

Art Long term plan

- Practical (**substantive**) – **methods & techniques** (shading, mono-printing, collage); **Media and materials** (Pencil, pen, paper, wire, clay, poster paint); **Formal elements** (Line, tone, shape, colour, form, pattern, texture)
- Theoretical (**substantive**) – learn the history of art (meanings and interpretations, how artists have used materials and processes, journeys and connections of themes and ideas)
- **Disciplinary** - the knowledge children acquire to help them understand the subject as a discipline (What is art? What counts as art? What makes an artist? What is valid and of quality?)

Art	AU1	AU2	SP1	SP2	SU1	SU2
Nursery	<p>Name of unit: Self portraits</p> <p>Vocabulary: self, painting, paint, paintbrush, eyes, ears, nose, mouth, hair</p> <p>Overview of unit: methods & techniques – painting a picture of themselves Media and materials – Paper, paint, paint brushes, pencil Formal elements – line, shape, colour</p> <p>Key knowledge: *Recognise facial features using vocabulary (eyes, ears, mouth, nose, and hair) *use paint and paintbrush to create represent themselves. *begin to add simple features like hair, ears etc</p> <p>Name of unit: All about me Vocabulary: pens, pencils, crayons, paint, playdough, draw, paint methods & techniques –</p>	<p>Name of unit: Stories</p> <p>Vocabulary: draw, paint, happy, sad</p> <p>Overview of unit: methods & techniques – Show different emotions in their drawings and paintings, like happiness, sadness, fear etc Media and materials – Formal elements – line, shape, colour</p> <p>Key Knowledge: *Can draw/paint a smile to show happiness *Can draw/paint a frown to show sadness</p>	<p>Name of unit: Transport</p> <p>Vocabulary: make it, materials, resources, ideas</p> <p>Overview of unit: methods & techniques – Develop their ideas about how to use materials and what to make. -Develop their own ideas & decide which materials to use to express them. Media and materials – range of materials Formal elements – shape, form, colour</p> <p>Key Knowledge: *Can say what they are going to make *Can point to or name the materials they will need *Can say how they will use the materials *Can complete their planned idea</p>	<p>Name of unit: Amazing animals</p> <p>Vocabulary: draw, picture, lines, circle, square, rectangle, shape, face</p> <p>Overview of unit: methods & techniques – 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.</p> <p>Media and materials – Pencils, paper, colour pencils Formal elements – line, shape, colour</p> <p>Key Knowledge: *Can draw circles and oval shapes *Can draw 2 eyes and a mouth inside the circle or oval shape</p>	<p>Name of unit: Seaside</p> <p>Vocabulary: materials, hard, soft, bumpy, shiny, rough, same, different</p> <p>Overview of unit: methods & techniques – Explore different textures. Media and materials – Range of materials to feel Formal elements –texture</p> <p>Key Knowledge: *Knows that some materials feel different, and some feel the same *Can use some key words to describe the materials</p> <p>methods & techniques – Explore colour and colour-mixing (ice-cream cones)</p> <p>Vocabulary: Red, yellow, blue, purple, orange, green, colour mixing, mix Media and materials – Paint, brushes, paper Formal elements – colour</p>	<p>Name of unit: Minibeasts</p> <p>Vocabulary: draw, move, loud, noises, line, up, down</p> <p>Overview of unit: methods & techniques – Use drawing to represent ideas like movement or loud noises. Media and materials – Paper, paint brush, pen, pencil, paint, crayon Formal elements – line, shape, colour</p> <p>Key knowledge: *Can use a pen, pencil or paint brush to mark make *Can show movements on paper, by moving my pen, pencil, crayon, paintbrush up and down/left and right *Can show loud noises by making marks on paper</p>

