

Art & Design Curriculum Principles

Vision Art is an essential part of humanity as it allows us to express and respond to our consciousness. At Leckhampton, pupils should be engaged, inspired, challenged, and given opportunities to experiment, design and create. They should be equipped with the skills and knowledge, which allow them to express their individuality. Pupils should begin to develop an appreciation of their own art work. They should recognise the influence of the work of others and be encouraged to develop a life-long love of art.

Subject Leader Rationale Our Leckhampton art curriculum is primarily skills based, and dedicates time to exploration and discussion, as well as embracing children's imperfections as they progress through their creative journey. Drawing and painting are the key drivers of the art curriculum and are included in every year group. The children explore a range of different media including sculpture, photography and printmaking. In addition, there are some strong links between Design and Technology and Art. Every child has a quality sketchbook that moves with them as they progress through the school. Each unit leads to a final piece, which provides the children with an opportunity to express their individuality, as well as apply their knowledge and skills, and evaluate their learning as they do so. We believe exposure to diversity is vital. Every unit of work includes a range of historical, contemporary and diverse artists to widen and challenge the children's understanding of art and to provide a source of inspiration when creating their own.

Essential Knowledge has been carefully sequenced and repeated across strands in each subject so that pupils remember what they have been taught. Consequently, pupils build strong foundations on which concepts that are more complex and ideas can be built. Essential knowledge forms the key learning outcomes, which are mapped across the strands and re-visited regularly both within and across subsequent years. Key subject specific vocabulary for each year group is identified to further support this process and teachers ensure previous vocabulary is revisited as a starting point for each new unit of work. Art is taught weekly to aid the retention of this essential knowledge. As pupils become more confident with new knowledge and skills, they are given opportunities to compare and contrast and apply their disciplinary knowledge.

Disciplinary Knowledge is progressively mapped out to equip pupils with the necessary knowledge and skills to be able to think like an artist. Key questions are used to enable children to demonstrate their disciplinary knowledge, such as: What has inspired you? What do you want to create? Why? What emotion are you trying to portray? What media are you using? What techniques are you using? Why have you chosen to use the media/materials you have? How does this piece of artwork make you feel? What have you discovered? What kinds of problems did you face? How did you get round them? How do you feel about the end result? What would you like to explore more of? What is the potential of what you have done? What could you focus on next? Sketch books demonstrate the progression of pupils' disciplinary knowledge.

Characteristics of Effective Learning

We aim to ensure that our pupils experience "wow" moments in their learning and we know this happens more frequently when pupils are given opportunities to discover and find things out for themselves. Our curriculum has been designed so that pupils are able to use and apply their skills and knowledge in creative and interesting ways. As pupils move through each stage of their learning journey and develop more of an understanding of the world in which they live, pupils are taught and encouraged to use the following skills and characteristics;

Curiosity Questioning Analysing Researching Perseverance Problem solving Thinking critically Creativity Cooperat

Art and Design

Year 1

Thinking like an artist: What has inspired you? What do you want to create? Why? What emotion are you trying to portray? What media are you using? What techniques are you using? Why have you chosen to use the media/materials you have? How does this piece of artwork make you feel? What have you discovered? What kinds of problems did you face? How did you get round them? How do you feel about the result? What would you like to explore more of? What is the potential of what you have done? What could you focus on next?

Sentence stems when evaluating their own work or the work of others:

I like the way you have...

Next time I might...

An idea I might use in my own work is...

Key Vocabulary:

mark marking, dots (stippling), hatching, cross-hatching, scribbles, spirals, graphite, charcoal, pastel, pencils, soft, hard, blend,

Primary, secondary, lighter, darker, thick, thin, mix, bright, dull, blend, cool, warm,

Sculpture, form, shape, colour, recycled, temporary/transient, hard, soft, rough, smooth, join, constructing, balance, pin, wrap, arrange, environment, natural, man-made repeat, design, shape, detail, simplify, rotate, naturalistic, abstract, print, ink, roller

	Exploring and developing ideas	Drawing	Painting	Sculpture	Other Forms of Art and Design
<p>Autumn 1</p> <p><i>Learning task: Drawing items from observation and memory</i></p> <p><i>Study of Artist.</i></p> <p>*DT- joining techniques. Making bookends (hammer and nail). See DT plan.</p>	<p>Use sketchbooks to experiment with mark-making.</p> <p>Begin to discuss pieces of artwork that they enjoy and explain why.</p> <p>Use sketchbooks to develop ideas,</p>	<p>Drawing</p> <p>Use increasing control when holding a pencil.</p> <p>To have confidence and freedom to represent what they can see or imagine.</p> <p>To use a range of black and white media with purpose and increasing control.</p> <p>To explore mark marking e.g. dots (stippling), hatching, cross-hatching, scribbles, wavy lines, spirals, experimental marks.</p>			

