

St. John The Evangelist RCP School

Art and Design Progression (Intent)



SEND – Ambition and Access in Art & Design	
Ambition – What are we aiming for children with SEND to achieve in this subject?	Access – What amendments are made in the teaching of art in order to help children with SEND achieve?
<p>We are ambitious in what our SEND children can achieve.</p> <p>We want children with SEND to take ownership of their own learning.</p> <p>Art is a different way for children to think and draw on all their learning from across the curriculum without having to use it in the traditional way.</p> <p>We want our children with SEND to have the opportunity to achieve highly.</p>	<ul style="list-style-type: none"> Revisit and revise previous learning at the start of every lesson. Knowledge organisers documenting key vocabulary/pictures are adapted if necessary. Check in tasks – artist, key skills, vocabulary are adapted/supported if necessary. Brushes of different widths/sizes. Crayons of different sizes to support children with fine motor difficulties. A variety of papers to support children with sensory difficulties. Variety of pencil grips to support those with fine motor skills. The Kapow CPD for teachers offers ways to adapt teaching for individual lessons if some children need support.



St. John The Evangelist RCP School
Year 1 Art & Design Progression (Intent)

	AUTUMN		SPRING		SUMMER	
Topic	<i>Drawing</i> "Make your mark" (omit lesson 3) 4 lessons		<i>Painting and mixed media</i> "Colour splash" (omit lesson 5) 4 lessons	Sculpture and 3D "Paper play" 5 lessons		<i>Craft and design</i> "Woven wonders" 5 lessons
Prior Knowledge and skills (EYFS)	<p><i>Expressive Arts and Design</i> ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. 					
Intended Vocabulary <i>Words in bold show new vocabulary that has been introduced.</i>	Line, Vertical , Horizontal , Diagonal , Wavy, Straight, Cross-hatch , Optical art , 2D shape , 3D shape , Abstract , Narrative , Printing , Shade , Form , Continuous , Mark making, Observe, Dots , Circle, Lightly , Firmly , Texture, Shadow , Charcoal , Pastel , Chalk		Hue , Shade , Primary colour , Secondary colour , Pattern , Mix , Blend , Print , Shape , Kaleidoscope , Texture, Space , Thick	Sculpture , Artist, Three dimensional (3D) , Cylinder , Curve, Loop , Tube , Concertina , Overlap , Spiral , Zig-zag, Carving , Mosaic , Imagine		Art, Artist, Craft, Knot , Plait , Thread, Threading, Weaving, Warp , Weft , Loom
Aims	We aim to inspire pupils and develop their confidence to experiment and produce their own works of art. We aim to give every child the opportunity to develop their ability, nurture their talent and interests, express their thoughts about the world, aswell as learning about art and artists across cultures and through history.					
Statutory Requirements (NC) KS1 – Year 1 Pupils should be taught...	To use a range of materials creatively to design and make products 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 colour, pattern, texture, line, shape, form and space. 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.					

<p>Intended Knowledge (Formal elements)</p>	<p>Pattern: Know that a pattern is a design in which shapes, colours or lines are repeated.</p> <p>Texture: Know that texture means ‘what something feels like’ Know that different marks can be used to represent the textures of objects Know that different drawing tools make different marks.</p> <p>Tone: Know that ‘tone’ in art means ‘light and dark’ Know that we can add tone to a drawing by shading and filling a shape</p> <p>Colour: Know that the primary colours are red, yellow and blue. Know that primary colours can be mixed to make secondary colours:</p> <ul style="list-style-type: none"> ● Red + yellow = orange ● Yellow + blue = green ● Blue + red = purple <p>Form: Know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that three dimensional art is called sculpture.</p> <p>Shape: Know that paper can be shaped by cutting and folding it.</p> <p>Line: Know that drawing tools can be used in a variety of ways to create different lines. Know that lines can represent movement in drawings.</p>					
<p>Intended knowledge of artists & artists covered</p>	<p>Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> <p>(3D) Marco Balich - Louise Bourgeois - Samantha Stephenson (Craft) Judith Scott - Cecilia Vicuña (Drawing) Renata Bernal - Ilya Bolotowsky - Zaria Forman - Wassily Kandinsky - Bridget Riley (Painting) Clarice Cliff - Jasper Johns</p>					
<p>Intended Skills</p>	<p>Explore their own ideas using a range of media. Use sketchbooks to explore ideas in an open-ended way. Use a range of drawing materials such as</p>		<p>Explore their own ideas using a range of media. Use sketchbooks to explore ideas in an open-ended way. Experiment with paint, using a wide variety of tools (eg</p>	<p>Explore their own ideas using a range of media. Use sketchbooks to explore ideas in an open-ended way. Use their hands to manipulate a range of modelling</p>		<p>Explore their own ideas using a range of media. Use sketchbooks to explore ideas in an open-ended way. Able to select materials, colours and textures to suit</p>

	<p>pencils, chalk, charcoal, pastels, felt tips and pens.</p> <p>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>Describe and compare features of their own and other's art work.</p>		<p>brushes, sponges, fingers) to apply paint. Investigate colour mixing.</p> <p>Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft.</p> <p>Describe and compare features of their own and other's art work.</p>	<p>materials.</p> <p>Create 3D forms to make things from their imagination or recreate things they have seen.</p> <p>Describe and compare features of their own and other's art work.</p>		<p>ideas and purposes.</p> <p>Begin to develop skills such as measuring materials, cutting, knotting, plaiting, weaving and adding decoration.</p> <p>Apply knowledge of a new craft technique to make fibre art.</p> <p>Describe and compare features of their own and other's art work.</p>
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Assessment for Year 1

Unit	Lesson Name	Lesson No.	Learning objective	Secure understanding	Greater depth
Drawing: Make your mark	Exploring Line	1	Creating a modern style line drawing,	Knowledge of the language and literacy to describe	More precise use of materials and control when
	Making Waves	2	Drawing lines to create a water effect using a	Experimenting with a range of mark making	Linking their marks to others and responding to the
	Experimenting with media	3	materials and how to use them.	overlap, experimenting with a range of different	material, including differences between materials
	Mark-making	4	To develop an understanding of mark-making	Successfully applying a range of marks to a	Showing a more developed approach to
	Applying skills to draw	5	and mark-making to draw from observation	skill, experimenting with a range of lines and mark	represent texture, dark and light.
Painting and mixed media: Colour splash	Making colours	1	Investigate how to mix secondary colours	Naming the primary colours and exploring	making them using different materials.
	Painting with colour	2	To apply knowledge of colour mixing when	Remembering the primary/secondary colours and	Applying paint using the impasto style
	Printing with paint	3	To explore colour when printing	Using a range of colours when printing, being able	Creating designs that indicate deliberate pattern
	Exploring colour mixing	4	Experiment with paint mixing to make a range of	chosen secondary colour. Using a variety of	Being able to reflect on their work and talk about
	Clarice Cliff plates	5	Apply their painting skills when working in the	Mixing secondary colours with confidence and	Being able to make considered decisions about
Sculpture and 3D: Paper play	Tube towers	1	To roll paper to make 3D structures	Persevering to roll paper tubes and attaching them	Describing their ideas and decisions as they work.
	3D drawings	2	To shape paper to make a 3D drawing	Shaping, overlapping and arranging the paper	Shaping the paper strips confidently and using
	Tree of life	3	To apply paper-shaping skills to make an	Showing they can apply a variety of skills in	Solving problems as the work and creating a tree
	Giant Spider Model Part	4	To work collaboratively to plan and create a	Working successfully with others; sustaining effort	contribute to the whole piece.
	Giant Spider Model Part	5	To apply painting skills when working in 3D.	Painting with good technique, ensuring good	Giving reasons for their evaluation of the success
Craft and design: Woven wonders	Is it art?	1	To know that art can be made in different ways.	Giving an opinion about whether an activity	Justifying their ideas about whether an activity is
	Wool wrapping	2	To choose, measure, arrange and fix materials.	Being independent when choosing and measuring	Independently approaching the task by choosing
	Exploring thread	3	To explore plaiting, threading and knotting	Being open to trying out a new skill; showing that	Showing a level of independence when trying a new
	Warp and weft	4	To explore plaiting, threading and knotting	Being open to trying out a new skill; showing that	Showing a level of independence when trying a new
	Fibre art	5	To combine techniques in a woven artwork.	Attaching things securely to their box loom;	Working independently to securely attach

Please complete the unit quiz to inform your assessment at the start and the end of your unit.

Quiz



Unit title: _____

Name: _____ Date: _____

Question 1:

Question 2:

Question 3:

Question 4:

Question 5:

Use this space for longer answers.

Score:

Year 1 - Craft and design



art

artist

craft

artists

Judith Scott

Cecilia Vicuña

measure

wrap wool

make a knot

make a plait

cut

thread beads

weave

warp

weft

Geometric	Mathematical shapes with straight lines, angles and point
Horizontal	Flat or level with the ground and not at an angle to it
Irregular	When shapes or lines are not formed of the same sizes
Line	A mark on a surface can be different lengths, widths and create shapes
Mark-making	The creation of different lines, patterns and shapes
Observation	To look at something carefully
Regular	A consistent size or pattern
Texture	A surface quality that is not flat
Vertical	Pointing straight up at a 90 degree angle from a horizontal base

Artists

Bridget Riley

Zaria Forman

Renata Bernal

Wassily Kandinsky

Ilya Bolotowsky

Different types of **lines**



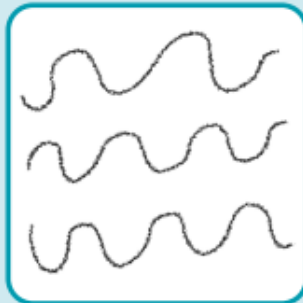
Horizontal



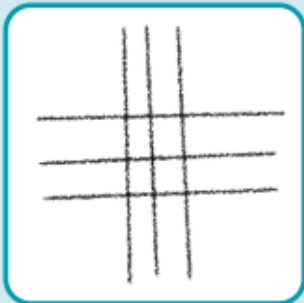
Vertical



Diagonal



Wavy



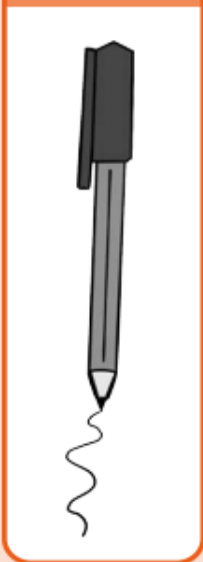
Cross-hatched



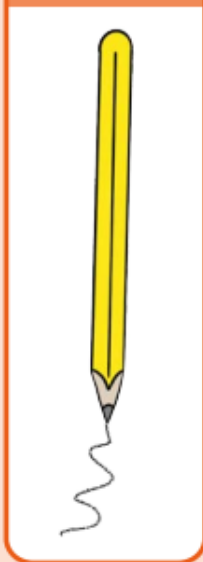
Broken

Different materials and their marks

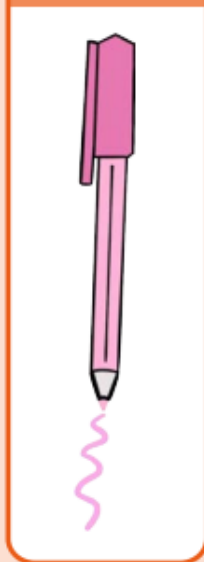
Biro



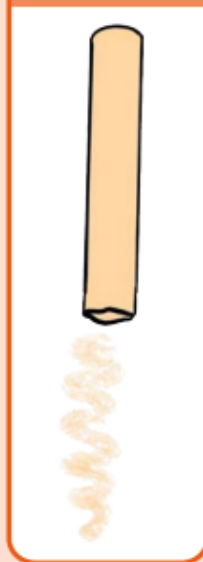
Pencil



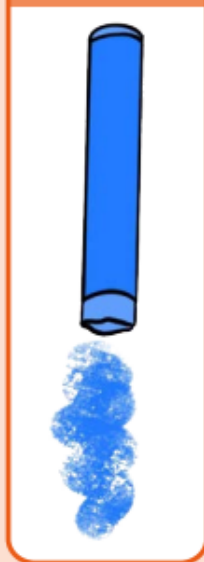
Felt pen



Soft pastel



Oil pastel



Crayon

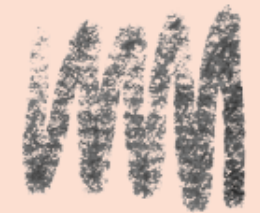
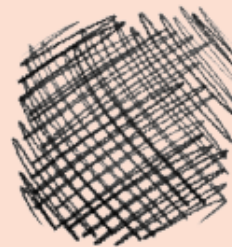
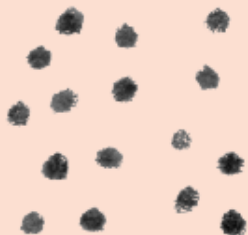


Charcoal



Mark-making

How would you make these marks?



Year 1 - Painting and mixed media

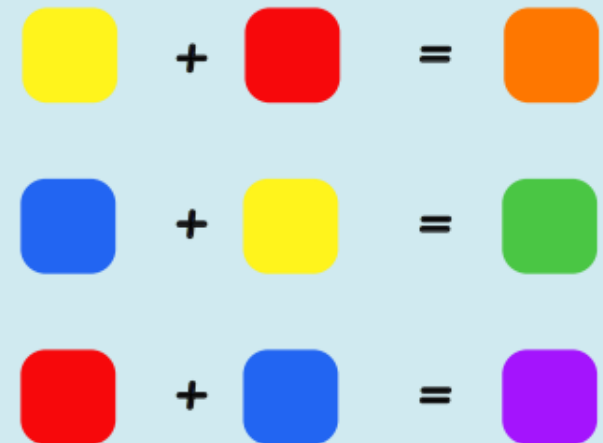
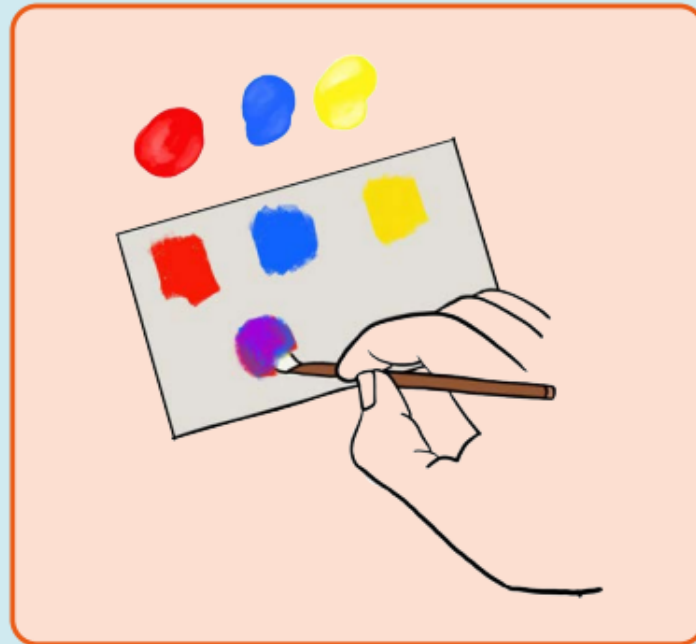
Hue	Describing an exact colour: sky blue, dark green, rose pink
Mix	Combining two or more colours together
Pattern	Pattern is a design in which shapes, colours or lines are repeated
Primary colours	Red, yellow and blue
Print	Transferring an image onto another surface, e.g. finger printing
Secondary colours	Orange, green and purple and made by mixing two primary colours together

