

2022

Curriculum Skills and Progression Map Art and Design



The Nebula Federation

Primary School

White Woman Lane Junior School



The subject of 'Art, Craft and Design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.' - The National Curriculum.

The importance of expressing oneself through creative means must not be overlooked in the Primary curriculum. It is something that is scientifically linked with a healthy mindset and mental health and is integral to children learning to deal with the trials and tribulations of life - even more crucial in these years of Covid, and post-pandemic. Children must be encouraged to express their emotions and feelings through creative means and use it as a sense of catharsis and experimentation in order to feel more confident with these later in life.

This curriculum follows the Government guidelines, encouraging the children to experiment with different media and ideas, and reflect upon their learning for a greater understanding of their subjects. Each year, the children will be expected to improve their control and effectiveness of using different media, dependant on their subject.

Our school values of wisdom, courage, vision, hope and kindness can be found in our Art and Design lessons. **Wisdom** of the subject will be taught as the children learn about new and traditional artists and will be encouraged to use what they see and learn to inform their own practice. It will take **courage** for many children to share their work with others and to criticize their own artwork. The children's **vision** will inform the outcome of their learning, and will nourish their individual creativity. The children will be taught to **hope** as they explore a range of media and processes and form an understanding that not all experimentations will be successful. Finally, through repeatedly practicing looking at others' work and forming an understanding of all work is equally valid, the children will learn to show **kindness** in the words they use to each other.

ART AND DESIGN: AGE RELATED STATUTORY COVERAGE	
KEY STAGE ONE LEARNING	KEY STAGE TWO LEARNING
<ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • Learn 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. 	<ul style="list-style-type: none"> • Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design. • Create sketch books to record their observations and use them to review and revisit ideas • Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history

Skills Map - Art			
Year 3 - Art			
Drawing	Painting	Printing	Textiles
<ul style="list-style-type: none"> • Can they use their sketches to develop a final piece of work? • Can they use drawing as a tool to express and idea? • Can they use different shading techniques to give depth to a drawing? • Can they use different shading techniques to create texture in a drawing? <p>Unit: Patterns</p> <p>Unit: Self-portrait – Portraying emotions</p> <p>Unit: Can we change places?</p>	<ul style="list-style-type: none"> • Can they mix a range of colours in the colour wheel? • Can they identify what colours work well together? • Can they create a background using a wash? • Can they use a range of brushes to create different effects? <p>Unit: Patterns</p> <p>Unit: Self-portrait – Portraying emotions</p>	<ul style="list-style-type: none"> • Can they experiment with layered printing using 2 colours or more? • Can they understand how printing can be used to make numerous designs? • Can they transfer a drawing into a print? <p>Unit: Can we change places?</p>	<ul style="list-style-type: none"> • Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? • Can they make notes in their sketch books about techniques used by artists? • Can they suggest improvements to their work by keeping notes in their sketch books? <p>Unit: Patterns</p> <p>Unit: Self-portrait – Portraying emotions</p> <p>Unit: Can we change places?</p>
3D	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> • Can they add layers onto their work to create texture and shape? • Can they work collaboratively to create a large sculptural form? 	<ul style="list-style-type: none"> • Can they overlap materials? • Can they use collage as a tool to develop a piece in mixed media? 	<ul style="list-style-type: none"> • Can they combine digital images with other media? • Can they use IT programs to create a piece of work that includes their own work and 	<ul style="list-style-type: none"> • Can they compare the work of different artists? • Can they explore work from other cultures? • Can they communicate what they feel the artist is