	exploring shape and detail.	To use lines, mark making, pattern and blending techniques to create images from observation and memory.
Autumn 2 Flowers <i>Learning task: Painting flowers from observation, memory and imagination.</i> *DT- joining techniques. Making book ends (hammer and nail). See DT plan.	Begin to experiment with mark-making, style or colour choice inspired from an artist's work. To begin to evaluate their own work and others by saying what they like about it.	Painting To mix secondary colours using primary colours. To begin to accurately mix colours to create a representation of a sunflower. To mix colours to create their own imaginary flowers using paint. To mix colours to create different tones. To use increasing control when holding a paintbrush. To begin to use a large brush for coverage and thin brush for detail.
Spring 1 & 2 Print-making inspired by Nature <i>Learning task: Printmaking which could be used on garden accessories e.g. gardening bag inspired by the work of artists who have used the natural world in their designs.</i>	Begin to describe similarities and differences of artists' work. Use sketchbooks to evaluate artists' work, clearly explaining likes and dislikes and how the artists' work will influence their future artwork.	Drawing and Printing To draw from observation, then simplify drawings to create a clear and bold print design. Explore printmaking using a variety of everyday objects. Select appropriate printing tools (explored above) to create an image inspired by nature. Consider use of space to translate images onto medium, e.g. fabric or canvas or paper. Create prints that use repeated patterns in an abstract or naturalistic style.

<p>*DT- joining techniques (running stitch and knotting). See DT plan.</p>	<p>Begin to understand that different artistic works are made by craftspeople from different cultures and times.</p>	
<p>Summer 1&2</p> <p><i>Learning task: recreate temporary artwork using natural materials and the work of Andy Goldsworth as inspiration.</i></p> <p><i>Trip to Nature in Art</i></p> <p>*DT- joining techniques (wrapping and pinning (with natural materials and wire).</p>	<p>Use sketchbooks to evaluate artists' work, clearly explaining likes and dislikes and how the artists' work will influence their future artwork.</p> <p>To learn about artists who use sculpture to express ideas related to nature.</p> <p>Begin to understand that different artistic works are made by craftspeople from different cultures and times.</p> <p>To begin to evaluate their own work, identifying successes and what they might change next time.</p>	<p>Sculpture</p> <p>To understand and describe what a sculpture is.</p> <p>To learn to join or position natural objects through placing, balancing, wrapping, overlapping and pinning.</p> <p>To understand that sculptures can be temporary.</p> <p>To use materials (e.g. leaves, twigs, stones, flowers) to be able to share ideas from imagination in the form of sculpture.</p> <p>To begin to consider shape, form and colour when creating sculptures.</p> <p>To select and use natural materials to create a sculpture, using skills such as placing, balancing, pinning (e.g. using small sticks to pin leaves into the ground), wrapping and overlapping.</p>

Focus artists

Historic Artists

- Van Gogh (Drawing/painting)
- Giuseppe Arcimboldo (Drawing/painting)
- William Morris (Printing)

Contemporary Artists

- Andy Goldsworthy (Sculpture)
- Paul Klee (Drawing)
- Orla Kiely (Printing)
- Cath Kidston (Printing)

Diverse Artists

- Kerri Ambrosino (Painting)
- Ashanti People- Adinkra (Printing)
- Indian tradition of Rangoli patterns (Sculpture)

Art and Design

Year 2

Thinking like an artist: What has inspired you? What do you want to create? Why? What emotion are you trying to portray? What media are you using? What techniques are you using? Why have you chosen to use the media/materials you have? How does this piece of artwork make you feel? What have you discovered? What kinds of problems did you face? How did you get round them? How do you feel about the result? What would you like to explore more of? What is the potential of what you have done? What could you focus on next?

Sentence stems when evaluating their own work or the work of others:

I like the way you have...

Next time I might...

An idea I might use in my own work is...

Key Vocabulary:

Design, bend, lash, bind, thread, splice, weave, knot, tie, masking tape, place, position, line, wash, geometric, tint, tone, texture, line, perspective, background,

