

Art and Design

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 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?

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...

NC for all KS1: Learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.

NC for all KS2: Learn about great artists, architects and designers in history.

Year 1

Key Vocabulary: mark marking, dots (stippling), hatching, cross-hatching, scribbles, wavy lines, spirals, experimental marks, graphite, charcoal, pastel, pencils, soft, hard, blend, smudge,

Primary, secondary, tint (add white to make it lighter), tone (add black to make it darker), thick, thin, mix, bright, dull, blend, cool, warm, palette,

Sculpture, form, shape, colour, texture, size, wood, metal, glass, recycled, temporary/transient, hard, soft, rough, smooth, rigid, pliable, carving, modelling, casting, constructing, arranging, environment, natural, man-made

Symmetrical, Asymmetrical, repeat, design, geometric, shape, simplify, rotate, naturalistic, abstract, print, ghost print, monoprint, ink, roller

**Exploring and
developing ideas (use
of sketchbook/use of
artists as inspiration)**

Drawing

Painting

Sculpture

**Other Forms of Art and
Design**

<p>Autumn 1</p> <p>Flowers (Drawing Focus)</p> <p><i>Suggested Activity; Drawing items from observation and memory Study of Artist</i></p> <p>*DT- joining techniques. Making book ends (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, exploring shape and detail.</p>	<p>Strand(s) Focus: Drawing</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</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 use lines, mark making, pattern and blending techniques to create images from observation and memory.</p> <p>To explore mark marking e.g. dots (stippling), hatching, cross-hatching, scribbles, wavy lines, spirals, experimental marks.</p>
<p>Autumn 2</p> <p>Flowers Ctd (Painting Focus)</p> <p><i>Suggested Activity: Painting flowers from observation, memory and imagination</i></p> <p>*DT- joining techniques. Making book ends (hammer and nail). See DT plan.</p>	<p>Begin to experiment with mark-making, style or colour choice inspired from an artist's work.</p> <p>To begin to evaluate their own work and others by saying what they like about it.</p>	<p>Strand(s) Focus: Painting</p> <p>To mix secondary colours using primary colours.</p> <p>To begin to accurately mix colours to create a representation of a sunflower.</p> <p>To mix colours to create their own imaginary flowers using paint.</p> <p>To mix colours to create different tones.</p> <p>To use increasing control when holding a paintbrush.</p> <p>To begin to use a large brush for coverage and thin brush for detail.</p>
<p>Spring 1 & 2</p> <p>Print-making inspired by Nature</p>	<p>Begin to describe similarities and</p>	<p>Strand(s) Focus: Drawing and Printing (Other Forms of Art and Design)</p> <p>To draw from observation, then simplify drawings to create a clear and bold print design.</p>

<p><i>Suggested Activity;</i></p> <p><i>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></p> <p>*DT- joining techniques (running stitch and knotting). See DT plan.</p>	<p>differences of artists' work.</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>Begin to understand that different artistic works are made by craftspeople from different cultures and times.</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Explore printmaking using a variety of everyday objects.</p> <p>Select appropriate printing tools (explored above) to create an image inspired by nature.</p> <p>Consider use of space to translate images onto medium, e.g. fabric or canvas or paper.</p> <p>Create prints that use repeated patterns in an abstract or naturalistic style.</p>
<p>Summer 1&2</p> <p>Sculpture</p> <p><i>Suggested activity: 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</p>	<p>Strand(s) Focus: Sculpture</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>To understand and describe what a sculpture is.</p> <p>To understand that sculptures can be temporary.</p> <p>To use materials 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>

different cultures and times.

To begin to evaluate their own work, identifying successes and what they might change next time.

Focus artists* (please see separate 'Artist Coverage' document for more information):

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)

*Artists have been included to widen and challenge the children's understanding of Art and should be a source of inspiration and discussion, which then feed into their own **individual** pieces of work. **Remember: inspiration, not imitation.**

Art and Design

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 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?

Year 2

Key Vocabulary:

sculpture, form, design, wrap, bend, lash, bind, thread, splice, weave, join, knot, tie, glue, masking tape, place, position, recycled, temporary/transient

Colour, line, abstract, tone, wash, thin, thick, shape, circle, oval, triangle, geometric, balance, long, short, large, small, detail, light, dark, tint, tone, mix, primary, secondary, palette,

Illustrate, texture, soft, hard, line, thick, thin, hatching, cross-hatching, perspective, large, small, size, detail, background,

Stem sentences 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...