<ul style="list-style-type: none"> • Can they use fabrics to build an image? • Can they add detail to a piece of work? • Can they add texture to a piece of work? <p>Unit: Investigating Patterns</p>	<ul style="list-style-type: none"> • Can they use collage to create a mood boards of ideas? <p>Unit: Investigating Patterns</p> <p>Unit: Self-portrait – Portraying emotions</p>	<p>that of others (using the internet)?</p> <ul style="list-style-type: none"> • Can they use the internet to research an artist or style of art? <p>Unit: Self-portrait – Portraying emotions</p>	<p>trying to express in their work?</p> <ul style="list-style-type: none"> • Can they communicate what they are trying to express in their own work? <p>Unit: Investigating Patterns</p> <p>Unit: Self-portrait – Portraying emotions</p> <p>Unit: Can we change places?</p>
<p>Exploring and Developing</p>	<p>Using Materials</p>	<p>Evaluating</p>	<p>Control and Expertise</p>
<ul style="list-style-type: none"> • Make their own choices • Begin to work more abstractly • Collect visual and other information • Experiment in many different ways • Use a sketchbook to make notes about artists, skills and techniques • Annotate a sketch book • Create artwork following an idea or towards a specific purpose <p>Throughout all units</p>	<ul style="list-style-type: none"> • Mix and use tertiary colours <p>Unit: Self-portrait – Portraying emotions</p> <ul style="list-style-type: none"> • Design, draw, paint or make images for different purposes using knowledge and understanding <p>Unit: Investigating Patterns</p> <p>Unit: Self-portrait – Portraying emotions</p> <p>Unit: Can we change places?</p>	<ul style="list-style-type: none"> • Make comments on the work of others, including both ideas and techniques • Apply previous knowledge to improve work • Adapt and refine work to reflect purpose <p>Unit: Investigating Patterns</p> <p>Unit: Self-portrait – Portraying emotions</p> <p>Unit: Can we change places?</p>	<ul style="list-style-type: none"> • Use art to illustrate in other subjects • Practise to improve skills <p>Throughout all units and subjects</p> <ul style="list-style-type: none"> • Create texture by adding dots and lines • Use brushes in different ways • Make different tones of colour using black and white • Use pencils of different grades and at different angles to create different effects • Use repeat pattern in design

<ul style="list-style-type: none"> • Use a digital camera to collect ideas • Experiment with mood using colour <p>Unit: Investigating Patterns</p> <p>Unit: Self-portrait – Portraying emotions</p>	<ul style="list-style-type: none"> • Use an ICT paint program with edit • Use a digital camera to produce art work • Use mosaic, montage and other effects <p>Unit: Self-portrait – Portraying emotions</p> <ul style="list-style-type: none"> • Use a range of materials and techniques in 3D work • Use watercolour to produce a wash <p>Unit: Investigating Patterns</p>		<ul style="list-style-type: none"> • Indicate movement using lines <p>Unit: Investigating Patterns</p>
Year 3 - Greater Depth			
<ul style="list-style-type: none"> • Can they evaluate their learning process and make suggestions for improvement in their own and others’ artwork? • Can they adapt or improve their original ideas? • Can they explain why they have selected specific materials for their artwork? • Can they begin to communicate influences of their artwork e.g. mood boards, artists, objects, nature? 			

Skills Map - Art			
Year 4 - Art			
Drawing	Painting	Printing	Textiles

<ul style="list-style-type: none"> • Can they experiment with drawing techniques to support their observations? • Can they create a sense of distances and proportion in a drawing? • Can they use experimental drawing techniques to create atmosphere in a drawing? • Can they explain why they have chosen specific materials to draw with? <p>Covered in all units</p>	<ul style="list-style-type: none"> • Do they understand the different properties of different paints? • Can they create mood in a painting? • Can they use shade to create depth in a painting? <p>Unit: Journeys Unit: Am I Dreaming?</p>	<ul style="list-style-type: none"> • Can they explore a variety of printing techniques? • Can they create an accurate print design? • Can they use printmaking as a tool with other medias to develop a final outcome? <p>Unit: In The Blue</p>	<ul style="list-style-type: none"> • Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? • Can they produce a mood board to inspire and influence their work? • Do they use their sketch books to adapt and improve their original ideas? • Do they keep notes about the purpose of their work in their sketch books? • Do they evaluate their learning and record in sketchbooks? <p>Covered in all units</p>
<p>3D</p>	<p>Collage</p>	<p>Use of IT</p>	<p>Knowledge</p>
<ul style="list-style-type: none"> • Can they experiment with and combine materials and processes to design and make 3D form? • Can they take a 2D drawing into a 3D form? • Can they shape using a variety of mouldable materials? • Can they explore a range of textures using textiles? • Can they transfer a drawing into a textile design? 	<ul style="list-style-type: none"> • Can they overlap materials? • Can they use collage as a tool to develop a piece in mixed media? • Can they use collage to create a mood boards of ideas? <p>Unit: Am I dreaming? Unit: In The Blue</p>	<ul style="list-style-type: none"> • Can they present a collection of their work on a slide show? • Can they create a piece of art work which includes the integration of digital images they have taken? • Can they combine graphics and text based on their research? <p>Unit: Am I dreaming?</p>	<ul style="list-style-type: none"> • Can they compare the work of different artists? • Can they explore work from other cultures? • Can they see how art can change over time? • Can they communicate what they feel the artist is trying to express in their work? • Can they communicate what they are trying to express in their own work?