Artists
Jasper Johns
Clarice Cliff

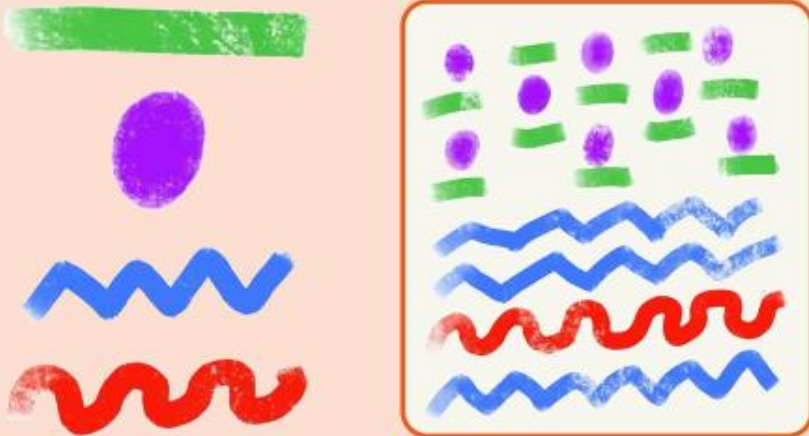
Primary colours



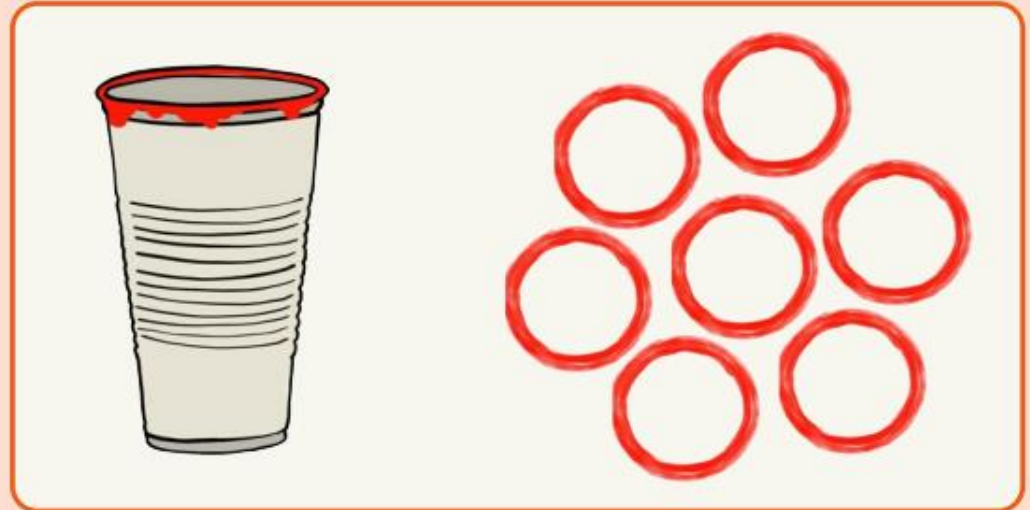
Mix secondary colours



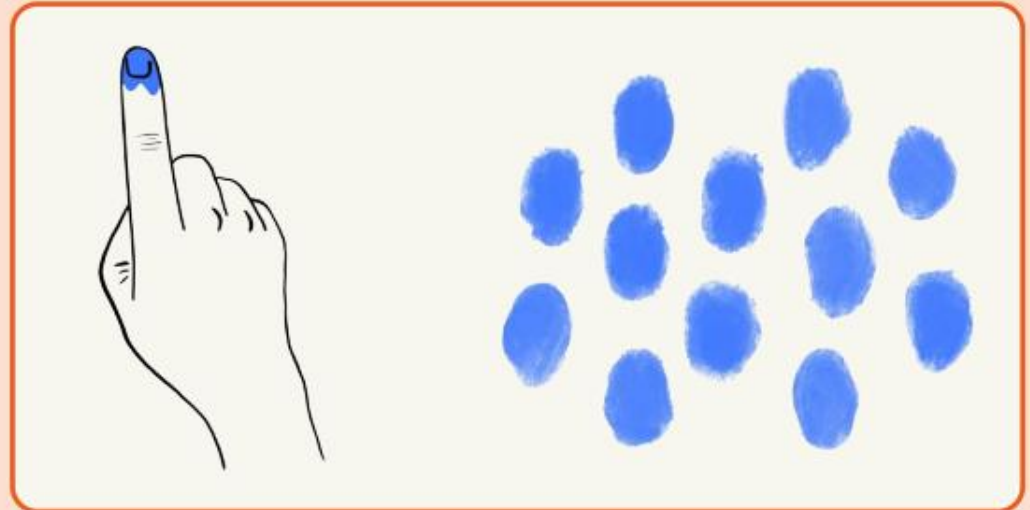
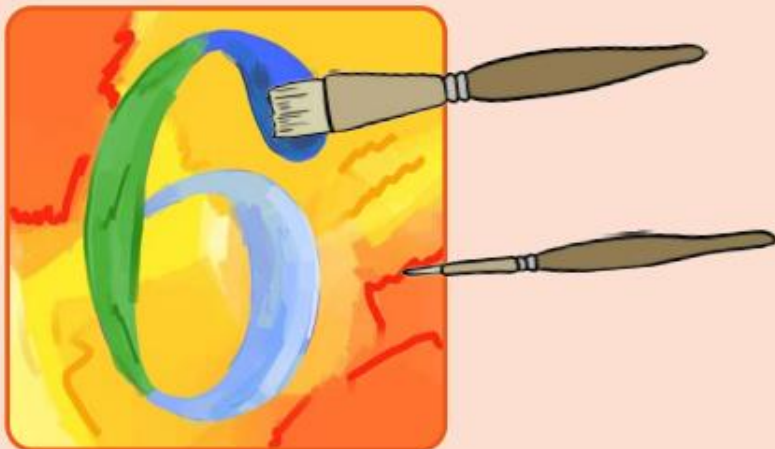
Create patterns by repeating shapes, colours, lines



Create patterns by printing



Different brushes make different marks



Cylinder	A tube shape
Detail	Extra decoration or items that add interest
Sculpture	Art in three dimensions; walk all around it to look at it
Three dimensional (3D)	A solid shape; art that isn't flat on paper

Artists

Samantha Stephenson

Louise Bourgeois

2D - flat, like a drawing

3D - can be held, like a cylinder

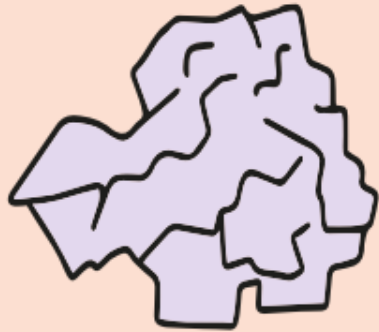
Cylinder

Tree of life

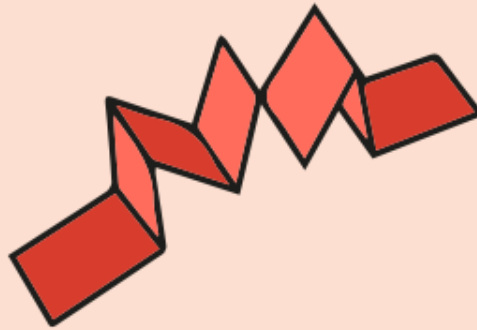
Many cultures have stories about a tree of life. The tree often represents all of nature.

Sidi Saiyyed Mosque

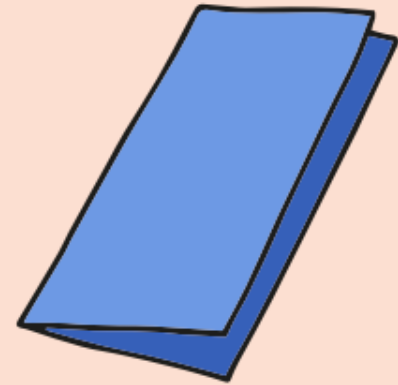
Scrunch



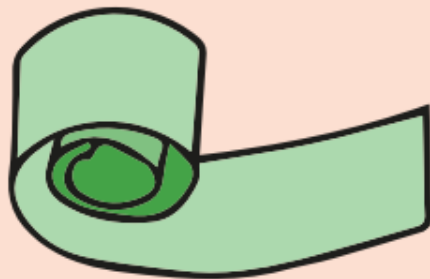
Zig-zag



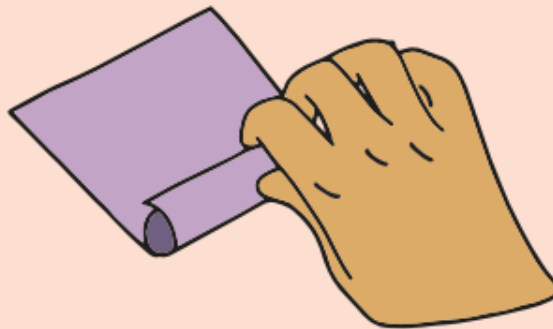
Fold



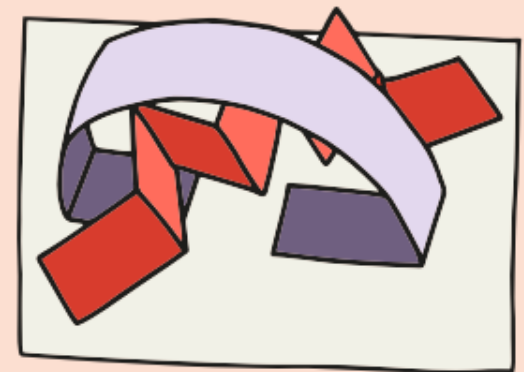
Spiral



Roll



Overlap





St. John The Evangelist RCP School
Year 2 Art & Design Progression (Intent)

	AUTUMN		SPRING		SUMMER	
Topic	<i>Drawing</i> "Tell a story" (omit lesson 3) 4 lessons			<i>Painting and mixed media</i> "Life in colour" 5 lessons	<i>Sculpture and 3D</i> "Clay houses" 5 lessons	<i>Craft and design</i> "Map it out" (omit lesson 3) 4 lessons
Prior Knowledge	See Year 1 progression for each core area					
Prior Skills	See Year 1 progression for each core area					
Intended Vocabulary <i>Words in bold show new vocabulary that has been introduced.</i>	Charcoal, Mark-making, Lines, Thick, Thin , Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Re-tell, Concertina			Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface	Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing	Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate
Aims	We aim to inspire pupils and develop their confidence to experiment and produce their own works of art. We aim to give every child the opportunity to develop their ability, nurture their talent and interests, express their thoughts about the world, aswell as learning about art and artists across cultures and through history.					
Statutory Requirements (NC) KS1 – Year 2 <i>Pupils should be taught...</i>	To use a range of materials creatively to design and make products. 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 colour, pattern, texture, line, shape, form and space. 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.					
Intended Knowledge (Formal elements)	<p>Pattern: Know that surface rubbings can be used to add make patterns. Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Know that patterns can be used to add detail to an artwork.</p> <p>Texture: Know that collage materials can be chosen to represent real-life textures.</p>					

	<p>Know that collage materials can be overlapped and overlaid to add texture. Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Know that painting tools can create varied textures in paint.</p> <p>Tone: Know that shading helps make drawn objects look more three dimensional. Know that different pencil grades make different tones.</p> <p>Colour: Know that different amounts of paint and water can be used to mix hues of secondary colours. Know that colours can be mixed to 'match' real life objects or to create things from your imagination Know that colour can be used to show how it feels to be in a particular place, eg the seaside</p> <p>Form: Know that 'composition' means how things are arranged on the page. Know that pieces of clay can be joined using the 'scratch and slip' technique. Know that a clay surface can be decorated by pressing into it or by joining pieces on.</p> <p>Shape: Know that collage materials can be shaped to represent shapes in an image. Know that shapes can be organic (natural) and irregular. Know that shapes can geometric if they have mostly straight lines and angles. Know that patterns can be made using shapes.</p> <p>Line: Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p>					
<p>Intended knowledge of artists & artists covered</p>	<p>Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. <i>(3D) - Ranti Bam - Rachel Whiteread</i> <i>(Craft) - Josef Albers - Matthew Cusick - Eduardo Paolozzi - Maggie Scott - Kim Soon-Im - Susan Stockwell -</i> <i>(Drawing) - Quentin Blake</i> <i>(Painting) - Romare Bearden</i></p>					
<p>Intended Skills</p>	<p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Experiment in sketchbooks, using</p>			<p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Experiment in sketchbooks, using</p>	<p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Experiment in sketchbooks, using</p>	<p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Experiment in sketchbooks, using</p>

	<p>drawing to record ideas.</p> <p>Use sketchbooks to help make decisions about what to try out next.</p> <p>Further develop mark-making within a greater range of media, demonstrating increased control.</p> <p>Develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.</p> <p>Explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Begin to talk about how they could improve their own work.</p>			<p>drawing to record ideas.</p> <p>Use sketchbooks to help make decisions about what to try out next.</p> <p>Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint, using different tools to create texture.</p> <p>Create a range of secondary colours by using different amounts of each starting colour or adding water.</p> <p>Make choices about which materials to use for collage based on colour, texture, shape and pattern.</p> <p>Experiment with overlapping and layering materials to create interesting effects.</p> <p>Explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Begin to talk about</p>	<p>drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p> <p>Develop understanding of 3D forms to construct and model simple forms using a range of materials.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop basic skills for shaping and joining clay, including exploring surface texture.</p> <p>Explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Begin to talk about how they could improve their own work.</p>	<p>drawing to record ideas.</p> <p>Use sketchbooks to help make decisions about what to try out next.</p> <p>Respond to a simple design brief with a range of ideas.</p> <p>Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane.</p> <p>Experiment with techniques when trying out design ideas.</p> <p>Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.</p> <p>Explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Begin to talk about how they could improve their own work.</p>
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				how they could improve their own work.		
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Assessment Year 2

Unit	Lesson Name	Lesson No.	Learning objective	Secure understanding	Greater depth
Drawing: Tell a story	Charcoal mark-making	1	To develop a range of mark-making techniques	using the charcoal stick. Understanding and	Varied mark-making with clear and confident
	Creating texture	2	To explore and experiment with mark making to	Using relevant language to describe how an object	explain how an object feels. Experimenting the use
	My toy story	3	To develop observational drawing	Describing and drawing shapes that make up the	and accurate representation of the object. Control
	Creating characters	4	To understand how to apply expressions to	Making sketches that may be basic stick-like	Making sketches with accuracy and that may show
	Tell a story	5	To develop illustrations to tell a story	Recounting a story and selecting key events to draw. Creating scenes from their own imagination, which might be with some support and guidance. Draw using a range of marks, demonstrating an understanding of using mark making to imply different textures.	Recounting a story, possibly with inference. Selecting key events with clear ideas about what to draw. Creating interesting scenes from their own imagination with more detail with less support if at all. Using a diverse range of marks, demonstrating an understanding of using mark
Painting and mixed media: Life in colour	Colour magic	1	To develop knowledge of colour mixing.	Being able to name the primary and secondary	Naming primary and secondary colours.
	Texture hunt	2	To know how texture can be created with paint.	Describing the colours and textures they see.	Being able to talk about how they are adapting
	Making textures	3	To use paint to explore texture and pattern.	Showing they can identify different textures in a	Identifying different textures in a collaged artwork.
	Collage creation	4	To compose a collage, choosing and arranging	Choosing collage materials based on colour and	choosing collage materials based on colour and
	Developing detail	5	To evaluate and improve artwork.	Sharing likes and dislikes about their work and	Discussing their own work and comparing it to
Sculpture and 3D: Clay houses	Exploring clay	1	To use my hands as a tool to shape clay.	Flattening and smoothing their clay, rolling an	Applying clay work skills to improve their model.
	Pinch pots	2	To shape a pinch pot and join clay shapes as	clay shape onto the side using the scoring and	Making a pinch pot with quite even sides and with
	Applying skills	3	To use impressing and joining techniques to	Rolling a smooth tile surface. Joining clay shapes	A finished tile with a clear pattern made by both
	Designing a tile	4	To use drawing to plan the features of a 3D model.	Drawing a house design and identifying how they	Confidently drawing a house design that includes
	House tiles	5	To make a 3D clay tile from a drawn design	Creating a clay house tile that has recognisable	Adapting their drawn designs as they work to
Craft and design: Map it out	Creative journey	1	To investigate maps as a stimulus for drawing.	Being able to explain their choices when grouping	Confidently justifying their choices when grouping
	Making felt	2	To learn and apply the steps of the felt-making	piece of felt that holds together and has elements	Following the felting instructions independently
	Abstract maps	3	To experiment with a craft technique to develop an	Being able to make decisions about how to place	Making and justifying decisions about how to
	Print possibilities	4	To develop ideas and apply craft skills when	Following the process to make and print from a	Designing an effective printing tile; following the
	Gallery experience	5	To present artwork and evaluate it against a	Being able to justify their preferences for a	Confidently justifying their preferences for a

Please complete the unit quiz to inform your assessment at the start and the end of your unit.

