

Links to the Early Years Foundation Stage Curriculum

In EYFS, art and design begins with exploration. Children explore, use and refine a variety of artistic effects to express their ideas and feelings. Children return to and build on their previous learning, refining ideas and developing their ability to represent them. They create collaboratively, sharing ideas, resources and skills. For example, to develop children's colour-mixing techniques to enable them to match the colours they see and want to represent, EYFS staff provide children with step-by-step guidance when appropriate.

Autumn



Brush strokes –Drawing and Portraits



Van Gogh Starry Night - Landscapes

Spring

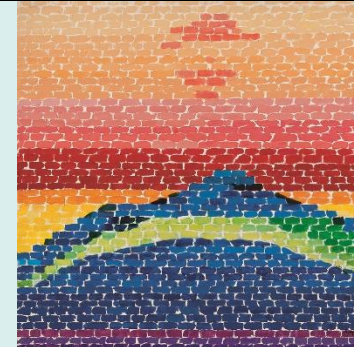


Observational Drawing



Archibaldo – Sculpture and Painting




Summer



Alma Thomas – Splashdown - Mosaics



Henri Rousseau – Jungle Landscapes

Subject: Art						Year group: 1					
Autumn			Spring			Summer					
1		2	1		2	1	2				
Overview		Overview	Overview		Overview	Overview	Overview				
 <p>The main context for learning is linked to history where children will be learning about Queen Elizabeth II who will be the main stimulus for the artwork produced.</p> <p>By the end of the unit, pupils will have learned new techniques (mark making) and developed existing skills. They will have produced observed drawings and pictures made from what they have found.</p>			 <p>Pupils will have watched videos about space and rockets when learning about the first moon landing. They will have looked at the stylised illustrations of their English text, Man on the Moon. Learning also builds on work done in Reception using colour and materials to collage.</p> <p>This unit will allow them to use their imaginations to explore artists' work and produce their own depictions of space. Pupils will learn to use mixed media to create an effect.</p> <p>At the end of the unit, the pupils will be familiar with the work of Peter Thorpe and the abstract artist Jackson Pollock. They will have used a variety of media and techniques to produce a space themed image which they can evaluate.</p>				 <p>The main context for learning is isolated from other learning areas, this term.</p> <p>Pupils will create simple three-dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.</p> <p>Through this unit, pupils will develop paper shaping skills and will then work collaboratively to create a sculpture relating to an animal, in the style of Louise Bourgeois.</p> <p>They will practise using sponges and brushes for painting large areas, then finishing and decorating the class sculpture.</p>				
<p>Key Vocab: 2D shape, 3D shape, Abstract, chalk, charcoal, circle, continuous, cross-hatch, diagonal, dots, firmly, form, horizontal, lightly, line, mark making, narrative, observe, optical art, pastel, printing, shade, shadow, straight, texture, vertical, wavy</p>			<p>Key Vocab: Paint, mix, background, foreground, collage, pastel, crayons, chalks</p>				<p>Key Vocab: Artist, carving, concertina, curve, cylinder, imagine, loop, mosaic, overlap, sculpture, spiral, three dimensional (3D), tube, zig-zag</p>				
<p>Key Knowledge:</p> <ul style="list-style-type: none"> To know that an outline is a joined up line that shows a 2D shape. To know that drawing tools can create different marks. To know that you can draw different types of lines. To know that things we see have darker and lighter areas. To know that different drawing tools make different marks. 			<p>Key Knowledge:</p> <ul style="list-style-type: none"> To know that the primary colours are red, yellow and blue. To know that primary colours can be mixed to make secondary colours. To know that a pattern is a design in which shapes, colours or lines are repeated. To know that texture means 'what something feels like'. To know that different marks can be used to represent the textures of objects. 				<p>Key Knowledge:</p> <ul style="list-style-type: none"> To know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that sculpture is a three-dimensional art form. 				