	Exploring and developing ideas (use of sketchbook/use of artists as inspiration)	Drawing	Painting	Sculpture	Other forms of art and design
Autumn 1&2	Become increasingly confident to describe	Strand(s) Focus: Drawing, Sculpture and Other Forms of Art and Design (Photography) Drawing			

<p>Sculpture using everyday and recycled materials</p> <p><i>Suggested Activity: 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>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 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>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>To use sculpture to develop and share their ideas, experiences and imagination.</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>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>Suggested Activity; To create abstract art taking inspiration from the focus artists. Experimenting with new techniques and styles, then revisiting their work to apply</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</p>	<p>Strand(s) Focus: Drawing and Painting</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 use painting to develop and share their ideas, experiences and imagination.</p>

<p><i>some of these to create a final piece.</i></p>	<p>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>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>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>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>Summer 1&2</p> <p>Illustration</p> <p><i>Suggested Activity; 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</i></p>	<p>Use sketchbooks to experiment with mark-making, creating different tone and exploring blending techniques.</p> <p>Use sketchbooks to develop the composition and layout of illustrations.</p>	<p>Strand(s) Focus: Drawing</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</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.</p> <p>To begin to develop a sense of perspective when drawing images. i.e. large if close-up, small if far away.</p>

<p><i>has recently illustrated and published a children's book)</i></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 influence their own work.</p> <p>Become increasingly confident to discuss pieces of artwork that they enjoy and explain why.</p>	
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Focus Artists* (please see separate 'Artist Coverage' document for more information):

<p style="text-align: center;"><u>Historic Artists</u></p> <ul style="list-style-type: none"> ● Wassily Kandinsky (Painting) ● E H Shepard (Drawing) ● John Tenniel (Drawing) 	<p style="text-align: center;"><u>Contemporary Artists</u></p> <ul style="list-style-type: none"> ● Rothko (Painting) ● Joan Miro (Painting) ● Sir Quentin Blake (Drawing) ● Chris Riddell (Drawing) ● Fredrico Uribe (Sculpture) ● The Guerra de la Paz (Sculpture) 	<p style="text-align: center;"><u>Diverse Artists</u></p> <ul style="list-style-type: none"> ● Alma Woodsey Thomas (Painting) ● Alyana Cazalet (Painting) ● Vik Muniz (Sculpture)
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Art and Design

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 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?

Year 3

Key Vocabulary:

line, hatching, cross-hatching, light, dark, shadow, tone, texture, shape, pattern, stippling, pencil, graphite, charcoal, pastel, blend, rubbing, smudging, aide memoire,

perspective, background, foreground, observation, texture, tone, shade, brush, mix, lighten, darken, primary and secondary colours, stroke, artist, compare, contrast, similarity, difference, technique, style, stippling, naturalistic, abstract, simplify, shape, warm colours, cold colours

Portrait, observation, features, expression, pose,, composition, proportion, texture, tone, shade, brush, primary, secondary, tertiary, mix, lighten, darken, stroke, artist, compare, contrast, similarity, difference, technique, style, historical, influence, inspiration, mixed media, message, wam colours, cold colours, symbols, foreground, background, symbol

Stem sentences 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...

	Exploring and developing ideas (use of sketchbook)	Drawing	Painting	Sculpture	Other forms of art and design
Autumn 1 Landscape (drawing focus) Suggested activity: 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.	<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>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>Strand(s) Focus: Drawing and Other Forms of Art and Design (Photography)</p> <p>Drawing 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 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>			
Autumn 2 Landscape ctd (painting focus) <i>Create own landscape painting of Leckhampton Hill</i>	<p>To experiment with the techniques used by a range of artists.</p> <p>To use sketchbooks to compare and contrast</p>	<p>Strand(s) Focus: Drawing and Painting</p> <p>Painting To confidently apply a wash to their work and understand why this technique is used before adding detail.</p>			

