

## Curriculum Intent: Art

### What are we going to teach and why are we prioritising it?

<u>What we intend to teach the children</u>		<u>Why we intend to teach it</u>
<i>When studying creative works and great artists, craft makers and designers we will</i> When relevant link artwork to historical and cultural learning such as Mayan Masks, Egyptian Death Masks, stone age cave paintings, Viking art.		
<b><u>Foundation stage</u></b>	What will be taught and by which class	
Explore and use a variety of media  Explore colour and use colours for a particular purpose	<b><u>Drawing</u></b> <ul style="list-style-type: none"><li>• To hold a pencil etc. correctly, showing control.</li><li>• Experiment/play freely with different drawing tools.</li><li>• Try different pressures.</li><li>• Try different lines (wiggly, straight etc.)</li><li>• Draw on a variety of papers and surfaces.</li><li>• Draw in response to feelings, imagination, observation and memory.</li><li>• Draw to support work in other areas.</li><li>• Choose from warm and cold blues, reds and yellows in colour mixing.</li></ul> <b>Early Learning Goal: Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b>  <b>Early Learning Goal: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.</b>	Children will be getting used to using a pencil with the correct grip; pencil crayons, pastels and pencils for drawing will support this, developing an understanding of how different media works and creates art  Children will explore drawing from their imagination after exploring stories, using the outside learning experiences and conversations taken place in class and with friends and family  Children know names of colours and will explore using them in their drawings, selecting appropriate colours for them, linking with maths, Science and English experiences

<p>Explore textures, movement, feel and look of different media and materials</p> <p>Develop skills to use simple tools and techniques safely and appropriately</p> <p>Use different media and materials to express own ideas</p> <p>Explore colour and use colours for a particular purpose</p>	<p><b><u>Painting</u></b></p> <ul style="list-style-type: none"> <li>• To hold a paintbrush correctly, showing control.</li> <li>• Play freely and explore with paint</li> <li>• Paint from observation, memory and in response to feelings</li> <li>• Mix primary colours freely, experimenting with colour mixing</li> <li>• Use a variety of tools to apply paint (e.g. sponges, brushes, fingers etc)</li> <li>• Make own decisions about which tools to use and which papers to paint on</li> </ul> <p><b>Early Learning Goal: Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p> <p><b>Early Learning Goal: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.</b></p>	<p>Children will have opportunities to use paint and paintbrushes to create art; they will learn how to use strokes and dabs to paint and will explore colours of paints, selecting appropriate colours for the painting they are producing</p> <p>Children know names of colours and will explore using them in their drawings, selecting appropriate colours for them, linking with maths, Science and English experiences</p>
<p>Respond to a range of media and materials, develop understanding of them in order to manipulate and create different effects</p> <p>Develop skills to use simple tools and techniques safely and appropriately</p> <p>Use different media and materials to express own ideas</p> <p>Explore colour and use colours for a particular purpose</p>	<p><b><u>Weaving</u></b></p> <ul style="list-style-type: none"> <li>• Make large scale weaving through open weave hessian netting</li> <li>• Weave paper strips on large scale</li> <li>• Freely choose colours and items to weave</li> <li>• Sort wool into colours.</li> <li>• Cut materials and wools to weave</li> <li>• Freely explore and experiment with fabrics (sewing, weaving, joining, cutting sticking etc.)</li> <li>• Large scale weaving</li> </ul>	<p>Children are given many opportunities to use a wide range of media and materials and will develop an understanding of how they work; think about which looks, feels and work better for the drawings they are creating</p> <p>Children will be taught how to use different tools correctly and will explore their use and effectiveness, linking with experiences that have taken place in the outside area and the classroom</p>


### **3D work (Clay/play dough/plasticine)**

- Explore properties of clay with hands
- Use objects to make impressions in clay
- Investigate pulling, twisting, rolling, squeezing and shaping clay

**Early Learning Goal: Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function**

**Early Learning Goal: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art**

Children will begin to understand how to use clay in order to create work that reflects their planned product, they will continue to reflect on their drawing and learn skills required in order to create work that is similar to what they are drawing

