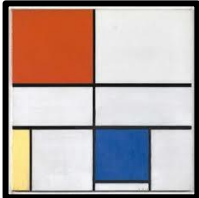




# Whale Hill Primary School 2020-2021 Subject overview

## Art

Year Group	Autumn	Spring	Summer
Nursery	<p><b>Drawing</b></p> <p>Skills:</p> <ul style="list-style-type: none"> <li>Experiment with a range of drawing and explore different scales of drawing.</li> <li>Develop and practice different line types, curved, straight, wavy, thick and thin.</li> </ul> <p><b>Portraits</b></p> <p>Skills:</p> <ul style="list-style-type: none"> <li>Make simple representations of objects familiar to them eg. Me (self-portrait), my house, my cat, my family.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Experiment with, name and use primary colours - starting to consider appropriate colour choices for chosen subjects.</li> <li>Apply paint using straight and curved lines.</li> </ul> <p><b>Collage</b></p> <p>Skills:</p> <ul style="list-style-type: none"> <li>Understand that different media can be combined to create new effects.</li> <li>Select and use a variety of materials to create simple collages.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Enjoy taking rubbings from a variety of objects.</li> <li>Experiment printing with a range of objects.</li> </ul> <p>Artist studied: <b>Piet Mondrian</b></p>  <p><i>Composition II in Red, Blue and Yellow</i></p>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Experiment with a range of drawing materials to make marks; different pencil types, colour, lead, crayon, pastel, chalk, charcoal.</li> <li>Experiment with a range of drawing and explore different scales of drawing.</li> <li>Develop and practice different line types, curved, straight, wavy, thick and thin.</li> <li>Make simple representations of objects familiar to them</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Experiment with, name and use primary colours - starting to consider appropriate colour choices for chosen subjects.</li> <li>Experiment with colours and how they can be changed, exploring what happens when they are mixed.</li> <li>Learn the names of some different tools that can be used with paint.</li> <li>Use a range of tools to make coloured marks on paper.</li> <li>Apply paint using straight and curved lines.</li> </ul> <p><b>3D sculpture</b></p> <ul style="list-style-type: none"> <li>Manipulate materials to shape and mould, creating a planned effect.</li> </ul> <p>Artist studied: <b>Wassily Kandinsky</b></p>  <p><i>Colour Study</i></p>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Experiment with colours and how they can be changed, exploring what happens when they are mixed.</li> <li>Learn the names of some different tools that can be used with paint.</li> <li>Use a range of tools to make coloured marks on paper.</li> <li>Begin to use different tools to experiment with using dots (pointillism).</li> </ul> <p><b>3D sculpture</b></p> <ul style="list-style-type: none"> <li>Use a selection of simple tools to imprint and apply simple decoration.</li> <li>Begin to describe the textures of things and experiment to create different textures.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Experiment printing with a range of objects.</li> <li>Discuss whether a particular printing task results in an exact copy of the original object or whether a different image /form/ effect has been created.</li> </ul> <p>Artist studied: <b>George Seurat</b></p>  <p><i>A Sunday Afternoon on the Island of La Grande Jatte</i></p>

## Reception

### Drawing

- Experiment with a range of drawing materials to make marks
- Develop and practice different line types, curved, straight, wavy, thick and thin.

### Portraits

- Make simple representations of objects familiar to them eg. Me (self-portrait)

### Painting

- Experiment with, name and use primary colours - starting to consider appropriate colour choices for chosen subjects.
- Learn the names of some different tools that can be used with paint.
- Use a range of tools to make coloured marks on paper
- Apply paint using straight and curved lines.

### 3D sculpture

- Know that sculpture is a form of art.
- Manipulate materials to shape and mould, creating a planned effect.
- Use a selection of simple tools to imprint and apply simple decoration.
- Cut shapes using scissors and other modelling tools.

### Collage

- Experiment printing with a range of objects.
- Understand that different media can be combined to create new effects.
- Select and use a variety of materials to create simple collages.
- Explore how art can be permanent or transient by using everyday objects and natural materials to create collages.

### Artist Knowledge

- Know that being an artist can be a job and that anyone has the opportunity to be an artist - referring to some local artist work.
- Know that Pablo Picasso, is an artist.
- Know that some artists make many attempts / sketches / mistakes, before they achieve the final 'masterpiece'.

Artist studied:

**Pablo Picasso** (Painter, Sculptor)

### Drawing

- Make simple representations of objects familiar to them.

### Painting

- Experiment with colours and how they can be changed, exploring what happens when they are mixed.
- Learn the names of some different tools that can be used with paint.
- Use a range of tools to make coloured marks on paper.

