

Art & Design Overview

	Rec	1	2
Autumn	Frida Kahlo (Drawing) Jackson Pollock (Painting) Andy Goldsworthy (3D Form)	Lowri & Turner (painting) Eric Carle (collage)	Van Gogh (painting) Peter Thorpe (drawing/collage)
Spring	David Hockney (Digital media) Sue Hendra (Printing)	Paul Klee (drawing) Animated story books (digital media)	Lieve Verschuier (drawing – charcoal) Ted Harrison (drawing – pastels)
Summer	Hokusai (textiles/collage) Yayoi Kusama (printing) Arcimboldo (3D form)	Henri Rousseau (drawing) Michelle Reader (3D form)	William Morris (textiles and collage) Nastia Calaca (3D Form) Monet, Degas, Renoir, Piet Mondrian, William Morris (digital media)

Key- Drawing; Painting, 3D form, Textiles & Collage, Printing, Digital Media,

Early Learning Goals

Expressive Arts and Design

Creating with Materials

- 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.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour-mixing.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Children in Reception

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

Key- Drawing; Painting, 3D form, Textiles & Collage, Printing, Digital Media,

Reception

Exploring and developing ideas (to run through every project)

- To generate ideas through playful, hands-on exploration of materials without being constricted towards a pre-defined outcome.
- Enjoy looking at artwork made by artists, craftspeople, architects and designers and finding elements which inspire.
- Work from different starting points and different stimulus e.g., objects, music, movement, colours, construction, objects, books, artists work, stories, poems, imagination, the world around them.
- Develop the appropriate vocabulary to express their thoughts and feelings.

Evaluating & developing work (to run through every project)

- Revisit, repeat, expand experiences to develop and to refine ideas and build on previous learning.
- Respond to questions when looking at artworks and / or stimulus:
Describe what you can see?
Describe what you like? Why?
How does it make you feel?
What would you like to ask the artist?
- Discuss challenges and how they might be resolved.
- Share their creations, explain the process they have used.
- Develop the appropriate vocabulary to express their choices and opinions.

Continuous Provision Resources –

Paint, pens, pencils, chinks, pastels, scissors, collage, playdough, glue, stamp and ink, printing, digital media.

Autumn	Spring	Summer
'All about me and Traditional Tales'	'Superheroes & Robots'	'Down on the Farm'

<p>Frida Kahlo – Self-Portraits <i>Look at and discuss portraits by Frida Kahlo. Explore what they and others look like – look carefully in mirrors at the shape of eyes, where ears are, colour of skin tone etc. Create own self-portraits using pencils and paints.</i></p> <p style="text-align: center;">Drawing</p> <p>Skills</p> <ul style="list-style-type: none"> • Explore and experiment with a range of drawing materials both wet and dry media. • Develop mark making to express their ideas and feelings. <p>Pupils will know</p> <ul style="list-style-type: none"> • That I can make my own choices. • Which equipment is best for drawing and making marks. • About the human anatomy – eyes, ears, arms, nose etc and represent these using appropriate shapes. <p>Key Vocab</p>	<p>David Hockney - Use '2paint a picture' on Purple mash to create a painting of a Superhero in the style of David Hockney using the different paint tools to add colour and detail. Think carefully about the type of line to use, e.g. curved, straight, wavy and how to use the mouse to make the different shapes required and how to add more detail.</p> <p style="text-align: center;">Digital media</p> <p>Skills</p> <ul style="list-style-type: none"> • Explore Apps such as painting Apps to create an image. • Experiment with the mouse and how to move it. • Experiment with the different painting tools and how to use them to add detail. <p>Pupils will know</p> <ul style="list-style-type: none"> • Which tools to select to create a digital painting. • That the mouse can be used to select tools and colours. • How to use the mouse with control to create a digital painting. 	<p>Hokusai – Explore the landscape artwork created by Hokusai. Look at the colours he used. Create a picture of a farm using collage thinking about the different shapes and textures for the different parts of the picture.</p> <p style="text-align: center;">Textiles and Collage</p> <p>Skills</p> <ul style="list-style-type: none"> • Explore and experiment with tearing and cutting of a variety of paper, textures and material. <p>Pupils will know</p> <ul style="list-style-type: none"> • How to combine different media and textures. • Which materials to select for a purpose. • How to make paper and materials the size and shape I need it to be. <p>Key Vocab</p> <p>Join Combine Materials Texture Tear</p>

