas develop, and discuss this with others.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the reasons for their ideas, and discuss and answer questions about how their ideas have developed.</li> <li>Discuss the styles of artists, craft makers or designers and use this to inform their own work.</li> <li>Begin to understand the historical and/or cultural significance of a chosen artist /art form.</li> <li>Demonstrate control of chosen tools and materials to create a desired effect, e.g. carve a design into a printing block.</li> </ul>	<ul style="list-style-type: none"> <li>Show confidence and independence when working creatively e.g. with a range of media on different scales.</li> <li>Beginning to use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts, e.g. work on different scales both independently and collaboratively.</li> <li>Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like in a piece of art work.</li> </ul>
<b>Vocabulary</b>	<b>Form</b> - The physical characteristics of an artwork which include line, shape, texture value, and colour, in opposition to intellectual or emotional content	<b>Mono-printing</b> – The act of creating just one print version of a piece.	<b>Motif</b> – An image or element of the piece which recurs giving it a sense of importance to the overall piece.

	<p><b>Space</b> - The area the artist uses for a specific purpose. Can be negative space (around, through between, within objects) or positive space (area taken up by an object)</p> <p><b>Proportion</b> – The relative size of parts of a whole e.g. the size of the eye compared to the nose or head as a whole.</p> <p><b>Scale</b> – The relative size of an object linked to others when made larger or smaller in the drawing process.</p>	<p><b>Overlapping</b> – Placing one colour print over a differing colour for effect.</p> <p><b>Collagraph</b> - A print made from an image built up with glue and other collage-type materials.</p> <p><b>Screen Print</b> - A form of stencil printing in which the stencil is adhered to a fine screen for support.</p> <p><b>Modify and adapt</b> – to make changes to the position of printed elements in order to alter the composition etc.</p> <p><b>Stencil</b> - A printing process by which areas are blocked out to keep ink from non-image areas.</p>	<p><b>Collage</b> - An artistic composition made of various materials (e.g., paper, cloth, or wood) glued on a surface.</p> <p><b>Multimedia</b> - Computer programs that involve users in the design and organization of text, graphics, video and sound in one presentation.</p> <p><b>Tessellation</b> - An arrangement of shapes closely fitted together, especially of polygons in a repeated pattern without gaps or overlapping.</p>
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	Autumn	Spring	Summer
Year Four	<p><b>Painting</b></p>  <p><b>Artist Link – Georges Seurat or Georges Braque</b></p>	<p><b>Textiles</b></p>  <p><b>Artist Link – Mike Phelan or Rosie James</b></p>	<p><b>Sculpture</b></p>  <p><b>Artist Link – Alexander Calder or Andy Goldsworthy</b></p>
Skills	<ul style="list-style-type: none"> <li>• Colour mixing</li> <li>• Make colour wheels</li> <li>• Introduce different types of brushes techniques- apply colour using dotting, scratching, splashing</li> <li>• Colour mixing and matching; tint, tone, shade</li> <li>• Observe colours</li> <li>• Suitable equipment for the task</li> <li>• Colour to reflect mood</li> </ul>	<ul style="list-style-type: none"> <li>• Use smaller eyed needles and finer threads</li> <li>• Weaving</li> <li>• Tie dying, batik</li> <li>• Use a wider variety of stitches.</li> <li>• Observation and design of textural art.</li> <li>• Experimenting with creating mood, feeling, movement</li> <li>• Compare different fabrics</li> </ul>	<ul style="list-style-type: none"> <li>• Shape, form, model and construct (malleable and rigid materials)</li> <li>• Plan and develop</li> <li>• Understanding of different adhesives and methods of construction</li> <li>• Aesthetics</li> <li>• Plan and develop.</li> <li>• Experience surface patterns/textures.</li> <li>• Discuss own work and work of other sculptors.</li> <li>• Analyse and interpret natural and man-made forms of construction.</li> </ul>
Targets	<ul style="list-style-type: none"> <li>• Investigate different starting points for their work, and choose which idea to develop further.</li> <li>• Record their thoughts and experiences in a sketch book / 'ideas journal', and begin to annotate these.</li> <li>• Use creative thinking to begin to adapt an initial idea, e.g. experiment with alternative colour palette.</li> <li>• Use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts and with a variety of materials, e.g. use knowledge of weaving to create a willow sculpture.</li> <li>• Use sketch book / 'ideas journal' to adapt their work as their ideas develop; make annotations in their books to describe how they might develop their work further.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work.</li> <li>• Understand the historical and / or cultural significance of the work of a chosen artist / art form.</li> <li>• Demonstrate control of a range of tools and materials to create desired effects, e.g. when drawing use different grades of pencil to create variations in tone.</li> <li>• Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like and the changes they would make to a piece of art work.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art.</li> <li>• Use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts and with a variety of materials, e.g. use knowledge of weaving to create a willow sculpture.</li> <li>• Demonstrate control of a range of tools and materials to create desired effects, e.g. when drawing use different grades of pencil to create variations in tone.</li> </ul>