### 3D sculpture

- Manipulate materials to shape and mould simple forms.
- Experiment with handling, feeling and enjoying malleable materials. Trying to construct, build, destroy, shape and model.

### Collage

- Understand that different media can be combined to create new effects.
- Select and use a variety of materials to create simple collages.

### Photography

- Use iPad to photograph signs of spring around the school grounds.
- Use the photos to discuss what they have seen in terms of shape, colour, different shades, and patterns.

### Artist Knowledge

- Know that being an artist can be a job and that anyone has the opportunity to be an artist - referring to some local artist work.
- Know that Mackenzie Thorpe, is a local artist.
- Know that different artists have different styles.
- Know that people can have different opinions on the same art work.

Artist studied:

**Mackenzie Thorpe** (Local Artist)



Winter Frost

Family



### Drawing

- Experiment with a range of drawing materials to make marks; different pencil types, colour, lead, crayon, pastel, chalk, charcoal.
- Explore different scales of drawing. How does the way we move affect our line drawing?
- Develop and practice different line types, curved, straight, wavy, thick and thin.

### Painting

- Experiment with, name and use primary colours - starting to consider appropriate colour choices for chosen subjects.
- Experiment with colours and how they can be changed, exploring what happens when they are mixed.

### 3D sculpture (Cycle A)

- Know that sculpture is a form of art.
- Consider differences in scale for a sculpture, what differences will it make to constructing it?
- Manipulate materials to shape and mould simple forms.
- Use a selection of simple tools to imprint and apply simple decoration.
- Cut shapes using scissors and other modelling tools.
- Begin to describe the textures of things and experiment to create different textures.
- Experiment with handling, feeling and enjoying malleable materials. Trying to construct, build, destroy, shape and model.

### Printing

- Experiment printing with a range of objects.

### Artist Knowledge

- Know that Louise Bourgeois, is an artist/sculptor.
- Know that people can have different opinions on the same art work.

Cycle A - Artist studied:

**Louise Bourgeois** (Sculptor)



Spider



The Weeping Woman



Transient art based on the book 'Leaf Man' and inspired by 'Autumn Leaves' by Georgia O'Keeffe.

Cycle B - Artist studied  
Claude Monet (Painter)  
The Boardwalk at Trouville



**Artist Knowledge**

- Know that Claude Monet, is an artist.
- Know that people can have different opinions on the same art work.

Year 1

Autumn - Drawing & Painting

**Drawing / Portraits**

- Continue to experiment and practise using a variety of drawing materials.
- Use a pencil to create lines of a different thickness in drawings.
- Use different pencil tones and identify their properties (eg. HB/2B/2H).
- Develop control of pencil for detail in their pictures including basic facial features in portraits.

**Painting**

- Name all primary colours and which secondary colours they make when mixed.
- Find collections of colour - different shades of various colours - starting to understand how to brighten/darken colours using white and black to create different shades/tints.
- Identify some appropriate colours for different effects.
- Discuss effect of using block colours in art.
- Experiment with a variety of tools and marks which can be made with paint.
- Apply colour using a range of tools and experimenting with different lines.

Spring - Drawing, Painting, Printing & Collage

**Drawing**

- Develop control of pencil for detail in their pictures
- Complete simple observational drawings from life or photographs.

**Painting**

- Discuss effect of using block colours in art.
- Apply colour using a range of tools and experimenting with different lines.

**Printing & Collage**

- Make rubbings for a purpose to inform a drawing or painting.
- Use a range of smaller related objects to create a large scale artwork.
- Understand that being a designer can be a job.
- Understand that a print can be planned and designed.
- Know that a design is made on a surface then transferred using ink.
- Experiment with different printing techniques.
- Can select, sort and modify by, cutting / tearing with care before adding other marks and colour to represent an idea.

**3D sculpture**




Summer - Observtional Drawing, Painting & Still Life

**Drawing**

- Continue to experiment and practise using a variety of drawing materials.
- Use different pencil tones and identify their properties (eg. HB/2B/2H).
- Use a pencil to create lines of a different thickness in drawings.
- Develop control of pencil for detail in their pictures.
- Complete simple observational drawings from life or photographs.

**Painting**

- Name all primary colours and which secondary colours they make when mixed.
- Discuss effect of using block colours in art.
- Find collections of colour - different shades of various colours - starting to understand how to brighten/darken colours using white and black to create different shades/tints.
- Apply colour using a range of tools and experimenting with different lines.