<ul style="list-style-type: none"> • Can they use artists to influence their textile designs? <p>Unit: In The Blue</p>			<p>Covered in all units</p>
<p>Developing and Exploring</p> <ul style="list-style-type: none"> • Plan work carefully before beginning • Use other cultures and times as a stimulus • Experiment with the styles of different artists <p>Covered in all units</p>	<p>Using Materials</p> <ul style="list-style-type: none"> • Use a combination of visual and tactile ideas • Combine different materials in different ways • Make specific choices between different processes and materials <p>Covered in all units</p>	<p>Evaluating</p> <ul style="list-style-type: none"> • Compare others' work with their own • Appraise the ideas, methods and approaches used in others' work, using a critical approach • Use the appraisal of others for improvement <p>Covered in all units</p>	<p>Control and Expertise</p> <ul style="list-style-type: none"> • Show tone and texture using hatching and cross hatching • Use a program to create mood within digital photography • Show shadow or reflection by shading • Select appropriate drawing materials <p>Covered in all units</p>
<p>Year 4 - Greater Depth</p>			
<ul style="list-style-type: none"> • Can they critique their own and others' artwork throughout the learning process to develop and support each other? • Can they use a range of sources e.g. books, internet, galleries to influence their ideas? • Can they experiment with combining different materials and discuss their effectiveness? • Can they discuss how a range of factors influences art from different cultures? 			

Skills Map - Art			
Year 5 - Art			
Drawing	Painting	Printing	Textiles
<ul style="list-style-type: none"> • Can they experiment with drawing techniques to support their observations? • Can they create a sense of distances and proportion in a drawing? • Can they use line to create movement in a drawing? • Do they understand how drawing skills can support other medias? • Can they develop a series of drawings that explore a theme? • Can they explain why they have chosen specific materials to draw with? <p>Unit: Japanese Art Unit: Talking Textiles Unit: Objects and meanings</p>	<ul style="list-style-type: none"> • Do they understand the different properties of different paints? • Can they create a range of shades using different kinds of paint? • Can they create mood in a painting? • Can they use shade to create depth in a painting? • Can they identify different painting styles and how these have artists are influenced by these styles over time? <p>Unit: Japanese Art Unit: Talking Textiles</p>	<ul style="list-style-type: none"> • Can they print using a materials? • Can they create an accurate print design that reflects a theme or ideas? • Can they make links with printmaking and other medias to help develop their work? <p>Unit: Talking Textiles</p>	<ul style="list-style-type: none"> • Can they experiment with different styles which artists have used? • Can they use their sketchbooks as a mode to record the learning journey? • Can they use their sketchbooks to explore and practice a range of materials, record ideas, and experiment? • Can they use their sketchbooks to build and record their knowledge? • Can they compare sketchbook ideas and give supportive and constructive feedback on peers' development? <p>Unit: Japanese Art Unit: Talking Textiles Unit: Objects and meanings</p>
3D	Collage	Use of IT	Knowledge

<ul style="list-style-type: none"> • Can they experiment with and combine materials and processes to design and make 3D form? • Can they take a 2D drawing into a 3D form? • Can they shape using a variety of mouldable materials? • Can they interpret an object in a 3D form? • Can they explore a range of textures using textiles? • Can they transfer a drawing into a textile design? • Can they experiment with different ways of exploring textiles? • Can they use artists to influence their textile designs? <p>Unit: Japanese Art</p>	<ul style="list-style-type: none"> • Can they overlap materials to build an image? • Can they use collage as a tool to develop a piece in mixed media? • Can they use collage to create a mood boards of ideas? • Can they combine pattern, tone and shape in collage? <p>Units: Talking Textiles</p>	<ul style="list-style-type: none"> • Can they create a piece of art work which includes the integration of digital images they have taken? • Can they combine graphics and text based on their research? • Can they scan images and take digital photos, and use software to alter them, adapt them? • Can they create digital images with animation, video and sound to communicate their ideas? <p>Cross curricular ICT</p>	<ul style="list-style-type: none"> • Can they experiment with different styles which artists have used? • Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and sharing ideas as a class? • Do they critic each other's work as a way of developing and supportive each other's ideas? • To they understand how different medias can be combined and work together? • Do they know to develop an idea through exploration and experimentation? <p>Unit: Japanese Art Unit: Talking Textiles Unit: Objects and meanings</p>
<p>Exploring and Developing</p>	<p>Using Materials</p>	<p>Evaluating</p>	<p>Control and Expertise</p>
<ul style="list-style-type: none"> • Make and support their own decisions and choices • Use inspiration from other cultures • Experiment with combinations of materials and techniques • Keep and use detailed notes in sketch book 	<ul style="list-style-type: none"> • Understand the importance of preparing materials before working • Produce work that sometimes can be both visual and tactile 	<ul style="list-style-type: none"> • Evaluate own and others' work, explaining and justifying their reasons • Use analysis when commenting on ideas • Consider the end point when adapting and improving their work 	<ul style="list-style-type: none"> • Develop and improve their own style • Use drawings to show movement • Combine a range of colours, tints, tones and shades • Get across feeling and emotion through their work