	Exploring and developing ideas	Drawing	Painting	Sculpture	Other Forms of Art and Design
<p>Autumn 1&2</p> <p>Sculpture using everyday and recycled materials</p> <p><i>Learning task: Create group/whole class sculpture(s) using everyday or recycled materials to be displayed in school. This could be a temporary piece that is photographed by the children as a record or a more permanent installation.</i></p>	<p>Become increasingly confident to describe similarities and differences of artists' work.</p> <p>Become increasingly confident to discuss pieces of artwork that they enjoy and justify reasons why.</p> <p>In sketchbooks, using other artists as inspiration, plan and</p>	<p>Drawing</p> <p>Begin to produce a number of simple line drawings to base their work on and annotate these simply to explain their ideas/sources of inspiration/joining techniques they plan to use.</p> <p>Sculpture</p> <p>Explore joining techniques and possible materials needed to create own sculpture e.g. wrapping, threading, hole punching, knotting, weaving, splicing, etc.</p> <p>Use a range of joining techniques (above) to create a 3D sculpture out of everyday and recycled items.</p> <p>Work collaboratively, successfully listening to the ideas of others when creating a group sculpture, justifying decisions made.</p>			

<p>Trip: visit Scrapstore Gloucester. Children take part in workshop creating sculptures out of recycled materials.</p>	<p>record their sculpture designs, justifying choices made.</p> <p>Record any changes made to their designs and explain why these choices were made.</p>	<p>Other Forms of Art and Design (Photography)</p> <p>To be able to take an image of their sculpture using an ipad as a creative record of their work.</p>
<p>Spring 1&2</p> <p>Abstract Art</p> <p><i>Learning task: To create abstract art taking inspiration from the focus artists. Experimenting with new techniques and styles, then revisiting their work to apply some of these to create a final piece.</i></p>	<p>Use sketchbooks to experiment with mark-making, creating different tone and exploring blending techniques.</p> <p>Use sketchbooks to evaluate artists' work making links between the similarities and differences of other artists' work within the same art movement.</p> <p>Begin to select preferred styles or colour choices (evaluated above) and use these styles to influence their own work.</p>	<p>Drawing</p> <p>To experiment with fine liners, marker pens and pastels to add detail to paintings.</p> <p>Painting</p> <p>To know how to create a wash for the background before applying main shapes and details in paint.</p> <p>To begin to understand that work can be reworked and revisited many times until desired effect is achieved.</p> <p>To mix a range of secondary colours using primary colours (using a palette of 2 blues, 2 reds, 2 yellows and white to create a variety of tints (making colour lighter) and tones (making colour darker).</p> <p>To use pattern, shape and space to create an abstract painting.</p> <p>To hold a paintbrush correctly and with control.</p> <p>To use a large brush for coverage and thin brush for detail.</p>

	<p>To begin to evaluate their own work and others by saying what they like about it and begin to justify why they think this.</p>	
<p>Summer 1&2</p> <p>Illustration</p> <p><i>Learning task: Children to illustrate a story, poem or non-fiction text. Use the work of well-known illustrators to inspire children's own art work.</i></p> <p><i>Interview an illustrator about their work (e.g. Mrs De-Bear - member of Teaching staff who has recently illustrated and published a children's book)</i></p>	<p>Use sketchbooks to experiment with mark-making, creating different tones and exploring blending techniques.</p> <p>Use sketchbooks to develop the composition and layout of illustrations.</p> <p>Use sketchbooks to evaluate artists' work making links between the similarities and differences of other artists' work.</p> <p>Begin to experiment with the techniques and drawing styles of other illustrators from different times and cultures and use elements of these to</p>	<p>Drawing</p> <p>Use control when holding a pencil or fine liner, sketching loosely, varying pressure to create different tones.</p> <p>Use a range of drawing pencils and begin to note how the lines change depending on the softness of the lead.</p> <p>Use lines, mark making, pattern and blending techniques to add detail to line drawings.</p> <p>Create images from memory and experience, applying mark-making skills learnt.</p> <p>To begin to develop a sense of perspective when drawing images i.e. large if close-up, small if far away.</p>

influence their own work.

Become increasingly confident to discuss pieces of artwork that they enjoy and explain why.

Focus Artists

Historic Artists

- Wassily Kandinsky (Painting)
- E H Shepard (Drawing)
- John Tenniel (Drawing)

Contemporary Artists

- Rothko (Painting)
- Joan Miro (Painting)
- Sir Quentin Blake (Drawing)
- Chris Riddell (Drawing)
- Fredrico Uribe (Sculpture)
- The Guerra de la Paz (Sculpture)

Diverse Artists

- Alma Woodsey Thomas (Painting)
- Alyana Cazalet (Painting)
- Vik Muniz (Sculpture)

Art and Design

Year 3

Thinking like an artist: What has inspired you? What do you want to create? Why? What emotion are you trying to portray? What media are you using? What techniques are you using? Why have you chosen to use the media/materials you have? How does this piece of artwork make you feel? What have you discovered? What kinds of problems did you face? How did you get round them? How do you feel about the result? What would you like to explore more of? What is the potential of what you have done? What could you focus on next?

Sentence stems when evaluating their own work or the work of others:

I like the way you have...

Next time I might...

I prefer this piece/ the work of....because...