	<p>Explore different materials freely</p> <p>Media and materials – pens, pencils, paint, playdough, crayons</p> <p>Formal elements – line, shape, texture, form</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> *Can use pens, pencils and crayons to mark make *Can use paint, pencils, pens to draw/paint pictures *Can use playdough to make models 			<ul style="list-style-type: none"> *Can add 2 legs and 2 arms onto the circle or oval shape *Can draw squares or rectangles to represent houses 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> *Know the names of prime colours *Know how to mix colours *Know the names of the colours after mixing 	
Reception	<p>Name of unit: Elmer - Experiment with colour. (ART)</p> <p>Vocabulary: Red, yellow, blue, black, white, purple, orange, green, grey, pink, Prime colours, colour mixing</p> <p>Overview of unit: methods & techniques – Collage (Elmer, Colour Monster, Leaf hedgehog -Transient art (Elmer) -Joining materials together (Paper plate mice/loo roll monsters) -Moulding playdough (colour monster/spotty bugs) -3D abstract paper sculpture</p>	<p>Name of unit: Superheroes Create collaboratively sharing ideas, resources and skills (ART/DT)</p> <p>Vocabulary: Create, materials, method, attach, snip, stick, join, share</p> <p>Overview of unit: methods & techniques – -Pontilism (dip dab logos) -Rangoli collage -Paper curling (Santa’s beard) -Paper folding (Elf’s legs) Media and materials – Paints, cottons buds, paper, paper, range of materials -rice etc.</p>	<p>Name of unit: Dinosaurs</p> <p>Vocabulary: materials, method, attach, snip, stick, join, colour,</p> <p>Overview of unit: methods & techniques – Hand print dinosaurs -Dinosaur silhouette scene -Collage (dinosaur skeleton and volcano) -Fork painting (volcano)</p> <p>Media and materials – Forks, paints, paper, range of materials, scissors, glue</p> <p>Formal elements – Shape, colour, pattern, line</p> <p>Key knowledge:</p>	<p>Name of unit: under the sea Explore and use a variety of artistic effects to express their ideas and feelings. (Vincent Scarpace) (ART) Return to and build on their previous learning, refining ideas and developing their ability to represent them (observational drawings of sea creatures)</p> <p>Vocabulary: Artist, Vincent Scarpace, style, eye, background, stripy, dots, swirls, bubbles, detail, colourful, drawing, Look closely, observe, outline, detail, improve</p>	<p>Name of unit: Africa Experiment with colour, design and form. (African masks) (ART/DT)</p> <p>Vocabulary: Masks, outline, paper mache, decorate, dots, lines</p> <p>Overview of unit: methods & techniques – -Paper curling (lions) -Printing (animal patterns) -Paper folding (crocodiles) -Paint dripping technique (Lila and the rain) Media and materials – Formal elements –</p> <p>Key knowledge: *Can talk about some key features of African masks</p>	<p>Name of unit: Farm Share their creations, explaining the process they have used. (Imagination station products) (ART/DT)</p> <p>Vocabulary: Imagination station, creations artwork, method, materials</p> <p>Overview of unit: methods & techniques – - DT animal homes -DT nests -Transient art scarecrows Media and materials – Formal elements – shape, texture, form, colour</p> <p>Key knowledge:</p>