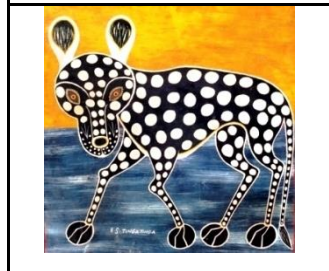
Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown
<p>Skills: Drawing Artist: Various</p> <p>Explore their own ideas using a range of media.</p> <p>To use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</p> <p>To develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.</p> <p>To describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> <p>To critique and evaluate final copy of finished artwork for full evaluation in art and design technology sketch book.</p>		<p>Skills: Painting, colour, collage Artist: Peter Thorpe: Space artist</p> <p>To explore the art of Peter Thorpe. Think about how his pictures make you feel and what you think of.</p> <p>To draw rockets in his style. Develop your own designs for a rocket.</p> <p>To examine the backgrounds of Thorpe's paintings and explore how to recreate them using different techniques.</p> <p>To look at the work of Jackson Pollock. Experiment making a background influenced by his work.</p> <p>To produce a final background. Use different things to make marks. (Pens, chalks, crayons, oil pastels.)</p> <p>To create a collaged rocket and attach to the background to produce a 3D image/diorama.</p> <p>To critique and evaluate final copy of finished artwork for full evaluation in art and design technology sketch book.</p>			<p>Skills: Sculpture and 3D: Paper play Artists: Samantha Stephenson Louise Bourgeois</p> <p>To use their hands to manipulate a range of modelling materials, including paper and card..</p> <p>To explore how to join and fix materials in place.</p> <p>To create 3D forms to make things from their imagination or recreate things they have seen.</p> <p>To critique and evaluate final copy of finished artwork for full evaluation in art and design technology sketch book.</p>

Subject: Art Year group: 2

Autumn		Spring		Summer	
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Overview	Overview	Overview	Overview	Overview	Overview
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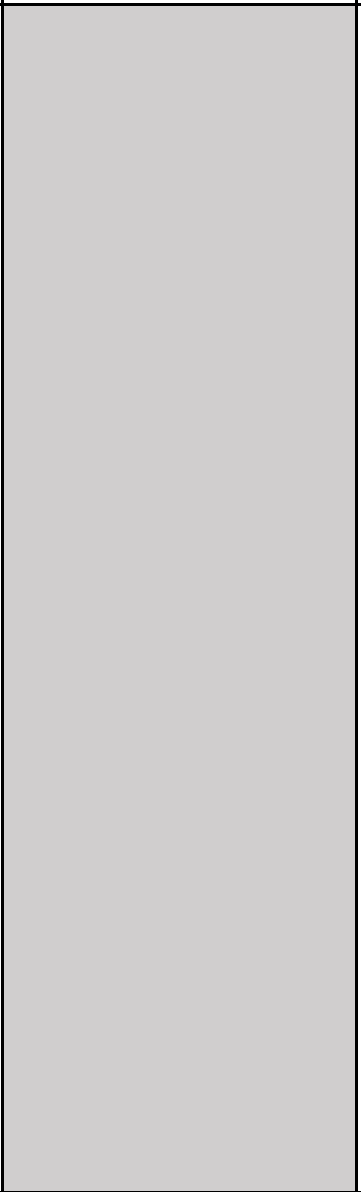
The main context for learning is linked to science as pupils will be furthering their knowledge of 'Animals including humans'.

This builds on prior knowledge from Year 1 Science topics. They will also use their Year 1 experience of studying an artist and their subject. (Edward Tingatinga, Leo Baxendale & Roy Lichtenstein).

Through this unit, children will create sculpture, pop art and learn how to draw facial features to portray different emotions, all through the topic of comic superheroes, inspired by the work of Roy Lichtenstein.

By the end of this unit, the children will use what they have learnt to create work inspired by Edward Tingatinga to link to our topic of Africa.

They will have developed their skills in drawing, pattern, and printing. They will also be able to evaluate their work and make improvements.



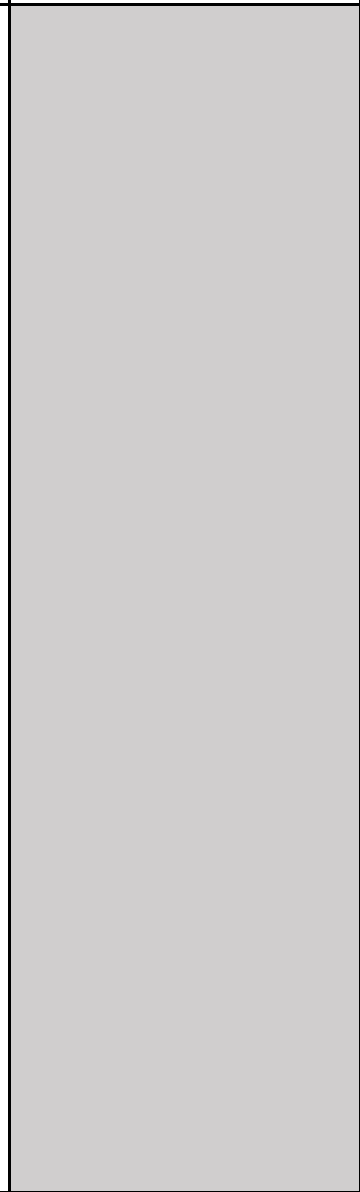
The main context for learning is to allow children time to explore the formal elements of art: pattern, texture and tone; children will create a landscape of modern-day London, which relates to their learning in history – which focuses on The Great Fire of London.