Quiz



Unit title: _____

Name: _____ Date: _____

Question 1: _____

Question 2: _____

Question 3: _____

Question 4: _____

Question 5: _____

Question 6: _____

Question 7: _____

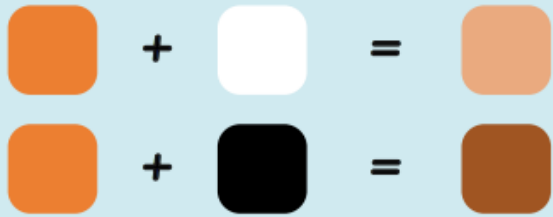
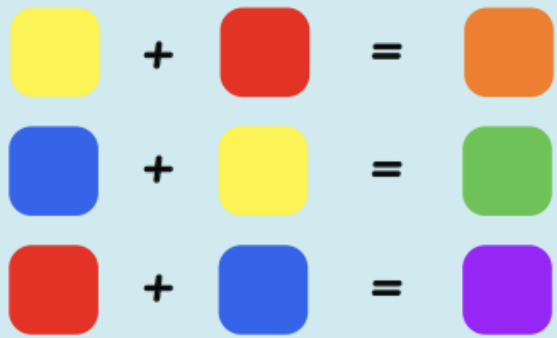
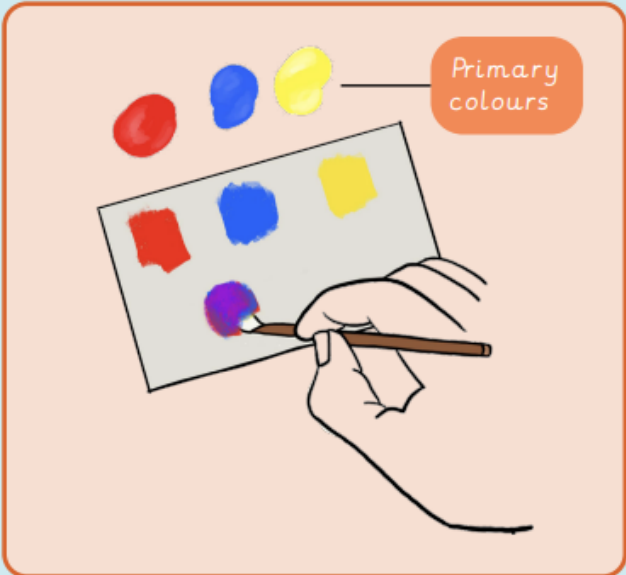
Question 8: _____

Use this space for longer answers.

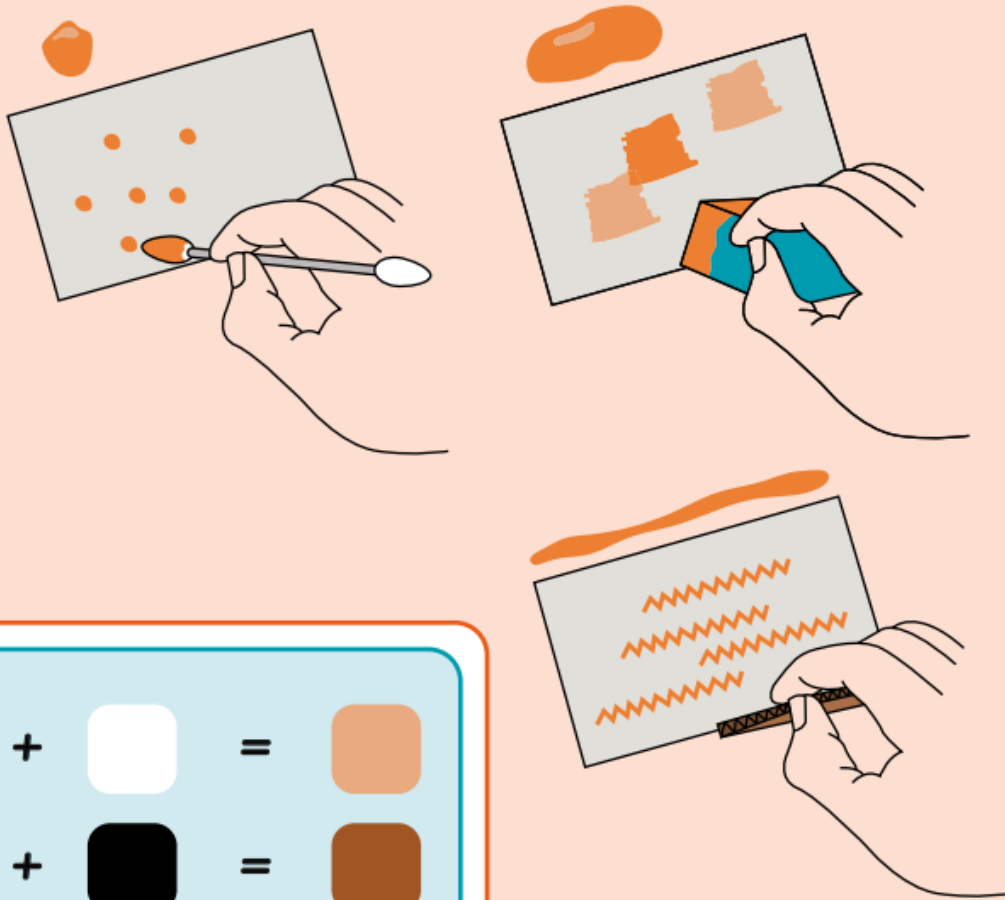
Year 2 - Painting and mixed media



Mixing secondary colours



Painting tools can make textures



Collage



Arranging materials and sticking them to a surface.

Romare Bearden 1911-1988

- ▶ His work explored memories, everyday life and the idea that people should be treated equally.
- ▶ He used patterned paper in his collages.
- ▶ He layered other materials on top of the collage paper.

Overlap materials



Abstract	Art where the subject doesn't necessarily look like it does in real life
Composition	Putting different elements together in a pleasing way
Curator	Someone who organises and looks after collections in museums and galleries
Felt	A material made by laying fibres in different directions then squashing them together
Fibre	Threads of wool
Inspired	Feeling very interested and excited by something you have seen
Negative print	Ink will show the background of the tile rather than the drawn lines
Pattern	A design in which shapes, colours or lines are repeated
Stained glass	Colourful, decorative glass that makes a design
View finder	A tool used to help choose a composition

Felt is used to make both artworks and useful objects



Artists

Susan Stockwell

Kim Soon Im

Josef Albers

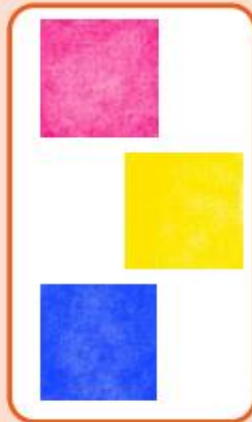
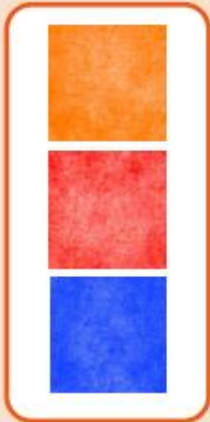
Eduardo Paolozzi

Matthew Cusick

Abstract art doesn't necessarily look like it does in real-life. Artists use shapes, colours and different marks

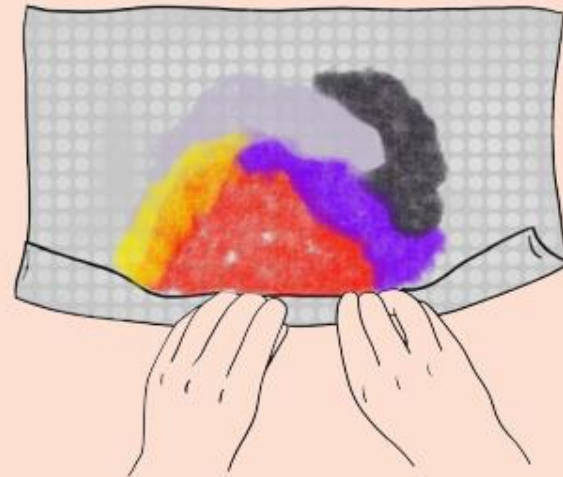


Arranging artwork for display



- Think about your audience
- Try out combinations of work
- Fix your work in position
- Add labels

Make felt by laying wool fibres in different directions, adding hot water then rolling and squeezing the felt.



Using a roller for printing



Mix colours by overlapping materials



- Not too much ink!
- Roll in different directions.
- Aim for a thin layer all over the roller.
- Listen for a sticky 'hissing' noise!

Charcoal	A drawing material made from burnt wood
Cross-hatching	Drawing lines crossed over and close together
Scribbling	Drawing lines in a fast and irregular way
Concertina	Folding something backwards and forwards so it becomes smaller but can be stretched out again
Expression	Is the look on a face caused by how someone is feeling
Stippling	Making quick up and down hand movements to make dash and dot marks on paper
Illustrations	Showing a story using pictures
Illustrator	Someone who draws book illustrations

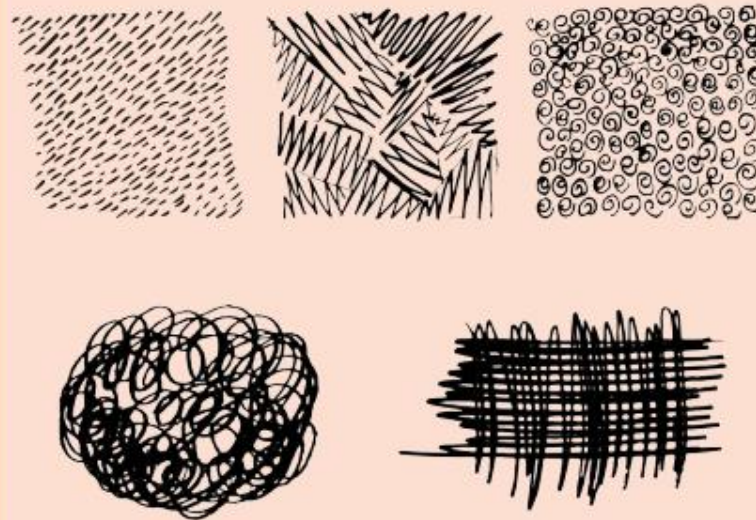
What is charcoal? Charcoal is wood that has been burnt. It is black and snaps easily. It is good for drawing but can be messy.



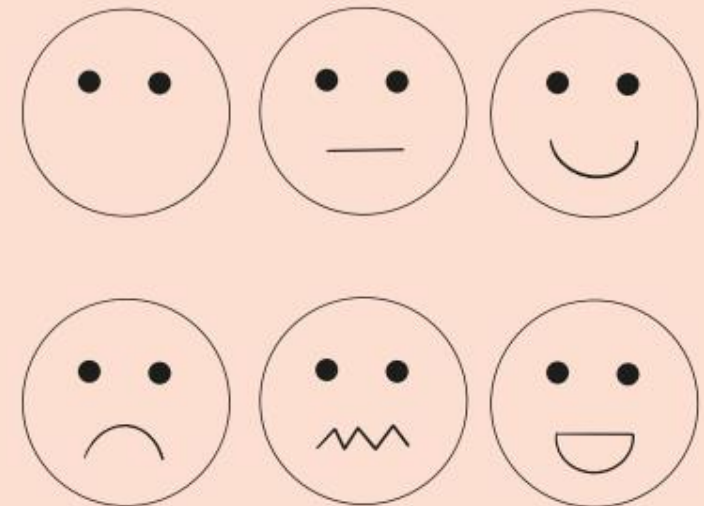
Quentin Blake

- Born in London in 1932
- Most famous for illustrating Roald Dahl books
- He has won lots of prizes for his work
- He has been a teacher showing other people how to draw

How can you use charcoal to make these marks?



