

Key Stage Two

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.*
- ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].*
- ♣ about great artists, architects and designers in history.*

Pine Class – Years 3 & 4

<u>Planned outcome/Artist Focus</u>	<u>Drawing</u>	<u>Painting</u>	<u>Sculpture</u>	<u>Other, for example, sewing, weaving</u>	<u>Knowledge of artists</u>	<u>Analysing famous work</u>
<p>William Morris <i>(Links with The Victorians)</i></p> <p>Vocabulary: <i>Texture, observing size, patterns, shade, swirls, hatching, dots, palette, earthy, natural, tone, effect, textile.</i></p>	<p>Observe the natural world to inform observational drawings.</p> <p>Apply and organise shapes you have observed to create your own repetitive stylised design with colouring pencils.</p> <p>Explore ways to create different effects such as texture and outline using these techniques in their final design.</p> <p>Explore shading techniques (hatching, dots etc)</p>				<p>Learn about William Morris, where he lived, what inspired him, what work he produced.</p> <p>Recognise William Morris’ design style by looking at features of his work.</p>	<p>Analyse wallpaper design recognising similarities and differences.</p> <p>Make comparisons and give opinions with reasoning.</p> <p>Understand the style of artwork used and how the background of the artist may influence artwork.</p> <p>Recognise and explore the techniques and media particular artists' use.</p>

	Explore tonal colours, thinking carefully about an earthy, natural colour palette.					
<p>Develop drawing skills through the work of Da Vinci</p> <p>Vocabulary: <i>Line, tone, dots, swirls, cross-hatching, patterns, tones</i></p>	<p>Observe anatomy and theology to inform drawings.</p> <p>Apply observations to your own drawings, considering techniques (and proportions) you have observed in Da Vinci's work.</p> <p>Explore ways to create different effects such as shade and tone using these techniques in their final design.</p> <p>Explore shading techniques (cross-hatching, hatching, dots etc)</p> <p>Explore light and shadow to create depth and soft transitions without harsh lines.</p>				<p>Learn about Da Vinci, where he lived, what inspired him, what work he produced. Recognise Da Vinci's design style by looking at features of his work.</p>	<p>Analyse a variety of Da Vinci's work recognising similarities and differences. Make comparisons and give opinions with reasoning. Understand the style of artwork used and how the background of the artist may influence artwork. Recognise and explore the techniques and media particular artists' use.</p>
<p>Mastery in painting techniques</p> <p>Vocabulary:</p>		Recall knowledge of colour wheel and further develop understanding by			Explore where a range of texture techniques have been used in	Make comparisons and give opinions with reasoning.

<p><i>Washing, brushstroke, cool, warm, hot, shades, shading, mix, water colours, poster paint</i></p>		<p>creating different tones by adding white and black to different colours. Apply knowledge gained from analysis made of a range of artists' techniques such as use of a range of tools to apply paint and create a range of textures. Understand perspective of foreground and background as well as light and darkness of colour. Paint from observation, recreating colours and textures seen in natural and man-made objects (North Downs way). Paint a background using a wash (North Downs Way). Mix tertiary colours (mixing secondary colours).</p>			<p>artwork (such as Van Gogh, George Seurat and Paul Signac)</p>	<p>Replicate and create the style of particular artists. Understand the style of artwork used and how the background of the artist may influence artwork.</p>
--------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>Discuss and explore cool, warm and hot shades.</p> <p>Use colour and shading to convey moods and atmosphere.</p> <p>Reflect critically on work and add detail to improve it.</p>				
<p>3D work <i>(Links with The Stone Age)</i></p> <p>Vocabulary: <i>Create patterns, slipping, smoothing, slab, sculpting tools, texture</i></p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p>		<p>Make template of slabs needed.</p> <p>Know what a slab is and how to create it.</p> <p>Roll slabs exploring how to make a consistent size and depth.</p> <p>Join slabs by a range of techniques.</p> <p>Texture slabs for houses/rooftops/tiles for example, using clay tools.</p> <p>Select and use clay tools to create a pattern.</p>			
<p>Andrew Goldsworthy</p> <p>Vocabulary: <i>lighter, darker,</i></p>			<p>Explore Andy Goldsworthy's work and explore colours, patterns, themes and materials.</p>		<p>Who is Andrew Goldsworthy has created and comment on likes</p>	<p>Making comparisons and giving opinions with reasoning.</p> <p>Recognising different art styles.</p>

<p><i>bold, line(s), tones, patterns</i></p>			<p>Plan a sculpture, consider materials needed and the effect they want to achieve. Consider which materials may be readily available considering environment and season. Collect materials needed for their planned sculpture. Create sculpture based on plan, making any amendments to enhance artistic effect.</p>		<p>and dislikes, giving reasons why Suggest materials that Goldsworthy used Suggest how the art was made, how it was joined and balanced Explore how Goldsworthy created colour effects. Suggest what Goldsworthy was creating and what the art represents. Suggest how Goldsworthy's art makes you feel, what mood does it create? What effect does it create?</p>	<p>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.</p>
<p><i>Sewing (Christmas Decorations)</i></p> <p><i>Vocabulary:</i></p>				<p>Children understand how to thread a needle, tie a knot, how to cast off and the importance of getting this right.</p>		