This will build on their prior learning of their first art unit and link to the artists children have already looked at.

Through the unit children will use different techniques and media to create pattern, tone and texture.

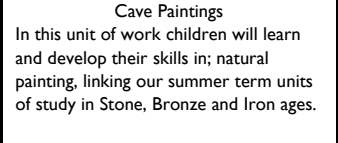
By the end of this unit children should feel confident to use formal elements of art to create their landscape artwork inspired by modern-day artists.

They will have developed their skills in drawing, pattern, and painting and will have recognised the importance of the architecture linked to it. They will also be able to evaluate their work and make improvements.



Dragon Eye Art – Sculpture

he main context for learning is for children to have time to explore the use of pottery and ceramics. The children will learn how to create pattern in clay. Most importantly children will learn to sculpt and create for fun, in keeping with their English unit of study.



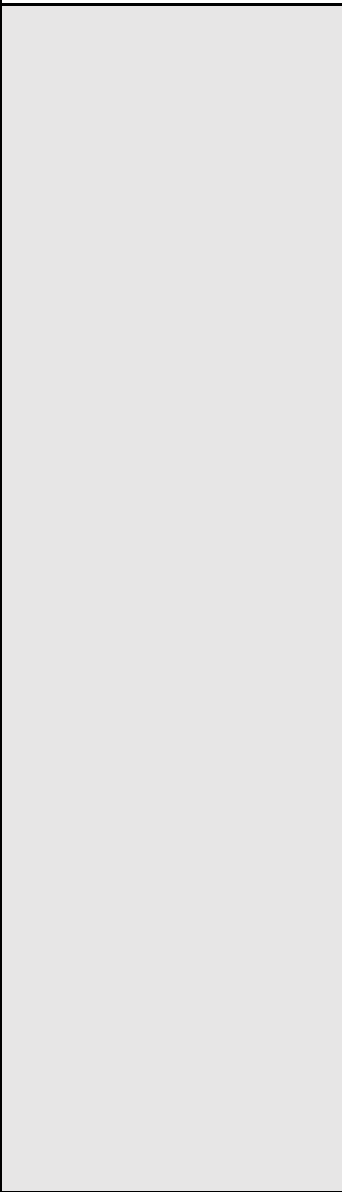
Cave Paintings

In this unit of work children will learn and develop their skills in; natural painting, linking our summer term units of study in Stone, Bronze and Iron ages.

The main context for learning is our topic of the Stone Age and is linked to English and history.

By the end of this unit, children will be able to plan then select the appropriate materials to proficiently create artworks inspired by cave paintings. They will also have used their sketch books to record their observations and used them to review and revisit ideas.

At the end of this unit, pupils will be familiar. They will have learned skills in