Key- Drawing; Painting, 3D form, Textiles & Collage, Printing, Digital Media,

<p>Pencil Line – curved, straight Colour names Self-portrait Eyes, ears, nose, mouth, hair, face</p> <p>Jackson Pollock – <i>Explore with colours and colour mixing. Investigate different ways of mark making including 'splattering' in the style of Jackson Pollock.</i></p> <p style="text-align: center;">Painting</p> <p>Skills</p> <ul style="list-style-type: none"> • Use a variety of tools; brushes of a range of sizes, sponges, fingers, hands, sticks and invented or found objects to explore and experiment with paint and mark making with paint. • Explore and play with mixing primary colours to make secondary colours. • Experiment with matching colours with what they see and what they want to represent and be able to name these colours. 	<p>Key Vocab</p> <p>App Tools Mouse Paint Colours Lines – curved straight, wavy Detail David Hockney</p> <p>Sue Hendra – Supertato – <i>Look at the illustrations by Sue Hendra in the book 'Supertato'. Use a potato to print and create a picture of Supertato. Think carefully about what could be used to create peas in the picture and other detail.</i></p> <p style="text-align: center;">Printing</p> <p>Skills</p> <ul style="list-style-type: none"> • Explore and experiment with simple print techniques such as imprinting textures and rubbings using a range of objects including found objects e.g., potatoes, leaves, sponges, reels, textures. 	<p>Cut Rip Hokusai</p> <p>Yayoi Kusama – Polka dot art - <i>Look at the life and work of Yayoi Kusama. Discuss how she saw dots and used dots to create pieces of art. Look at her Butterfly and Fruits 1996 paintings. Discuss how she might have created them. Children to experiment with different tools to print and create their own butterfly / fruits painting.</i></p> <p style="text-align: center;">Printing</p> <p>Skills</p> <ul style="list-style-type: none"> • Explore and experiment with simple print techniques such as imprinting textures and rubbings using a range of objects including found objects e.g., leaves, sponges, cotton buds, reels, textures. • Experiment with different media to use for printing – ink, paint. • Explore how to create lighter and darker shades of a colour when printing. <p>Pupils will know</p>
---	--	---

<p>Pupils will know</p> <ul style="list-style-type: none"> • Paintbrushes make marks when used with paint. • A brushstroke is a mark made by a paintbrush. • Paint can be splattered by flicking / tapping a paintbrush. • Which pieces of equipment are appropriate for painting. • When paint colours are mixed it will change its colour. • Some paints can be thick and others are thinner. • Which colours to choose for their artwork. <p>Key Vocab</p> <p>Paint</p> <p>Primary colours – red, yellow, blue</p> <p>Secondary colours – green, purple, pink, orange, brown, grey,</p> <p>White</p> <p>Black</p> <p>Paintbrush</p> <p>Sponge</p>	<ul style="list-style-type: none"> • Experiment with rolling, pressing and stamping to create an image. • Explore what happens when too much or too little paint is used when printing. <p>Pupils will know</p> <ul style="list-style-type: none"> • A printed pattern is created with a shape that is repeated. • Which object or body part, (fingers, hands) to choose to give a particular effect when printed. • That too much or too little paint on the object to be printed, can ruin the effect / texture. <p>Key Vocab</p> <p>Print</p> <p>Press</p> <p>Roll</p> <p>Stamp</p> <p>Texture</p> <p>Repeat</p> <p>Effect</p>	<ul style="list-style-type: none"> • A variety of objects can be used to print. • Which object to choose to give a particular effect when printed. • That a firmer press or roll with more paint will give a darker shade and that less paint and a lighter press will give a lighter shade of colour and imprint. <p>Key Vocab</p> <p>Print</p> <p>Press</p> <p>Roll</p> <p>Stamp</p> <p>Texture</p> <p>Repeat</p> <p>Effect</p> <p>Kusama</p> <p>(Arcimboldo – fruit and vegetable art) Explore the artwork of Giuseppe Arcimboldo. Discuss what the children can see that Arcimboldo used to create the artwork. Children to explore with different</p>
---	--	--