<p>-Reverse silhouette (Autumn leaf) -Marble painting</p> <p>Media and materials – paper & paint, range of materials, paper plates, toilet roll, playdough, natural materials -leaves. Scissors, glue</p> <p>Formal elements – shape, colour, pattern, form, texture</p> <p>Key knowledge: *Know the names of prime colours *Know how to mix colours *Know the names of the colours after mixing</p> <p>Name of unit: Self – portraits</p> <p>Vocabulary:, painting, colour, shape, draw</p> <p>Methods and techniques- -use mirror to look at their faces -talk about the shape of their face/skin colour -select paint colours -use paint brushes to paint their face and other features.</p> <p>Media and materials – Paint, paper, brushes, colour, pencil</p> <p>Formal elements-</p>	<p>Formal elements – shape, colour, pattern, texture, form</p> <p>Key knowledge: *Can decide what they would like to make *Can choose the materials they will need *Can decide their method of making the creation *Knows how to join materials together *Can share the workload</p> <p>Experiment with design, texture, form and function. (Clay Divas) (Art/DT)</p> <p>Vocabulary: Diva, roll/rolling, shape, smooth, tools</p> <p>Key Knowledge: *Knows what a diva looks like *Can manipulate the clay by rolling and shaping *Create different effects using a variety of tools</p>	<p>*Can hold scissors and other equipment correctly *Can use scissors and other equipment for the right purpose *Can store scissors and other equipment safely *Can move around the classroom safely carrying scissors and other equipment</p>	<p>Overview of unit: methods & techniques – -Chalk drawing -Mixed media seahorse/underwater scene scene (chalk, pastels, collage) -Collage (sea creatures, fish skeleton) -Kite making</p> <p>Media and materials – Paints, paper, chalk, pastels, glue, pencils, range of materials for collages and mixed media piece.</p> <p>Formal elements – Shape, colour, line, pattern, texture</p> <p>Key knowledge: *Can create a colourful and stripy background in the style of Vincent Scarpace *Can use swirls and dots to decorate the fish *Can give the fish a big eye *Can add details to the background e.g. swirls/bubbles *Know how to look closely at a sea creature *Draw an outline of the sea creature *Add detail to their drawing *Can say how they could improve their artwork</p>	<p>e.g. nose, eyes, lips, dots, lines *Can cut around an outline *Can use paper mache to create eyes, nose, lips *Can add colour and detail to the mask</p>	<p>*Can say what they have made *Can say how they made it *Can talk about the materials they have used</p>
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	Shape, colour			*Can improve their artwork		
Year 1	<p>Name of unit: Self portraits</p> <p>Vocabulary: Portrait (a painting, drawing or photograph of a person's head and shoulders) Drawing (A picture or diagram made with a pencil, pen, or crayon rather than paint), line (Connection between two points. It can vary in length and size and direction), shape (the form or outline of something), observation (the action or process of closely observing or monitoring something or someone)</p> <p>Overview of unit: methods & techniques: *Show children a range of half face portrait examples *draw the other side of their face from a photograph of themselves Media and materials: Pencil, pencil crayon, photograph of each child Formal elements: line, shape, colour</p> <p>Key knowledge: *How to make observational drawings</p>	<p>Name of unit: Collage of Queen Victoria</p> <p>Vocabulary: Pattern, collage- Art in which bits and pieces of paper and fabric have been pasted onto a 2D surface. Mixed Media- a term used to describe artworks composed from a combination of different media or materials. Layers- An amount of something that covers the surface. Background- The part of a picture that is behind the main things or people. Shapes – e.g. squares Place/arrange – where pieces are placed and arranged</p> <p>Overview of unit: methods & techniques *Show children a range of different collages where a range of materials have been used *Create an individual collage of Queen Victoria, e.g. A4 children explain why they have chosen materials for their collage Media and materials: jewels, tissue paper, paper, fabric, large picture of Queen Victoria to form</p>	<p>Name of unit: Renoir 'Umbrellas' Artist study (modern)</p> <p>Vocabulary: Drawing (A picture or diagram made with a pencil, pen, or crayon rather than paint), line (Connection between two points. It can vary in length and size and direction), shape (the form or outline of something), observation (the action or process of closely observing or monitoring something or someone) Shading (when a colour or pencil is used to show something is 3D)</p> <p>Overview of unit: methods & techniques: drawing & shading of umbrellas on a shaded background Media and materials: Chalk & wax crayons Formal elements: colour, tone, shape</p> <p>Key knowledge: *How to develop ideas in their sketch book *How to use chalks to create a shaded background</p>	<p>Name of unit: Rousseau's Jungle painting - Artist study (modern)</p> <p>Vocabulary: Sweep, dab, primary colours- The primary colours are those which cannot be created by mixing other colours in a given colour space. Secondary colours- A secondary colour is a colour made by mixing of two primary colours. Background- The ground or parts of a scene that are behind the main subject of the artwork. Foreground- The ground or things placed in the front of the picture.</p> <p>Overview of unit: methods & techniques: painting – *Explore primary and secondary colours. *Create a representation of Rousseau's painting with a painted background and paper animals added to the foreground Media and materials: poster paint & paper Formal elements: texture, colour, shape</p> <p>Key knowledge:</p>	<p>Name of unit: Hot Air Balloon designs- Gustav Klimt (modern)</p> <p>Vocabulary: Primary colours, secondary colours, cool colours - blue, green, and purple, warm colours - red, yellow, and orange</p> <p>Overview of unit: methods & techniques: *Introduce children to warm and cool colours *Create a water colour background and use poster paint for hot air balloons Media and materials: poster paint & water colours Formal elements: line, shape, colour</p> <p>Key knowledge: *How to develop ideas in their sketch book *The difference between hot and cold colours *How to make observational drawings using a range of lines.</p>	<p>Name of unit: Van Gogh Sunflowers (modern)</p> <p>Vocabulary: Consolidation of vocabulary covered in previous painting & drawing units</p> <p>Overview of unit: methods & techniques: Create a representation of 'Sunflowers' using drawing & painting Media and materials: pencil, paper, paint, sand Formal elements: texture, colour, line</p> <p>Key knowledge: *How to develop ideas in their sketch book *How to observe and draw with increasing confidence *How to create different textures mixing paint with other materials (e.g., using sand/sawdust)</p>