Simple lines and shapes can show different expressions



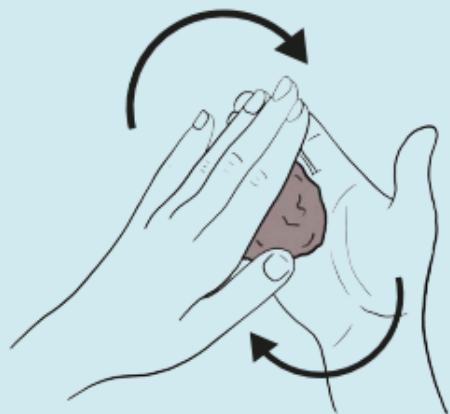
Clay slip	A runny mixture of clay and water, a bit like clay 'glue'
Impress	Pushing objects into a clay surface to make interesting marks
Pinch pot/thumb pot	A simple pot formed by pushing your thumb into a ball of clay
Relief	Three dimensional parts of an artwork that are joined to a flat base
Score	Marking hatched lines into the clay surface
Sculpture	Art in three dimensions; walk all around it to look at it
Surface	The top layer of something

Artists

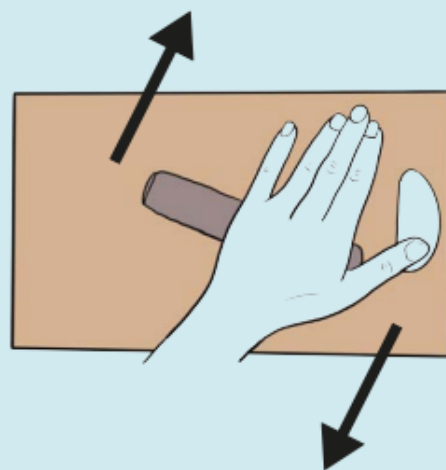
Ranti Bam

Rachel Whiteread

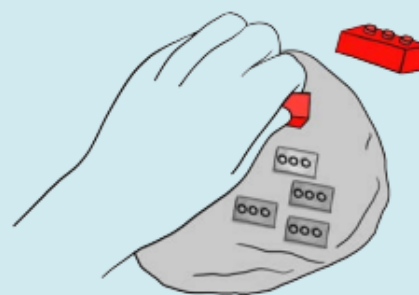
Roll a ball of clay



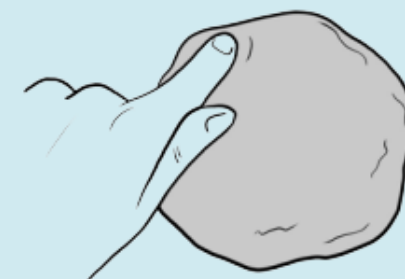
Roll a clay sausage shape



Press objects into the clay surface to make patterns



Make changes when working in clay

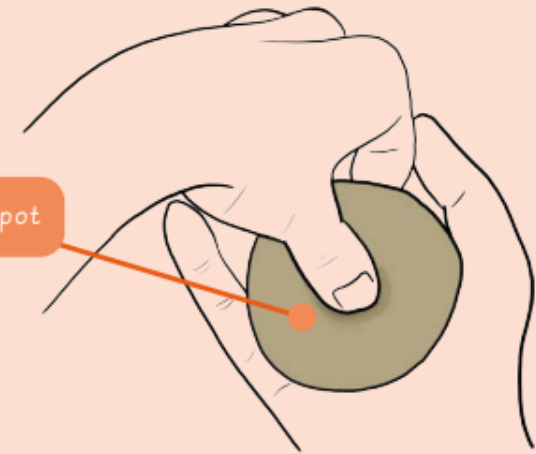


Mix clay slip

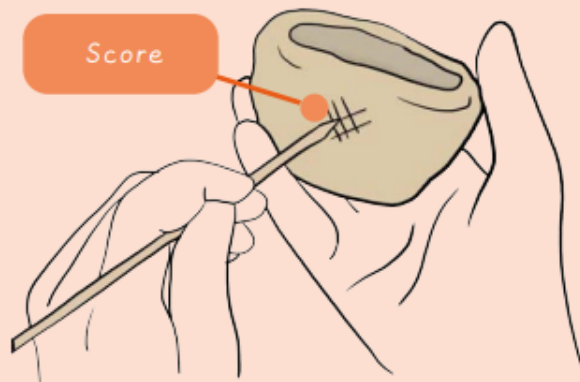


Mix water with clay using a brush to make a liquid

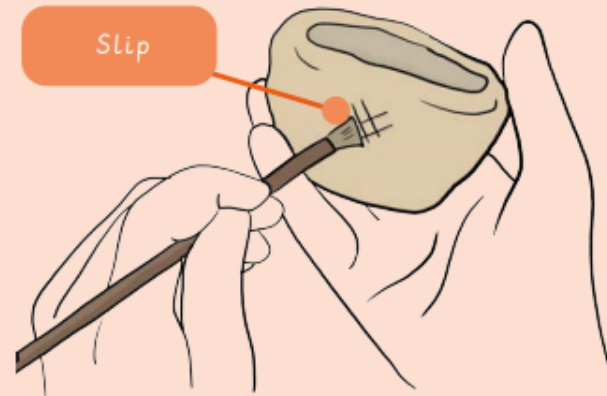
Push thumb in, smooth clay up and out



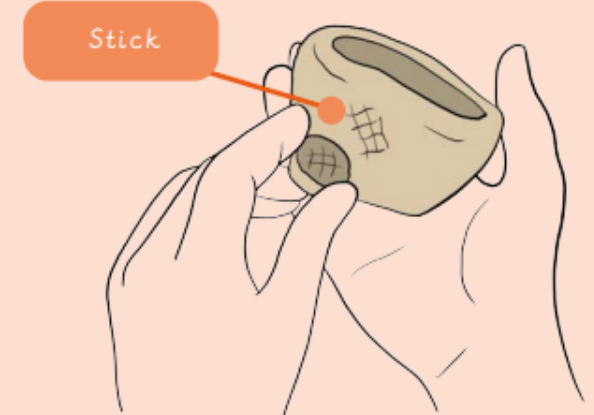
Join clay using the 'score and slip' method



Score



Slip



Stick



St. John The Evangelist RCP School
Year 3 Art & Design Progression (Intent)

	AUTUMN		SPRING		SUMMER	
Topic	<i>Drawing</i> "Growing artists" (omit lesson 3) 4 lessons		<i>Painting and mixed media</i> "Prehistoric painting" (omit lesson 5) 4 lessons	<i>Craft and design</i> "Ancient Egyptian scrolls" 5 lessons	<i>Sculpture and 3D</i> "Abstract shape and space" 5 lessons	
Prior Knowledge	See Year 1 and Year 2 progression for each core area					
Prior Skills	See Year 1 and Year 2 progression for each core area					
Intended Vocabulary <i>Words in bold show new vocabulary that has been introduced.</i>	Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder		Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone	Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform	Sculpture, Structure, Three-dimensional, Found objects, Sculptor, Abstract, Negative space, Positive space	
Aims	We aim to inspire pupils and develop their confidence to experiment and produce their own works of art. We aim to give every child the opportunity to develop their ability, nurture their talent and interests, express their thoughts about the world, as well as learning about art and artists across cultures and through history.					
Statutory Requirements (NC) KS2 – Year 3	To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas.					

<p>Pupils should be taught...</p>	<p>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.</p>					
<p>Intended Knowledge (Formal elements)</p>	<p>Pattern: To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe’s skin). Texture: 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. Tone: To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. Colour: Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or ‘clash’ is created. Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. Form: To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). To know that organic forms can be abstract. Shape: To know that negative shapes show the space around and between objects. To know that artists can focus on shapes when making abstract art. Line: To know that different drawing tools can create different types of lines.</p>					
<p>Intended knowledge of artists & artists covered</p>	<p>Children can: Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. (3D) - Ruth Asawa - Anthony Caro (Craft) - (Drawing) - Max Ernst - Carl Linnaeus - Georgia O’Keeffe - Maud Purdy (Painting) -</p>					
<p>Intended Skills</p>	<p>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p>		<p>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Use sketchbooks for a wider range of</p>	<p>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Use sketchbooks for a wider range of purposes, for example recording</p>	<p>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Use sketchbooks for a</p>	

	<p>Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Confidently use of a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. own experiences to explain how art works may have been made. Confidently explain their ideas and</p>		<p>purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks. Mix colours with greater accuracy and begin to consider how colours can be used expressively. Explore contrasting and complimentary colours. Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas. Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as</p>	<p>things using drawing and annotations, planning and taking next steps in a making process. Learn a new making technique (paper making) and apply it as part of their own project. Investigate the history of a craft technique and share that knowledge in a personal way. Design and make creative work for different purposes, evaluating the success of the techniques used. Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>	<p>wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Able to plan and think through the making process to create 3D forms. Shape materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs). Explore how shapes can be used to create abstract artworks in 3D. Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>	
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	opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.		part of the problem-solving process and make changes to improve their work.			
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Assessment Year 3

Unit	Lesson Name	Lesson No.	Learning objective	Secure understanding	Greater depth
Drawing: Growing artists	See like an artist	1	To recognise how artists use shape in drawing.	Demonstrating a good knowledge of different	Demonstrating a strong knowledge of different
	Shading	2	To understand how to create tone in drawing by	Able to demonstrate a sense of light and dark in	Able to describe the different tones in their work
	Texture pictures	3	To understand how texture can be created and	Recognising suitable surfaces to collect a varied	range of textures that may include less obvious
	Botanical art	4	To apply observational drawing skills to create	Will use simple shapes to form the basis of a	form the basis of a detailed drawing. Can add a
	Abstract flowers	5	To explore composition and scale to create	viewfinder. Able to draw a framed selection onto a	Can select interesting compositions which are
Painting and mixed media: Prehistoric painting	Exploring Prehistoric Art	1	To understand how prehistoric man made art, and	Recognising the processes involved in creating	Working with a greater level of control and detail
	Charcoal Animals	2	To scale up drawings and sketches in a different	Creating a large scale copy of a small sketch, using	Confidently working with the medium of charcoal,
	Prehistoric Palette	3	To experiment with the pigments in natural	Demonstrating a good understanding of colour	Demonstrating a good understanding of colour
	Painting on the Cave	4	To select and apply a range of painting techniques	Experimenting with paint to create different	Using greater skill and control in their painting
	Hands on Cave Wall	5	To apply painting skills when creating a	Successfully making positive and negative	Creating more elaborate designs; manipulating
Sculpture and 3D: Abstract shape and space	Structural shapes	1	To join 2D shapes to make 3D structures.	Being able to try out different ways to make card	confidently trying out their own techniques for
	Constructing in 3D	2	To join materials in different ways when working	Being able to try out different ways to make card	Showing independence when problem-solving as
	Seeing space	3	To develop ideas for 3D artwork.	Being able to identify familiar 2D shapes in	Confidently identifying 2D shapes in the positive
	Abstract sculpture	4	To apply knowledge of sculpture when working in	Showing that they have learned how to shape	Showing increased confidence when using a
	Surface decoration	5	To evaluate and improve an artwork.	Showing that they have thought about how to	Being able to discuss their ideas about how they
Craft and design: Ancient Egyptian scrolls	Ancient Egyptian art	1	To investigate the style, pattern and	Recognising the importance of Ancient Egyptian art	Recognising the importance of Ancient Egyptian art
	Designing Ancient	2	To apply design skills inspired by the style of	Producing a selection of sketches that show idea	Producing a well-drawn and considered selection
	Paper making	3	To apply understanding of ancient techniques to	Following instructions with minimal support,	Following instructions with little or no support.
	Egyptian scroll making	4	To apply drawing and painting skills in the style of	Completing a painted or drawn piece translated	A competently painted or drawn piece successfully
	Making zines	5	To apply an understanding of Egyptian art to	Following step by step instructions with minimal	Following step by step instructions with little on

Please complete the unit quiz to inform your assessment at the start and the end of your unit.

Quiz



Unit title: _____

Name: _____ Date: _____

Question 1: _____

Question 2: _____

Question 3: _____

Question 4: _____

Question 5: _____

Question 6: _____

Question 7: _____

Question 8: _____

Use this space for longer answers.

Year 3 - Sculpture and 3D

sculptor	An artist who makes sculptures.
structure	Parts arranged in a particular way, like a cardboard model.

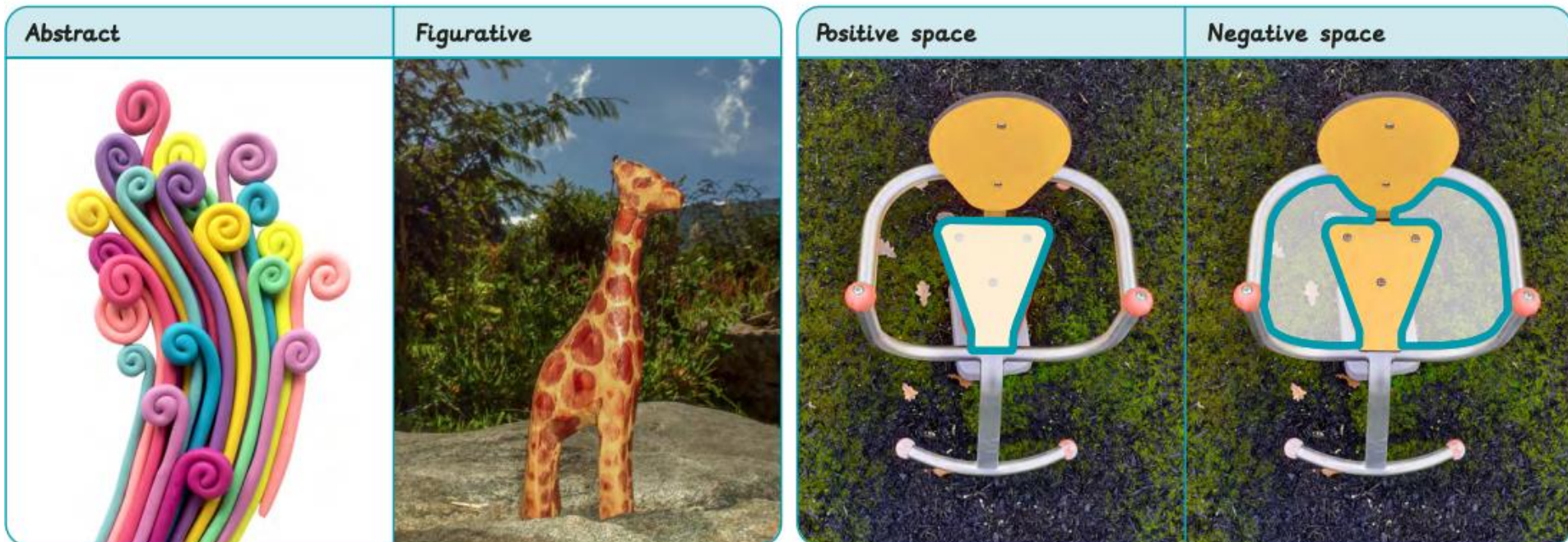
Artist information

Anthony Caro
(March 1924 - October 2013)

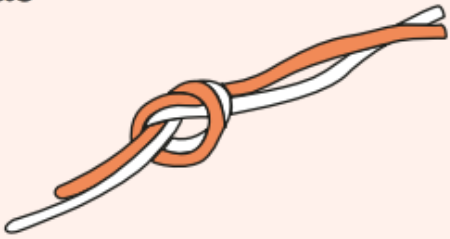
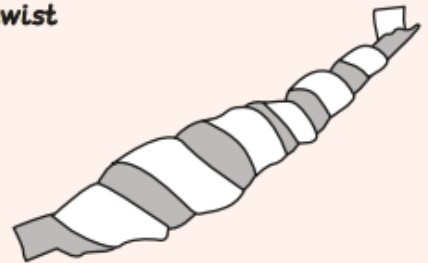
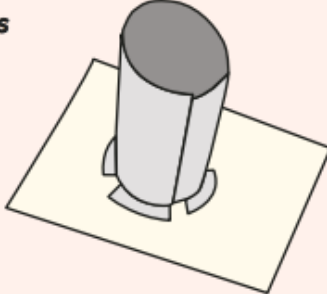
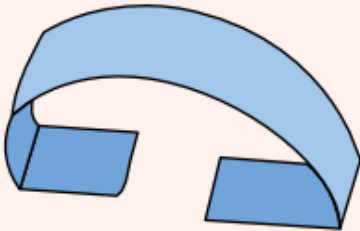
- A British artist who made abstract sculptures.
- Used scrap metal and found objects.
- Some of his sculptures are colourful.

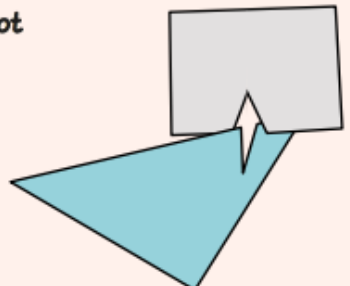
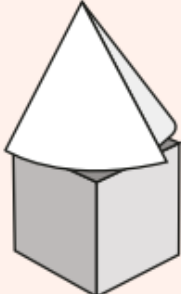
Ruth Asawa
(January 1926 - August 2013)

- An American sculptor who made wire sculptures.
- She was interested in the shapes created by space between artworks.