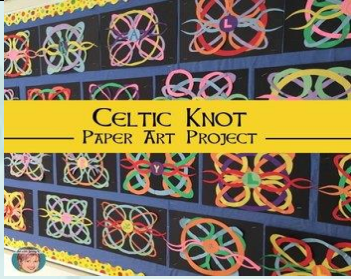



				observation, drawing, painting – in natural colours. They will also be able to evaluate their work and make improvements.	
Key Vocab: Blend, cartoon, colour wash, comic, dot matrix, illustrator, pop art, sculpture		Key Vocab: texture, collage, contrast, curvature, tone, shadow, shading, 3D, architecture, perspective		Key Vocab: Air drying clay, ceramics, concentric circles, flexible, repeating pattern, score, sketch, slip, tone, natural, sculpture	
Key Knowledge: <ul style="list-style-type: none"> I can show awareness of the proportions of limbs in my sculpture. I know that the parts of the face that convey most emotion are the: eyes, mouth and eyebrows. I can blend two primary colour washes together to make a secondary colour. I can study our work of art to see which sections are missing colour. 		Key Knowledge: <ul style="list-style-type: none"> I know that a pattern is created by repeating lines, shapes, tones or colours I know that architecture can be represented on paper and can be informed by straight and curved lines. I know that I can create a landscape drawing using perspective. I know that 'tone' means the lightness or darkness of something. I can remember that different drawing tools and different ways of holding them can give a variety of tones from light to dark. 		Key Knowledge: <ul style="list-style-type: none"> I can remember that I can create repeating patterns into clay in the same way that I used them in my printing pattern. I know that clay is a material that can only be used when it is flexible and wet. I can blend two primary colour washes together to make a secondary colour and recognise that white helps to lighten the colour. I know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. I know how to load a paint brush with the correct amount of paint 	
Learning Breakdown		Learning Breakdown		Learning Breakdown	Learning breakdown
Skills: Sculpture and mixed media. Artists: Roy Lichtenstein, Leo Baxendale & Edward Tingatinga To use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		Skills: Formal Elements of Art Artists: Various To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using line, shape, form and space. To be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. To use a range of materials creatively to design and make products. To critique and evaluate final copy of finished artwork for full evaluation in art and design technology sketch book.		Skills: Art and Design Skills Artists: Cave Paintings - Various To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To use sculpture to demonstrate art does not have to encompass a whole person or object. Be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. To critique and evaluate final copy of finished artwork for full evaluation in art and design technology sketch book. To research cave paintings (Altamira, Spain and Creswell Crags, UK)	





<p>To critique and evaluate final copy of finished artwork for full evaluation in art and design technology sketch book.</p>				<p>identifying common themes. Focus on colour.</p> <p>To plan a sketch for a cave painting. Consider themes. What would be recorded by people today?</p> <p>To use different tools to draw (sticks, pencils, chalk, paint, mud, flowers etc.)</p> <p>To select appropriate colours and tools, demonstrating blending colour wherever necessary.</p> <p>To create a textured base on which to create a cave painting, using cereals, spices and other materials.</p> <p>To critique and evaluate final copy of finished artwork for full evaluation in art and design technology sketch book.</p>	
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<p style="text-align: center;">Subject: Art Year group: 3</p>					
<p style="text-align: center;">Autumn</p>		<p style="text-align: center;">Spring</p>		<p style="text-align: center;">Summer</p>	
<p style="text-align: center;">1</p>	<p style="text-align: center;">2</p>	<p style="text-align: center;">1</p>	<p style="text-align: center;">2</p>	<p style="text-align: center;">1</p>	<p style="text-align: center;">2</p>
<p style="text-align: center;">Overview</p>	<p style="text-align: center;">Overview</p>	<p style="text-align: center;">Overview</p>	<p style="text-align: center;">Overview</p>	<p style="text-align: center;">Overview</p>	<p style="text-align: center;">Overview</p>
<div data-bbox="165 868 593 1077" data-label="Image"> </div> <p data-bbox="203 1114 555 1134" style="text-align: center;">Sculpture - Cartouche – Ancient Egyptian Art</p> <p data-bbox="91 1174 636 1259">The main context for learning is linked to our Ancient Egyptian unit of study. In history, pupils will have studied the ancient cave paintings in various locations around the world. This unit of work will build on that knowledge.</p> <p data-bbox="91 1299 622 1383">By the end of this unit, children will be able to plan then select the appropriate materials to proficiently create artworks inspired by cave paintings. They will also have used their sketch books to record their observations and used them to review and revisit ideas.</p>		<div data-bbox="943 868 1205 1134" data-label="Image"> </div> <div data-bbox="943 1134 1205 1401" data-label="Image"> </div> <p data-bbox="943 1406 1205 1426" style="text-align: center;">Cubism – Portraits - Pablo Picasso</p> <p data-bbox="943 1447 1205 1487">The unit of study is cubism art, which is purposely isolated from</p>			<div data-bbox="1783 868 2123 1077" data-label="Image"> </div> <p data-bbox="1821 1082 2085 1102" style="text-align: center;">Landscape - Everest - Paul Kenton</p> <div data-bbox="1783 1102 2123 1337" data-label="Image"> </div> <p data-bbox="1899 1342 2018 1362" style="text-align: center;">Claude Monet</p> <p data-bbox="1771 1367 2130 1447">The main context for learning is landscapes. Pupils in Year 3 study an adventure text in the summer term, learning about Alistair Humphrey's Great Adventures.</p>