An idea I might use in my own work is...

Key Vocabulary:

shadow, rubbing, smudging,

foreground, observation, , shade, stroke, compare, contrast, similarity, difference, technique, style,

Portrait, observation, features, expression, pose, composition, proportion, tertiary, stroke, compare, contrast, similarity, difference, technique, style, historical, influence, inspiration, mixed media, message, symbols, foreground

	Exploring and developing ideas	Drawing	Painting	Sculpture	Other Forms of Art and Design
Autumn 1 Landscape (drawing focus) <i>Learning task: Using their class chair as an easel, set up drawing stations on field, drawing the view of Leckhampton Hill. Take photographs as an aide memoire. Look at the composition of landscapes.</i>	<p>To understand what a landscape is.</p> <p>To use sketchbooks in the outdoor environment to create a series of sketches of Leckhampton Hill from observation.</p>	<p>Drawing</p> <p>To draw landscapes from first-hand observation e.g. Leckhampton Hill using a range of pencils and black and white media.</p> <p>To begin to explore foreground, middleground and background in their observations.</p> <p>To use mark making to represent different textures and forms within a landscape.</p> <p>Photography</p>			

	<p>To use sketchbooks to develop an understanding of perspective and composition.</p> <p>To use sketchbooks to compare and contrast different artists and to begin to demonstrate how their work has been influenced by them.</p>	<p>To consider the basic composition of a photograph. What interesting landmarks/features do they want to include in the picture?</p> <p>To be able to use a view finder to help them frame a landscape.</p> <p>To take an image of a landscape using an ipad to be used as an aide memoire for future landscape paintings and drawings.</p>
<p>Autumn 2</p> <p>Landscape ctd (painting focus)</p> <p><i>Learning task: Create own landscape painting of Leckhampton Hill using sketches and photographs created in previous term.</i></p> <p><i>Trip: Visit The Wilson with a focus on local landscapes.</i></p>	<p>To experiment with the techniques used by a range of artists.</p> <p>To use sketchbooks to compare and contrast different artists and to begin to demonstrate how their work has been influenced by them.</p> <p>In sketchbooks, explore colour mixing and colour matching using paint and watercolours.</p>	<p>Painting</p> <p>To confidently apply a wash to their work and understand why this technique is used before adding detail.</p> <p>To use a variety of brushes, experimenting with different sizes and ways of mark-making with them.</p> <p>Use painting techniques to incorporate texture into their painting.</p> <p>To experiment using watercolour and developing confidence when colour mixing.</p> <p>To begin to mix colours to their own specification.</p> <p>To be able to simplify the main features of a landscape into simple shapes and blocks of colour to create an abstract landscape, justifying colour choices made.</p> <p>Drawing</p> <p>To enhance paintings by adding pastels with increasing control to small areas to add detail.</p>

	<p>Record these explorations (above) in their sketchbooks, annotating how the colours were made and their possible uses.</p> <p>In sketchbooks experiment with brushes of different sizes and ways of mark-making with them.</p>	
<p>Spring 1&2</p> <p>Portraits (traditional)</p> <p><i>Learning task: Create detailed self-portraits using pencils, then paint. Explore the significance of the objects included in the painting. Create their own final piece, including their own objects.</i></p>	<p>To understand what a portrait is.</p> <p>Compare and contrast different artists, their work and begin to understand the significance of their artwork.</p> <p>In sketchbooks, experiment with the techniques used by a range of artists and begin to use them in their own work,</p>	<p>Drawing</p> <p>Use pencil skills learnt so far to produce a series of closely observed drawings of the features of the human face.</p> <p>Using a mirror to closely observe and a range of drawing pencils, create a carefully observed self-portrait, filling the page with their drawing. Apply techniques of stippling, hatching, cross-hatching, blending, shading, rubbing, scribbling in their drawing and begin to select and use the techniques appropriately, justifying choices made.</p> <p>Painting</p> <p>Using paint, learn to create a range of skin tones by making tertiary colours (using varying amounts of yellow, red and white) and hair etc (using varying amounts of red, blue, yellow) and use these to create the main features of the face (in blocks of colour) and then details noted.</p> <p>Confidently select the appropriate brush size for main blocks of colour and detail and justify choices made.</p> <p>Use brushes with increasing control, including a range of different techniques in their painting.</p>