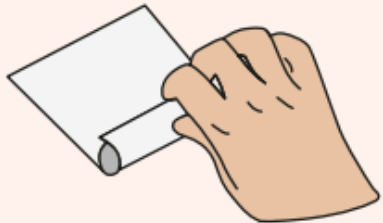
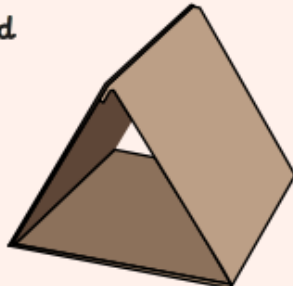


Techniques for joining shapes

<p>tie</p> 	<p>twist</p> 	<p>tabs</p> 	
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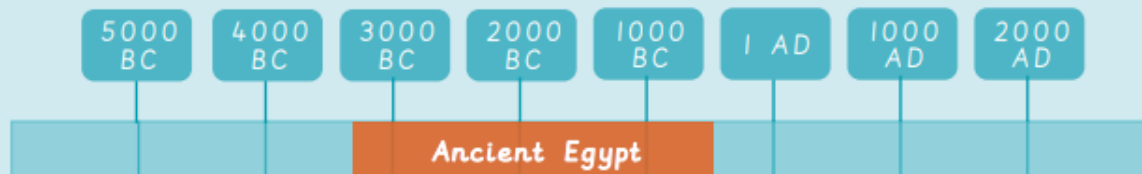
<p>slot</p> 	<p>wrap</p> 	<p>balance</p> 
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Techniques for shaping card - from 2D to 3D

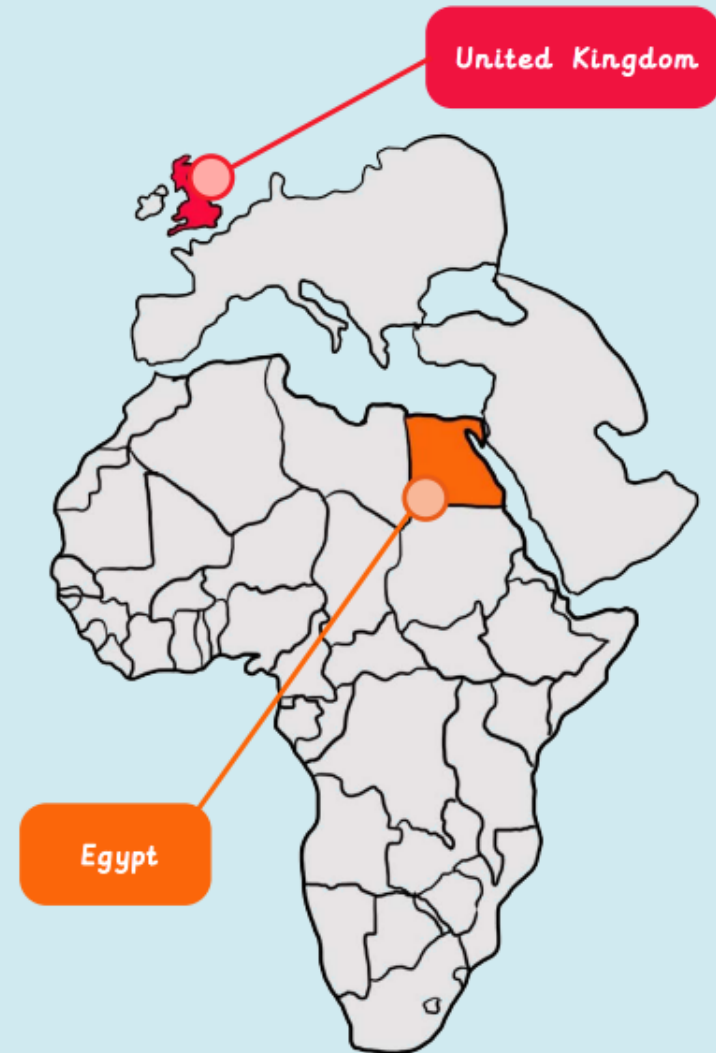
<p>roll</p> 	<p>fold</p> 	<p>concertina</p> 
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Ancient	In historical terms it is something from a long time ago and no longer exists
Colour	A feature of everything in the world that is seen through the way it reflects light
Composition	Putting different elements together in a pleasing way
Egyptian	Someone or something descendant from Egypt
Imagery	A collection of images from a range of art forms
Layout	The arrangement of different elements within a given space
Papyrus	A riverside plant used to make paper
Pattern	Pattern is a design in which shapes, colours or lines are repeated
Technique	Skills applied by an artist to produce a particular art form

Where are the Ancient Egyptians in history?



Where is Egypt?



Ancient Egyptian art facts:

The most important people were often the largest object in Ancient Egyptian paintings



People were always painted from the side



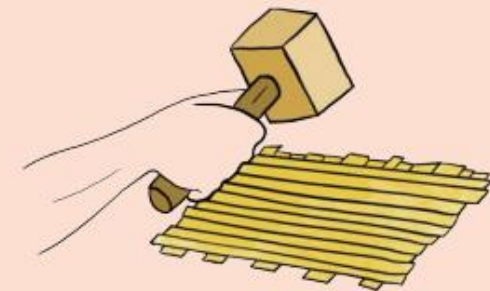
Ancient Egyptian paintings are painted in 2D (flat images) with no perception of 3D form



They used white, black, red, yellow, green and blue. These colours came from minerals they would find around the area they lived in



Making papyrus style paper



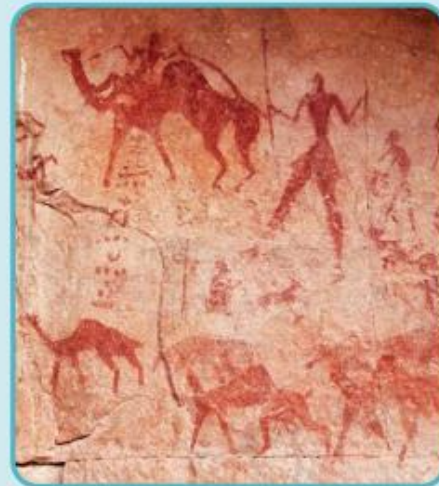
Year 3 - Painting and mixed media

Charcoal	Burnt wood that can be used to draw with
Drawing medium	Different materials used to draw e.g. pencils, charcoal, pastels
Pigment	The colour in a natural object
Prehistoric	A time in the past before humans wrote things down to record history
Proportion	How big a part of something looks compared to the rest of it
Scale up	Enlarge a drawing so the proportions stay the same
Smudging	Blending a soft drawing material on a surface
Stone age	The oldest period in which humans are known to have lived, lasting over 2.5 million years

Prehistoric people painted in dark conditions



People living in the Stone Age drew and painted animals because animals were an important food source



People living in the Stone age made paint and dye using natural objects like berries, burnt wood, plants and animal fats.

The colours used in cave art reflect the pigments that could be found. Green and blue were hard to find and make into paint.

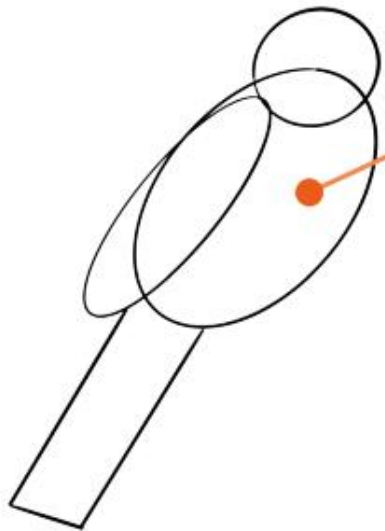
Historians think paint was applied using natural objects like animal hair brushes, or was sprayed on using hollowed out bones.

Mix natural paint using a flour and water base with strong pigments like spices mixed in.



Some Stone age art contains bold black outlines, patterns and dots.

Scaling up drawings



Look for the big shapes



Positive print



Negative print

Abstract	Art where the subject doesn't necessarily look like it does in real life.
Botanical art	To depict whole plants or parts of plants that is visually pleasing and scientifically accurate.
Composition	Putting different elements together in a pleasing way.
Geometric	A regular shape with angles and straight lines.
Organic	Irregular natural shapes.
Scale	The size of what is being drawn.
Shading	Drawn marks to show areas of light and dark.
Texture	A surface quality that is not flat.
Tone	The light and dark something is.

Artists

Georgia O'Keeffe


Charles Darwin

Maud Purdy


Max Ernst

Carl Linneaus


Everything in our world is made from simple shapes. Identifying shapes within objects will help you to draw more accurately.




Squares and rectangles




Circles and ovals




Triangles



Straight lines



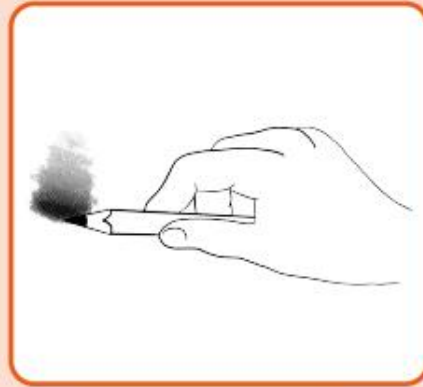
Wavy lines



Holding a pencil to shade



Detail grip
(Writing grip)



Shading grip

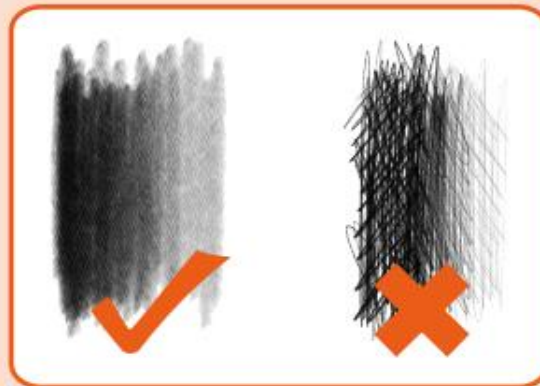
The four rules of shading

To shade in **ONE** direction

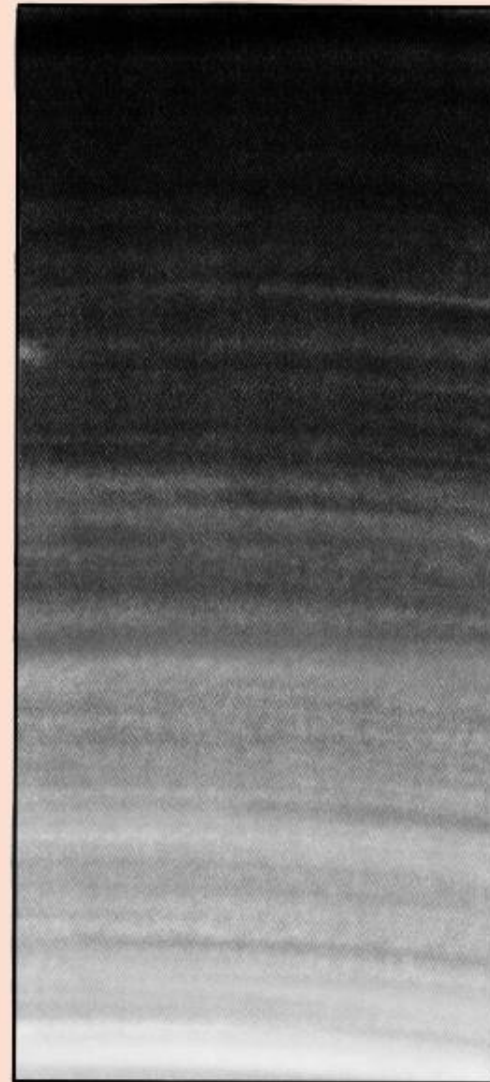
To not leave any gaps

To work neatly to the edges

To create smooth even tones



Creating tones:



Dark tones show where there is less light on an object. Pressing firmly with your pencil when you shade will create darker tones.

Light tones show where there is more light on the subject and less pressure is needed when you shade.



St. John The Evangelist RCP School
Year 4 Art & Design Progression (Intent)

	AUTUMN		SPRING		SUMMER	
Topic	<i>Drawing</i> "Power prints" (omit lesson 3) 4 lessons		<i>Painting and mixed media</i> "Light and dark" 5 lessons	<i>Craft and design</i> "Fabric of nature" 5 lessons		<i>Sculpture and 3D</i> "Mega material" (omit lesson 4) 4 lessons
Prior Knowledge	See Year 1, Year 2 & Year 3 progression for each core area					
Prior Skills	See Year 1, Year 2 & Year 3 progression for each core area					
Intended Vocabulary <i>Words in bold show new vocabulary that has been introduced.</i>	Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, Composition, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching, Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print		Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism	Rainforest, Inspiration, Imagery, Colour palette, Mood board, Theme, Design, Designer, Texture, Develop, Pattern, Batik, Repeat, Repeating, Organic, Symmetrical, Craft, Craftsperson, Industry		Visualisation, Ceramics, Two-dimensional (2D), Three-dimensional (3D), Organic shape, Sculpture, Tone, Form, Carving, Model, Hollow, Figurative, Abstract, Quarry, Texture, Surface, Join, Pliers, Template, Secure, Mesh, Found objects, Typography, Welding, Weaving
Aims	We aim to inspire pupils and develop their confidence to experiment and produce their own works of art. We aim to give every child the opportunity to develop their ability, nurture their talent and interests, express their thoughts about the world, aswell as learning about art and artists across cultures and through history.					
Statutory Requirements (NC) KS2 – Year 4	To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas.					