<p>Dab Splatter Flick Brush Background Foreground</p> <p><i>Andy Goldsworthy – Look at work by Andy Goldsworthy. Collect natural materials – leaves, sticks, pebbles, and experiment with how to arrange them to create a piece of art – e.g. in a spiral pattern.</i></p> <p>3D Form</p> <p>Skills</p> <ul style="list-style-type: none"> • Enjoy handling, feeling and manipulating a range of materials • Construct using a range of materials e.g., leaves, pebbles, sticks. • Explore which shapes and patterns can be created using natural materials. <p>Pupils will know</p> <ul style="list-style-type: none"> • About the work of Andy Goldsworthy. 		<p>fruit and vegetables to create their own artwork in the style of Arcimboldo.</p> <p>3D Form</p> <p>Skills</p> <ul style="list-style-type: none"> • Enjoy exploring a range of natural objects and make choices about which ones are best to represent facial features. • Explore how different objects can be used to represent different things. <p>Pupils will know</p> <ul style="list-style-type: none"> • About the work of Giuseppe Arcimboldo. • That artwork can be changed to create something better. <p>Key Vocab</p> <p>Arcimboldo</p> <p>Names of a variety of fruit and vegetables</p> <p>Mouth, nose, eyes, ears, cheeks, hair, eyebrows.</p> <p>Review</p>
---	--	--

- Natural materials can be used to create art.
- What to do to make my work even better.

Key Vocab

Natural art

Spiral

Circle

Pattern

Stick

Leaf (ves)

Pebble (s)

Andy Goldsworthy

Art and design programmes of study: key stages 1 and 2

National curriculum in England

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key- Drawing; Painting, 3D form, Textiles & Collage, Printing, Digital Media,

Subject content

Key stage 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.

Year 1

Exploring and developing ideas (to run through every project)

- Record and explore ideas from first-hand observation, experience and imagination.
- Ask and answer questions about the starting points for their work and develop their ideas.
- Explore the differences and similarities within the work of influential artists, craftspeople and designers in different times and cultures.
- Use a sketchbook to gather, explore and collect ideas, techniques and artwork.

Evaluating & developing work (to run through every project)

- Review what they and others have done and say what they think and feel about it. (As a class, in small groups, 1:1)
- Identify what they might change in their current work or develop in their future work.

Autumn 1 'All Aboard'	Autumn 2 'All Aboard' and 'Winter'	Spring 1 'Brilliant Bodies'	Spring 2 'Dinosaurs'	Summer 1 'Going Green'	Summer 2 'Going Green'
--------------------------	--	--------------------------------	-------------------------	---------------------------	---------------------------

<p>Paint – Seascapes – (Lowry and Turner) <i>study seascape paintings comparing two different artists, explore ways of creating water and waves using paint and different paint brushes, create their own seascape painting.</i></p> <p>Skills</p> <ul style="list-style-type: none"> • Creating colour by learning how to mix and apply colours in different ways – using water based and other wet and dry media to explore wash, strokes, mark making. 	<p>Collage (Eric Carle) – <i>investigate the collage work of Eric Carle and create their own image on a background.</i></p> <p>Skills</p> <ul style="list-style-type: none"> • Use a wide variety of media, incl. photocopied material, fabric, plastic, tissues, magazines etc. • Use a combination of materials that have been cut, torn and glued. • Sort and arrange materials. • Add texture by layering and mixing materials. <p>Pupils will know</p>	<p>Drawing (Portraits) (Paul Klee) – <i>investigate how different tools and pressure make different lines. Explore the work of Paul Klee and the way he uses lines to create his portraits, create their own portrait in the style of Paul Klee.</i></p> <p>Skills</p> <ul style="list-style-type: none"> • Use a variety of tools, incl. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. • Explore mark making to start to 	<p>Animated Story books (Computing link) – <i>look at different types of books, traditional and e-books and notice similarities and differences. Create own e-book thinking carefully about their background and how to represent their pictures and animations.</i></p> <p>Skills</p> <ul style="list-style-type: none"> • Explore and select tools of 2Create a Story's My Simple Story level. • Use the mouse to select tools and use them to create a picture and background. 	<p>Drawing (observational drawing of plant / flower) (Henri Rousseau) - <i>Explore the work of Henri Rousseau, discuss what is good about his drawings / how he uses different techniques to make the flower / plant stand out. Investigate using pencils and oil pastels, to create observational drawings of plants and flowers.</i></p> <p>Skills</p> <ul style="list-style-type: none"> • Apply sketched lines to record initial ideas. • Apply lines that follow basic 	<p>3D form – (animal sculpture) (Michelle Reader) – <i>Look carefully at the work created by Michelle Reader and discuss what you think the sculptures are made from. Use recycled materials to create own animal sculpture.</i></p> <p>Skills</p> <ul style="list-style-type: none"> • Explore how to assemble and construct recycled materials. • Form and discuss opinions about the artist Michelle Reader. <p>Pupils will know</p>
---	---	--	--	--	---