	<p>using a range of lines, shape and colour</p> <p>*To use a pencil and pencil crayon to represent an image of themselves</p>	<p>the background of the collage</p> <p>Formal elements: shape, texture, colour, pattern</p> <p>Key knowledge:</p> <p>*How to develop ideas in their sketch book</p> <p>*How to use a range of collage techniques to create an effect using cutting, tearing, crumpling, folding, overlapping</p> <p>*How to collage different types/colours of paper to create a picture of Queen Victoria</p>	<p>* How to use wax crayons to create a 3D effect umbrella</p>	<p>*How to develop ideas in their sketch book</p> <p>*How to paint using primary and secondary colours</p> <p>*name primary and secondary colours</p> <p>*Select thick and thin paintbrushes for purpose</p>			
Year 2	<p>Name of unit: Self portraits</p> <p>Vocabulary: Portrait, drawing, line, shape, observation, features – shape or appearance of face, e.g. eyes, nose, lips</p> <p>Overview of unit:</p> <p>methods & techniques:</p> <p>*have a photograph of each child and tracing paper is used on top to map out features</p> <p>*draw a self-portrait using pencil</p> <p>Media and materials – Graphite pencils, tracing paper, sketchbooks, photos of the children</p> <p>Formal elements: line, shape, shading</p>	<p>Name of unit: Clay sculpture making pestle and mortars – Nurses (contemporary) Richard</p> <p>Vocabulary: Sculpture – art in 3D which can be made by carving, modelling or placing materials together, Natural materials, twist, knot, tie, intertwine, colours, shapes</p> <p>Overview of unit:</p> <p>methods & techniques:</p> <p>*Show a range of modern and traditional sculptures including work by Andy Goldsworthy</p> <p>*Create a clay sculpture thumb pot to represent a pestle & mortar and</p>		<p>Name of unit: Painting/drawing Great Fire of London silhouettes</p> <p>Vocabulary: Primary colours, secondary colours, shade, tint, brush strokes, background, foreground, colour wheel- A colour wheel shows you how colours relate to each other cold and warm colours Warm colours – one side of the colour wheel that includes red, yellow, and orange. This evokes warmth because they remind us of things like the sun or fire. Cool colours – the other side of the colour wheel that includes blue, green, and</p>	<p>Name of unit: Painting /drawing – Arctic Artist study – Gordon Bruce - Aurora Borealis (contemporary)</p> <p>Vocabulary: Primary colours, secondary colours, brush strokes, tint- a mixture of a colour with white, which increases lightness. Shade- a mixture with black, which increases darkness. Landscape - a picture representing a view of natural inland scenery. Blending- the technique of gently intermingling two or more colours or values to create a gradual</p>		