<p>Learn about work of a range of artists and designers, describing similarities, differences between different practices and disciplines and make links with own work</p>	<p><b><u>Foundation and Year 1</u></b></p> <p><b><u>The Wave Hokusai</u></b></p> <p><b><u>Water painting</u></b></p> <ul style="list-style-type: none"><li>• Look at the painting of the Wave and comment on it</li><li>• What colours can you see?</li><li>• Find things that are these colours</li><li>• Learn that Hokusai was Japanese, look at a picture of him and copy it using chosen media</li><li>• Share how you can draw a wave, CT model doing this</li><li>• Recreate the Wave using paints, chalk and pastels (choose 2 media and produce 2 pictures of the Wave to compare)</li></ul> <ul style="list-style-type: none"><li>• Paint your sketch using different shades of brown and grey</li><li>• Add colours like red and yellow for clothes</li></ul> <div data-bbox="925 1021 1261 1256">The image is a reproduction of the famous Japanese woodblock print 'The Great Wave off Kanagawa' by Katsushika Hokusai. It depicts a massive, curling blue wave with white foam, about to crash over three small boats filled with people. In the background, three snow-capped mountains (Mount Fuji) are visible under a pale, hazy sky. The print is characterized by its vibrant blue ink and fine line work.</div> <p>See next page for curriculum aims</p>	<p>Children will be presented with opportunities to examine a range of art from different periods in history and using different artistic styles in order to gain a wide understanding and sympathy with art and to begin to comment on own likes and dislikes, building on a ever widening experience in art that they can use in their own work</p>
--	--	---

**Curriculum aims: Evaluate and analyse creative works and know about great artists, craft makers and designers and understand the historical and cultural development of their art form**

- Comment on likes and dislikes.
- Notice similarities and differences.
- Recognition of colours and mixing primary colours.
- Recognise and discuss key paintings.

***Vocabulary: draw, paint, clay, chalk, material, fabric, pulling, twisting, rolling, squeezing, thick, thin, wavy, straight, joining.***

<b><u>Key Stage 1 – Year 1 (link with Foundation Stage)</u></b>		
<p>Begin to think about how primary colours can be mixed and understand how to make some secondary colours</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Use drawing and to develop and share ideas, experiences and imagination</p>	<p><b><u>Year 1</u></b></p> <p><b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li>• Mix red and yellow and see what colour is made, explore different proportions, start with 50/50 then use more red and finally more yellow, understand the 3 primary colours and that when they are mixed the colours produced are called secondary colours</li> <li>• Mix other primary colours and explore colours made, mix different proportions to see if the same depth of colour is made</li> <li>• Continue to experiment with mark making, using a variety of tools including pens, pencils and charcoal</li> <li>• Talk about mark-making with peers and teacher</li> <li>• Be encouraged to try a variety of marks- light/dark, hard/soft, straight/wavy/bumpy etc</li> <li>• Draw from observation</li> <li>• Draw focusing on outlines/shapes</li> <li>• Draw focusing on patterns/lines</li> <li>• Draw more detail from observation, memory and imagination</li> <li>• Illustrate other work drawing appropriate pictures for the work completed</li> </ul>	<p>Children will learn how to mix primary colours in order to create secondary colours, they will begin to mix white and black into colours and explore how to make lighter and darker shades. They will start to use taught techniques to create work using different shapes and textures and will use understanding of shape and form in order to create work that is more realistic.</p>

<p>Use a range of materials creatively to design</p> <p>Use sculpture to develop ideas and experience from life and imagination</p> <p>Helpful website:  <a href="https://crayolateachers.ca/lesson/score-and-slip-joining-pieces-of-clay/">https://crayolateachers.ca/lesson/score-and-slip-joining-pieces-of-clay/</a></p>	<p><b><u>Year 1</u></b></p> <p><b><u>Weaving</u></b></p> <ul style="list-style-type: none"> <li>• Continue to weave on hessian, netting or other materials with holes</li> <li>• Weave on small card looms</li> <li>• Weave a selection of textures and colours of materials</li> <li>• Plain weaving: turn at end, use large needle or fingers, increasing control of tension</li> <li>• Make smaller scale paper weaving</li> <li>• Weave with a focus (eg. the colours of the sky)</li> <li>• Incorporate/join other objects like buttons/shells etc</li> <li>• Use terms: loom, tight, loose, push down, across, even, texture, smooth, rough</li> </ul> <p><b><u>3D work (Clay/play dough/plasticine)</u></b></p> <ul style="list-style-type: none"> <li>• Explore properties of clay with hands</li> <li>• Use objects to make impressions in clay</li> <li>• Investigate pulling, twisting, rolling, squeezing and shaping clay</li> </ul>	<p>Children will explore weaving in materials and understand how it is done, they will feel the texture of woven products including grasses, material and hessian. Whilst learning the skills of weaving they will learn how strong it can be and know how to create patterns using different colours of materials to weave</p> <p>Children are given opportunities to use a wide range of media and materials and will explore and develop an understanding of how they work; think about which looks, feels and work better for the models they are creating; making comments about their finished product</p>
--	---	--