<p>Pupils should be taught...</p>	<p>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.</p>					
<p>Intended Knowledge (Formal elements)</p>	<p>Pattern: To know that symmetry can be used to create repeating patterns. To know that patterns can be irregular, and change in ways you wouldn't expect. To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p> <p>Texture: To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> <p>Tone: To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know that tone can be used to create contrast in an artwork.</p> <p>Colour: To know that adding black to a colour creates a shade. To know that adding white to a colour creates a tint.</p> <p>Form: To know that using lighter and darker tints and shades of a colour can create a 3D effect. Know that simple structures can be made stronger by adding layers, folding and rolling</p> <p>Shape: To know how to use basic shapes to form more complex shapes and patterns.</p> <p>Line: To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p>					
<p>Intended knowledge of artists & artists covered</p>	<p>Children can: Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made. (3D) - El Anatsui - Sokari Douglas-Camp - Barbara Hepworth - Magdelene Odundo - Jaume Plensa (Craft) - Ruth Daniels – Senanayake - Megan Carter - William Morris (Drawing) - Fernando Botero - Alberto Giacometti - Henri Matisse - Henry Moore - Ed Ruscha - Georges Seurat (Painting) -Audrey Flack - Clara Peeters</p>					
<p>Intended Skills</p>	<p>Children can: Children can: Generate ideas from a range of stimuli, using research and evaluation of</p>		<p>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas</p>	<p>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas</p>		<p>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas</p>

	<p>techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Use growing knowledge of different drawing materials, combining media for effect.</p> <p>Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making.</p> <p>Build a more complex vocabulary when discussing their own and others' art.</p>		<p>and plan more purposefully for an outcome.</p> <p>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint.</p> <p>Develop greater skill and control when using paint to depict forms, eg beginning to use tone to create 3D effects.</p> <p>Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.</p> <p>Build a more complex vocabulary when discussing their own and others' art.</p> <p>Evaluate their work more regularly and independently</p>	<p>and plan more purposefully for an outcome.</p> <p>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome.</p> <p>Design and make art for different purposes and begin to consider how this works in creative industries.</p> <p>Build a more complex vocabulary when discussing their own and others' art.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>		<p>and plan more purposefully for an outcome.</p> <p>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration.</p> <p>Show an understanding of appropriate finish and present work to a good standard.</p> <p>Respond to a stimulus and begin to make choices about materials used to work in 3D.</p> <p>Build a more complex vocabulary when discussing their own and others' art.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>
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	Evaluate their work more regularly and independently during the planning and making process.		during the planning and making process.			
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Assessment Year 4

Unit	Lesson Name	Lesson No.	Learning objective	Secure understanding	Greater depth
Drawing: Power prints	3D pencil drawings	1	To draw using tone to create a 3D effect.	Being able to create several pencil tones when	Showing good observational skills through careful
	Sense of proportion	2	To explore proportion and tone when drawing.	Using the charcoal and rubber to show areas of	Using the rubber and charcoal effectively to create
	Drawing with scissors	3	To plan a composition for a mixed-media drawing.	Being able to use scissors with care and purpose	Using scissors confidently to cut even intricate
	Wax resist	4	To use shading techniques to create pattern and	Being able to use the tools provided to create	Using the scratching tools in creative ways to
	Power prints	5	To work collaboratively to develop drawings into	Being able to work co-operatively to create a joint	Being able to compromise and change ideas as
Painting and mixed media: Light and dark	Tints and shades	1	To investigate different ways of applying paint and	Sharing their ideas about a painting, describing	Using some key art vocabulary to describe
	Three-dimensions	2	To use tints and shades to give a three-	Mixing tints and shades of their original colour	Discussing the effects of light and shade on how a
	Painting techniques	3	To explore how paint can create very different effect	Organising their equipment for painting,	Independently organising the equipment needed
	Composition	4	To consider proportion and composition when	Trying out different arrangements of objects and	Justifying their decisions about any changes to
	Still life	5	To apply knowledge of colour mixing and painting	Showing in their final painting that they have	Demonstrating that they can paint using tints and
Sculpture and 3D: Mega materials	From 2D to 3D	1	To develop ideas for 3D work through drawing and	taking some risks in their work. Being able to use	Confidently working in an unfamiliar way and in
	Soap sculptures	2	To use more complex techniques to shape	Drawing a simple design, showing they have	Confident use of materials in both the 2D and 3D
	Working with wire	3	To explore how shapes can be formed and joined	Successfully bending the wire to follow a simple	Creating a strong, stable and decorative wire
	Shadow sculpture	4	To consider the effect of how sculpture is	Could select from pre-cut letters to assemble their	Should try out different fonts for letters and
	Recycle and recreate	5	To choose and join a variety of materials to make	Exploring different ways to join materials to create	Trying out unfamiliar techniques for joining
Craft and design: Fabric of nature	Inspired by the rainforest	1	To understand starting points in a design process	Describing objects, images and sounds with	Using relevant subject language with confidence to
	One picture, four views	2	To explore techniques to develop imagery.	Discussing the work and inspiration of artists	Discussing the work and inspiration of artists
	Creating patterns	3	To explore using a textile technique to develop	Understanding the work of William Morris and	Describing and discussing the techniques of
	Repeating patterns	4	To learn how to create a repeating pattern	Identifying where a pattern repeats and explain;	Demonstrating an understanding of a repeating
	Fabric design	5	To understand how art is made for different	Understanding different methods of creating	Understanding and discussing different methods

Please complete the unit quiz to inform your assessment at the start and the end of your unit.

Quiz



Unit title: _____

Name: _____ Date: _____

Question 1: _____

Question 2: _____

Question 3: _____

Question 4: _____

Question 5: _____

Question 6: _____

Question 7: _____

Question 8: _____

Use this space for longer answers.

Year 4 - Craft and design



batik	A technique to create patterns on fabric.
colour palette	A range of colours grouped together to look nice.
craft	Something creative and useful.
design	A decorative pattern or drawing of what something might look like.
industry	Companies and activities that design and make products, sometimes in a factory.
pattern	A design in which shapes, colours or lines are repeated.
repeat	When the same thing occurs more than once.
theme	Similar ideas that work together as a group.

Mood board

A collection of images and colours showing a project theme.

- Artists**
- Ruth Daniels
 - Senaka Senanayake
 - William Morris
 - Megan Carter

Glue batik

Step 1

Paint the design onto fabric with PVA glue. Then allow it to dry completely.

Step 2

Use acrylic paints to add colour and patterns. Cover the entire piece of fabric, painting over and around the dry glue. Allow to dry.

Step 3

Wash out the glue. As it dissolves it will feel slimy. Keep going until you can't feel any more glue. Lay your fabric flat to dry.

Ceramics	Things made from clay which are hardened using heat
Form	Three dimensional shapes in art
Found objects	Objects not considered art materials being used to make art
Organic shape	Irregular natural shapes
Scale	The size of an artwork
Sculpture	Three dimensional art made by carving, modelling, casting or constructing
Typography	The art of designing and arranging letters to make them look appealing

Constructing

Using techniques like folding, stitching, tying, weaving and balancing to join materials together and make art.

Carving




Hard materials such as wood or stone can be carved to change their shape. Cut or scrape away pieces of the material to make a sculpture

Modelling



Soft materials such as clay or wire can be shaped by hand to make sculptures.

Found objects



Materials not usually thought of as art materials can be used to make sculptures, e.g. scrap metal, old toys, pieces of furniture.

Artists

Magdelene Odundo

Barbara Hepworth

Jaume Plensa

Sokari Douglas Camp

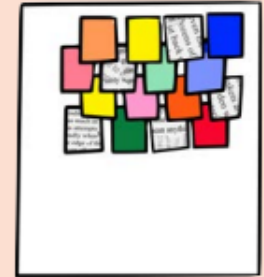
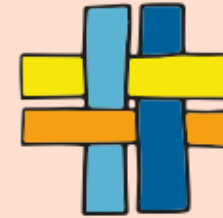
El Anatsui

Carving soap



- Draw the outline
- Remove large unwanted areas of soap
- Use a smaller tool to get close to the outline
- Add detail like surface texture

Constructing



- Layering recycled materials to look like a weaving
- Cutting, tearing and overlapping shapes
- Creating pattern and contrast

Modelling with wire



Bend to form shapes



Twist or fold over to join



Make loops to add details

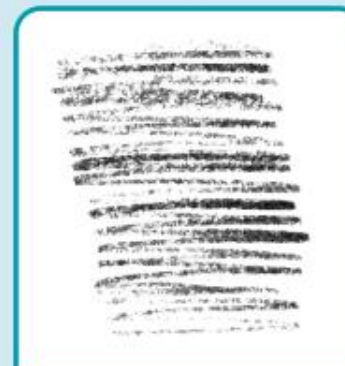
Planning sculpture



- Sculptors sometimes draw to help them visualise the finished sculpture.
- Use your whole arm to draw on a big scale.

Collaborate	Work in a group to create a shared artwork
Collage	Cutting, arranging and sticking materials like paper, fabric etc to a background
Composition	Putting different elements together in a pleasing way
Engraving	Lines cut into a hard surface which is covered in ink and printed
Printing technique	Creating prints in different ways e.g. monoprint, block print
Proportion	How big one element of an artwork appears compared to the whole thing
Shading	Drawn marks to illustrate degrees of light and dark
Tone	How light or dark something is
Wax-resist	Using wax to stop another material, like paint, from sticking permanently to a surface

Mark making with a pencil



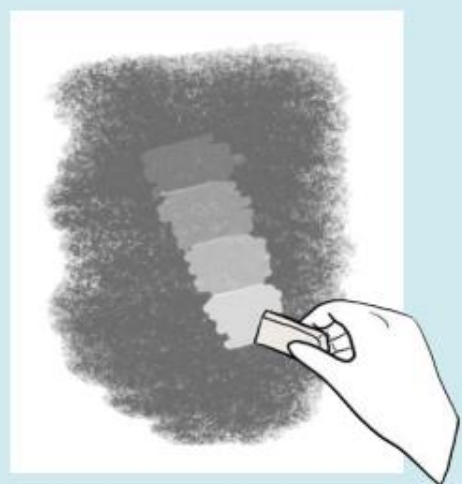
Hatching



Cross-hatching

Mark making with charcoal

- Use the tip of the charcoal for sharp lines
- Blend light and dark areas to create tone.
- Use a rubber to draw light tones.

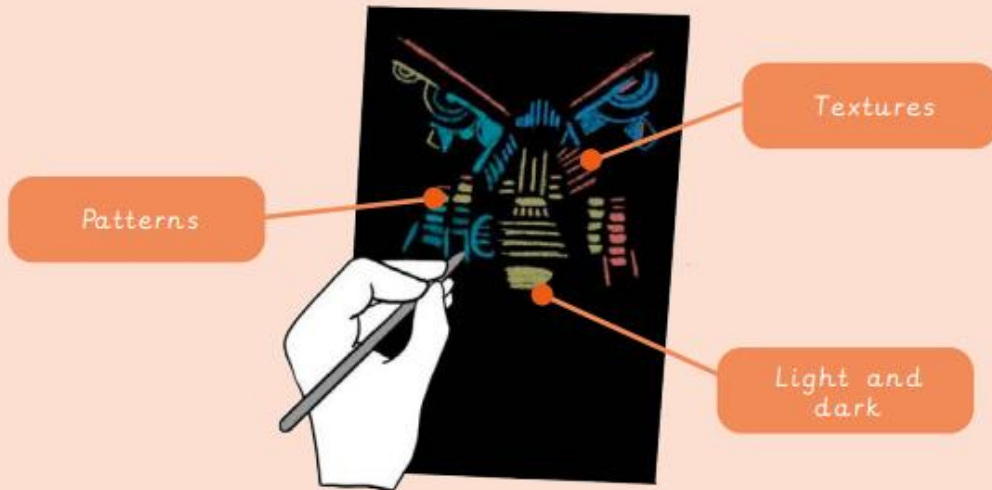


Proportion

- Use the relative size and shape of objects to help draw them in proportion.
- Artists use proportion to help make drawings look realistic.
- Artists can exaggerate proportion to draw attention to one aspect of an artwork.



Creating contrast



Block printing

- Draw your design on the polystyrene block, pressing in with the pencil
- Don't press too hard!
- Apply ink or paint to the block
- Press the block ink-side down to print it



Henri Matisse

- Painted with bold shapes and colours in the 'Fauvist' style.
- Made paper cut-outs when he could no longer stand up to paint.
- He called his collage style 'Painting with scissors'.



Artists

Georges Seurat

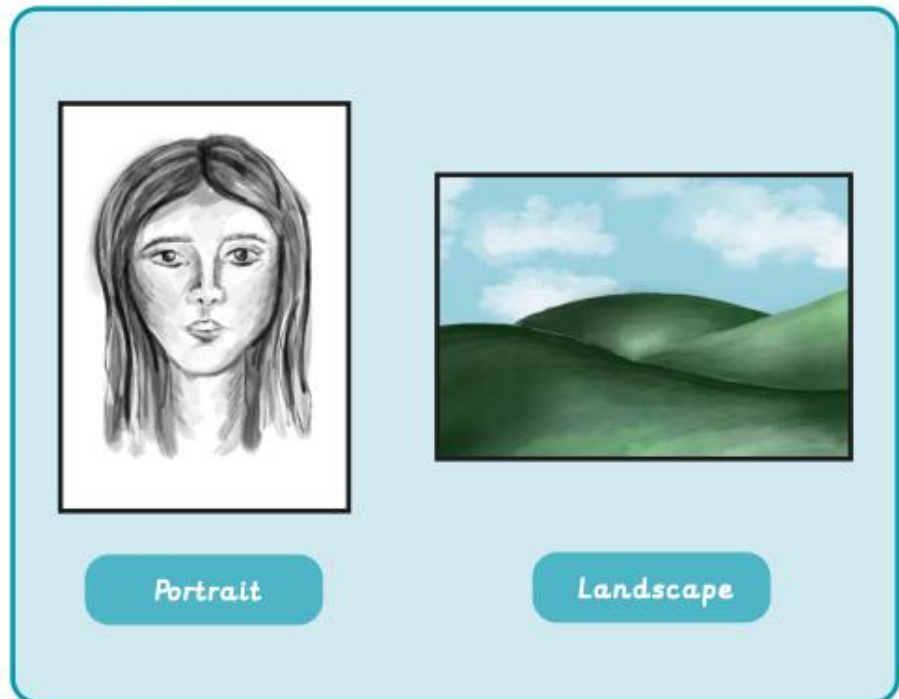
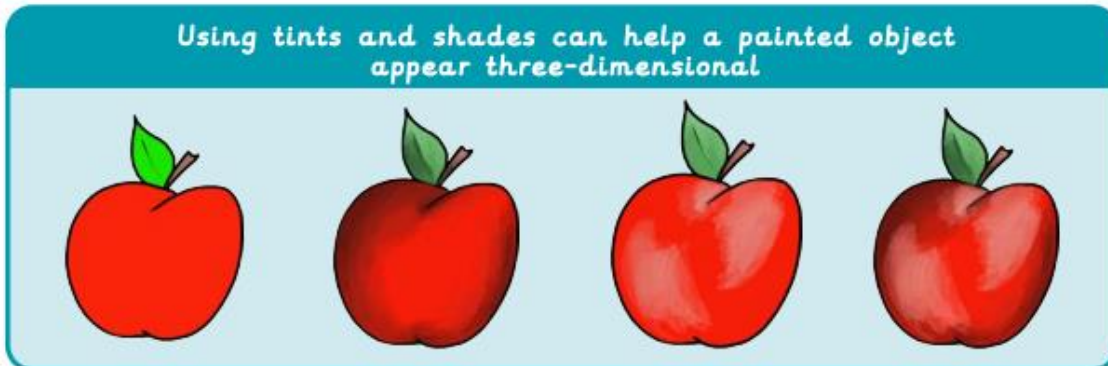
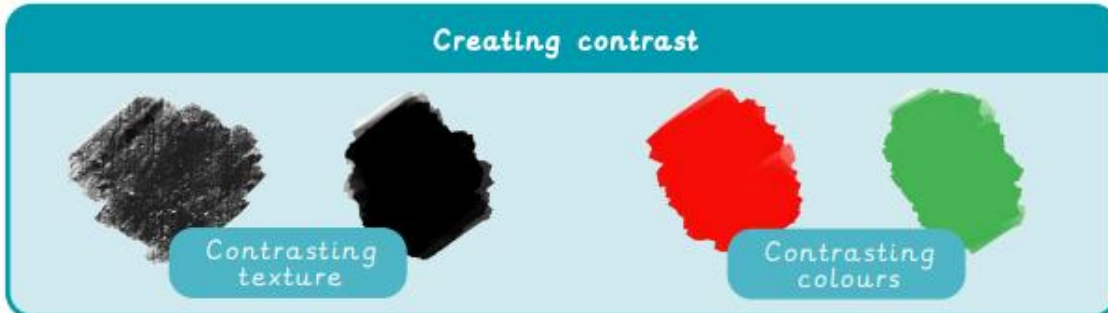
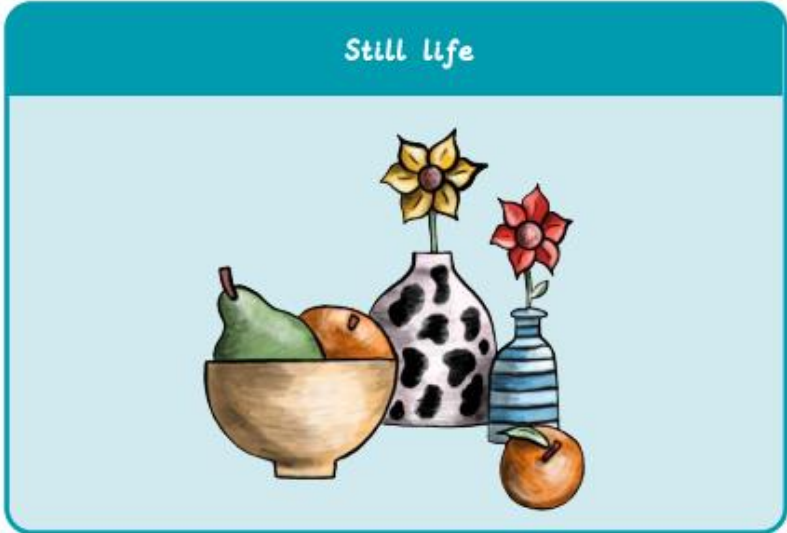
Ed Ruscha