	<p><b>Photography</b></p> <ul style="list-style-type: none"> <li>Understand photography as a genre of art.</li> <li>Use camera / IPad to take a portrait.</li> <li>Compare the effect of a photo and a drawn portrait.</li> </ul> <p><b>Artist Knowledge</b></p> <ul style="list-style-type: none"> <li>Know that some artists focus on a particular subject e.g. landscapes or portraits.</li> <li>Understand why portraits were/are painted and reasons why a particular person might have their portrait painted.</li> <li>Know that portraits could be used to portray their subjects in a particular way.</li> <li>Begin to know some of the names given to different art styles e.g. Impressionism, Arts and Crafts, Art Deco.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Make rubbings for a purpose to inform a drawing or painting.</li> <li>Use a range of smaller related objects to create a large scale artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Consider different types of sculpture and the different materials they can be constructed from.</li> <li>Shape and model materials for a purpose.</li> <li>Explore a range of tools and techniques to manipulate materials. (Rigid, malleable, Do they change depending on the required end shape/ form?)</li> <li>Consider how we can start to join materials together.</li> <li>Cut more complex shapes in different directions.</li> <li>Experiment with creating different textures for a purpose.</li> <li>Carve, pinch and roll, create joins and slabs to create shape for a particular purpose.</li> </ul> <p><b>Artist Knowledge</b></p> <ul style="list-style-type: none"> <li>Know that designers are artists and what design is.</li> <li>Know that William Morris was a famous designer and how his designs were used.</li> <li>Understand that design is used to achieve a desired effect / response from the audience.</li> <li>Begin to know some of the names given to different art styles e.g. Impressionism, Arts and Crafts, Art Deco.</li> <li>Know that artists can be male or female, dead or alive, local or international.</li> </ul> <p>Artist studied: <b>William Morris</b> (Textile Designer)</p> 	<p><b>Artist Knowledge</b></p> <ul style="list-style-type: none"> <li>Know that some artists focus on a particular subject e.g. landscapes or portraits.</li> <li>Know that Rachel Ruysch was a female artist who specialised in still life painting of flowers.</li> <li>Know that Vincent Van Gogh</li> <li>Know that artists can be male or female, dead or alive, local or international.</li> <li>Begin to know some of the names given to different art styles e.g. Impressionism, Arts and Crafts, Art Deco.</li> </ul> <p>Artist studied: <b>Rachel Ruysch &amp; Vincent Van Gogh (Painter)</b> <i>Various paintings of Flowers</i></p>  
Year 2	<p><u>Autumn</u>      <u>Drawing / Painting</u></p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Continue to add detail to picture and begin to use varied pressure to add shading for detail.</li> <li>Choose and use three different grades of pencil when drawing.</li> </ul>	<p><u>Spring</u>      <u>Sculpture (inc. Landscape Sculpture) &amp; Collage</u></p> <p><b>3D sculpture</b></p> <ul style="list-style-type: none"> <li>Understand why particular materials are suitable to a particular 3D form.</li> <li>Shape and model materials from a simple design or a direct source.</li> </ul>	<p><u>Summer</u>      <u>Drawing (Observational), Painting &amp; Printing</u></p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Continue to add detail to picture and begin to use varied pressure to add shading for detail.</li> <li>Choose and use three different grades of pencil when drawing.</li> </ul>

- Extend use of drawing materials-charcoal, pencil and pastel to create drawings.
- Practise further control of drawing media and recognise the type of line needed for a drawing.

### Painting

- Recall primary and secondary colours.
- Mix as many shades/tints of one colour as possible - using black/white.
- Experiment with darkening colours (creating shades) without using black.
- Understand and choose some colours for a specific purpose/theme'
- Use colour on a large scale.
- Experiment with a variety of tools and varieties of paint and the different marks which can be made with different paints (powder paint, poster paint, acrylic paint, watercolour - informally).

### Artist Knowledge

- Know that art can take different forms e.g. painting, sketches, sculpture.
- Begin to recognise that there are different movements in art.
- Know that artists can be male or female, dead or alive, local or international.
- Know that Georgia O'Keeffe was an artist.

Artist studied:

**Georgia O'Keeffe** (Painter)

*Red Poppy*



Extra topic, if time.

### Drawing / Portraits

- Continue to add detail to picture and begin to use varied pressure to add shading to detail.

- Explore the use of natural materials to create sculptures.
- Explore how materials can be combined/joined without using adhesive materials. (stacking, weaving, intertwining, leaning) Referring to artist works.
- Begin to use the correct vocabulary to talk about the techniques they are using e.g. roll, pinch, and carve.
- Replicate texture and patterns for a 3D form using techniques.