<p><i>using sketches and photographs created in previous term.</i></p>	<p><i>different artists and to begin to demonstrate how their work has been influenced by them.</i></p> <p>In sketchbooks, explore colour mixing and colour matching using paint and watercolours.</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>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>Spring 1&2</p> <p>Portraits (traditional)</p> <p><i>Suggested Activity: Create detailed self-portraits using</i></p>	<p>To understand what a portrait is.</p> <p><i>Compare and contrast different artists, their work and begin to</i></p>	<p>Strand(s) Focus: Drawing and Painting</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>pencils, then paint. Explore the significance of the objects included in the painting. Create their own final piece, including their own objects.</p>	<p>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, 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>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, learnt 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>Enhance painting with small areas of pastel, where required.</p>
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<p>Summer 1&2</p> <p>Clay Sculptures</p> <p><i>Suggested Activities: Create clay sculptures inspired by the work of diverse and contemporary artists.</i></p> <p><i>Complete a sculpture trial in the local area as homework (e.g. Cheltenham town centre)</i></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>Confidently describe what a sculpture is.</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 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>Strand(s) Focus: Sculpture, Drawing and Painting</p> <p>Drawing Confidently create clear and detailed line drawings of sculpture designs.</p> <p>Painting 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>Sculpture To improve their mastery of art and design techniques (sculpture)</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>
<p>Focus Artists* (please see separate 'Artist Coverage' document for more information):</p>		
<p style="text-align: center;"><u>Historic Artists</u></p> <ul style="list-style-type: none"> ● John Constable (Painting) ● Johannes Vermeer (Drawing/Painting) ● Leonardo da Vinci (Drawing/Painting) 	<p style="text-align: center;"><u>Contemporary Artists</u></p> <ul style="list-style-type: none"> ● Dame Barbara Hepworth (Sculpture) ● Frida Kahlo (Drawing/Painting) 	<p style="text-align: center;"><u>Diverse Artists</u></p> <ul style="list-style-type: none"> ● Etel Adnan (Painting) ● Yayoi Kusama (Sculpture)

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Art and Design

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 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?

Year 4

Key Vocabulary:

Portrait, camera, photography, composition, light, shadow, aperture, focus, lens

Artist, portrait, observation, pose, compare, contrast, similarity, difference, technique, style, historical, influence, inspiration, Pop Art, striking, bright, decoupage

Print, printpress, ink, plate, original, roller, ghost print, indent, texture, shape, architecture, design, bold

Stem sentences 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 by...because...

	Exploring and developing ideas (use of sketchbook)	Drawing	Painting	Sculpture	Other forms of art and design
Autumn 1&2	Using a sketchbook, explore ideas and collect visual and other information in	Strand(s) Focus: Drawing and Other Forms of Art and Design (Printmaking)			
		Drawing:			

<p>Printmaking (Inspired by architecture)</p> <p>Suggested activity: children to design their own architectural buildings and use these to create a print.</p> <p>Trip/Homework: 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>relation to architecture, to help inspire and develop their own work.</p> <p>Explain the ideas behind the images selected in their sketchbook and justify preferences made. 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>Research architecture from other cultures or time periods and sketch buildings that inspire them.</p> <p>Consider how they might use elements of artists' work to influence their own.</p> <p>Draw their own print block design.</p> <p>Printmaking: Research printmaking from other cultures or time periods.</p> <p>Use their drawings to help create a print block design.</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>To confidently verbalise what a portrait is.</p> <p>Compare and contrast different artists, their work and the</p>	<p>Strand(s) Focus: Drawing and Other Forms of Art and Design (Collage: Decoupage)</p> <p>Drawing 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>(*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 technique, finishing considering the aesthetics qualities, is it fit for purpose?)</p> <p>Suggested Activity: 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.</p>	<p>significance of their artwork.</p> <p>To reflect and compare previously studied portraiture with modern pop art images.</p> <p>To use sketchbooks to experiment and explore mixed media, and begin to show a preference and justify choices made.</p> <p>To begin to explore ideas and collect</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>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>Suggested activities - Children look at photography portraits, set up a scene that conveys something about them, take photo, print and then add</p>		<p>Strand(s) Focus: Other Forms of Art and Design (Photography and Mixed Media)</p> <p>To improve their mastery of art and design techniques. – 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>

mixed media to create a piece of artwork.

Focus artists* (please see separate 'Artist Coverage' document for more information):

<u>Historic Artists</u>	<u>Contemporary Artists</u>	<u>Diverse Artists</u>
<ul style="list-style-type: none">● Henri Cartier (Photography)● Henri Matisse (Drawing/Painting)● Antoni Gaudi (Architecture)	<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)	<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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Year 5

Key Vocabulary: fashion, design, proportion, cross hatching, side strokes, shading, perspective, mark making, texture, pattern, silhouette, individuality, self expression, material, quality, high street, high end, colour, length, cut

Messages, emotion, stencil, mixed media, texture, colour, warm, cool, graffiti, tone, shade, brush, mix, lighten, darken, primary and secondary colours, stroke, technique, style