Fernando Botero

Alberto
Giacometti

Henry Moore

Composition	Putting different elements together in a pleasing way
Hue	Describing an exact colour: sky blue, dark green, rose pink
Proportion	How big a part of something looks compared to the rest of it
Shade	Adding black to a colour makes a shade
Shadow	A dark area created when light is blocked
Still life	An artwork showing a collection of things that don't move, e.g. objects rather than people
Tint	Adding white to a colour makes a tint
Tone	How light or dark a colour is

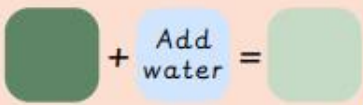


Colour mixing



Making colours lighter:

- + a lighter colour
- + water
- + white



Making colours darker:

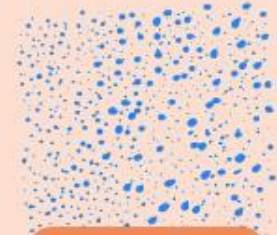
- + a darker colour
- + black



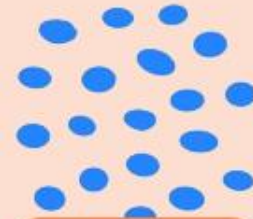
Painting techniques



Dabbing



Stippling



Pointillism



Adding texture to paint



Washes



Using different tools



St. John The Evangelist RCP School
Year 5 Art & Design Progression (Intent)

	AUTUMN		SPRING		SUMMER	
Topic	<i>Craft and design</i> Architecture (omit lessons 1 and 2) 3 lessons		<i>Drawing</i> "I need space" 5 lessons	<i>Painting and mixed media</i> "Portraits" 5 lessons	<i>Sculpture and 3D:</i> "Interactive installation" 5 lessons	
Prior Knowledge	See Year 1, Year 2, Year 3 & Year 4 progression for each core area					
Prior Skills	See Year 1, Year 2, Year 3 & Year 4 progression for each core area					
Intended Vocabulary	Architecture , Composition, Design, Evaluate, Proportion, Perspective, Birds eye view , Monoprint, Architectural , Organic, Monument, Architect, Legacy, Elevation, Built environment , Observational drawing, Interpret , Form, Abstract, Pressure, Crop , Viewfinder, Design brief, Futuristic, External, Style, Annotate, Individuality, Design intention, Symbolism, Literal, Commemorate		Retro-futurism , Futuristic, Imagery , Culture, Cold War, Propaganda , Space race, Purpose Stimulus, Decision , Process, Technique , Collagraphy, Collagraph , Repetition, Printing plate, Composition , Printmaking, Evaluate, Revisit , Develop	Background, Continuous line drawing, Portrait, Self-portrait , Paint wash, Collage, Texture, Composition, Carbon paper, Transfer , Printmaking, Monoprint, Mixed media, Multimedia, Justify, Research , Evaluate, Represent, Atmosphere, Art medium	Display, Installation art , Mixed media, Features , Evaluate, Analyse, Location , Scale, Scaled down, Special effects , Three dimensional, Art medium, Performance art , Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive	
Aims	We aim to inspire pupils and develop their confidence to experiment and produce their own works of art. We aim to give every child the opportunity to develop their ability, nurture their talent and interests, express their thoughts about the world, as well as learning about art and artists across cultures and through history.					
Statutory Requirements (NC) KS2 – Year 5 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. 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.					

<p>Intended Knowledge (Formal elements)</p>	<p>Pattern: To know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p> <p>Texture: To know how to create texture on different materials.</p> <p>Tone: To know that tone can help show the foreground and background in an artwork.</p> <p>Colour: 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.</p> <p>Form: To know that an art installation is often a room or environment in which the viewer ‘experiences’ the art all around them. To know that the size and scale of three-dimensional art work changes the effect of the piece.</p> <p>Shape: To know that a silhouette is a shape filled with a solid flat colour that represents an object.</p> <p>Line: To know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p>					
<p>Intended knowledge of artists & artists covered</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>(3D) - Cai Guo-Qiang (Craft) - Zaha Hadid - Friedensreich Hundertwasser (Drawing) - Teis Albers - Karen Rose (Painting) - Chila Kumari Singh Burman - Njideka Akunyili Crosby - Vincent van Gogh - Frida Kahlo - Maggie Scott</p>					
<p>Intended skills</p>	<p>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p>		<p>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Confidently use sketchbooks for purposes including recording observations and research, testing</p>	<p>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Confidently use sketchbooks for purposes including recording observations and</p>	<p>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Confidently use sketchbooks for purposes including recording observations and research, testing materials and working</p>	

	<p>Design and make art for different purposes and begin to consider how this works in creative industries eg in architecture, magazines, logos, digital media and interior design.</p> <p>Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.</p> <p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>		<p>materials and working towards an outcome more independently.</p> <p>To use a broader range of stimulus to draw from, such as architecture, culture and photography.</p> <p>Begin to develop drawn ideas as part of an exploratory journey.</p> <p>Apply known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.</p> <p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions</p>	<p>research, testing materials and working towards an outcome more independently.</p> <p>Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials.</p> <p>Develop a painting from a drawing or other initial stimulus.</p> <p>Add collage to a painted, printed or drawn background for effect.</p> <p>Explore how collage can extend original ideas.</p> <p>Combine digital effects with other media.</p> <p>Discuss the processes used by themselves and by other artists, and</p>	<p>towards an outcome more independently.</p> <p>Investigate scale when creating forms in three dimensions.</p> <p>Explore a greater range of materials to create 3D forms eg.wire and found materials</p> <p>Plan a sculpture, developing an idea in 2D into a three-dimensional piece.</p> <p>Persevere when constructions are challenging and work to problem solve more independently.</p> <p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	
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			and make improvements to their work.	describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.		
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Assessment Year 5

Unit	Lesson Name	Lesson No.	Learning objective	Secure understanding	Greater depth
Drawing: I need space	Space imagery	1	To explore the purpose and effect of imagery	Understanding and explaining what retrofuturism	Understanding and explaining what retrofuturism is
	Drawing decisions	2	To understand and explore decision making in	Providing plausible suggestions for how a piece	Providing suggestions for how a piece was created
	Ties Albers	3	To develop drawn ideas through printmaking	Participating in discussion; suggesting sensible	Participating in, and possibly leading, discussions
	A vision of the future	4	To test and develop ideas using sketchbooks	Producing drawings and visual notes that	Diverse drawings and visual notes with confident use
	Revisiting ideas	5	To apply an understanding of drawing processes	Selecting tools and drawing techniques with some	Selecting tools and drawing techniques with little or
Painting and mixed media: Portraits	Poem portrait	1	To explore how a drawing can be developed.	Varying the size, shape and placement of words to	Creating a drawing that skillfully manipulates text and
	Developing drawings	2	To combine materials for effect.	Showing that they are making decisions about the position of their drawing on their background and trying out more than one idea. Creating a	Describing decisions made about the position of their drawing on their background, solving problems to improve the effect. Creating a finished self-portrait
	Self-portraits	3	To identify the features of self-portraits.	Using some Art vocabulary to talk about and	Confidently using Art vocabulary to talk about and
	Changing faces	4	To develop ideas towards an outcome by	Using some art vocabulary to talk about a portrait	Using appropriate art vocabulary to describe and
	Mixed-media portraits	5	To apply knowledge and experience to create a	Applying skills and understanding developed	Creating a self-portrait with a strong composition that
Sculpture and 3D: Interactive installations	What is installation?	1	To identify and compare features of art	Justifying how they grouped images together.	Describing and justifying their image sets using some
	Space and scale	2	Investigate the effect of space and scale when	Justifying their opinions of installation artworks	Describing how their installation space is similar or
	Everyday amazing	3	To problem-solve when constructing 3D artworks.	Showing they are considering more than one	Showing they are considering the viewer of their piece
	Creative concepts	4	To plan an installation that communicates an	Creating an installation plan, model or space and	Creating an installation plan, model or space that
	Viewer experience	5	To investigate how to display their installation	Showing they have considered options for how to	Describing the display options they have chosen, e.g.
Craft and design: Architecture	Observational drawing	1	To apply observational drawing skills to interpret	Sketching a house from first-hand or second-hand	Sketching a house from first-hand or second-hand
	House monoprint	2	To apply composition skills to develop a drawing	Selecting a section that creates an interesting	Selecting a section that creates an interesting
	Be an architect	3	To apply an understanding of architecture to	Creating a building design based on a theme or set	Creating a more intricate design in perspective view,
	Friedensreich	4	To extend design ideas through research and	Discussing Hundertwasser's work, and recognising	Discussing and forming opinions on Hundertwasser's
	Monument	5	To explore and evaluate the intention of a design.	Showing they understand what a monument is for	creating a design that uses symbolic aspects and has a

Please complete the unit quiz to inform your assessment at the start and the end of your unit.

Quiz



Unit title: _____

Name: _____ Date: _____

Question 1: _____

Question 2: _____

Question 3: _____

Question 4: _____

Question 5: _____

Question 6: _____

Question 7: _____

Question 8: _____


Use this space for longer answers.

Year 5 - Drawing



collagraphy	A printmaking process that uses textures to create interesting surfaces within a print.
decision	After taking different things into account you come to a conclusion.
futuristic	An object or image that looks like it is from the future.
imagery	A collection of visual images.
propaganda	Information, that may be misleading, to promote an often political cause.
purpose	The reason for something being created.
retrofuturism	A vision of what the future might look like created in the pre-1960s.
technique	Applying a particular method of making something.

Retrofuturism



Art produced between 1950-1960 that depicted what people imagined the future would look like.


Credit: Look and Learn / Bridgeman Images

Impact of the Space Race on art and design





What was the space race?



During the 1950s and 1960s, the United States of America and the Soviet Union were competing for supremacy in many areas, including competing to explore space.

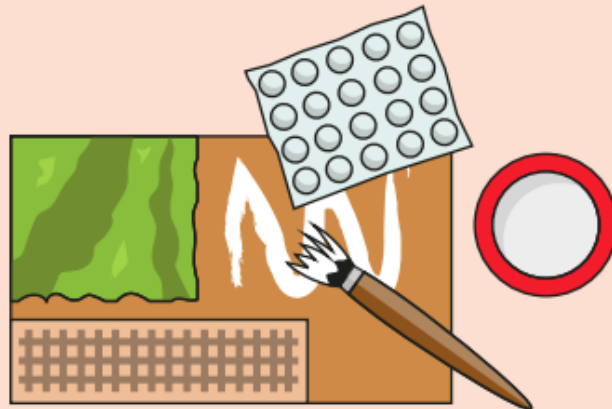
Making a collagraph printing plate

Step 1

Glue the different textures to your flat cardboard plate.

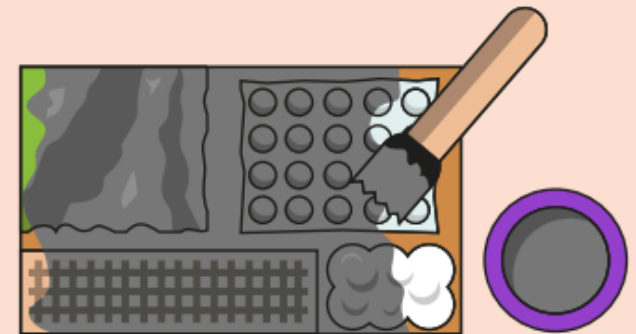
Top tip!

It must be allowed to dry completely before you use it.



Step 2

Completely cover your plate with printing ink. Use a thick brush to get into all the gaps. Make sure the ink is evenly applied.

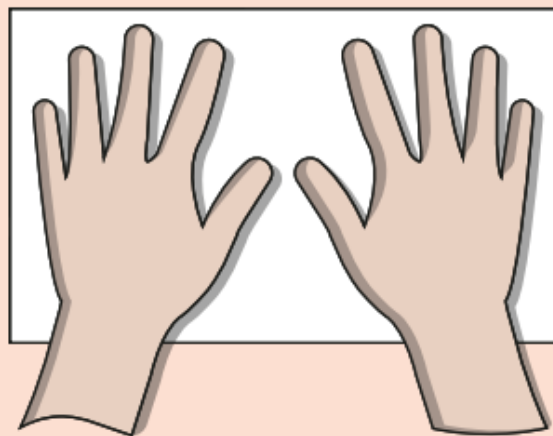


Step 3

Place your inked plate onto your paper and press firmly all over. You can use a dry roller to do this.

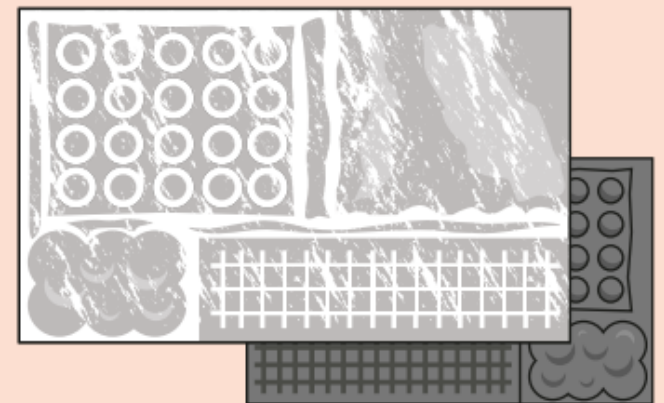
Top tip!

Work from top to bottom to smooth over the entire plate.



Step 4

Peel the paper away from the printing plate to reveal your print!



Architecture	Designing buildings
Architect	A person who designs buildings
Composition	Putting different elements together in a pleasing way
Elevation	In architecture this refers to the angle that a building is being viewed from
Legacy	Something lasting to remember a person or event for future generations
Monoprint	Printmaking where only one impression can be made
Perspective	The angle from which you are looking at something
Proportion	How big one element of an artwork appears compared to the whole thing
Transform	To change how something looks

Friedensreich Hundertwasser (1928-2000)
An Austrian artist and architect.

Most famous for his imaginative, colourful and whimsical architectural work.

The Hundertwasser house in Austria is one of his most famous buildings.