	<p>Key knowledge: *How to develop sketch book ideas * How to improve observational drawing skills by applying their knowledge of line *How to use graphite pencils to create areas of light and shade</p>	<p>decorate with natural leaves Media and materials – Clay, tools and natural materials Formal elements: Shape, form, texture,</p> <p>Key knowledge: *How to develop sketch book ideas *Know that old sculptures were typically created from stone, wood, clay and bronze casting *Know that modern sculptures can be made of a variety of materials. *How to manipulate clay to create a thumb pot</p>		<p>purple. This evokes a cool feeling because they remind us of things like water or grass. Silhouette - the dark shape and outline of someone or something</p> <p>Overview of unit: methods & techniques: *Create a colour wheel *Show a range of examples of paintings to represent the GFoL and compare/contrast texture, colour, shapes, tones *Create a representation of the GFoL with a painted background (water colour, poster paint, acrylic) and a silhouette foreground using charcoal or black paper Media and materials: Paints (water colour, poster paint, acrylic), charcoal, pencil, different brushes Formal elements: texture, colour, shapes, tones</p> <p>Key knowledge: *How to develop sketch book ideas *How to mix hot and cold colours using paint *Can name different types of paint and know their properties (water colour, poster paint, acrylic)</p>	<p>transition or to soften lines.</p> <p>Overview of unit: methods & techniques: *Artist study of Gordon Bruce *Create a representation of the northern lights using oil pastels and watercolour Media and materials: watercolours, oil pastels, paper Formal elements: Line, shape, tint</p> <p>Key knowledge: *How to develop sketch book ideas *How to create tints and shades in a variety of different colours * To explore lines and blending using oil pastels and water colour</p>	
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				*To Know the effects that different types of paint create		
Year 3	<p>Name of unit: Self portraits</p> <p>Vocabulary: Portrait, drawing, line, shape, observation, features</p> <p>Tones - Tone shows lightness and darkness of colour.</p> <p>Overview of unit:</p> <p>methods & techniques: Drawing a self-portrait using graded pencils</p> <p>Media and materials: Graded pencils, sketchbooks, mirrors/photos</p> <p>Formal elements: Line, tone, shape, shade</p> <p>Key knowledge: *Use sketch book to collect and record visual information *To know how graded pencils show tone (H pencils are hard and produce light marks and B pencils are soft and produce dark tones) * How to improve the accuracy of observational drawing skills through reefing and altering</p>	<p>Name of unit: Stone age Cave paintings (linked to Skara Brae)</p> <p>Vocabulary: primary colours, secondary colours Pigment – a substance used for colouring or painting, especially a dry powder, which when mixed with oil, water, or another medium constitutes a paint or ink.</p> <p>Binder – Binder refers to substances that hold the particles of pigment together in paint. All paints include a binder of some sort because this is what keeps the pigment in place after the paint dries.</p> <p>Swatch – apply a sample of paint to a surface to test or demonstrate the colour.</p> <p>Overview of unit:</p> <p>methods & techniques: *Explore a range of cave paintings and compare/contrast the use of colour, texture, tone, line *create a large scale cave painting on an external wall</p> <p>Media and materials:</p>		<p>Name of unit: Collage Mosaics – Romans</p> <p>Vocabulary: Mosaic- Pictures and patterns made from tiny pieces of coloured stone. Tesserae- Tiny stones or tiles used to make mosaics. Mortar-A type of cement used to stick their tesserae to the floor. Motif- A decorative image or design especially a repeated one forming a pattern. Pattern- A repeated decorative design. Geometric designs- A pattern made from rectangles, squares and circles. Border- A strip forming the other edge of something. Hardie- A tool used to cut stones for mosaics.</p> <p>Overview of unit:</p> <p>methods & techniques: *Similarities and differences between mosaics by Pietro Cavallini and Elaine Goodwin (female) *create a mosaic using tesserae.</p> <p>Media and materials: Tesserae, materials to create mosaic, coloured card (mock up)</p> <p>Formal elements:</p>		<p>Name of unit: Volcano Art – Painting and Drawing inspired by Nick Rowland</p> <p>Vocabulary: primary colours, secondary colours</p> <p>Tertiary colour- is a colour made by mixing full saturation of one primary colour with half saturation of another primary colour and none of a third primary colour.</p> <p>Abstract - something that looks different than it is supposed to.</p> <p>Effect— a change caused by an action</p> <p>Overview of unit:</p> <p>methods & techniques: *artist study of Nick Rowland – identify materials & techniques used. *create a volcano painting inspired by Nick Rowland</p> <p>Media and materials: Drawing & painting techniques</p> <p>Formal elements: Colour, pattern,</p> <p>Key knowledge: *Know how to create different effects and</p>