		our other curriculum areas. Pupils will refresh their portrait skills and techniques in order to develop portrait skills with a modern twist – using Picasso inspiration for their own artistic composition.			By the end of this unit, pupils will have created a landscape in the style of Paul Kenton – or, using techniques linked to impressionism e.g. Monet’s skies.
Key Vocab: Cartouche, inscription, frame, carved Sculpture, fossil, clay, design Tools, implement, hieroglyphs/hieroglyphics, stone		Key Vocab: Abstract, collage, contrast, cross-hatching, figurative, gradient, hatching, highlight, mixed media, monoprint, observational drawing, parallel, pattern, precision, proportion, shading, shadow, symmetry, three dimensional (3D), tone			Key Vocab: Shading, tonality, edged, pinnacle, smooth, uneven, pattern, overlapping, proportion, shading, shadow, viewfinder, wax-resist
Key Knowledge: <ul style="list-style-type: none"> Know how to plan, design and make models from observation or imagination. Know how to construct a simple base for extending and modelling clay shapes. Know how to create surface patterns and textures in a malleable material. To know that using light and dark colours next to each other creates contrast. To know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. To know that different drawing tools can create different types of lines. To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. 		Key Knowledge: <ul style="list-style-type: none"> To know that using light and dark colours next to each other creates contrast. To know that different drawing tools can create different types of lines. I know the role of an architect. 			Key Knowledge: <ul style="list-style-type: none"> To know how to use basic shapes to form more complex shapes and patterns. To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface. To know that tone can be used to create contrast in an artwork.
Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown
Skills: Drawing, painting Cartouche To research cartouche (Ancient Egyptian art) focussing on the themes. To plan a sketch for a cartouche. Consider themes. What would be recorded by people today? To use different tools to draw (sticks, pencils, chalk, paint, mud, flowers etc.) To use tools to make careful indents in clay, applying the right amount of pressure and creating a design. To critique and evaluate final copy of finished artwork for full evaluation in art and design technology sketch book.		Skills: Mosaic, drawing Artist: Pablo Picasso To research and investigate cubism style. To look at the work of Antoni Gaudi and his contemporary use of mosaics. To plan and design own portrait based on an abstract style. Experiment with shape and colour. To critique and evaluate final copy of finished artwork for full evaluation in art and design technology sketch book.			Skills: Drawing, painting Artist: Paul Kenton To research the work of two landscape artists with different styles. To plan using perspective and proportion the varying lines needed to ensure that landscape drawings are representative of their subject matter. To develop security in colour mixing and tonality which is representative of the landscape which is being created. To using a variety of tools – e.g. pastels, watercolours, poster paints, acrylics to create a landscape. <i>N.B. This could be completed on canvas.</i> To critique and evaluate final copy of finished artwork for full evaluation in art and design technology sketch book.




Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview	Overview	Overview	Overview
 <p>Roman God Sketching and Portrait Drawing</p> <p>This unit explores and revisits the formal elements of portrait drawing in a true representative style.</p> <p>This unit allows children to refresh their knowledge of sketching and tonality.</p>		 <p>Collage and material manipulation</p> <p>This unit links to the History topic of Anglo Saxons and also future learning on St Cuthbert and Lindisfarne. Children will investigate the History of Celtic tribal patterns.</p>		 <p>Rainforest - Landscapes</p> <p>This unit develops children's ability to analyse, unpick and understand works of art, using inference to suggest what different subjects may be thinking or feeling and predicting what might be happening in a scene and could happen next.</p> <p>They also have the opportunity to create their own photo collages and abstract art inspired by the work explored, using a variety of media, such as paint, oil pastels.</p>	
<p>Key Vocab: Charcoal, line, form, texture, structure, proportion, tone, shade, contrast, light, dark.</p>		<p>Key Vocab: Collage, depiction, emblems, knots, material, manipulation, manuscripts, motif, interwoven, overlapping, spirals, repetitive</p>		<p>Key Vocab: Interpret, meaning, pattern, shape, tone, inference, justify, respond, medium, shading, additive, subtractive, whitening, lightening, darkening.</p>	
<p>Key Knowledge:</p> <ul style="list-style-type: none"> I know that charcoal can be used to create different textures and effects. I can press an object onto paper to create texture and pattern. 		<p>Key Knowledge:</p> <ul style="list-style-type: none"> I know the Celts arrived in Britain and started to dominate in the sixth century. I can recognise that they had tribal emblems to depict protection, strength and armour. I can identify how to create a woven Celtic tribal emblem, using repeating patterns. I can apply mathematical techniques of reflection and symmetry to my artwork to create a flip pattern. I know that a compass is used to make circles and curvatures. 		<p>Key Knowledge:</p> <ul style="list-style-type: none"> I can understand that artists tell stories or show feelings in their artwork. I know that you can develop a narrative from the elements in a painting. I know that artists tell stories in their artwork and that art can be about feelings. I can respond to piece of art by creating my own interpretation. 	
<p>Learning Breakdown</p>	<p>Learning Breakdown</p>	<p>Learning Breakdown</p>	<p>Learning Breakdown</p>	<p>Learning Breakdown</p>	<p>Learning Breakdown</p>