### Painting

- Apply colour onto a 3D object and understand how this changes the texture/quality of the paint.

### Collage

- Use a variety of tools / techniques to create an overall effect / picture.
- Can sort and use according to specific qualities, e.g. warm, cold, shiny, smooth
- Can use natural resources to create a piece of art, thinking carefully about the finished piece and editing as required.
- Interpret environmental and manmade patterns.

### Photography

- Compose a photo carefully to show their own art off to its best.
- Use photography to capture the transient art created in nature e.g. frost on windows, dew on cobwebs.

### Artist Knowledge

- Know that art can take different forms e.g. painting, sketches, sculpture.
- Know that artists may work with different materials.
- Begin to recognise that there are different art movements.
- Begin to recognise different areas of life that use art and design and how that it affects those areas.
- Begin to recognise different areas of life that use design and how that design affects those areas.

Artist studied:

Various ceramic designers as example of design using clay.

- Practise further control of drawing media and recognise the type of line needed for a drawing.
- Use a viewfinder to focus on a specific part of an artefact/object before drawing it.
- Complete still life paintings/drawings with increased detail.

### Painting

- Recall primary and secondary colours and introduce some names of different tones (Violet/Indigo, Turquoise/Navy)
- Mix as many shades/tints of one colour as possible - using black/white.
- Experiment with darkening colours (creating shades) without using black.
- Understand and choose some colours for a specific purpose/theme'
- Use colour on a large scale.
- Experiment with a variety of tools and varieties of paint and the different marks which can be made with different paints (powder paint, poster paint, acrylic paint, watercolour paint & pencils informally).
- Use different tools to experiment with using dots (pointillism e.g. paintbrushes, cotton buds, the end of the paintbrush as oppose to bristles.

### Printing

- Use a variety of tools / techniques to create an overall effect / picture.

### Artist Knowledge

- Know that art can take different forms e.g. painting, sketches, sculpture.
- Know that artists may work with different materials.
- Begin to recognise different areas of life that use art and design and how that it affects those areas.

Artist studied:

- Practise further control of drawing media and recognise the type of line needed for a drawing.
- Show emotion through facial expressions in portraits and begin to consider facial features in proportion.

**Artist Knowledge**

- Know that art can take different forms e.g. painting, sketches, sculpture.
- Know that artists may work with different materials.
- Know that illustrators like Nick Sharratt is an artist.
- Know that art has a valuable and useful place in society.

Artist studied:

**Nick Sharratt (Illustrator)**



e.g. Christopher Dresser (contemporary of William Morris and someone of local interest), Clarice Cliff,

**Andy Goldsworthy (transient art / digital photography)**



Artist studied:

Various ceramic designers as example of design using clay. e.g. Christopher Dresser (contemporary of William Morris and someone of local interest), Clarice Cliff,

**Sydney Parkinson (William Hodges, John Webber)**  
Botanical Artists)



**Henry Tayali / Agnes Buya Yambwe (Zambian Art)**



**Artist Knowledge**

- Know that art can take different forms e.g. painting, sketches, sculpture.
- Know that artists may work with different materials.
- Begin to recognise that there are different movements in art.
- Begin to recognise different areas of life that use art and design and how that it affects those areas.
- Know that Sydney Parkinson, Henry Tayali and Agnes Buya Yambwe are all artists.
- Begin to recognise different areas of life that use design and how that design affects those areas.
- Know that artists can be from any country, any ethnicity.
- Begin to understand that an artist's surroundings, background and life experiences can influence their art.

3

**Autumn Drawing**

- Build on skills of tonal shading in their drawing, using pencils and charcoal and introducing formal shading methods to create shade, tone and texture. (I.e. hatching/cross hatching and using smudging for charcoal).

**Painting**

- Make secondary colour wheels and tonal swatches - experiment with different types of paint

**Spring 3D sculpture**

- Understand some properties of different materials and how they can be manipulated.
- Shape, form, model and construct materials from a sketched plan.
- Understand different adhesives and methods of construction to combine parts/sections.
- To practice and combine a range of techniques to construct a chosen form.

**Summer Painting**

- Experiment with paper batik using wax crayons.
- Understand how different paintbrushes can be used for different kinds of mark making and start to choose appropriate brushes/tools for purpose.
- Apply colour using a variety of techniques (dotting/pointillism, scratching, splashing, flooding, dripping, blowing.) Onto different mediums (clay, different types of paper, how does paint work

(introducing watercolour more formally to paint types, acrylic, powder paint, gouache).