<ul style="list-style-type: none"> Mix and match colours to a range of seascapes. Name primary colour (Mondrian) and know how to mix secondary colours (Rothko). Work on different scales (e.g., working on a small scale to paint a boat, on a larger scale to paint the background, this could be individual or as a group / whole class piece). <p>Pupils will know</p> <ul style="list-style-type: none"> That paint brushes can be different and make different marks on the page (e.g., flat brush, 	<ul style="list-style-type: none"> Which materials can be torn, cut and glued Information about Eric Carle and how he created his artwork. That when you layer materials, it can change the texture and colour, e.g., tissue paper. <p>Key vocab</p> <p>Cut Tear Shape Texture Tissue paper Crepe paper Cellophane Background Foreground</p> <p>Extension – encourage the</p>	<p>build a mark making vocabulary</p> <ul style="list-style-type: none"> Begin to explore the use of line, shape and colour through both observational drawing and experimental drawing. <p>Pupils will know</p> <ul style="list-style-type: none"> That a pencil grip can change how marks are applied on a surface, e.g., held closely to the tip increases the amount of control and detail you have. That appropriate simple shapes must be combined and used to create an overall object. 	<ul style="list-style-type: none"> Add additional pages to e-book. Open saved work from previous sessions. <p>Pupils will know</p> <ul style="list-style-type: none"> Know the difference between a traditional book and an e-book. Know how to use the different drawing tools. Know how to create a picture on the page. Know how to add a background to the page. Be able to use the additional drawing tools on My Story mode. How to save the page they have created. 	<p>contours and outlines of shapes from observations.</p> <ul style="list-style-type: none"> Draw what can be seen. Experiment with different tones based on the pressure used. Look closely and carefully at the object to include lots of detail in the observational drawing. Explore how big the drawing needs to be to include lots of detail. <p>Pupils will know</p> <ul style="list-style-type: none"> That refining lines means to make them more accurate. 	<ul style="list-style-type: none"> Which recycled materials to select to create their chosen animal. PVA glue can be used as a varnish. How to add layers to create their animal's fur / skin texture. <p>Key vocab</p> <p>Recycled materials Assemble Sculpture Construct Texture Layer Varnish</p>
--	--	--	---	--	--

<p>rounded brush, angle brush).</p> <ul style="list-style-type: none"> • That when adding white to a colour it becomes lighter. • That when adding black or a darker colour, e.g., purple makes a colour darker. • That red, blue and yellow are primary colours. • Know information about two different seascape artists e.g., Lowry and Turner and how their paintings are different. <p>Key vocab Colour wheel Water colour Paint</p>	<p>children to create and make their own collages on a Winter theme.</p>	<ul style="list-style-type: none"> • That pencil marks can be lighter / darker depending on pressure used to apply marks. • That different tools make lines of a different thickness. <p>Key vocab Pencil Charcoal Pastels Chalk Thick Thin Broad Narrow Fine Pattern Shape Horizontal line Vertical line Diagonal line Wavy lines Cross-hatched lines</p>	<p>Key vocab Background Clip-art gallery E-book Paint tools Eraser Undo Redo Copy Paste Edit</p>	<ul style="list-style-type: none"> • That different pencil marks can add detail and texture, e.g. shading or a thicker / thinner line. • Understand that their 2D drawing can be changed into a 3D sculpture. • About the artist Henri Rousseau. <p>Key vocab Henri Rousseau Line Texture Pattern Form Structure Petal Flower Leaf Trunk</p>	
--	--	---	---	--	--

<p>Poster paint Handle Bristles – flat, rounded, angled Tint Shade</p>		<p>Portrait Features</p>		<p>Stem Shape Line drawing Detail Movement Simple line Monochrome</p> <p>3D Form (wire sculpture of a plant / flower) – <i>Use observational drawings to create a paper flower.</i> <i>Introduce wire and explore how to make different shapes with it, create their wire flower sculpture and cover it with tissue paper.</i></p> <p>Skills</p> <ul style="list-style-type: none"> • Experiment with, construct and join recycled, natural and 	
--	--	------------------------------	--	---	--

				<p>man-made materials.</p> <ul style="list-style-type: none">• Explore shape and form.• Explore how to bend wire to create different shapes.• Investigate how to use tissue paper and make it attach to a wire sculpture. <p>Pupils will know</p> <ul style="list-style-type: none">• A sculpture is a 2D or 3D form and can be created using wire.• That we can change paper from 2D to 3D by folding, rolling and scrunching it.• Sculptures can be made from natural (clay) or man-made	
--	--	--	--	---	--