<p>To use a range of media and marks to create features of the face.</p> <p>To try out tools and techniques and apply these to materials and processes.</p> <p>To understand the proportion of the face.</p> <p>To use pencil to create a line drawing of the face ensuring that the face proportion is accurate.</p> <p>To choose a medium e.g. charcoal or</p> <p>To critique and evaluate final copy of finished artwork for full evaluation in art and design technology sketch book.</p>		<p>To research a range of Celtic artefacts to identify style, purpose, tonality.</p> <p>To evaluate a series of Celtic emblems – recognising the particular curves and straight edges which are used throughout.</p> <p>To design a Celtic motif in the style of the Celts including diagonal lines,</p> <p>To use different mediums e.g. coloured paper, or straws or felt to create an appropriate Celtic design.</p> <p>To use primary colours and neutral tones to replicate the style of the Lindisfarne monks.</p> <p>To critique and evaluate final copy of finished artwork for full evaluation in art and design technology sketch book.</p>		<p>To research the work of two landscape rainforest artists with different styles.</p> <p>To plan using perspective and proportion the varying lines needed to ensure that landscape drawings are representative of their subject matter.</p> <p>To using a variety of tools – e.g. pastels, watercolours, poster paints, acrylics to create a landscape. <u>N.B. This could be completed on canvas.</u></p> <p>To develop security in colour mixing and tonality which is representative of the landscape which is being created.</p> <p>To critique and evaluate final copy of finished artwork for full evaluation in art and design technology sketch book.</p>	
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Subject: Art Year group: 5					
Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview	Overview	Overview	Overview
<p>Art & Design Skills: Drawing</p>   <p>Drawing and Observation - Still Life - Paul Cezanne - Still Life:</p> <p>In this unit, children will revisit still life skills acquired in previous year groups, creating a variety of pieces influenced by different artists and using a range of mediums. They will use pencil, erasers and paint to depict their chosen composition of special objects before using them to create a finished piece.</p>		 <p>Bayeux Tapestry Beowulf – Textile Art and Collage</p> <p>Pupils will use their learning from the history unit to create a range of Egyptian art pieces using different forms. Pupils will develop their painting skills through painting portraits of Egyptian pharaohs using papyrus paper and colours that were available in those times. They will also show their knowledge of hieroglyphics by creating a clay cartouche with their name on (as well as other small Egyptian-inspired sculptures). Pupils will improve their mastery of art and design techniques using batik and ink to create realistic paintings, as well as clay to create sculptures, and they will evaluate their artwork, suggesting ideas for improvements.</p>			 <p>Famous Artists: Every Picture Tells a Story</p> <p>Pupils will be inspired by famous artists such as Banksy, Andy Warhol, John Singer Sargent and Magdalene Odundo during this unit of study, to learn about the stories and messages hidden behind works of art.</p> <p>Pupils will become more proficient in art and design techniques, and they will improve their mastery of creating art using different materials (e.g. paint, ink, pencil and charcoal) when creating their own pieces which convey messages they would like to spread.</p>