<b><u>Key Stage 1 – Year 2</u></b>		
<p>To use painting to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art techniques in using colour, pattern, texture, line, shape, form and space</p>	<p><b><u>Painting</u></b></p> <ul style="list-style-type: none"> <li>• Continue to explore properties of paint and understand what colours you get when you mix primary colours together (begin to understand the colour wheel)</li> <li>• Use paint to record from observation, imagination, memory and in response to feelings (paint a happy picture, a memory and a life painting such as a flower, tree or our playground and field)</li> <li>• Mix secondary colours from primary colours</li> <li>• Mix lighter/darker shades</li> <li>• Use a choice of cool and warm colours in colour mixing experiments</li> <li>• Experiment with different ways of applying paint – dabs/dots/ longer and shorter brush strokes and different sizes of paintbrushes</li> <li>• Develop more control of consistency</li> <li>• Paint patterns, designs and decorate models/artefacts (Link with History)</li> </ul>	<p>Children will build on experiences with painting and continue to develop painting skills and understanding of colours, use of paintbrushes in order to produce work. They will use strokes, dabs and flicks in order to produce textured paintings and will build on understanding of how textures can be used in their work</p> <p>Children know names of colours and will explore using them in their drawings, selecting appropriate colours for them, linking with maths, Science and English experiences</p>



<p>To use a range of materials creatively to design and make products</p> <p>To use sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To be taught about the work of a range of craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p><b><u>Year 2</u></b></p> <p><b><u>3D work (Clay/play dough/plasticine)</u></b></p> <ul style="list-style-type: none"> <li>• Continue to explore the properties of clay</li> <li>• Use tools to create patterns and texture</li> <li>• Record observations of simple, natural objects; pebble, wood etc</li> <li>• Use clay imaginatively</li> <li>• Learn how to roll clay evenly.</li> <li>• Make textures/patterns in surface</li> <li>• Pull out projections from a ball of clay</li> <li>• Create holes in a ball of clay</li> <li>• Make simple pinch/pots and decorate</li> <li>• Make rolls and experiment with them, explore length and diameter of rolls and consider what they can be made into</li> <li>• Make a character using a roll, selecting a length and size of roll, create a pattern on it and score eyes, eyebrows, a nose and a mouth to give it a personality</li> <li>• Create pop ups – this can be done for a card during the year (eg: Easter egg or chick pop up)</li> </ul>	<p>Children are given many opportunities develop understanding and use of clay; they will think about which looks, feels and work better for the products they are creating; they will explore using tools to create texture and patterns, including making a face for a character to reflect its personality, they will then reflect critically on their finished products</p>
---	--	---

## Textiles

- Thread a needle
- Sew fabrics together
- Make a class patchwork



<p>To use drawing to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art techniques in using colour, pattern, texture, line, shape, form and space</p>	<p><b><u>Year 2</u></b> <b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li>• Continue to experiment with mark making, using a variety of tools including pens, pencils and charcoal</li> <li>• Talk about mark-making with peers and teacher</li> <li>• Be encouraged to try a variety of marks- light/dark, hard/soft, straight/wavy/bumpy etc.</li> <li>• Draw from observation</li> <li>• Draw focusing on outlines/shapes</li> <li>• Draw focusing on patterns/lines</li> <li>• Draw more detail from observation, memory and imagination</li> <li>• Draw to design simple plans</li> <li>• Illustrate other work</li> <li>• Examine and comment on a variety of drawings</li> </ul>	<p>Children have opportunities to learn new techniques in their drawing using different media such as charcoal, crayons and pastels and use these skills to draw from observation and to evaluate their drawings to suggest improvements</p>
---	--	--