<p><i>Stitching, quilting, padding, tying off, knot, thread</i></p>				<p>Use pins to attach fabric in place. Use templates to achieve a consistent pattern. Using more than one type of stitch, for example, back stitch, running stitch, overcast stitch. Join fabrics together, leaving a hole to ensure decoration can be filled. Developing their use of stitching to ensure fabrics hold together well even when filled. Use stitches to add details to work.</p>		
---------------------------------------------------------------------	--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Oak Class – Years 5 & 6

<i><u>Subject/Planned outcome</u></i>	<i><u>Drawing</u></i>	<i><u>Painting</u></i>	<i><u>Sculpture</u></i>	<i><u>Other, for example, sewing, weaving</u></i>	<i><u>Knowledge of artists</u></i>	<i><u>Analysis of design</u></i>
<p><i>Making clay pots (linked with Ancient Egypt)</i></p> <p><i>Key Vocabulary: coil, slip, clay tools, shape, construct, model.</i></p>			<p>Plan a sculpture through drawing and other preparatory work. Use knowledge of analysis to inform own design. Develop skills in using clay including coils, making slip, etc.</p>			<p>Look at clay pots, how they have been created and what techniques have been used. Consider the pros and cons of those techniques.</p>

			<p>Shape, form, model and construct from observation or imagination.</p> <p>Produce intricate patterns and textures using a range of tools and techniques.</p> <p>Glaze pots using paint.</p>			
<p>Wassily Kandinsky</p> <p>Key Vocabulary: <i>hue, tone, style, mood, vibrant, dull, texture, technique, abstract.</i></p>	<p>Develop an understanding of the use of colour and the effect it creates.</p> <p>Explore shades of one colour, focusing on ways to embolden colour to give impact.</p> <p>Explore and comment on own style.</p>	<p>Use colours and patterns to represent own mood.</p> <p>Create tones by mixing complimentary colours rather than black.</p> <p>Experiment with adding materials to paint to change texture (sand or sawdust).</p> <p>Paint expressively to convey emotions (sadness, joy, anger, excitement, use music to explore this).</p>			<p>Learn about Kandinsky, where he lived, what inspired him, what work he produced. Recognise Kandinsky's design style by looking at features of his work.</p>	<p>Analyse artwork recognising similarities and differences. Make comparisons and give opinions with reasoning. Understand the style of artwork used and how the background of the artist may influence artwork. Recognise and explore the techniques and media particular artists' use. Discuss the mood of artwork and the</p>

		Explain why you have chosen specific painting techniques.				emotions artwork evoke and understand how the artist does this. Relate emotions to music and how this might impact artwork.
<p>Using and creating perspective.</p> <p>Key Vocabulary: <i>perspective, pencil grade, shade, lines, tone, texture, sketch, vanishing point, horizon, one-point perspective, two-point perspective.</i></p>	<p>In sketch books explore grades of pencil that can be used to shade.</p> <p>Use marks and lines to produce a range of thickness and depth.</p> <p>Successfully use shading to create depth and perspective.</p> <p>Organise line, tone, shape and colour to represent forms.</p> <p>Explain why you have chosen specific</p>					<p>Understand specific tools and the purpose in works of art, for example, pencil grades.</p> <p>Understand how to adapt use of tools to achieve a final result, for example, pencil pressure.</p> <p>Explain the techniques and media used to an audience and explain the development of their final piece. Continue to understand, identify and use different</p>

	<p>materials and drawing techniques.</p> <p>Explore work that uses perspective such as a railway line, corridor or line of trees beside a road.</p> <p>Draw an ever-decreasing road or railway line.</p> <p>Explore how to draw trees that line the road or railway line.</p> <p>Explore how to draw building beside a road or railway line.</p>					<p>types of perspective depending on the type of artwork, for example, one point, two-point perspective.</p>
<p><i>Creating Christmas cards using applique</i></p> <p><i>Key Vocabulary:</i> <i>Casting off,</i> <i>applique, tying off,</i> <i>knot, thread,</i> <i>strand, cross stitch,</i></p>				<p>Children shown a range of stitches to enable them to choose from to join 2 different fabrics, for example, cross stitch, back stitch, running stitch.</p>		

<p>back stitch, running stitch.</p>				<p>Explore using appliqué to make pictures with fabrics and stitches.</p> <p>Use templates to gain consistent shapes.</p> <p>Understand how to pin fabrics together to make sewing together easier/consistent.</p> <p>Choose most appropriate thread thickness for design.</p> <p>Choose most appropriate needle size for design.</p>		
<p>Andy Warhol</p> <p>Key Vocabulary: pop art, vibrant, shades, repetition, real life.</p>	<p>Sketch everyday 'real life' objects with a range of accuracy.</p> <p>Understand how these objects can be successfully repeated.</p> <p>Explore colours that make an impact and be able to explain why.</p>	<p>Use previously learnt techniques to mix colours where needed.</p> <p>Understand how to 'thin down' paint if necessary.</p> <p>Explore colours that make an impact and be able to explain why.</p> <p>Choose colours and be able to explain why</p>			<p>Learn about Warhol, where he lived, what inspired him, what work he produced. Recognise Warhol's design style by looking at features of his work.</p>	<p>Explore some pop art created by the artist and comment on what we think it looks like, likes and dislikes and comment on techniques artist may have used. Use his work to analyse features such as repeated design, bold colours,</p>

	Choose colours and be able to explain why they make an impact in your own work.	they make an impact in your own work.				cartoon-like qualities. Make comparisons and give opinions with reasoning, sharing with others and listen to differing opinions respectfully.
--	---------------------------------------------------------------------------------	---------------------------------------	--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------