<p>Key Vocab: art medium, atmosphere, background, blending, carbon paper, collage, composition, continuous line drawing, evaluate, justify, hatching, woven-hatching, rendering, stippling, contour-hatching,</p>		<p>Key Vocab: Ancient, audience, civilisation, colour, collage, composition, convey, design, narrative, fold, inform, placement.</p>			<p>Key Vocab: Graffiti, Banksy, mural, public art, inkblot, pattern, ceramics, form, political, messages, shape, sketching, tag, tone</p>
<p>Key Knowledge:</p> <ul style="list-style-type: none"> To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. To know that different marks and lines can be used to create specific effects. To know that artists create proportion and perspective through lines, distance, tones and shade. To develop an awareness of where sunlight can impact on a drawing. To develop security in colour mixing and tonality which is representative of the landscape which is being created. 		<p>Key Knowledge:</p> <ul style="list-style-type: none"> To know that texture in an artwork can be created using a collage on fabric mediums. To recognise that artwork can describe a narrative context. 			<p>Key Knowledge:</p> <ul style="list-style-type: none"> I know you can create a meaningful message using visual symbols. I know that there is a link between art work, current news and fundamental values. I know that some art can have political meaning.
<p>Learning Breakdown</p>		<p>Learning Breakdown</p>			<p>Learning Breakdown</p>
<p>Art & Design Skills: Still Life: Making Memories</p> <p>To use a sketchbook to record ideas and plan a work of art.</p> <p>To develop pencil control by extending a line outwards to draw the pattern of a chosen material, adding any tones they can see.</p> <p>To draw a still life design using proportion, placement, rubbing out and shading.</p> <p>To learn the subtle art of composition by selecting a group of objects meaningful to them, and then using a sketchbook to make observations and preparatory drawings.</p> <p>To study still life paintings by Cezanne and then apply the same techniques to bring colour to their artwork with a range of tints and hues achieved by paint mixing.</p> <p>To recognise where sunlight impacts on a painting and how to create shadowing effects.</p> <p>To begin to know that there are three types of colour mixing: additive, subtractive, and average. (In first two cases, mixing is typically described in terms of three primary colours and three secondary colours (colours made by mixing two of the three primary colours in equal amounts))</p> <p>To critique and evaluate final copy of finished artwork for full evaluation in art and design technology sketch book.</p>		<p>Skills: Bayeux Tapestry Beowulf – Textile Art and Collage</p> <p>To analyse medieval art, commenting on the style and colour used, and to express an opinion about pieces of artwork.</p> <p>To plan a piece of artwork which tells a story using fabric as the main medium.</p> <p>To experiment with fabric designs and use this to create a fabric batik.</p> <p>Where necessary, to use sewing – as would have been authentic at the time to support the fabric.</p> <p>To critique and evaluate final copy of finished artwork for full evaluation in art and design technology sketch book.</p>			<p>Skills: Narrative Art - Famous Artists: Every Picture Tells a Story</p> <p>To use a sketchbook to record ideas and plan a work of art.</p> <p>To develop pencil control by extending a line outwards to draw the pattern of a chosen material, adding any tones they can see.</p> <p>To draw a still life design using proportion, placement, rubbing out and shading.</p> <p>To critique and evaluate final copy of finished artwork for full evaluation in art and design technology sketch book.</p>