	<p>justifying choices made.</p> <p>In sketchbooks, explore the significance of the background of a portrait and what the objects might symbolise.</p> <p>Experiment on a photocopied version of drawing, including objects that are important to them. Justify choices and preferences. Be able to explain their significance.</p>	<p>Enhance painting with small areas of pastel, where required.</p>
<p>Summer 1&2</p> <p>Clay Sculptures</p> <p><i>Learning task: Create clay sculptures inspired by the work of diverse and contemporary artists.</i></p>	<p>In sketchbooks, appreciate and evaluate the work of contemporary and diverse sculptors.</p> <p>Begin to understand that different artistic works are made by</p>	<p>Drawing</p> <p>Confidently create clear and detailed line drawings of sculpture designs.</p> <p>Painting</p> <p>Carefully select and apply paint to sculptures, knowing to use thick brush for base coverage and fine brush for detail (if preference is chosen)</p>

<p>*D&T link to sculpture – use tools and a range of equipment and joining techniques, introduce concept and create a proto-type (maquette) cutting, shaping, joining (using slip) and finishing, considering the aesthetics qualities.</p>	<p>craftspeople from different cultures and times.</p> <p>Using inspiration from other artists, design their own clay sculpture, justifying choices by annotating designs with increasing confidence.</p>	<p>Sculpture</p> <p>To confidently describe what a sculpture is.</p> <p>To investigate ways of joining clay, using scoring and slip (adding water).</p> <p>To be able to incorporate detail and texture by experimenting with clay tools.</p> <p>To be able to carve clay to create smooth, natural looking surfaces.</p>
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Focus Artists

<p><u>Historic Artists</u></p> <ul style="list-style-type: none"> ● John Constable (Painting) ● Johannes Vermeer (Drawing/Painting) ● Leonardo da Vinci (Drawing/Painting) 	<p><u>Contemporary Artists</u></p> <ul style="list-style-type: none"> ● Dame Barbara Hepworth (Sculpture) ● Frida Kahlo (Drawing/Painting) 	<p><u>Diverse Artists</u></p> <ul style="list-style-type: none"> ● Etel Adnan (Painting) ● Yayoi Kusama (Sculpture)
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Art and Design

Year 4

Thinking like an artist: What has inspired you? What do you want to create? Why? What emotion are you trying to portray? What media are you using? What techniques are you using? Why have you chosen to use the media/materials you have? How does this piece of artwork make you feel? What have you discovered? What kinds of problems did you face? How did you get round them? How do you feel about the result? What would you like to explore more of? What is the potential of what you have done? What could you focus on next?

Sentence stems when evaluating their own work or the work of others:

I like the way you have...

Next time I might...

I prefer this piece/ the work of....because...

An idea I might use in my own work is...

I was inspired by...because...

Key Vocabulary:

Portrait, camera, photography, aperture, focus, lens, Pop Art, emotion, striking, decoupage, mixed media

Print press, plate, original, ghost print, indent, architecture, bold

	Exploring and developing ideas	Drawing	Painting	Sculpture	Other Forms of Art and Design
Autumn 1&2 Printmaking (Inspired by architecture) <i>Learning task: children to design their own architectural buildings and use these to create a print.</i>	Using a sketchbook, explore ideas and collect visual and other information in relation to architecture, to help inspire and develop their own work. Explain the ideas behind the images selected in their sketchbook and	<p>Drawing</p> Research architecture from other cultures or time periods and sketch buildings that inspire them. Consider how they might use elements of artists' work to influence their own. Draw their own print block design. <p>Printmaking</p> Research printmaking from other cultures or time periods. Use their drawings to help create a print block design.			

<p>Trip: Explore and record local architecture/ iconic buildings and use as inspiration</p> <p>Interview local artist who uses architecture as inspiration for their work.</p>	<p>justify preferences made.</p> <p>Using the images collected, explore the use of shape and pattern and consider how they might use elements of these in their own work.</p> <p>To begin to learn about how architecture has changed, and been influenced, throughout time e.g. materials, technology.</p>	<p>Make their print block using relief e.g. layering or impressed techniques (scoring).</p> <p>Make a clear coloured print of either one or two colours.</p> <p>Explore techniques such as repeating, overlapping, rotating and arranging when printing.</p> <p>Use a roller to apply printing ink successfully.</p>
<p>Spring 1 &2</p> <p>Portraiture (Modern Pop Art theme)</p> <p>(*D&T Unit – Design and make a clay kitchen utensil – design a utensil (including a prototype). Use tools and a range of equipment and joining techniques cutting, shaping, joining (using slip) and introduction to coiling</p>	<p>To confidently verbalise what a portrait is.</p> <p>Compare and contrast different artists, their work and the significance of their artwork.</p> <p>To reflect and compare previously studied portraiture</p>	<p>Drawing</p> <p>Create a series of quick (timed) sketches of a peer’s face, in a range of different poses. Identify how the features of the face change and are able to express how the pose makes us feel.</p> <p>Use hatching, cross-hatching, blending, stippling, smudging and rubbing using a range of black and white media and with increasing confidence to create a carefully observed self-portrait.</p> <p>Using pencils initially, then markers of varying thicknesses, learn to simplify their features to basic blocks/shapes.</p> <p>Other Forms of Art and Design (Collage: Decoupage)</p>