- Understand how different paintbrushes can be used for different kinds of mark making and start to choose appropriate brushes/tools for purpose.
- Apply colour using a variety of techniques (dotting/pointillism, scratching, splashing, flooding, dripping, blowing.) Onto different mediums (clay, different types of paper, how does paint work alongside other mediums I.e. wax crayons/oil pastels?)

#### Artist Knowledge

- Understand what street art is.
- Compare two artists who fall into the same genre.
- Start to analyse deeper meanings behind art.
- Name some local artists and describe their different styles.
- Understand the difference between a rural and an industrial landscape.

Artist studied:

- **Banksy, Bobzilla (street art), Antony Gormley, L.S Lowry (Industrial sculpture and landscapes).**



- Consider and discuss placements of different sculptures (Why are they there? What would happen if we displayed them elsewhere?)
- To combine sculpture with other artistic skills for decorative purposes (drawing/painting).
- Replicate texture and patterns for a 3D form using different techniques and tools.



#### Drawing

- Vary pressure and hold of drawing material to alter the quality of line.

#### Printing

- Experiment with relief and impressed printing.
- Create a print by covering a space to block paint/ink etc (negative prints).
- Record textures/patterns on a range of surfaces.

#### Artist Knowledge

- Discuss how art has permanence and can depict a part of history.
- Describe some techniques and styles used to create art in different time periods.

Artists studied:

- **Prehistoric art: Cave paintings/drawings/prints. Finger flutings. Stonehenge - prehistoric art/sculpture/monuments.**



alongside other mediums I.e. wax crayons/oil pastels?) **(repeated)**

- Understand how different paintbrushes can be used for different kinds of mark making and start to choose appropriate brushes/tools for purpose.
- Experiment with different types of paint (introducing watercolour more formally to paint types, acrylic, powder paint, gouache).

#### Drawing

- Begin to draw people from life (in pose). Understanding how a person's body language can convey a certain feeling/emotion.
- Begin to draw people/portraits from different perspectives (using a viewfinder to focus on particular features/sections of the face) with increasingly accurate proportion of facial features.

#### Artist Knowledge

- Begin to understand the impact art has on a viewer and how its placement can affect this.
- Discuss how art has permanence and can depict a part of history.
- Name some local artists and describe their different styles.
- Compare two artists who fall into the same genre.
- Start to analyse deeper meanings behind art.
- Describe some techniques and styles used to create art in different time periods.

Artists studied:

**Ancient Egyptian hieroglyphs, paper batik, papyrus paper.**



### Autumn Painting

- Make tertiary colour wheels and tonal swatches, Begin to understand the use of complimentary colours - Use a variety of paint types (watercolour, acrylic, powder paint, gouache, brusho) and experiment with adding water to different types of paints.
- Experiment with and understand the use of hot/cool palettes to create mood/atmosphere or add purpose.
- Choose tools to apply paint which are appropriate for purpose, understanding when to change tool.
- Use and compare the application of watercolour paint (wet on wet/dry on dry/wet on dry).
- Experiment further, applying colour using a variety of techniques, tools and textures onto a variety of mediums, beginning to express movement through paint.
- Begin to understand the use of complimentary colours - Use a variety of paint types (watercolour, acrylic, powder paint, gouache, brusho) and experiment with adding water to different types of paints.

#### **Artist Knowledge**

- Begin to understand the relationship between colour and mood.
- To understand what a palette is.
- To compare different interpretations of artists' works based on the same general topic/focus.
- To discuss stories/ideas/message expressed in a piece of art.
- Begin to understand the relationship between colour and mood.
- To discuss how an art movement can happen.
- To understand and recall some artists' individual styles and their contributions to art movements/the art world.
- To be able to recall some aspects of Romanticism/Expressionism.
- To understand what a palette is.
- To discuss the different ways in which an artwork can express movement.

### Spring Drawing

- Begin to make individual choice in their media.
- Build on formal shading techniques, introduce stippling and contour shading for curved forms and chalk to add light.
- Use line, tone, shape and colour to represent figures and forms in movement
- Build on the concept of scale and proportion in drawing bodies, using body language and introducing movement to express a feeling or action.
- Use life/photography/an art mannequin to understand and inspire how action can be portrayed in a still image.

#### **Printing**

- Colour mixing through overlapping colour prints in collage.
- Use sketchbook for recording textures/patterns.
- Experiment with monoprinting.

#### **Painting**

- Experiment with and understand the use of hot/cool palettes to create mood/atmosphere or add purpose.
- Choose tools to apply paint which are appropriate for purpose, understanding when to change tool.
- Use and compare the application of watercolour paint (wet on wet/dry on dry/wet on dry).