Unit: Japanese Art Unit: Talking Textiles Unit: Objects and meanings	Unit: Talking Textiles	Unit: Japanese Art Unit: Talking Textiles Unit: Objects and meanings	Unit: Japanese Art Unit: Talking Textiles Unit: Objects and meanings
Year 5 - Greater Depth			
<ul style="list-style-type: none"> • Can they keep detailed notes, quotes or annotations using advanced vocabulary to explain and reflect on their artistic process? E.g. form, composition, tone • Can they plan carefully their art, taking into account layout, composition and perspective? • Can they explain their own style of art and what has influenced their choices? E.g. mood, events, geography, nature, history 			

Skills Map - Art			
Year 6 - Art			
Drawing	Painting	Printing	Textiles
<ul style="list-style-type: none"> • Do their sketches communicate ideas and convey a sense of individual style? • Do their drawings show a strong understanding of how to use shading techniques to create depth and tone? • Do they know when to apply different drawing techniques to support their outcomes? • Can they create accurate and experimental drawings? 	<ul style="list-style-type: none"> • Can they explain what their own style is? • Can they use a wide range of techniques in their work and explain why they have chosen these techniques? • Do they have a strong understanding of colour theory and how to use it to create a balanced painting? 	<ul style="list-style-type: none"> • Can they overprint using different colours? • Can they identify different printing methods and make decisions about the effectiveness of their printing methods? • Do they know to make a positive and a negative print? 	<ul style="list-style-type: none"> • Do their sketch books contain detailed notes, and quotes explaining their drawings and ideas? • Do they compare their methods to those of others and keep notes in their sketch books? • Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?

<ul style="list-style-type: none"> Can they explain how they have combined different tools and explain why they have chosen specific drawing techniques? <p>Unit: People in Action Unit: What a performance Unit: A sense of place</p>	<p>Unit: People in Action Unit: What a performance Unit: A sense of place</p>	<p>Unit: A sense of place</p>	<ul style="list-style-type: none"> Can they include some of the formal elements of art: line, form, pattern, tone, colour, space and shape? Their presentation should be clear and labelled. <p>Unit: People in Action Unit: What a performance Unit: A sense of place</p>
<p>3D</p>	<p>Collage</p>	<p>Use of IT</p>	<p>Knowledge</p>
<ul style="list-style-type: none"> Can they create models on a range of scales? Can they create work which is open to interpretation by the audience? Can they include both visual and tactile elements in their work? Do they know the properties of a wide range of different sculptural materials and how to use them? <p>Unit: A sense of place</p>	<ul style="list-style-type: none"> Can they justify the materials they have chosen? Can they combine pattern, tone and shape? Can they use collage as a tool as part of a mixed media project? Can they express their ideas through collage? <p>Unit: What a performance Unit: People in Action</p>	<ul style="list-style-type: none"> Can they use software packages to create pieces of digital art to design? Can they create a piece of art which can be used as part of a wider presentation? <p>Unit: People in Action</p>	<ul style="list-style-type: none"> Can they make a record about the styles and qualities in their pieces? Can they say what their work is influenced by? Can they include technical aspects in their work, e.g. architectural design? Do they have knowledge of a wide range of artists and have formed their own opinions on their different styles? <p>Unit: People in Action Unit: What a performance Unit: A sense of place</p>
<p>Exploring and Developing</p>	<p>Using Materials</p>	<p>Evaluating</p>	<p>Control and Expertise</p>
<ul style="list-style-type: none"> Use a full range of design, experimentation, exploration alongside the 	<ul style="list-style-type: none"> Make specific decisions about using different visual 	<ul style="list-style-type: none"> Analyse and comment on their own and others' ideas, methods and approaches 	<ul style="list-style-type: none"> Choose to use a limited range of colour to produce a chosen effect