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

<p>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....</p>					
	<p>Exploring and developing ideas (use of sketchbook)</p>	<p>Drawing</p>	<p>Painting</p>	<p>Sculpture</p>	<p>Other forms of art and design</p>
<p>Autumn 1 & 2</p> <p>Project Runway</p> <p>*DT link- design and create an item of clothing using a pillow case.</p> <p>Suggested activity: Look at iconic British fashion design drawings and how these have changed over time. Begin to design an item of clothing for the DT unit.</p> <p>Trip to V&A: use as inspiration for own projects</p>	<p>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> <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</p>	<p>Strand(s) Focus: Drawing and Other Forms of Art and Design (Textiles)</p> <p>Drawing:</p> <p>To improve their mastery of art and design- 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>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>(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>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>Use sketchbooks to create detailed design work, represent colour, texture and patterns.</p>	<p>Strand(s) Focus: 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>Suggested activity: 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.</p>	<p>Compare how artists' have used symbols within their work and use this research to influence their own street art.</p> <p>Children 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>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* (please see separate 'Artist Coverage' document for more information):

<u>Historic Artists</u>	<u>Contemporary Artists</u>	<u>Diverse Artists</u>
<ul style="list-style-type: none"> ● Lady Duff Gordon (Lucile) (Fashion Designer) ● Bill Gibb (Fashion Designer) ● Cave Paintings (Painting/Mixed media) 	<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) 	<ul style="list-style-type: none"> ● Rei Kawakubo_(Fashion Designer) ● Cai Guo Xiang (Painting/Mixed media) ● Favianna Rodriguez (Painting/Mixed media)

Art and Design

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 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?

Year 6

Key Vocabulary:

style, influence, focal point, horizon, foreground, middle ground, background, proportion, hue, tint, tone, shades, shadow, texture, complimentary, contrasting, primary colours, secondary colours, tertiary colours, cool, warm, lines, forms, mark making, contour hatching, random hatching, scumbling, seascape, landscape, reflection

Craft, emotion, message, design, develop, duplicate, original, extend, aesthetics, functional, compare, contrast, similarity, difference, technique, wirework, felting- specific vocab will be determined with workshops

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....

	Exploring and developing ideas (use of sketchbook)	Drawing	Painting	Sculpture	Other forms of art and design
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<p>Autumn 1</p> <p>Myself as an artist</p>	<p>To use sketch books to record their observations and use them to review and revisit ideas.</p> <p>Explore ideas based on first hand observations, experience or imagination and 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>Strand(s) Focus: Drawing and Other Forms of Art and Design (Mixed Media)</p> <p>Drawing:</p> <p>To improve their mastery of art and design- drawing.</p> <p>To create pieces of artwork that are inspired by the work of other artists but not replicated.</p> <p>Draw from direct observation.</p> <p>Explore and use simple perspective in their work. Focus on foreground, middle ground, background.</p> <p>Other Forms of Art and Design (Mixed Media)</p> <p>To experiment with mixed-media in their work.</p>
<p>Autumn 2</p> <p>Myself as an artist</p>		<p>Strand(s) Focus: Painting and Other Forms of Art and Design (Mixed Media)</p> <p>To improve their mastery of art and design- painting.</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/Homework: Draw and photograph an environment that includes water e.g. lake, pond, watermill, fountain to be used as inspiration for their own work.</p> <p>Suggested activity: children to create their own seascape, taking inspiration from artists' work and using their exploration to develop their own individual style.</p>	<p>Adapt and refine work, analysing and commenting on ideas, methods and approaches used.</p> <p>Confidently explain their creative choices and discuss the artists who have influenced their work.</p>	<p>Strand(s) Focus: Drawing, Painting and Other Forms of Art and Design (Mixed Media)</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>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>Introduce arts and crafts movement.</p> <p>Compare and contrast crafts from different times and cultures.</p>	<p>Strand(s) Focus: 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>Trips: Visiting Artists to lead workshops linked to craft (see below)</p> <p>Suggested activity: Taking into account children's interests, pupils complete workshops linked to craft (wire work, felting, sculpture).</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>Summer 1</p> <p>Is it art or is it craft?</p> <p>Suggested activity: children research and learn a new craft in preparation to demonstrate and teach their peers.</p>	<p>Research a craft they are interested in.</p>	<p>Strand(s) Focus: Elements of All: Drawing, Painting, Sculpture and Other Forms of Art and Design (Mixed Media)</p>
<p>Summer 2</p> <p>Is it art or is it craft?</p> <p>Suggested activity: children demonstrate and teach to their peers. Using the crafts learnt over the unit, children consider how they could use these newly acquired skills in their</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>Strand(s) Focus: Elements of All: Drawing, Painting, Sculpture and Other Forms of Art and Design (Mixed Media)</p>

<p>work. Create an annotated design of what they might make.</p>	<p>Plan out a piece of artwork using craft skills learnt, justifying choices made.</p>	
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Focus artists* (please see separate 'Artist Coverage' document for more information):

<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)
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*Artists have been included to widen and challenge the children's understanding of Art and should be a source of inspiration and discussion, which then feed into their own **individual** pieces of work. **Remember: inspiration, not imitation.**