#### **Artist Knowledge**

- Begin to understand the relationship between colour and mood.
- To discuss how an art movement can happen.
- To understand and recall some artists' individual styles and their contributions to art movements/the art world.
- To understand what a palette is.
- To discuss the different ways in which an artwork can express movement.
- To discuss stories/ideas/message expressed in a piece of art.

Artist studied:

### Summer

#### **3D sculpture**

- Discuss the choices sculptors make and the effects used in their works. How do our choices effect the outcome of our sculptures?
- Shape, form, model and construct materials from a sketched plan and develop techniques through trial.
- To practise and adapt different methods of construction for a purpose.
- To combine a range of techniques to construct a chosen form.
- To combine sculpture with other artistic skills for functional and decorative purposes.
- Mimic appropriate texture and patterns for a 3D form using different techniques and tools to create effect.

#### **Painting**

- Apply colour onto a 3D object, experiment with adding PVA to alter texture and finish.

#### **Artist Knowledge**

- Relate certain styles of working to specific periods in history.
- To discuss stories/ideas/message expressed in a piece of art.

Artist studied:

#### **Ancient Greeks: Grecian Pottery - Vases**





- Relate certain styles of working to specific periods in history.

Artist studied:

**Vincent Van Gogh, Katsushika Hokusai, Edvard Munch, Claude Monet (examples of hot and cool palettes).**



- **Edgar Degas, Leonardo Da Vinci, Eadweard Muybridge, Paul Meijering - sportspeople, Angeline Van Den Born - athletes in art**



5

**Autumn**

**3D sculpture**

- Discuss and analyse own 3D works and the works of other sculptors, the effects they have on an audience and their purpose.
- Know different sculptors and their style of working.
- Understand properties of sculptures and their media.
- Shape, form, model and join materials from a sketched plan and develop techniques through trial.

**Spring**

**Painting**

- Introduce concept of a 'hue' - colours which occur naturally in the light spectrum,
- Identify and use of different palettes (shades, tones and tints) and complimentary colours in artworks.
- Use a variety of paint types and experiment with the qualities of different paints and how they can be applied (this could be watercolour, acrylic, powder paint, gouache, brusho for example).

**Summer**

**Drawing**

- Begin to make individual choice in their media.
- Use colour choice and shading to create mood and feeling.
- Organise line, tone, shape and colour to represent figures and forms with opportunity to draw from life.
- Begin to include measuring skills to help with proportion in their drawings and practise using a simple grid.
- Use shading to create mood and texture; Working negatively and focussing on light e.g. using chalk on

- To practise and adapt different methods of construction for a purpose.
- To combine a range of techniques to construct a chosen form from observation or imagination.
- To combine sculpture with appropriate chosen artistic skills for functional and decorative purposes.
- Create appropriate texture and patterns for a 3D form using different techniques and tools to create effect.

#### Drawing

- Organise line, tone, shape and colour to represent figures and forms with opportunity to draw from life.
- Use colour choice and shading to create mood and feeling.

#### Painting

- Apply colour onto a 3D object, considering tools, application and mixing other media with paint to alter texture and the finish - choosing appropriately for purpose of object.

#### Artist Knowledge

- Understand how pattern can describe a point in history.
- Consider why artefacts can be classed as art.

Artist studied:

#### Anglo-Saxon artefacts: Brooches



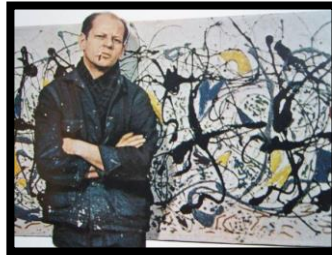
- Apply colour using a variety of techniques, tools and textures onto a variety of mediums to express emotion and movement.
- Experiment with and understand the use of fauve colours in artworks and their purpose.
- Use and experiment with combination of palettes/colour types and styles in paintings for different purposes.

#### Artist Knowledge

- Consider and discuss why some artists create ephemeral works.
- Explain why a combination of mediums are sometimes used.
- Understand what the word abstract means and make links with abstract expressionism (Jackson Pollock).
- Analyse different emotions portrayed in artworks.
- Understand that art is constantly evolving through technique, medium and ideas.

Artist studied:

#### Jackson Pollock (Abstract Expressionism)



black paper, scratch paper, using rubber to add light into pencil/charcoal.

#### Printing

- Combine printing with other techniques in artworks.
- Create a pattern for a purpose.
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#### Painting

- Use and experiment with combination of palettes/colour types and styles in paintings for different purposes.
- Combine paint with other mediums to create texture and depth using appropriate tools.
- Apply colour using a variety of techniques, tools and textures onto a variety of mediums to express emotion and movement.