<p>work of others to develop their own work</p> <p>Unit: People in Action Unit: What a performance Unit: A sense of place</p>	<p>and tactile effects towards an end point</p> <p>Unit: People in Action Unit: What a performance Unit: A sense of place</p>	<ul style="list-style-type: none"> • Make on-going revisions • Refine their work, often with several adaptations, to move towards an end point <p>Unit: People in Action Unit: What a performance Unit: A sense of place</p>	<ul style="list-style-type: none"> • Begin to use perspective in both abstract and real life art • Work with care and precision towards an end point, but make adaptations following their own reflections and the comments of others <p>Unit: People in Action Unit: What a performance Unit: A sense of place</p>
<p>Year 6 - Greater Depth</p>			
<ul style="list-style-type: none"> • Can they demonstrate an understanding of the 'Creative Process' by managing their time effectively, practicing skills, and actively enquiring how to make improvements? • Are they able to work independently, confidently and take creative risks in their work? • Can they explain their own style of art and identify a range of influences? E.g. mood, events, geography, nature, history 			

Art and Design - From the National Curriculum

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous

understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 2

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.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history.
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)

	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Autumn 1/2</u>	<u>Can We Change Places?</u>	<u>Journeys</u>	<u>Objects and meanings</u>	<u>People in Action</u>
<u>Artist Focus</u>	<p>Stone Age paintings - where they used 'found' materials in their work</p>	<p>-Aboriginal paintings representing a real or imagined journey</p> <p>-Paul Klee using signs and symbols to represent landscape or a journey</p> <p>-Contemporary artists such as Richard Long, the Boyle family, Lesley Davey</p> <p>-Poonam Mistry patterns link with Literacy 'How the Stars Came to be'</p>	<p>- Examples of symbolic compositions, e.g. 'Annunciation 1435' by Van der Weyden; 'The Black Clock' by Cézanne; 'The Toy Shop' by Peter Blake; 'Still life: An allegory of the vanities of human life' by Harmen Steenwyck; 'The uncertainty of the poet' by Giorgio de Chirico</p>	<p>Eadweard Muybridge - focus on figures in movement</p> <p>Picasso - 'The three dancers'</p> <p>Lois Greenfield - photographer</p> <p>Keith Haring - moving figures</p>

<u>FINAL BIG PIECE</u>	Printed landscape collage made by found objects and textile designs	Drawing of a familiar journey using symbols/patterns	Still life painting based on own photographs	Big drawing of dancers (from own photographs) with painting over the top to show movement (LG style)
<u>Practical SKILLS</u>	Drawing Printmaking Textiles	Drawing Painting	IT Collage Drawing Painting	IT - taking photographs of movement Painting Drawing
<u>Curriculum links</u>	History - Stone Age Inquiry Geography - Our local environment DT - Building a city of Norwich	History - The Romans and the symbolism of Art during this time with a focus on Mosaics. Literacy - The Power of Reading text 'How the Stars Came to Be.'	History Enquiry - Mayan burial masks	PE - Dance and movement Science - Animals including Humans
	Vocabulary: Stencil / texture / natural / print / pigment / muted /	Vocabulary: Pattern / spiral / perspective / scale / geometric / bold / linear / pathway /	Vocabulary: Symmetrical / asymmetrical / texture / symbolic / contrast / form /	Vocabulary: Line / gentle / dark / light / perspective / viewpoint / natural / flowing /floating /

	rough / harsh / dramatic / lively	viewpoint / symbols / symbolic representations / signage	traditional / composition	bold /solid /angled / straight / curves / delicate
<u>Spring 1/2</u>	<u>Self-portrait Portraying Emotions</u>	<u>Am I Dreaming?</u>	<u>Talking Textiles</u>	<u>A Sense of Place</u>
<u>Artist Focus</u>	Pablo Picasso - focus on colours used to portray emotions	Examples of the work of Surrealist photographers, e.g. Ronen Goldman and Tim Etchells , and artists, such as e.g. Marc Chagall Examples of surrealist artists - Salvador Dali	Textiles or photographs of textiles, such as wall hangings or tapestries, that tell a story, e.g. Bayeux Tapestry , embroidered shrine cloths from Northern India -Illustrated stories, e.g. <i>on Egyptian tomb paintings, Greek vases, Chinese ceramics, cartoon strips, storybooks</i>	Stephen Wiltshire, Hockney, M.C.Escher - focus on rural and/or urban landscapes. Edward Hopper
<u>FINAL BIG PIECE</u>	Self portrait painting	A mixed media A3 painting of a	Wall display of children's work to create a big landscape picture	Perspective drawing/painting of a landscape