				<p>(paper, wire) materials.</p> <ul style="list-style-type: none">• Sculptures can be used to represent a range of creative ideas – they can be temporary or permanent.• That a sculpture can be made up of several layers. <p>Key vocab</p> <p>Wire Zig-zag Wavy Curls Tissue paper Roll Squeeze Fold Sculpture Model Bend Stick Cut</p>	
--	--	--	--	---	--

Attach
Assemble

Key- Drawing; Painting, 3D form, Textiles & Collage, Printing, Digital Media,

Year 2

Exploring and developing ideas (to run through every project)

- Record and explore ideas from first-hand observation, experience and imagination.
- Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.
- Explore the differences and similarities within the work of influential artists, craftspeople and designers in different times and cultures.
- Understand the basic use of a sketchbook to develop ideas and techniques.

Evaluating & developing work (to run through every project)

- Review what they and others have done and say what they think and feel about it. e.g., annotate sketchbook
- Identify what they might change in their current work or develop in their future work.
- Develop and use creative and technical language to express understanding, intentions and ideas.
- Annotate their work in sketchbook to reflect on their ideas and techniques.
- Annotate examples of artist work to record their thinking.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
'Fantastical Flight'	'Fantastical Flight'	'Fire and Ice'	'Fire and Ice'	'Medieval Magic'	'Medieval Magic'

<p style="text-align: center;">Painting (Van Gogh)</p> <p><i>Explore the work of Van Gogh comparing 2 pieces of his artwork, using sketch books explore his artist techniques and use them to create collaborative 'Starry night' background.</i></p> <p>Skills</p> <ul style="list-style-type: none"> • Mix a range of secondary colours, shades and tones to create 'starry night' background. • Mix and match colours using artefacts and objects with control and developing skill. • Experiment with tools and 	<p style="text-align: center;">Textiles and collage (Peter Thorpe)</p> <p><i>Study and discuss artwork by Peter Thorpe. Using chalks and pastels, practice different techniques to create a background of stars and planets in the style of Peter Thorpe. Experiment with blending and smudging to create a 3D effect. Use collage material to design, create and then add a rocket to the background.</i></p> <p>Skills</p> <ul style="list-style-type: none"> • Experiment with different techniques looking at how smudging and 	<p style="text-align: center;">Drawing (Charcoal) (Lieve Verschuier)</p> <p><i>Great Fire of London – History link – use charcoal and chalk to create a scene from the Great Fire of London after looking closely at the artwork of Lieve Vershuier. Explore using different techniques to get different effects from the charcoal and chalk.</i></p> <p>Skills</p> <ul style="list-style-type: none"> • Draw from memory, imagination and observation – using a range of fine media to develop control of 	<p style="text-align: center;">Drawing (Pastels) (Ted Harrison)</p> <p><i>Explore the work of Ted Harrison and compare some of his artwork. Use pastels to create a picture of the Arctic in the style of Ted Harrison.</i></p> <p>Skills</p> <ul style="list-style-type: none"> • Draw from memory, imagination and observation – using a range of fine media to develop control of line, shape, colour, pattern and tone. • Draw for a sustained period of time from the figure and real objects, including 	<p style="text-align: center;">Textiles and collage (William Morris)</p> <p><i>Look closely at designs by William Morris using a view finder. Create own repeat pattern in the style of William Morris. Create a bookmark through stitching and then embellishing with own design.</i></p> <p>Skills</p> <ul style="list-style-type: none"> • Use a variety of techniques, incl. embroidery. • Stitch, knot and use other manipulative skills. • Create textured collages from a variety of media. <p>Pupils will know</p>	<p style="text-align: center;">3D Form (Nastia Calaca)</p> <p><i>Look at the artwork of Nastia Calaca, discuss the different clay animals she has created and how she might have manipulated clay to create them. Choose an animal to create out of clay, use sketchbook to design the animal before creating it.</i></p> <p>Skills</p> <ul style="list-style-type: none"> • Manipulate clay for models. • Begin to explore glazes. • Understand the safety and basic care of materials and tools.
--	---	---	---	--	---