Learn about work of a range of artists and designers, describing similarities, differences between different practices and disciplines and make links with own work

## Year 2

### LS Lowry

#### landscapes and people

- Explore some work by Lowry and comment on it
- Share similarities and differences
- Learn something about Lowry, where he lives, when he lived, what inspired him
- Look at 'The Schoolyard' and comment on what Lowry has painted, discuss the faces and shapes of bodies he painted
- Go out and observe our school yard and sketch what you can see
- Compare your sketches with Lowry's painting
- Sketch a school yard similar to Lowry's
- Mix paints that are similar in shade to those used by Lowry



See next page for curriculum aims

Children will be presented with opportunities to examine a range of art from different periods in history and using different artistic styles in order to gain a wide understanding and sympathy with art and to begin to comment on own likes and dislikes, building on a ever widening experience in art that they can use in their own work. They will compare Lowry with other artists' work

**Curriculum aims: Evaluate and analyse creative works and know about great artists, craft makers and designers and understand the historical and cultural development of their art form**

- Recognise and discuss the techniques and media used to create artwork.
- Discuss the style of artwork specific to artists being studied.
- Discuss the mood of artwork.
- Recognise and discuss key paintings and artists.
- Begin to replicate and create in the style of particular artists.
- Understanding how artists may be influenced by their everyday life and experiences of the time.

***Vocabulary: brighter, darker, shades, primary, secondary, pinch, smooth, manipulate, mould, carve, attach, indent, bold.***

Learn about work of a range of artists and designers, describing similarities, differences between different practices and disciplines and make links with own work



## **Year 2**

### **Aboriginal artists**

- Explore paintings of Aboriginal art
- Discuss how paintings were created
- Discuss use of earth colours and understand how paints were made using natural materials
- Explore and discuss designs in Aboriginal paintings



Children will observe many Aboriginal paintings and comment on them; they will compare them with other art they have seen. They will explore mixing and using only a small number of colours and repeating patterns around shapes and images in order to recreate work similar to Aboriginal art; using skills learnt in art lessons

<p><b><u>Key Stage 2</u></b></p> <p>Use sketch books to record observations and use them to review ideas</p>	<p><b><u>Whole of KS2</u></b></p> <ul style="list-style-type: none"> <li>Introduce a sketch book which is going to be used throughout the year in art lessons; building up skills, practising before the final piece of art and drawing away from your desk</li> </ul>	<p>To learn how to make sketches of what they observe and from paintings they study in order to practise their drawings and critically analyse them in order to use strategies in their art. Record ideas for their art</p>
<p>Children 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</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing with a range of materials (for example, pencil, charcoal)</p>	<p><b><u>Years 3 and 4</u></b></p> <p><b><u>Andrew Goldsworthy</u></b></p> <ul style="list-style-type: none"> <li>Explore art that Andy Goldsworthy has created and comment on likes and dislikes, giving reasons why</li> <li>Suggest materials that Goldsworthy used</li> <li>Suggest how the art was made, how it was joined and balanced</li> <li>Explore how Goldsworthy made colours</li> <li>Suggest what Goldsworthy was creating and what the art represents</li> <li>Suggest how Goldsworthy's art makes you feel, what mood does it create?</li> </ul> <div data-bbox="750 1112 1019 1318">  </div> <div data-bbox="1032 997 1332 1318">  </div> <p>See next page for curriculum aims</p>	<p>Use a wide range of materials and media in their art and become confident at selecting appropriate media including grades of pencil, types of charcoal and different paper for drawing as well as selecting media appropriate to the art they want to make. Continue to use sketch books to improve mastery of shading and drawing</p>

**Curriculum aims: Evaluate and analyse creative works and know about great artists, craft makers and designers and understand the historical and cultural development of their art form**

- Making comparisons and giving opinions with reasoning.
- Recognising different art styles.
- Recognise and explore the techniques and media particular artists use.
- Replicate and create the style of particular artists.
- Understand the style of artwork used and how the background of the artist may influence artwork.
- Begin to understand how perspective can be used and applied within our own work, e.g. background, foreground.
- Discuss the mood of artwork, understanding how the artists create that mood.