#### Printing/Collage

- Combine printing with other techniques in artworks.
- Create own abstract pattern to reflect experiences and emotion.

#### Artist Knowledge

- To understand how colour is used in pop art and why colour choices are made.
- Begin to understand the purpose of repetition in artworks.
- Discuss what messages are being conveyed through use of repetition.
- Recall famous American artists and describe why they are pioneers in their mediums.
- Explain the purpose of scale and the impact it has on a viewer.
- Understand that art is constantly evolving through technique, medium and ideas.
- Explain why a combination of mediums are sometimes used.
- Understand what the word abstract means and make links with abstract expressionism (Jackson Pollock).
- Analyse different emotions portrayed in artworks.

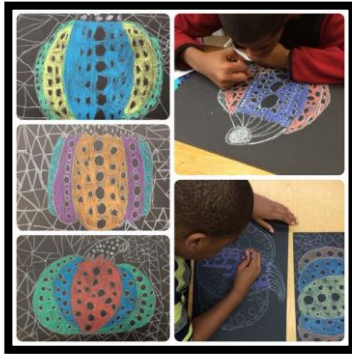
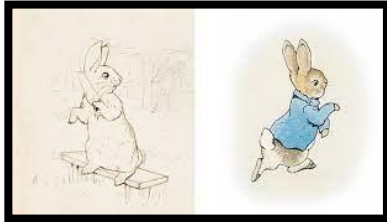
Artist studied:

			<p><b>Andy Warhol, Claes Oldenburg, Jackson Pollock, Jasper Johns. (American Artists)</b></p>  
6	<p><b>Autumn Painting</b></p> <ul style="list-style-type: none"> <li>• Identify use of different palettes (shades, tones and tints) and complimentary colours in artworks.</li> <li>• Identify where hues are used in artworks.</li> <li>• Choose appropriate paint types for artworks where possible and choose a method of application for that paint - showing some understanding of its properties.</li> <li>• Experiment with and understand the use of hues in artworks to create mood and their purpose, comparing how they are used to previous colour types/tones.</li> <li>• Apply colour using a variety of techniques, tools and textures onto a variety of mediums to express emotion, mood or movement.</li> <li>• Identify use of different palettes (shades, tones and tints) and complimentary colours in artworks.</li> <li>• Continue to use and experiment with combination of palettes/colour types and styles in paintings for different purposes.</li> </ul>	<p><b>Spring Painting</b></p> <ul style="list-style-type: none"> <li>• Choose appropriate paint types for artworks where possible and choose a method of application for that paint - showing some understanding of its properties.</li> <li>• Combine paint with other mediums to create texture and depth using appropriate tools.</li> <li>• Apply colour using a variety of techniques, tools and textures onto a variety of mediums to express emotion, mood or movement.</li> <li>• Experiment with and understand the use of hues in artworks to create mood and their purpose, comparing how they are used to previous colour types/tones.</li> <li>• Continue to use and experiment with combination of palettes/colour types and styles in paintings for different purposes.</li> <li>• Apply colour onto a 3D object with aspects chosen appropriately for purpose of object. Considering colour choice (referring to previous knowledge of colour, tones, shades, hues, palettes etc.) as well as tools, method of application and mixing other media with paint to alter texture finish.</li> </ul>	<p><b>Summer 3D sculpture</b></p> <ul style="list-style-type: none"> <li>• Discuss and analyse own 3D works and the works of other sculptors, the effects they have on an audience and their purpose.</li> <li>• Know different sculptors and their style of working.</li> <li>• Understand properties of sculptures and their media.</li> <li>• Shape, form, model and join materials from a sketched plan and develop techniques.</li> <li>• Practise and adapt different methods of construction for a purpose.</li> <li>• Combine a range of techniques to construct a chosen form from observation or imagination.</li> <li>• Choose ways to combine sculpture with appropriate chosen artistic skills for functional and decorative purposes.</li> <li>• Discuss and analyse own 3D works and the works of other sculptors, the effects they have on an audience and their purpose.</li> <li>• Know different sculptors and their style of working.</li> </ul>