<p>technique, finishing considering the aesthetics qualities, is it fit for purpose?)</p> <p><i>Learning task: Create detailed portraits using decoupage to create backgrounds. Use black media over the top using knowledge of line, mark making and shape to create portraits.</i></p>	<p>with modern pop art images.</p> <p>Explain the ideas behind the images selected by other artists for inspiration and begin to note the impact they have.</p> <p>To use sketchbooks to experiment and explore mixed media, and begin to show a preference and justify choices made.</p>	<p>Learn to use the technique of decoupage to create a striking background using media such as tissue paper, and coloured paper. Use mixed media such as thick and fine marker pens to create a bold image of a face using basic and clear shapes.</p>
<p>Summer 1&2</p> <p>Photographic images portraits/objects</p> <p><i>Learning task: Children look at photography portraits, set up a scene that conveys something about them, take photo, print and then add mixed media to create a piece of artwork.</i></p>	<p>To use sketchbooks to experiment and explore mixed media, and begin to show a preference and justify choices made.</p> <p>Explain the ideas behind the photographs selected by other artists for inspiration and begin to note the impact they have.</p>	<p>Photography</p> <p>To understand photo composition.</p> <p>To begin to understand how a camera works.</p> <p>To be able to use a range of media to create a digital image/piece of art.</p>

<p>Trip: children to visit International Photography Exhibition in Bristol (The RPS).</p>	<p>Plan and explore a variety of compositions (e.g. considering foreground, middleground, background, colour/black and white/sepia) and justify their choices.</p>	
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Focus artists

<p style="text-align: center;"><u>Historic Artists</u></p> <ul style="list-style-type: none"> ● Henri Cartier (Photography) ● Henri Matisse (Drawing/Painting) ● Antoni Gaudi (Architecture) 	<p style="text-align: center;"><u>Contemporary Artists</u></p> <ul style="list-style-type: none"> ● M C Escher (Architecture) ● Norman Foster (Architecture) ● Caryatids- created by WC Brown and used to inspire Martha Kelsey (Architecture) 	<p style="text-align: center;"><u>Diverse Artists</u></p> <ul style="list-style-type: none"> ● National Portrait Gallery (Photography) ● Hold Still Project (Photography) ● Lobo (Drawing/Painting) ● Architect who designed St Basil's Cathedral (Architecture)
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Art and Design

Year 5

Thinking like an artist: What has inspired you? What do you want to create? Why? What emotion are you trying to portray? What media are you using? What techniques are you using? Why have you chosen to use the media/materials you have? How does this piece of artwork make you feel? What have you discovered? What kinds of problems did you face? How did you get round them? How do you feel about the result? What would you like to explore more of? What is the potential of what you have done? What could you focus on next?

Sentence stems when evaluating their own work or the work of others:

I like the way you have...

Next time I might...

I prefer the work of....because...

An idea I might use in my own work is...

I was inspired/influenced by...because...

I would describe my style as....

Key Vocabulary:

fashion, side strokes, contour hatching, silhouette, individuality, self-expression, material, quality, high street, high end, length, cut stencil, graffiti

	Exploring and developing ideas	Drawing	Painting	Sculpture	Other Forms of Art and Design
Autumn 1 & 2 Project Runway *DT link- design and create an item of clothing using a pillow case. <i>Learning task: Look at iconic British fashion design drawings and how these have changed over time. Begin to</i>	To begin to understand how fashion has changed, and been influenced, through time e.g. materials, technology, significant historical events (war rationing), societal views of gender.	<p>Drawing</p> <p>To sketch for a purpose and to design and communicate a range of ideas through annotated drawings.</p> <p>To use sophisticated mark-making (shading from dark to light using varying pencil pressure, side strokes starting lines close together and moving further apart, cross hatching to give impression of shadow and stippling). to add detail, texture and pattern while developing ideas around a chosen theme e.g. jungle, ice/fire, space.</p> <p>To understand the basic proportions of a human form. Use and apply this knowledge when considering how fabric will fall on the human form.</p>			

<p><i>design an item of clothing for the DT unit.</i></p> <p>Trip to V&A: use as inspiration for own projects.</p>	<p>To use the above to create a timeline of fashion through the ages.</p> <p>To begin to understand how profit is made in the fashion industry (focus on high-street and high-end).</p> <p>To explore trademarks of bespoke designers.</p> <p>To evaluate the work of great designers, and use elements of their work to inspire their own.</p> <p>Use sketchbooks to create detailed design work, represent colour, texture and patterns.</p>	<p>Other Forms of Art and Design (Textiles)</p> <p>To design an item of clothing using a range of materials.</p> <p>Use of a range of tools and media to create item of clothing e.g. beads, felt, buttons, dyed fabric, ribbon (see DT plan).</p>			
<p>Spring 1 & 2</p> <p>See DT plan (create clothing item and evaluate).</p>					