***Vocabulary: texture, shading, cross hatch, reflections, line(s), patterns, tones, slabs, coil, slip, making tertiary colours, shades, wash, brush strokes, score, moist, bold, lighter, darker.***

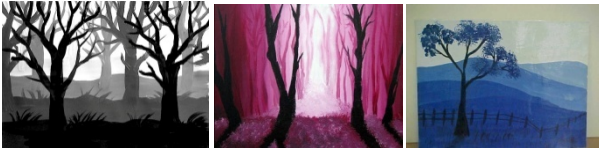


## Drawing

- Develop more control of line and tone
- Consciously experiment with mark making, building a wider range of marks
- Make marks to recreate textures i.e. soft, furry, rough, prickly etc
- Explore shading techniques (hatching, cross-hatching, dots and swirls), look at examples in reading books, illustrators shading in pencil)
- Use shading techniques to show reflections
- Draw from selective observation i.e. focussing on a small area of an object, focussing on lines, patterns, tones
- Draw from memory
- Draw expressively to express moods and feelings eg. angry faces/stormy sea
- Organise line, tone, shape and colour to represent figures and forms in movement
- Use a sketch pad to collect sketches
- Draw designs showing greater accuracy and detail
- Try techniques by copying part of other drawings



<p>Children 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</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including sculpture</p> <p>Helpful website:</p> <p><a href="https://www.youtube.com/watch?v=kdtM_G90rhA">https://www.youtube.com/watch?v=kdtM_G90rhA</a></p> <p><a href="https://crayolateachers.ca/lesson/score-and-slip-joining-pieces-of-clay/">https://crayolateachers.ca/lesson/score-and-slip-joining-pieces-of-clay/</a></p>	<p><b><u>Years 3 and 4</u></b></p> <p><b><u>3D work (Clay/play dough/plasticine)</u></b></p> <ul style="list-style-type: none"> <li>• Work from observation of more challenging subjects; shells, animals, houses etc</li> <li>• Roll slabs exploring how to make a consistent size and depth</li> <li>• Join slabs by smoothing</li> <li>• Texture slabs for houses/rooftops etc using clay tools</li> <li>• Make simple coil pots by pinching and smoothing, join the sides of the coils (Link with the Stone Age work in History)</li> <li>• Make a drawing of the pot you will be making</li> <li>• Manipulate the clay to make a pot in the style of the Stone Age</li> <li>• Select and use clay tools to create a pattern</li> <li>• Evaluate clay pot and make suggestions as to how it could be improved next time</li> </ul>	<p>Children are given many opportunities develop understanding and use of clay; they will think about which looks, feels and work better for the products they are creating; they will explore using tools to create texture and patterns, including making a face for a character to reflect its personality, they will then reflect critically on their finished products</p>
---	--	---

<p>Children 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</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>Explore the colour wheel, explore and understand how primary colours make secondary colours and understanding how to mix shades of secondary colours</p>	<p><b><u>Years 3 and 4</u></b></p> <p><b><u>Painting</u></b></p> <ul style="list-style-type: none"> <li>• Continue to refine skills and reflect on previous work in sketch books</li> <li>• Paint from observation, recreating colours and textures seen in natural and man-made objects</li> <li>• Mix tertiary colours (mixing secondary colours)</li> <li>• Discuss and explore cool, warm and hot shades</li> <li>• Paint a background using a wash</li> <li>• Paint in monotone</li> </ul>  <ul style="list-style-type: none"> <li>• Use colour and shading to convey moods and atmosphere</li> <li>• Experiment with ways of applying paint and use techniques of other painters</li> <li>• Copy parts of other paintings to increase range of marks</li> <li>• Increase detail in work, reflect critically on work and add detail to improve it</li> <li>• Explore how to use texture in paintings such as swirls and directional brushstrokes (link with work by Vincent Van Gogh and also Pointillism, George Seurat and Paul Signac)</li> </ul>	<p>Explore and understand how to mix shades and colours of paints, consider the size of the paintbrush to use for specific purposes and examine art created by others in order to improve technique and develop painting skills. Enabling children to create colours that are true to life therefore enabling them to create their own shades for their painting and drawings, leading to them exploring skin shades to use in their art</p>
---	---	--