Subject: Art Year group 6

Subject: Art Year group 6				
Autumn	Spring		Summer	
1 and 2	1	2	1	2
Overview	Overview	Overview	Overview	Overview
 <p align="center">Suffragette – Persuasive Media and Art</p> <p>Make my voice heard: Persuasive Art, Language and Media Exploring art with a message: In this unit, children will look at the famous issue of the Suffragettes and the associated art work and colour usage from the time period. Pupils will understand the importance of equality and 'rights' and create their own artworks that speak to the viewer and convey emotion. They will use a medium to convey persuasion – which builds on a previous unit of study in Year 5. Pupils will create an atypical piece of art which uses the three main colours of the Suffragette era – purple, white and green to create a new piece. By doing this, they will recognise how colour can represent a group of people and can also be used atypically, outside of the norms of typical colour palettes associated with certain objects or items.</p> <p>Key Vocab: Additive, average, communication, mixing, persuasion, primary, shade, subtractive sunlight, tonality</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> I know there are different styles of persuasive art. I understand that the work of the Suffragettes is based on difficult experiences I know about some of the symbolism used in persuasive media. To know that colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger. Purple, white and green links to the Suffragette movement. 	 <p align="center">Landscape – Abstract Modernism – Paul Nash</p> <p>This unit complements the work being studied in both English and history lessons on the Second World War. Pupils will be able to apply their understanding of war and the conditions experienced by various groups of people to help them analyse and evaluate a range of different artistic pieces.</p> <p>Pupils will extend and develop a range of artistic skills in this unit, drawing on their experiences of art throughout KS2 and using similar styles to those artists explored.</p> <p>Pupils will work on their sketching, use of colour and tonality as well as developing their understanding of composition. This unit also incorporates opportunity for pupils to create 3D texture, if appropriate to their selected piece.</p> <p>They will become critical artists by reasoning and justifying their point of view, explaining how various artists experiences influenced their work.</p> <p>Key Vocab: Abstract, additive, average, composition, symbolism, shade, subtractive,</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> I know there are different styles of World War 2 art I understand that the work of the artist Paul Nash is based on real-life experience of WW1 and WW2 art. I know that tonality and shading can be muted depending upon the colour choices I make. I know how to brighten/darken a shape to create shade/sunlight contrasts. 		 <p align="center">Sculpture – Local designs in around Gateshead - Using recycled materials (Local history/geography unit of study)</p> <p>In this unit, children will revisit sculpture techniques and will visit local landmarks. They will use recycled materials, wherever possible, to support the manipulation of new creations.</p> <p>Creativity, individuality and expression will be able to used to enhance</p> <p>Furthermore, papier mâché could be used to enhance the features of the local landscapes.</p> <p>Key Vocab: Assemblage, attribute, collection, composition, embedded, expression, identity, juxtaposition, literal, manipulate, originality, pitfall, relief, representation, sculpture, self, symbolic, tradition</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> To know that the surface textures created by different materials can help suggest form in three-dimensional art work. To know how an understanding of shape and space can support creating effective composition. To know how mediums can be used beyond drawing and can be applied to other art forms. 	

Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown
<p>Skills: Persuasive Art, Language and Media - Make my voice heard</p> <p>To explore persuasive art imagery.</p> <p>To improve mastery of art and design techniques in the context of drawing and portraiture.</p> <p>To understand that the work of artists can be based on difficult experiences.</p> <p>To learn about some of the symbolism of some colours used for protesting.</p> <p>To learn about the importance of messaging and communication.</p> <p>To critique and evaluate the final copy of finished artwork for full evaluation in art and design technology sketch book.</p>	<p>Skills: Drawing, painting and colour and cross-hatching Artists: Paul Nash (may also include David Bomberg, Leonard Rossoman WW2 artist)</p> <p>To explore research influences of Paul Nash's work e.g. 'The anthropological plane'.</p> <p>To evaluate Paul Nash's use of colour in a range of images e.g. 'Totes Meer'/'The Menin Road'.</p> <p>To examine in detail 'The Menin Road, 1919' by Nash and annotate the key features of the work.</p> <p>To sketch a 'mine/trench graveyard' or 'battlefield scene' in the style of Nash – depicting destruction of the land.</p> <p>To edit and improve week on week – with the ultimate goal of reproducing the art work on canvas for display – either individually, or in pairs.</p> <p>To use appropriate colour tools, and to demonstrate correct painting technique to replicate sun, shade, mood and drama.</p> <p>To revise that there are three types of colour mixing: additive, subtractive, and average. (In first two cases, mixing is typically described in terms of three primary colours and three secondary colours (colours made by mixing two of the three primary colours in equal amounts))</p> <p>To use the canvas medium when producing the finished product.</p> <p>To use and gain experience of acrylic paints, where appropriate, and to ensure colour mixing and matches occurs prior to finished piece.</p> <p>To critique and evaluate the final copy of finished artwork for full evaluation in art and design technology sketch book.</p>		<p>Skill: Sculpture</p> <p>To learn the subtle art of composition by selecting a group of objects which are meaningful to them, and then using a sketchbook to make observations, preparatory drawings and plans.</p> <p>To study sculpture of local artist Tom Maley relating to Seahorses of Newcastle United and Newcastle City.</p> <p>To draw inspiration from recycled materials, recognising that one form can represent another.</p> <p>To develop understanding of how to secure sculptural objects to one another through the use of glue, metal, wire, papier mâché (N.B. This list is not exhaustive).</p> <p>To use and gain experience of acrylic paints, where appropriate, and to ensure colour mixing and matches occurs prior to finished piece.</p> <p>To critique and evaluate the final copy of finished artwork for full evaluation in art and design technology sketch book.</p>	