	<ul style="list-style-type: none"> <li>• Combine paint with other mediums to create texture and depth using appropriate tools.</li> <li>• Apply colour using a variety of techniques, tools and textures onto a variety of mediums to express emotion, mood or movement.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Draw with increased precision, choosing different gradient pencils or other mediums for effect.</li> <li>• Show shape, proportion and perspective in drawings and artwork using measuring skills and a simple grid.</li> <li>• Experiment with direction of light and how it alters mood and shadow in drawings.</li> <li>•</li> </ul> <p><b>3D sculpture</b></p> <ul style="list-style-type: none"> <li>• To choose ways to combine sculpture with appropriate chosen artistic skills for functional and decorative purposes.</li> </ul> <p><b>Printmaking/Collage</b></p> <ul style="list-style-type: none"> <li>• Build up drawings/paintings/images using various techniques and skillsets.</li> <li>• Explore printing techniques used by various artists.</li> </ul> <p><b>Artist Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand a range of colour palettes and describe how they relate to specific art movements/artists.</li> <li>• Compare artists in depth, referring to technique, medium and meaning.</li> <li>• Analyse a range of local and non-local artists, understanding some of their inspirations/reasoning for work.</li> <li>• Consider how art can be political and relate to current world issues.</li> <li>• Understand a range of colour palettes and describe how they relate to specific art movements/artists.</li> <li>• Compare artists in depth, referring to technique, medium and meaning.</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Draw with increased precision, choosing different gradient pencils or other mediums for effect.</li> <li>• Show shape, proportion and perspective in drawings and artwork using measuring skills and a simple grid.</li> <li>• Experiment with direction of light and how it alters mood and shadow in drawings.</li> <li>• Draw landscapes/structures from life.</li> </ul> <p><b>3D sculpture</b></p> <ul style="list-style-type: none"> <li>• Discuss and analyse own 3D works and the works of other sculptors, the effects they have on an audience and their purpose.</li> <li>• To practise and adapt different methods of construction for a purpose.</li> <li>• Understand properties of sculptures and their media.</li> <li>• To choose ways to combine sculpture with appropriate chosen artistic skills for functional and decorative purposes.</li> <li>• Create appropriate texture and patterns for a 3D form using different techniques and tools to create effect.</li> <li>• Combine a range of techniques to construct a chosen form from observation or imagination.</li> <li>• Understand properties of sculptures and their media.</li> <li>• Shape, form, model and join materials from a sketched plan and develop techniques.</li> <li>• Practise and adapt different methods of construction for a purpose.</li> </ul> <p><b>Artist Knowledge</b></p> <ul style="list-style-type: none"> <li>• Describe the links between historical artefacts and art, referring to techniques and crafts used to create things in the past.</li> <li>• Compare artists in depth, referring to technique, medium and meaning.</li> <li>• Consider and discuss the role of gender in the art world.</li> </ul>	<ul style="list-style-type: none"> <li>• Create appropriate texture and patterns for a 3D form using different techniques and tools to create effect.</li> <li>•</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Draw with increased precision, choosing different gradient pencils or other mediums for effect.</li> <li>• Show shape, proportion and perspective in drawings and artwork using measuring skills and a simple grid.</li> <li>• Experiment with direction of light and how it alters mood and shadow in drawings.</li> <li>• Draw landscapes/structures from life (dependant on trip).</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Choose appropriate paint types for artworks where possible and choose a method of application for that paint - showing some understanding of its properties.</li> <li>• Continue to use and experiment with combination of palettes/colour types and styles in paintings for different purposes.</li> <li>• Apply colour using a variety of techniques, tools and textures onto a variety of mediums to express emotion, mood or movement.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Build up drawings/paintings/images using various techniques and skillsets.</li> <li>• Explore printing techniques used by various artists.</li> <li>• Analyse a range of local and non-local artists, understanding some of their inspirations/reasoning for work.</li> <li>• Describe how art has moved on and changed in the modern world.</li> <li>• Appreciate that most art is open to interpretation and is no longer a means of aesthetic value.</li> </ul>
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- Analyse a range of local and non-local artists, understanding some of their inspirations/reasoning for work.
- Appreciate that most art is open to interpretation and is no longer a means of aesthetic value.

Artist studied:  
**Georgia O'Keefe**  
**Beatrix Potter**  
**Yayoi Kusama**  
**Bridget Riley**



- Analyse a range of local and non-local artists, understanding some of their inspirations/reasoning for work.
- Consider how art can be political and relate to current world issues.
- Understand what 'surrealism' is.
- Compare multiple art movements and give some examples of differences.
- Describe how art has moved on and changed in the modern world.

Artist studied:  
**Unknown artists - People of Mexico and the Maya.**  
**Getting inspiration from historical artefacts. Frida Kahlo, José Posada.**



- Consider how art can be political and relate to current world issues.

Artist studied:  
**Carol Hutchings, Philip Meadows, Mackenzie Thorpe. (Art of Middlesbrough)**