Famous buildings



The Shard, London
(Renzo Piano)



La Sagrada Família, Barcelona
(Antoni Gaudi)



Taj Mahal, India
(Ustad Ahmad Lahori)



Burj Khalifa, Dubai
(Adrian Smith)

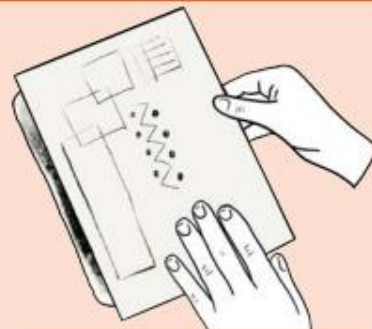


Empire State building, New York City
(Shreve, Lamb & Harmon)

How to make a monoprint



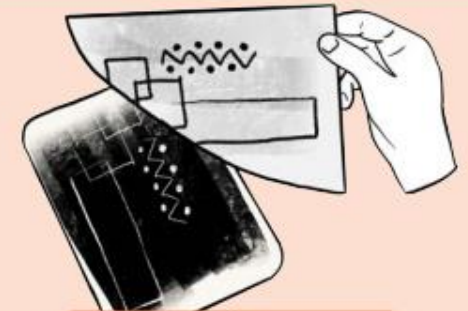
Step 1
Ink a flat surface.



Step 2
Lay paper over the ink.



Step 3
Draw your design on the paper pressing firmly.



Step 4
Peel the paper from the ink to reveal your print.

Zaha Hadid

- Born in Baghdad, Iraq in 1950.
- Moved to London to study architecture.
- First woman to be awarded the Pritzker Architecture Prize in 2004.
- Her futuristic designs use strong materials like steel and concrete but her buildings appear soft and curved.
- Inspired by childhood visits to cities in Iraq.

The Riverside
Museum, Scotland:



University of Economics,
Austria:



'Argos' building, Austria:



Collage	Cutting, arranging and sticking materials like paper, fabric etc to a background
Identity	Your qualities or beliefs that make you unique
Mixed media	Art made from a combination of different materials
Monoprint	A print that can only be made exactly the same way once
Multi-media	Artwork that includes audio or video elements
Photomontage	Collage made from photographs
Self-portrait	A portrait of the artist, by the artist

Artists

Chila Kumari
Singh Burman

Vincent van Gogh

Frida Kahlo

Sonia Boyce

Njideka
Akunyili Crosby



Self-portraits can communicate things about the artist depending on:

- The composition
- The materials used
- What is included in the background
- The artist's clothes
- Their facial expression



Mixed media artwork uses a combination of different materials

Add contrast with a background



Collage



Wash of paint

Match the materials you choose to the effect you want to create



Dreamy



Relaxed and happy



Bold

Creating a monoprint



Installation art

Three dimensional art that aims to transform a particular place.



'Support - Save Venice from drowning' by Lorenzo Quinn. © Frans Sellies Photography. All rights reserved 2022 / Bridgeman Images.



- Often large in scale.
- Location is important.
- Often made using everyday objects in new ways.
- Can be interactive.

Cai Guo-Qiang

- Guo-Qiang was born in 1957 in the Fujian Province, China.
- He grew up during China's Cultural Revolution, when explosions were part of everyday life.
- Guo-Qiang took part in demonstrations against political changes.
- He creates sculpture, drawings, installations and performance work.
- His art explores culture, politics and science and sometimes features explosions.

Interactive art



'The Weather Project' by Olafur Eliasson aimed to recreate a sunset using lighting, mirrors and artificial mist.

see hear touch smell

atmosphere	The mood of an artwork, for example, mysterious or joyful.
concept	The idea behind an artwork.
location	The place where an artwork is displayed.
performance art	Artwork that is an event rather than an object.
scale	The size of an artwork.
viewer	The people who look at, or visit, your installation.



St. John The Evangelist RCP School
Year 6 Art & Design Progression (Intent)

	AUTUMN		SPRING		SUMMER	
Topic	<i>Drawing</i> Make my voice heard 4 lessons	<i>Painting & mixed media</i> Artist Study (omit lesson 3) 6 lessons			<i>Craft & design</i> Photo opportunity (omit lesson 4) 4 lessons	<i>Sculpture & 3D</i> Making memories 5 lessons
Prior Knowledge	See Year 1, Year 2, Year 3, Year 4 & Year 5 progression for each core area					
Prior Skills	See Year 1, Year 2, Year 3, Year 4 & Year 5 progression for each core area					
Intended Vocabulary	Maya , Mayan, Imagery, Mark making, Expressive, Character traits, Symbol , Symbolic , Interpretation, Aesthetic , Representative, Tone, Chiaroscuro , Technique, Graffiti , Guerilla, Mural, Street art, Commissioned , Tone, Tonal, Composition, Impact , Audience	Artist, Compositions, Evaluation, Medium, Mixed media, Technique, Translate , Analyse, Meaning , Narrative , Interpret , Justify, Inference , Respond , Tableau , Abstract, Convey , Compose , Thought-provoking			Photomontage , Image, Dada , Composition, Arrangement, Layout, Cityscape , Macro , Photography , Monochrome , Monochromatic , Album , Digital , Saturation , Emulate , Editing , Software , replacement , Focus , Frame, Recreate , Pose , Prop, Portrait, Photorealism , Photorealistic , Grid, Proportio	Expression, Self, Identity, Attribute , Symbolic, Literal, Assemblage , sculpture, Manipulate , Relief , Composition, Juxtaposition , Embedded , Tradition, Pitfall, Representation , Originality, Collection
Aims	We aim to inspire pupils and develop their confidence to experiment and produce their own works of art. We aim to give every child the opportunity to develop their ability, nurture their talent and interests, express their thoughts about the world, as well as learning about art and artists across cultures and through history.					
Statutory Requirements (NC) KS2 – Year 6 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. 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.					

<p>Intended Knowledge (Formal elements)</p>	<p>Pattern: To know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p> <p>Texture: To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p> <p>Tone: To know that chiaroscuro means ‘light and dark’ and is a term used to describe high-contrast images.</p> <p>Colour: To know that a ‘monochromatic’ artwork uses tints and shades of just one colour. To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p>Form: To know that the surface textures created by different materials can help suggest form in two-dimensional art work.</p> <p>Shape: To know how an understanding of shape and space can support creating effective composition.</p> <p>Line: To know how line is used beyond drawing and can be applied to other art forms.</p>					
<p>Intended knowledge of artists & artists covered</p>	<p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>(3D) - Judith Scott - Yinka Shinobare - Nicola Anthony - Louise Nevelson - Joseph Cornell (Craft) - Derek O Boateng - Chuck Close - Albrecht Durer - Hannah Hoch - Graham Holland - Edvard Munch - Chris Plowman - Edward Weston (Drawing) - Dan Fenelon - Diego Rivera - Leonardo Da Vinci (Painting) - Frank Bowling - Richard Brackenburg - David Hockney - Lubaina Himid - Fiona Rae - Paula Rego - John Singer Sargent</p>					
<p>Intended Skills</p>	<p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Draw expressively in their own personal style and in response to their choice of stimulus, showing the</p>	<p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way</p>			<p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Develop personal,</p>	<p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Uses personal plans and ideas to design and construct more complex sculptures and 3D forms.</p>

	<p>ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>over several sessions to complete a piece. Analyse and describe how colour is used in other artists' work. Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus and work collaboratively on a larger scale. Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>		<p>imaginative responses to a design brief, using sketchbooks and independent research. Justify choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome. Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Combine materials and techniques appropriately to fit with ideas. Confidently problem-solve, edit and refine to create desired effects and end results. Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>
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Assessment Year 6

Unit	Lesson Name	Lesson No.	Learning objective	Secure understanding	Greater depth
Drawing: Make my voice heard	Experimental mark making	1	To explore expressive drawing	Selecting a good range of imagery presented with	Selecting a diverse range of imagery presented to
	Symbolic imagery	2	To consider how symbolism in art can	Can respond to the meaning of a spirit animal	Responds to the meaning of a spirit animal
	Chiaroscuro.	3	To apply understanding of the drawing	Can discuss ideas to create light and dark through	Can discuss ideas to create light and dark
	Street art	4	To evaluate the context and intention	Participates in discussion that examines the	examines the similarities and differences between
	Powerful art	5	To apply an understanding of impact	Understands artist choices to convey a message.	message, and recognises the use of symbolism to
Painting and mixed media: Artist study	David Hockney - My parents	1	To analyse a famous painting	Can explain ideas for narrative using descriptive	Can explain the narrative of the painting using
	Paula Rego - The Dance	2	To understand how to find meaning in	Understands and can describe the narrative with	Able to include extra details in the description of
	John Singer Sargent	3	To apply drama techniques to explore	Able to read a picture well and see beyond the	understanding of the meaning of the painting. The
	Fiona Rae	4	To apply interpretation skills to	Can read into the picture, identifying different	Will use richer language in their discussions and
	Lubaina Himid	5	To understand how art can tell stories	Can contribute to discussions to either the class,	Contributing to discussions to either the class,
	Research and planning	6	To develop starting points for creative	Able to select an appropriate artist. Information	can elect an appropriate artist that may be their
	Making art	7	To demonstrate an understanding of	Produces a piece of work that demonstrates an	Produces a confident piece of work selecting tools
Sculpture and 3D: Making memories	Exploring self	1	To analyse how art can explore the	Discussing the work of artists showing	Discussing artists' work with responses that
	Relief sculptures	2	To explore sculptural techniques	Suggesting ways to represent memories through	Suggesting ways to represent memories through
	Memory museum	3	To use creative experience to develop	Discussing artists' work and explaining what they	Confidently discussing artists work that is
	Memory sculpture	4	To apply an understanding of	successfully translating plans to a 3D sculpture,	Clearly using planning developed into a detailed
	Complete and reflect	5	To problem solve, evaluate and refine	Identifying and making improvements to work,	Identifying and making improvements to their
Craft and design: Photo opportunity	Photomontage	1	To apply an understanding of	Understanding what photomontage is; selecting	Understanding what photomontage is and
	Macro	2	To apply understanding of abstract art	Recognising how photography is used by artists,	Confidently discussing why and how photography
	Digital art	3	To demonstrate an understanding of	Selecting a suitable range of props to match their	Selecting and using props creatively. Using the
	Recreating famous paintings	4	To apply an understanding of	Choosing and adapting a suitable painting to work	Selecting a more complex painting that has more
	Self-portraits	5	To demonstrate observation and	Taking a portrait that is focused and appropriately	Taking a portrait that is focused and

Please complete the unit quiz to inform your assessment at the start and the end of your unit.

Quiz



Unit title: _____

Name: _____ Date: _____

Question 1: _____

Question 2: _____

Question 3: _____

Question 4: _____

Question 5: _____

Question 6: _____

Question 7: _____

Question 8: _____

Use this space for longer answers.

Year 6 - Sculpture and 3D

abstract	When something doesn't necessarily look like it does in real-life.
assemblage	A 3-dimensional collage of collected or made items.
composition	Putting different elements together in a pleasing way.
literal	When something is represented exactly as it is.
manipulate	To change how a material looks by handling or using tools.
memory	Something remembered from the past.
relief	In art, refers to artwork that projects from a solid base.
sculpture	Three dimensional art made by carving, modelling, casting or constructing.

Artists

Joseph Cornell

Cornell made 3D art from found objects with personal meaning assembled in a box. He was one of the first artists to create 'Assemblage' art.



Assemblage in the style of Cornell.

- Louise Nevelson
- Joseph Cornell
- Judith Scott
- Yinka Shonibare
- Nicola Anthony
- Louise Bourgeois
- Romare Bearden

Sculpture and 3D art can be...

Huge or **tiny**

Literal or **ABSTRACT**

Made by **combining** and **manipulating** materials
Use your hands and minds

Explore!

Maya art



Artists

Dan Fenelon

Leonardo da Vinci

Banksy

Diego Rivera

Caravaggio

Pablo Picasso

Chiaroscuro

Chiaroscuro is an Italian word meaning light and dark. A drawing, painting or photograph is described as using chiaroscuro when dramatic light and shade is the main feature of the image. It is used to make something on a flat surface look more three-dimensional.



<i>aesthetic</i>	As an adjective, it describes something that is pleasing to look at.
<i>commissioned</i>	When someone is asked to create a piece of art.
<i>interpretation</i>	How the meaning of an image is understood.
<i>mural</i>	A painting made directly on a wall or other permanent structure.
<i>symbolic</i>	Conveying a message using symbols.
<i>tone</i>	How light or dark something is.



Graffiti



Graffiti is used to describe spray-painted words and images that appear on property without permission. It is illegal to graffiti on private and public property.

Guerrilla art



Guerrilla art is similar to graffiti because it is often produced without permission. It usually appears unannounced in unusual places and can have a controversial message.

Mural



A mural is a large painting that may cover a wall. Artists are usually commissioned to paint them.

Arrangement	The composition of visual elements
Digital	Art made using electronic devices and computers
Layout	The arrangement of different elements within a given space
Macro	Very close-up photography, usually of very small subjects that are hard to see without using a magnifying tool
Monochrome	The use of one colour
Photography	The process of producing an image using a device that captures light
Photomontage	A collage of photographs that are arranged or modified
Photorealism	A drawing or painting so detailed it looks like a photo
Prop	Objects that are in photographs to enhance a scene
Saturation	The intensity or strength of a colour

Artists

Hannah Hoch

Edward Weston

Derrick O Boateng


Chuck Close

Features of a camera


Labels on the camera diagram:


- Shutter button
- Flash
- Mode switch
- Main control dial
- Lens

The difference between using a normal lens and a macro lens setting.



Normal lens



Macro lens 

Editing



Colour saturation



Colour replacement



Special effects

Tips to take a great photo!

Hold the camera or device steady

Check your subject is in focus

Try moving closer or further away from your subject rather than zooming in.

Try taking your picture from a different angle.

Check your background!

Don't always have your subject directly in the middle play with composition.

Make sure your subject is in frame



abstract	Art that doesn't necessarily look like it does in real-life - use shapes, colours, and gestural marks
analyse	To investigate something in detail to understand it
evaluate	To form an opinion about how good or useful something is
interpret	To understand and explain the meaning of something
medium	The materials used to make a piece of art
mixed-media	Art made from a combination of different materials
narrative	Is a story recalling events whether fictitious or true
respond	To create ideas formed from experiencing art of others
tableau	People recreating a scene from a story, painting in a motionless poses

Artists

David Hockney

Paula Rego

John Singer Sargent

Fiona Rae

Lubaina Himid



'The Dance', 1988
(acrylic on paper laid on canvas) by **Paula Rego**

© Bridgeman images 2022



Untitled, 1991 (oil on canvas) by **Fiona Rae.**

© Bridgeman images 2022

Describe

What can you see?

What words would use to describe it?

How would you describe the colours, shapes, and people?

How would you describe it to someone who can't see it?

Relate

Does it remind you of anything?

What things do you recognise?

How is this similar to other art you have seen?

How does it make you feel?

What do you find interesting about it?

Analyse

How did the artist create this?

What questions would you ask the artist?

What do you think is the most important part of it?

What does it tell you about the subject, artist or time in history?

Interpret

What would you name the piece and why?

What do you think is happening?

If you could step inside the piece what would you hear, see, smell or feel?

Does it have a message?

What do you think this might be?



Evaluate

What do you think is successful or unsuccessful about it?

What is most memorable about this piece?

What do you think others will think about it?

What might other people say about it?

Respond

What would you write about this art?

What does this piece make you want to say?

What style of art work does this make you want to produce?

What does this inspire you to do?