<p>Learn about a work of a range of artists and designers from different periods in history: commenting on them, finding similarities and differences, exploring artistic styles and devices used, understanding work such as pointillism, cubism, landscapes and seascapes and make links with own work</p>	<p><b><u>Years 3 and 4</u></b></p> <p><b><u>Pop Art (links with History 1960s)</u></b></p> <ul style="list-style-type: none"> <li>• Learn about Warhol and Lichtenstein, when they lived, where they lived and what inspired them</li> <li>• Explore the work of Andy Warhol and Roy Lichtenstein (Pop Art)</li> <li>• Comment on some work and compare these 2 artists</li> <li>• Sketch 'Whaam' in the style of Lichtenstein</li> <li>• Colour 'Whaam' in with primary colours as used by Lichtenstein</li> <li>• Examine 'Girl with Hair' and comment on it, share how Lichtenstein used shade in a different way in this work</li> <li>• Draw your own 'Girl with Hair' and shade using white</li> <li>• Explore Warhol's 'Marilyn Diptych' and comment on use of repetition, colours and differing shades</li> <li>• We will be making our own diptych, take a photograph of children, they need to sketch their face and it will be photocopied, then they will explore colouring each part of their face in different colours and the whole face in a separate colour, once this is done they will create their own diptych</li> </ul>	<p>Linking with work on the 1960's where children explore fashions, music, education, home-life and compare their own life to that of children living in the 1960s. Children will learn how to read and enjoy art; they will experience how to talk and comment art; explain why they like or dislike it and will build up a wide experience of art from different ages, styles and artists</p>
--	---	---



Improve mastery of design techniques, including drawing and painting with a range of materials such as pencil, charcoal, paint and pastels

### **Years 3 and 4**

#### **William Morris**

#### **Nature drawings (links with History The Victorians)**

- Learn about William Morris, where he lived, what inspired him, what work he produced
- Explore some wallpaper designs and comment on them
- Share similarities and differences in Morris's designs
- Find some leaves from our outside area and sketch them, observing their size, texture, shapes within them, patterns on them and edges
- Look again at Morris's images of leaves and now try to draw your leaf in Morris's style
- Select one of Morris's drawings and draw it, shade it in using pencil crayon
- Use pastels to create a life drawing with texture



Children will be learning about the Victorian era, focussing on our own school and buildings near to us from the Victorian times. They will be learning about fashion and culture in these times and will have seen images of rooms that use William Morris's wallpaper. Leading on from this they will explore work by William Morris, a renowned Victorian artist; understanding how he took inspiration from nature, which children will recreate with nature around them as their inspiration. Finally comparing this type of art to other art they have examined such as Pop art and Impressionist art.

Children 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

To create sketch books to record their observations and use them to review and revisit ideas

To improve mastery of art and design techniques, including sculpture

## **Years 5 and 6**

### **3D work (Clay/play dough/plasticine)**

- Shape, form, model and construct from observation or imagination Use recycled, natural and man- made materials to create sculptures
- Plan a sculpture through drawing and other preparatory work
- Develop skills in using clay inc. slabs, coils, slips, etc Produce intricate patterns and textures in a malleable media
- Shape, form, model and construct from observation or imagination
- Create models in a range of scales (link with History Egyptian, Mayan, Greek)
- Plan a sculpture through drawing and other preparatory work
- Glaze pots using paint



Children will continue to develop understanding and use of clay; they will think about which looks, feels and work better for the products they are creating; they will continue to explore using tools to create texture and patterns, including making a face for a character to reflect its personality. They will plan their models by drawing them, use a range of scales and finally reflect critically on their finished products

Children 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

To create sketch books to record their observations and use them to review and revisit ideas

To improve mastery of art and design techniques

### Textiles

- Revise using 3 stitches and make improve accuracy of sewing using these stitches (running stitch, cross stitch and back stitch)
- Learn blanket stitch to join 2 different fabrics
- Explore using appliqué to make pictures with fabrics and stitches