		<p>Paint, natural resources, e.g berries, leaves etc.,</p> <p>Formal elements: Colour, texture, tone, line</p> <p>Key knowledge: * how stone age people made art and generate ideas to make their own piece of work to show what they know about Stone Age life *Explore a range of materials and different mark making * how to create a large scale piece of work with others * work on different surfaces to show the texture of stone.</p>		<p>Pattern, collage, shape, colour</p> <p>Key knowledge: * A mosaic is a pattern or image made of small regular or irregular pieces of coloured stone, glass or ceramic, held in place by plaster/mortar, and covering a surface *know mosaics are often used as floor and wall decoration * use sketchbooks to design mosaic creations. *how to use tesserae to create a mosaic pattern</p>		<p>textures with paint using techniques such as splattering, flicking, dripping, blowing *Identify materials and techniques used in a piece of artwork (Nick Rowland)</p>
Year 4	<p>Name of unit: Self portraits in the style of Roy Lichtenstein https://artprojectsforkids.org/lichtenstein-style-portraits/ (Modern art)</p> <p>Vocabulary: Portrait, drawing, line (thick and thin), shape, observation, features, pop art</p> <p>Overview of unit: methods & techniques – *Look at portraits and examples of work by Lichtenstein to introduce pop art and compare similarities and</p>		<p>Name of unit: Modern Figurative Art. The final sculptures will be created with an artist – each class will spend a whole day with the artist being taken through the entire process.</p> <p>Artist studies: Antony Gormley, Alberto Giacometti, Pablo Picasso, Thota Vaikuntam (compare to Picasso style portraits) (Modern & contemporary art)</p> <p>Vocabulary: drawing, line, shape, observation, Drawing mediums- drawing materials.</p>			

	<p>differences to their previous self-portraits</p> <p>*Create a pop art version self-portrait in the style of Lichtenstein</p> <p>Media and materials – Sharpie pen with different nibs for outline, Pencils, coloured pencils</p> <p>Formal elements – Line, shape, shade, colour</p> <p>Key knowledge:</p> <p>*How to develop ideas in their sketchbook</p> <p>*To explore the work of Roy Lichtenstein and create a self-portrait in his style</p> <p>*how to apply thick or thin lines on their portrait to show where shadows may happen</p>		<p>Shades- the darkening or colouring of an illustration or diagram with parallel lines or a block of colour.</p> <p>Textures- one of the seven element of art that refers to the visual "feel" of a piece.</p> <p>Tone- Tone shows lightness and darkness of colour. Tones are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called highlights and the darker areas are called shadows.</p> <p>Figures—a drawing of the human form in any of its various shapes and postures using any of the drawing media</p> <p>Background- The ground or parts of a scene that are behind the main subject of the art work.</p> <p>Abstract - art which doesn't attempt to look 'real</p> <p>mixed media- different materials used in a work of art</p> <p>Overview of unit: methods & techniques</p> <p>*Look at Alberto Giacometti figures, identify that it's a sculpture, what</p>			
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techniques/materials have been used?

***Drawing** – complete observational drawings of Alberto Giacometti figures using charcoal

*Look at the work of Antony Gormley, then focus on his cast iron sculpture 'LOOK II, 2020'

***Collage** – use Antony Gormley's cast iron sculpture 'LOOK II, 2020' to create a collage: watercolour/paint/collage background with a collage figure made from squares/rectangles

***Painting** – Create figurative paintings inspired by Picasso's cubism with various paints including, watercolours, acrylics and poster paints for different textures and effects. It should be vibrant and bright.

• **Sculpture** – work with the artist to create figurative sculptures.

*The children will study 3 different artists – Antony Gormley, Alberto Giacometti and Pablo Picasso. Each class will create a figurative sculpture in the style of these sculptors. (1 per child)


Media and materials

Drawing of Jacometti
figures – pencils, charcoal,
drawing pens
Collage -
Painting-
Sculpture – paper mache
Formal elements –
Line, tone, shape, colour,
texture, form

Key knowledge:

- *How to draw from observation, using – Alberto Giacometti drawing pencils to show texture
- * How to use shadow to show depth and texture of an object – Alberto Giacometti drawing
- *how to evaluate their own work and that of their peers using art vocabulary – all areas
- *How to generate their own ideas and designs
- *How paper can be used in a range of different ways to create a sculptures
- *Explain how to create a paper Mache sculpture
- *To demonstrate a secure knowledge of primary, secondary, complementary, warm and cold and contrasting colours-
Painting
- *To demonstrate control and accuracy when painting using thick and

			<p>thin paintbrushes and select for purpose – Painting</p> <p>* Know precise colour language and use this when experimenting and evaluating - Painting</p>			
Year 5	<p>Name of unit: Self-portraits in the Fauvist style</p> <p>https://createartwithme.com/fauvism-portrait-selfie/ (Modern)</p> <p>Vocabulary: Line, colour/solid colours, shape, expressions, outline, proportion- how the sizes of different parts relate to one another</p> <p>Overview of unit: methods & techniques: *Look at portraits inspired by fauvism focusing on the use of solid colours *Create a self-portrait in the style of fauvism and evaluate</p> <p>Media and materials: Thick black pens, felt tip pens with various nib sizes, tracing paper, mountboard for portrait, photograph of each child</p> <p>Formal elements – Line, colour, shape</p>	<p>Name of unit: Modroc & clay sculptures – canopic jars</p> <p>https://www.bakerross.co.uk/craft-ideas/teachers/egyptian-canopic-jars/ - for the jar base</p> <p>https://www.imagininghistory.co.uk/post/make-canopic-jars-craft - for the clay head</p> <p>Vocabulary: mould, sculpture, Modroc, clay, manipulate, form, shape, texture, firing, rolling, pinching, hatching, joining - in ceramic work refers to when clay is put in a kiln and fired to really high temperatures, rendering it hard and ceramic</p> <p>Overview of unit: methods & techniques: * Research a range of canopic jars *Create a Modroc canopic jar – Modroc jar and clay head & evaluate</p> <p>Media and materials:</p>	<p>Name of unit: Painting/drawing African Art inspired by Gakonga</p> <p>Vocabulary: Foreground—part of a view that is nearest to the observer, especially in a picture or photograph. Mood—motions that are elicited in the viewer of a piece of artwork, intentionally or unintentionally. Figures—a drawing of the human form in any of its various shapes and postures using any of the drawing media Movement—principle of art that an artist uses to guide a viewer's eye in, through, and out of a composition.</p> <p>Overview of unit: methods & techniques: *Study the work of Gakonga and identify techniques and materials used *Create a painting/drawing in the style of Gakonga</p>	<p>Name of unit: Peter Thorpe inspires Perspective drawings for space.</p> <p>Vocabulary: perspective - a method of creating the illusion of depth, Proportions- a part, share, or number considered in comparative relation to a whole. Scale- refers to the size of an object (a whole) in relationship to another object, tone, line, colours – primary, secondary, complementary, tertiary, warm & cool, shape</p> <p>Overview of unit: methods & techniques: *Study the work of Peter Thorpe focusing on perspective, line and colour *Draw and paint a night-time street scene in perspective (paint & pen to outline objects/buildings) with a</p>		