		surrealist scene with drawn elements		
<u>Practical SKILLS</u>	Drawing Painting Collage IT-editing own images	Painting Drawing Collage IT - take own photos to create surrealist images	Textiles Drawing Collage	Drawing Painting Use of IT - finding vanishing points
<u>Curriculum Links</u>	DT - Use their sketches and designs to make a 3D box portraying different emotions in the style of Picasso.	LTE - The Red Tree: dreams/nightmares and symbolism.	Literacy - Tom's Midnight Garden; garden painting	Science - Evolution / Living things and their habitats. Look at how landscapes have changed with time / weather. Maths - angles
	Vocabulary: Bold / bright / primary colours / secondary colours / powerful / mood / atmosphere / tone / composition / facial features / structure / sketch	Vocabulary: Surreal / dream / nightmare / imaginary / unreal / realistic / composition / watercolour / sketch / foreground / background / mood / emotion / focus / illusion	Vocabulary: Tableaux / texture / sew / storytelling / tapestry / pattern / repeat / busy / composition / scale	Vocabulary: Mood / atmosphere / composition / foreground / background / layers / wash / illusion / mysterious / textured / natural / vanishing point / horizon / perspective

<u>Summer 1/2</u>	<u>Investigating Patterns</u>	<u>In The Blue</u>	<u>Japanese Art</u>	<u>What a performance</u>
Artist Focus	<p>Henri Rousseau - Focus on Jungle images incorporating patterns linking to The Power of Reading book - 'The Tin Forest'</p> <p>Gustav Klimt - Focus on how Egyptian art influences his own work</p> <p>Kandinsky - how he used synaesthesia (hearing colours) to his advantage</p>	<p>-Anna Atkins; first photographs using cyanotypes</p> <p>-Leonardo da Vinci detailed studies</p>	<p>-Katsushika Hokusai; The Great Wave of Kanagawa</p> <p>-Origami origins</p> <p>-Traditional Calligraphy</p>	<p>Leon Bakst's designs for Ballets Russes</p> <p>Examples of carnival, performances and other kinds of celebrations.</p>
<u>FINAL BIG PIECE</u>	A mixed-media collaged jungle scene (collage of papers/drawing/painting)	Canvas tote bag printed with nature inspired prints	Painted clay Daruma Doll	Carnival Mask
<u>Practical SKILLS</u>	Drawing	Printmaking	Sculpture	Sculpture

	<p>Painting Textiles - looking at nature in textiles</p>	<p>Textiles Technical Drawing</p>	<p>Painting Papercraft</p>	<p>Drawing Collage Painting</p>
<p>Curriculum links</p>	<p>History - Ancient Egypt Inquiry unit DT - Egyptian artefacts Literacy - The Power of Reading text - 'The Tin Forest'</p>	<p>Literacy - Bluest of Blues biography Science - Habitats</p>	<p>Guided Reading - Kensuke's Kingdom ; his origin country and front cover artwork Literacy- Song from somewhere else; music and fish (origami fish) History - Mayan masks; objects with meanings and faces</p>	<p>DT - Designing and making a mask</p>
	<p>Vocabulary: Bright / brilliant / vibrant / dramatic / harmonious / energetic / lively / perspective / pattern / texture / overlap / repeat / collage</p>	<p>Vocabulary: Print / repeated pattern / material / printmaking / cyanotype / technical drawing / tone / shadow / shading / pencil grade.</p>	<p>Vocabulary: Composition / shape / line / texture / Notan ; Calligraphy / Paper folding / Origami / shape / fold / traditional</p>	<p>Vocabulary: Sculpt / features / pattern / texture / natural / irregular / order / symmetrical / asymmetrical / expressive / bold / vibrant / intense / embellish</p>
<p>Universal aims achieved</p>	<ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences 			