<p>Summer 1 & 2</p> <p>Messages through art</p> <p>Trip to Cheltenham Street Art Festival (see below).</p> <p><i>Learning task: Children to visit Cheltenham Street Art Festival- complete workshop? Bring skills back to school and apply to designated space and create a piece of communal street art. Use stencils, colour and shape to portray messages about topical issues e.g. climate change, black lives matter, gender equality, etc.</i></p>	<p>Use sketchbooks to create detailed design work, represent colour, texture and patterns.</p> <p>Compare how artists' have used symbols within their work and use this research to influence their own street art.</p> <p>Begin to feel inspired by artists' work and use this inspiration to explore favourite ways to work.</p> <p>To know how artists work influenced others and explain the importance of their work at the time of creation.</p>	<p>Painting</p> <p>To design, create and use simple stencils within artwork.</p> <p>Create a clear stencil using a stipple brush to apply it.</p> <p>To use knowledge of composition to arrange stencils.</p> <p>To use warm and cool colours to best represent a chosen theme and portray a message/emotion.</p> <p>Mix and use colour (and shape) to reflect feelings and mood e.g. red= anger.</p>
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Focus artists

<p><u>Historic Artists</u></p> <ul style="list-style-type: none"> ● Lady Duff Gordon (Lucile) (Fashion Designer) ● Bill Gibb (Fashion Designer) ● Cave Paintings (Painting/Mixed media) 	<p><u>Contemporary Artists</u></p> <ul style="list-style-type: none"> ● Alexander McQueen (Fashion Designer) ● Vivienne Westwood (Fashion Designer) ● Stella McCartney (Fashion Designer) ● Banksy (Painting/Mixed media) ● Damien Hurst (Painting/Mixed media) 	<p><u>Diverse Artists</u></p> <ul style="list-style-type: none"> ● Rei Kawakubo (Fashion Designer) ● Cai Guo Xiang (Painting/Mixed media) ● Favianna Rodriguez (Painting/Mixed media)
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Art and Design

Year 6

Thinking like an artist: What has inspired you? What do you want to create? Why? What emotion are you trying to portray? What media are you using? What techniques are you using? Why have you chosen to use the media/materials you have? How does this piece of artwork make you feel? What have you discovered? What kinds of problems did you face? How did you get round them? How do you feel about the result? What would you like to explore more of? What is the potential of what you have done? What could you focus on next?

Sentence stems when evaluating their own work or the work of others:

I like the way you have...

Next time I might...

I prefer the work of....because...

An idea I might use in my own work is...

I was inspired/influenced by...because...

I like to work with.....(media) because...

I would describe my style as....

Key Vocabulary:

focal point, horizon, middle ground, hue, complimentary, contrasting, random hatching, scumbling, seascape, reflection

Craft, aesthetics, functional, wirework, felting- specific vocab will be determined with workshops

	Exploring and developing ideas	Drawing	Painting	Sculpture	Other Forms of Art and Design
Autumn 1 Myself as an artist Trip: visit Cotswolds Sculpture Park and see the work of Adele Riley (potentially have a talk/workshop from the artist). Use surrounding landscape to draw elements of water.	To use sketch books to record their observations and use them to review and revisit ideas. Explore ideas based on first hand observations, experience or imagination and	Drawing To create pieces of artwork that are inspired by the work of other artists but not replicated. Draw from direct observation. Explore and use simple perspective in their work. Focus on foreground, middle ground, background. Other Forms of Art and Design (Mixed Media)			

	<p>develop these through open-ended research.</p> <p>Critically evaluate their work and the work of others.</p> <p>Study other artists' drawings and experiment with some of these styles.</p>	<p>To experiment with mixed-media in their work.</p>
<p>Autumn 2</p> <p>Myself as an artist</p>		<p>Painting and Other Forms of Art and Design (Mixed Media)</p> <p>To have an in-depth knowledge and understanding of colour through the use of a colour wheel (including tints, shades, tones, complimentary, contrasting).</p> <p>Explore and experiment with a range of techniques and media to begin to develop a style of their own (including pen and ink, Japanese wet on wet, wet on dry techniques, watercolours, creating texture by adding salt, sand etc...).</p> <p>Develop an awareness of composition, scale and proportion in their paintings.</p>
<p>Spring 1</p> <p>Myself as an artist</p> <p>Trip: Draw and photograph an environment that includes water e.g. lake, pond, watermill, fountain to be used</p>	<p>Adapt and refine work, analysing and commenting on ideas, methods and approaches used.</p> <p>Confidently explain their creative choices</p>	<p>Drawing</p> <p>Confidently select appropriate drawing materials and justify their choices.</p> <p>Combine different drawing materials and use these to good effect.</p> <p>Confidently include shadows, tone and reflections in their drawings.</p>