Vocabulary	<p><b>Brushstroke</b> – The act of applying paint to a surface.</p> <p><b>Pointillism</b> – Arts movement focusing on applying paint through small dots to build a bigger image.</p> <p><b>Removal/erasing</b> – The act of removing paint from the surface as part of the creative process.</p> <p><b>Colour wheel</b> – a system for representing and recognising the primary, secondary and tertiary colours.</p>	<p><b>Tie-dye</b> – Form of textiles work where parts of the material are bound before immersing in dye. When removed and dried they create various patterns.</p> <p><b>Batik</b> – Artform from Asia where a resistant material is added to the textiles e.g. wax before painting or dying. This is then removed to reveal the pattern.</p> <p><b>Fabric</b> – A type of cloth produced by knitting or weaving.</p>	<p><b>Aesthetics</b> - The idea of beauty in art – things we enjoy looking at.</p> <p><b>Adhesives</b> – Materials used for the joining of objects.</p> <p><b>Concave</b> - Surfaces that are hollow or curved inward.</p> <p><b>Convex</b> – Surfaces which are curved outward.</p> <p><b>Environmental</b> – Art which interacts with or exists as part of the world around it.</p>

	<p><b>Tint</b> - a shade or variety of a colour.</p> <p><b>Shade</b> - a colour, especially with regard to how light or dark it is or as distinguished from one nearly like it.</p> <p><b>Mood</b> – The feelings which a piece creates in the viewer. Often achieved through subject matter and colour choices.</p> <p><b>Impressionism</b> – Arts movement including Cezanne, Monet et al which focused on representing the light within an image – often seemed changeable.</p> <p><b>Medium</b> The method in which an artist works; oil-painting, gouache, pastel, pen and ink, etching, collage, sculpture, etc.</p>	<p><b>Hand embroidery</b> - Using a needle and thread to create patterns or pictures or word with stitches</p>	<p><b>Additive</b> – Sculpture made by adding material.</p>
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	Autumn	Spring	Summer
Year Five	<b>Drawing</b>  <b>Artist Link – Roy Lichtenstein or Vija Celmins</b>	<b>Printing</b>  <b>Artist Link – Andy Warhol or Bridget Riley</b>	<b>Mixed Media</b>  <b>Artist Link – Alma Woodsey Thomas or Beatriz Milhazes</b>
Skills	<ul style="list-style-type: none"> <li>Develop direction of light and effect on objects.</li> <li>Draw and adapt images of people with accurate proportions.</li> <li>Begin to consider how texture can be interpreted.</li> <li>Effect of light on objects and people from different directions</li> <li>Interpret the texture of a surface</li> <li>Produce increasingly accurate drawings of people</li> <li>Concept of perspective</li> </ul>	<ul style="list-style-type: none"> <li>Combining prints design prints.</li> <li>Make connections.</li> <li>Discuss and evaluate own work and that of others.</li> <li>Builds up drawings and images of whole or parts of items using various techniques</li> <li>Screen printing</li> <li>Explore printing techniques used by various artists</li> </ul>	<ul style="list-style-type: none"> <li>Create repeating patterns which express a mood or feeling.</li> <li>Use a variety of materials to add depth to images.</li> <li>Consider how colour can be used to add depth.</li> <li>Create own abstract pattern to reflect personal experiences and expression.</li> <li>Create pattern for purposes.</li> </ul>
Targets	<ul style="list-style-type: none"> <li>Investigate a range of starting points for their work, and choose which idea to develop further.</li> <li>Record their thoughts and experiences in a sketch book / 'ideas journal', and annotate these in order to aid the development of their ideas.</li> <li>Use appropriate language when comparing ideas, methods and approaches in their own and others' work.</li> <li>Use sketch book / 'ideas journal' to evaluate and adapt their work as their ideas develop; make annotations in their books to show their ongoing evaluations and how they might develop their work further.</li> </ul>	<ul style="list-style-type: none"> <li>Use creative thinking to adapt an initial idea, e.g. experiment with alternative colour palette.</li> <li>Critically analyse the styles of artists, craft makers or designers and use this to inform their own work.</li> <li>Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation.</li> <li>Are confident when working with a wide range of tools and materials to create different effects, e.g. use a graphics package to manipulate an image by applying a filter.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how they are developing their ideas as they work, and use language appropriate to the chosen art form.</li> <li>Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques to work creatively e.g. adapting the style of an artist to create their own effect.</li> <li>Describe what they think and feel about their own and others' work and how this might influence their designs.</li> </ul>
Vocabulary	<p><b>Contour</b> - The perceived edges of any 3D form</p> <p><b>Contrast</b> – The deliberate choice to place opposite elements together in a piece e.g. light and dark, rough and smooth, large and small</p> <p><b>Chiaroscuro</b> – The contrast of light and dark areas of a drawing or painting</p> <p><b>Perspective</b> – The skill of giving an image depth or the impression of three dimensions on a two dimensional surface</p> <p><b>Vanishing point</b> – The point of convergence of parallel lines on a 2D plane which gives the impression of depth e.g. train tracks coming together in a drawing. All lines deemed to be parallel in the object, e.g. windows and</p>	<p><b>Combining</b> – Using a range of images to create a larger whole piece.</p> <p><b>Mass production</b> – When artwork is reproduced on a large scale beyond a single copy.</p> <p><b>Edition</b> – Series of prints of a single image.</p> <p><b>Popular culture/Pop art</b> – The movement linked to the use of mass produced works commenting on modern culture at the time.</p> <p><b>Work into</b> – The act of developing sections of a print using other artistic techniques e.g. drawing.</p>	<p><b>Depth</b> – Act of adding variety of form or colour to create a sense of foreground.</p> <p><b>Theme</b> - A subject or topic of discourse or of artistic representation.</p>

	roof of a house, should meet at a single point on a drawing.		