This can be done as a class project ie a quilt, or individual pieces such as to make a card or pin cushion





<p>Children 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</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including painting</p>	<p><b><u>Years 5 and 6</u></b></p> <p><b><u>Abstract art</u></b></p> <p><b><u>Painting and drawing</u></b></p> <p><b><u>Wassily Kandinsky and Paul Klee</u></b></p> <ul style="list-style-type: none"> <li>• Learn about Kandinsky and Klee, where they lived, did they go to art college, what inspired them, what kinds of art they produced</li> <li>• Explore some abstract art from these artists and comment on what we think it looks like, likes and dislikes and comment on techniques artists have used</li> <li>• Use complimentary colours in pattern and image making</li> <li>• Create tones by mixing complimentary colours rather than black</li> <li>• Experiment with adding materials to paint to change texture (sand or sawdust)</li> <li>• Paint expressively to convey emotions (sadness, joy, anger, excitement, use music to explore this)</li> <li>• Develop understand of colour – hue/tonal changes to colours</li> <li>• Explore shades of one colour</li> <li>• Explore colours that recede and highlight</li> <li>• Explore and comment on own style</li> <li>• Explain why you have chosen specific painting techniques</li> </ul>	<p>Children will learn how to read and enjoy art; they will experience how to talk and comment art; explain why they like or dislike it and will build up a wide experience of art from different ages, styles and artists</p>
--	--	--



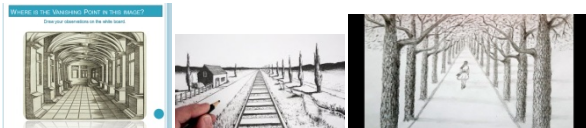
See next page for curriculum aims

**Curriculum aims: Evaluate and analyse creative works and know about great artists, craft makers and designers and understand the historical and cultural development of their art form**

- Making comparisons and giving opinions with reasoning, sharing with others and listen to differing opinions respectfully.
- Understanding specific tools and the purpose in works of art, for example pencil grades.
- Understand how to adapt use of tools to achieve a final result, for example pencil pressure.
- Evaluating work from a wide range of audiences.
- Explain the techniques and media used to an audience and explain the development of their final piece.
- Discuss previously explored artists and recognise a new, wider range of artists e.g. abstract art.
- Discuss and understand how pieces of art represent the real life equivalent.
- Understand the style of artwork used and how the background of the artist may influence art. Exploring how the events of the wider world have influenced artists and their artwork, e.g. perspective.

- Continue to understand, identify and use different types of perspective depending on the type of artwork, e.g. one point, two point perspective.
- Discuss the mood of artwork and the emotions artwork evoke and understand how the artist does this. Children will relate these emotions to music and how this can impact artwork.

***Vocabulary: shading, tone, texture, perspective, analyse, create, primary, secondary, tertiary, colour mixing, key, slip, bold, lighter, darker, abstract, form,***

<p>Begin to develop an awareness and explore composition, scale and proportion in their drawings (foreground, middle ground and background)</p> <p>Children 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</p>	<p><b><u>Years 5 and 6</u></b></p> <p><b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li>• In sketch books explore grades of pencil that can be used to shade</li> <li>• Use marks and lines to produce texture</li> <li>• Successfully use shading to create mood and feeling</li> <li>• Organise line, tone, shape and colour to represent figures and forms in movement</li> <li>• Explain why you have chosen specific materials and drawing techniques</li> <li>• Create sketches that communicate emotions and a sense of self with accuracy and imagination</li> <li>• Explore work that uses perspective such as a railway line, corridor or line of trees beside a road</li> </ul> <div data-bbox="801 890 1384 1018">  </div> <ul style="list-style-type: none"> <li>• Draw an ever decreasing road or railway line</li> <li>• Explore how to draw trees that line the road or railway line</li> <li>• Explore how to draw building beside road or railway line</li> <li>• Observe our local road and draw it in perspective with trees and building alongside it</li> </ul> <p>Use these skills to draw Blitz chalk drawing (History learning experience World War II)</p>	<p>Children will learn how to set art out, showing proportion and thus enables them to create art that is true to life and correctly sized and set out</p>
---	--	--



Use these skills to create Mayan face masks (link with History unit The Mayans)