<p>as inspiration for their own work.</p> <p><i>Learning task: children to create their own seascape, taking inspiration from artists' work and using their exploration to develop their own individual style.</i></p>	<p>and discuss the artists who have influenced their work.</p>	<p>Use perspective in work with confidence and control such as a single focal point, horizon foreground and background. (Focus on foreground, middle ground, background)</p> <p>Painting</p> <p>Use techniques, colours, tones and effects in an appropriate way to represent what they have seen. E.g. using watercolours, create brushstrokes following the direction of the water, stippling to present sand, etc.</p> <p>Other Forms of Art and Design (Mixed Media)</p> <p>To consider incorporating mixed-media in their work to create texture, and to be able to justify their choice.</p> <p>Have the confidence to choose their own media and the tools/elements that come with it e.g. paintbrush size, scale of painting, paper size, specific materials to create texture e.g. salt.</p>
<p>Spring 2</p> <p>Is it art or is it craft?</p> <p><i>Trips: Visiting Artists to lead workshops linked to craft (see below)</i></p> <p><i>Learning task: Taking into account children's interests, pupils complete workshops linked to craft (e.g. wire work, felting, sculpture).</i></p>	<p>To explore the arts and crafts movement. Compare and contrast crafts from different times and cultures.</p> <p>Discuss thoughts and ideas about whether something is an art or a craft, and justify these.</p> <p>Experiment with different craft techniques, and annotate processes learnt.</p>	<p>Elements of All: Drawing, Painting, Sculpture and Other Forms of Art and Design (Mixed Media)</p> <p>To learn a range of craft skills, using a range of media, and consider how they may use these in their own artwork (e.g. wirework, felting, willow sculpture).</p>

<p>Summer 1</p> <p>Is it art or is it craft?</p> <p><i>Learning task: Teach children a range of new crafts e.g. origami, jewellery making (knotting), modroc/other sculptural material and allow them to experiment with the skills learned.</i></p>	<p>Research a craft they are interested in.</p>	<p>Elements of All: Drawing, Painting, Sculpture and Other Forms of Art and Design (Mixed Media)</p> <p>To learn how to fold paper to create a 3D representation.</p> <p>To learn how to knot using different coloured threads to create patterns and shapes.</p> <p>To learn a range of craft skills, using a range of media, and consider how they may use these in their own artwork (e.g. wirework, felting, willow sculpture).</p>
<p>Summer 2</p> <p>Is it art or is it craft?</p> <p><i>Learning task: Using the crafts learnt over the unit, children consider how they could use these newly acquired skills in their work. Create an annotated design of what they might make. Children could include samples and/or photographs of previous crafts to enhance their design.</i></p>	<p>Confidently share their craft learnt, and teach others how to do it.</p> <p>Reflect on how they could use their craft skills to create a piece of individual artwork.</p> <p>Plan out a piece of artwork using craft skills learnt, justifying choices made.</p> <p>Confidently explain their creative choices and discuss the artists</p>	<p>Elements of All: Drawing, Painting, Sculpture and Other Forms of Art and Design (Mixed Media)</p> <p>To learn to join materials using a range of techniques such as puncturing, wrapping, threading, weaving, and knotting to create a 3D form.</p> <p>Apply craft skills learned (wirework, origami, knotting, etc.), consider, and record how they may use these when joining elements in their final design.</p> <p>To confidently present and verbalise their final design, commenting on aspects such techniques used and sources of inspiration.</p>

	who have influenced their work.		
Focus artists			
<p style="text-align: center;"><u>Historic Artists</u></p> <ul style="list-style-type: none"> ● Van Gogh (Painting) ● Monet (Painting) ● J M W Turner (Painting) ● C R Ashbee (Craft/Art) ● Charles Rennie Mackintosh (Craft/Art) 	<p style="text-align: center;"><u>Contemporary Artists</u></p> <ul style="list-style-type: none"> ● Mike Bell (Painting/Mixed Media) ● David Hockney (Painting) ● Cheryl Cracknell (Craft/Art) ● Chris Oakey (Craft/Art) 	<p style="text-align: center;"><u>Diverse Artists</u></p> <ul style="list-style-type: none"> ● Abe Toshiyuki (Painting) ● Isabel le Roux (Painting) ● Natasha Houseago (Craft/Art) 	