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	Autumn	Spring	Summer
Year Six	<b>Painting</b>  <b>Artist Link – J.M.W. Turner or Fischli and Weiss</b>	<b>Textiles</b>  <b>Artist Link – Linda Calverley Jan Beaney</b>	<b>Sculpture</b>  <b>Artist Link – Claes Oldenburg or Barbara Hepworth</b>
Skills	<ul style="list-style-type: none"> <li>• Hue, tint, tone, shades and mood.</li> <li>• Explore the use of texture in colour.</li> <li>• Colour for purposes.</li> <li>• Hue, tint, tone, shades and mood.</li> <li>• Explore the use of texture in colour.</li> <li>• Colour for purposes.</li> <li>• Colour to express feelings.</li> <li>• Understand how images are captured through photography.</li> </ul>	<ul style="list-style-type: none"> <li>• Use stories, music, poems as stimuli</li> <li>• Select and use materials</li> <li>• Embellish work</li> <li>• Fabric making</li> <li>• Artists using textiles</li> <li>• Develops experience in embellishing</li> <li>• Applies knowledge of different techniques to express feelings</li> <li>• Work collaboratively on a larger scale</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and develop ideas</li> <li>• Shape, form, model and join</li> <li>• Observation or imagination</li> <li>• Properties of media</li> <li>• Discuss and evaluate own work and that of other sculptors</li> </ul>
Targets	<ul style="list-style-type: none"> <li>• Record their thoughts and experiences in a sketch book / 'ideas journal', and review and revisit these ideas as their work develops.</li> <li>• Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques, imaginatively to create their own style, e.g. use spray paint on canvas.</li> <li>• Develop their own style when working with a wide range of tools and materials, e.g. working into prints using their own choice of media such as pens, ballpoint pens, paints.</li> <li>• Use sketch book / 'ideas journal' to adapt and critically evaluate their work as their ideas develop.</li> <li>• Annotations reflect their critical evaluations and development of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Independently investigate a range of starting points for their work, and confidently develop their ideas further.</li> <li>• Confidently use language appropriate to the chosen art form, to help them to explain their ideas.</li> <li>• Reflect on the ways in which their imaginative work has developed from a range of starting points.</li> </ul>	<ul style="list-style-type: none"> <li>• Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work.</li> <li>• Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation.</li> <li>• Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work.</li> </ul>
Vocabulary	<p><b>Texture</b> – the tactile quality of the surface of an artwork.</p> <p><b>Hue</b> – Form of colour</p> <p><b>Blending</b></p> <p>A term concerned mostly with oils, acrylics or alkyds. It implies the softening of hard edges between colours, and the artist would be likely to use a fan brush or the tip of a finger.</p>	<p><b>Embellishment</b> – The act of stitching objects to the material e.g. sequins, buttons etc.</p> <p><b>Sequins</b> – Small plastic discs which are often reflective or shiny which can be sewn onto material.</p> <p><b>Collaboration</b> – To work with others on a larger goal. In art this could mean creating a section e.g. part of a patchwork quilt.</p>	<p><b>Volume</b> – The area taken up by a sculpture.</p> <p><b>Subtractive</b> – Sculpture made by removing materials.</p> <p><b>Negative space</b> – The area which is not occupied by the sculpture.</p> <p><b>Positive space</b> – The area which is occupied by the sculpture.</p>

	<p><b>Grading</b> The handling of a water-colour wash to give it a lightening or darkening effect as the colour flows down the paper. This is done by adding water to the bowl of colour or more colour.</p> <p><b>Ground</b> The name that is applied to the coating of the surface on which the painting is to be carried out.</p> <p><b>Landscape Painting</b> Scenic views with no significant human figures or activity.</p> <p><b>Portrait Art</b> Individual or group or self-portraits – pictures of people.</p> <p><b>Wash</b> The application of dilute water-colour to a support.</p>		
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