	<ul style="list-style-type: none"> • Become proficient in drawing, painting, sculpture and other art, craft and design techniques (<i>see below for individual skills for each unit</i>) • Evaluate and analyse creative works using the language of art, craft and design <ul style="list-style-type: none"> • <i>Achieved through ensuring that correct language of art is maintained throughout year groups. See each unit plan for vocabulary relating to specific unit</i> • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <ul style="list-style-type: none"> • <i>See list of possible artists for each unit to focus on</i> 			
<p>Universal skills required across the units</p>	<ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history (<i>see artists above</i>) 			
<p>Skills required for individual units</p>	<ul style="list-style-type: none"> • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) 	<ul style="list-style-type: none"> • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) • <i>Am I Dreaming? = digital</i> 	<ul style="list-style-type: none"> • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) • <i>Containers = clay sculpting,</i> 	<ul style="list-style-type: none"> • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) • <i>People in Action = mannequins,</i>

	<ul style="list-style-type: none"> • Self-portrait/Portraying Emotions = digital photography, collage and pencil technique • Investigating Pattern = Print making & textiles, sculpting, collage • Can we change places? = digital photography, sculpting & pencil technique 	<p>photography and pencil technique</p> <ul style="list-style-type: none"> • Take a Seat = textiles and printmaking • Journeys = painting & collage 	<p>digital photography</p> <ul style="list-style-type: none"> • Objects & Meanings = pencil techniques, collage • Talking Textiles = use of textiles 	<p>pencil technique, digital camera</p> <ul style="list-style-type: none"> • What a Performance = mask painting & decoration, use of textiles • A Sense of Place = charcoal & pastels
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*Please feel free to adapt Art units to link and build on topics the children are learning about within other subjects and/or any Inquiry work. Although, please ensure the skills they are to learn throughout the year are being included and developed within this.

*Please see Vocabulary list below for each skill

Art Vocabulary - Key Stage 2

COLOUR

saturated	tertiary	limited	tint
birght	intermediate	gentle	tone
pure	muted	blend	opaque
vivid	subtle	clash	pale
strong	dull	cold	pastel tint
dramatic	watery	warm	complementary
vibrant	sepia	deep	transparent
brilliant	subdued	neutral	hue
intense	delicate	glowing	saturation
powerful	gloomy	harmonious	shade
primary	faded	luminous	value
secondary	bleed	mixed	monochromatic

COMPOSITION

symmetrical	lively	form	sharp
asymmetrical	energetic	distant	space
calm	balance	near	accent
still	active	perspective	viewfinder
complex	geometric	plane	angle
poised	blurred	proportion	dominant
peaceful	confused	foreground	emphasize
precise	design	middleground	repetition
classical	eye-line	background	variation
irregular	harmony	scale	
off-centre	focus	shape	

MOOD

happy	depressed	peaceful	delicate
cheerful	moody	gentle	disturbing
optimistic	gloomy	sinister	exciting
joyful	miserable	mysterious	expressive
vibrant	negative	menacing	fresh
lively	soothing	threatening	humorous
positive	calming	alive	imposing
sad	restful	atmospheric	nostalgic

FORM and SPACE

jagged	regular	perspective	scale
sharp	heavy	human	stacked
mechanical	solid	grid	woven
man-made	volume	enlarge	symmetrical
organic	overlapping	aerial view	asymmetrical
rounded	floating	ornament	illusion
curved	advance	pointed	mass
natural	angled	3D	
irregular	atmospheric	2D	

TEXTURE

uneven	grainy	silky	matte
bumpy	complex	cross-hatching	shiny
rough	smooth	fine	splatter
jagged	plain	flat	thick
coarse	soft	brushstroke	thin
gritty	glossy	glaze	wash

PATTERN

diamonds	natural	spiral
embellish	order	stamp
flowing	overlap	stencil
fluid	plain	structure
geometric	repeat	symmetric
irregular	simple	rhythm

TONE

dramatic	rich	bright	harsh
dark	strong	contrast	smooth
deep	pale	crisp	value
intense	light	fair	
heavy	faded	graduation	

SHAPE

geometric	image	sculpt
body	model	sharp
figure	mould	
form	precise	
frame	rough	

LINE

angular	flowing	scribble
broken	fluent	sweeping
confident	free	rhythm
faint	hesitant	contour

LIGHT

silhouette	highlight	soft
dark	intense	tone
light	natural	dramatic
gentle	shadow	
harsh	shade	