<p>techniques looking at how different brush strokes can create different shapes and patterns.</p> <ul style="list-style-type: none"> Name different types of paint and their properties. Work on a range of scales e.g., large brush on large paper etc. <p>Pupils will know</p> <ul style="list-style-type: none"> How to use a range of materials creatively to design and make products. How to use drawing, painting and sculpture to develop and share their ideas, 	<p>blending chalk / pastels can create different effects.</p> <ul style="list-style-type: none"> Explore using chalk and pastels and see how they create different effects. Create textured collages from a variety of media. Experiment with visual elements by layering different media, e.g., oil and chalk pastels, felt tips, charcoal and fine point pen. <p>Pupils will know</p> <ul style="list-style-type: none"> How to choose different media to get the desired effect. How to use chalk and pastels to 	<p>line, shape, colour, pattern and tone.</p> <ul style="list-style-type: none"> Experiment with visual elements by layering different media, e.g., oil and chalk pastels, felt tips, charcoal and fine point pen. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. <p>Pupils will know</p> <ul style="list-style-type: none"> To observe carefully when drawing. How to exercise control over a variety of drawing tools and media. 	<p>single and grouped objects.</p> <p>Pupils will know</p> <ul style="list-style-type: none"> Different materials can be used for drawing e.g., pencils, charcoal, graphite sticks, cartridge paper, sugar paper, sketchbooks. Drawings can be used to develop initial ideas. Shapes can be represented through drawing. Marks, lines and patterns can be added to drawings for effect. <p>Key Vocab</p> <p>Colour Texture</p>	<ul style="list-style-type: none"> About the work of a famous artist. Know how to match and sort fabrics and threads for colour, texture, length, size and shape. How to stitch two pieces of fabric. How to thread a needle and have a go. How to transfer their own design onto fabric. <p>Key Vocab</p> <p>Stitch Textile Design Fabric Needle Thread</p>	<ul style="list-style-type: none"> Experiment with, construct and join recycled, natural and man-made materials more confidently. <p>Pupils will know</p> <ul style="list-style-type: none"> That a sculpture is 3D. Know that a sculpture is shapes and model materials for a purpose, from observation and imagination. Know that malleable materials can be manipulated in a variety of ways including rolling, pinching and kneading. Know how to use tools and
--	---	--	--	--	---

<p>experiences and imagination.</p> <ul style="list-style-type: none"> • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn about the work of a range of artists, craft workers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own works. <p>Key Vocab Van Gogh Technique</p>	<p>share their ideas and imagination.</p> <ul style="list-style-type: none"> • That different media can be combined to create a piece of artwork. • Understand that we can hold our chalk and pastels in a variety of ways, experimenting with pressure, grip and speed to produce different effects. <p>Key Vocab Collage Overlap Overlay Construct Pattern Join Smudge Blend Pastel Chalk</p>	<ul style="list-style-type: none"> • How to explore a range of marks that can be made when drawing and the effects of these. • How to use charcoal and chalk in different ways to create different effects. • Observational drawings require careful observation of the subject to create a realistic representation. <p>Key Vocab Colour Texture Line Shape Form Space Charcoal</p>	<p>Line Shape Form Space Media Subject</p>		<p>equipment safely and in the correct way.</p> <ul style="list-style-type: none"> • Know designing means thinking about what something will look like. • Know a person who creates sculptures is called a sculptor. • Know describing art can involve talking about what a piece looks like or what it is made from. <p>Key Vocab Join Slip Form Malleable Sculptor Blend Impressing</p>
--	--	--	--	--	---

<p>Colour palette Powder paint Line Shape Form Space Impressionist / impressionism Impasto Pointillism</p>	<p>Background Foreground Abstract Effect</p>				<p>Digital Media (Monet, Degas, Renoir, Piet Mondrian, William Morris). <i>Explore different artists using Purple Mash planning 2.6 'Creating Pictures'. Recreate artwork in the style of the artist using different templates on Purple Mash.</i></p> <p>Skills</p> <ul style="list-style-type: none"> • Use simple graphics package to create an image and manipulate an image. <p>Pupils will know</p> <ul style="list-style-type: none"> • how to recreate the impressionist style
--	--	--	--	--	--

Key- Drawing; Painting, 3D form, Textiles & Collage, Printing, Digital Media,

					<p>of art (Monet, Degas, Renoir).</p> <ul style="list-style-type: none">• about the work of Piet Mondrian and recreate their style. <p>Key Vocab</p> <p>Vertical line Horizontal line Repeating pattern Parallel Diagonal Rotated Symmetry Impressionism Palette Style Pointillism Dilute eCollage Clip-art</p>
--	--	--	--	--	--