	<p>Key knowledge: *How to explore and develop ideas in their sketchbook *How to apply drawing skills using a range of pens to outline and define their portrait *To explore the work of fauvism and know how to create a self-portrait in this style *How to evaluate their work using art vocabulary</p>	<p>Modroc, air drying clay, paper cups/yoghurt pots, metallic paint, sharpie Formal elements: * Form, shape, texture</p> <p>Key knowledge: *How to explore and develop ideas in their sketchbook *How to plan a sculpture through drawing and other prep work before starting the sculpture *To know the relationship between form and sculpture *Know the different qualities involved in modelling sculpture *know how to use tools, techniques and materials to express own ideas</p>	<p>Media and materials: *Water colours (background), black drawing) pens (figures, acrylic paint (clothing & drums) Formal elements: *colour, line, texture</p> <p>Key knowledge: *How to explore and develop ideas in their sketchbook *Have a secure understanding of primary, secondary, tertiary, warm and cold, complementary and contrasting colours *How to create a mood painting through the use of colour and application *How to create figures that show movement</p>	<p>galaxy sky then draw and paint a rocket to be added to the scene. Media and materials: *pencil, fine black drawing pens, poster paint/water colour Formal elements: *line, colour, tone, shape</p> <p>Key knowledge: *How to explore and develop ideas in their sketchbook *How to apply drawing skills to create an image in proportion and perspective *How to use a medium to show the direction of light to create a shadow *How to apply knowledge of warm and cool colours to a final piece</p>		
<p>Year 6</p>	<p>Name of unit: Self-portraits in the style of Chuck Close</p>  <p>Vocabulary: Proportion, line, pattern, shape, tonal shading -</p>		<p>Name of unit: Quilling collage of the Amazon rainforest using inspiration from David Mcowen/John Dyer (Rainforest paintings) Sena Runa and Yulia Brodskaya (for quilling methods)</p> <p>Vocabulary: Collage- Art in which bits and pieces of paper and fabric have been pasted onto a 2D surface. Cut out- The shape of a person, object etc. that has been cut out.</p>			<p>Name of unit: Evolution art</p> <p>Vocabulary: Shades- the darkening or colouring of an illustration or diagram with parallel lines or a block of colour. Proportions- a part, share, or number considered in comparative relation to a whole. Scale- refers to the size of an object (a whole) in relationship to another object.</p>

using different strengths of pencil shading to show where an object is affected by light and shadow

Overview of unit:

methods & techniques –

*look at portraits examples by Chuck Close - identify methods and techniques used
*Practise technical drawing skills of facial features and a pattern
*Create a self-portrait with graded pencils and add shade to show shadow and light with a Chuck Close style patterned background using pencils/art pens

Media and materials –

Art pens, graded pencils, sketchbooks, mirrors

Formal elements –

Pattern, tone, line, shape, shade

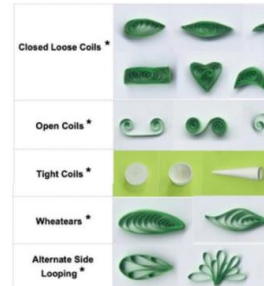
Key knowledge:

*How to use the grid method to accurately draw and demonstrate an understanding of the proportion of the face
*How to independently apply shading to show shadows and reflections
*How to apply drawing techniques such as, cross-hatching, shading, smudging, stippling to

Glue, Tissue- A piece of thin paper

Layer- An amount of something that covers the surface.

Texture- what things are made of and how they feel.



Overview of unit:

methods & techniques:

* Look at the work by Sena Runa and Yulia Brodskaya. Identify materials and techniques used.
*Practise the technique of quilling
*Create a collage of a rainforest scene using quilling

Media and materials –

strips of paper different colours & types, sketchbooks for ideas and designing, paint

Formal elements –

Pattern, shape, line, tone, colour, texture

Key knowledge:

*Know quilling is an art known since the 15th

Enlarge- make or become larger or more extensive.

Observation- the action or process of closely observing or monitoring something or someone.

Overview of unit:

methods & techniques:

*Use the following website for inspiration <http://gomersalprimaryschoolart.blogspot.com/2016/07/evolution-and-inheritance.html> ensure the children practise drawing/painting features of the face.

* Independently to plan and create their own picture of a monkey, ape or chimp and demonstrate the concept of evolution

Media and materials:

Wide range of media & sizes, e.g. watercolours, poster paints, collage, charcoal drawings, acrylic paints to add texture and effect etc.

Formal elements:

Line, tone, colour, texture

Key knowledge:

*Know the qualities of different drawing media and evaluate their effectiveness for different tasks.

*Know the proportions of faces and how to use the

	<p>their self-portrait to show detail</p> <p>*How to evaluate their work, using specific art vocabulary and identify areas to develop</p>		<p>century and is also called paper filigree.</p> <p>Know that quilling is believed to have been created by French and Italian nuns and used to decorate religious objects to save money.</p> <p>Know quilling starts with rolling a strip of paper into a coil and then pinching the coil into shapes that can be glued together.</p> <p>*Know the work of the artist and illustrator, Yulia Brodskaya and the artist Sena Runa</p>			<p>grid method to draw accurately.</p> <p>*How to draw from first-hand observation and from source material</p> <p>*How to use shading to show shadows and reflections.</p>
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<p>SEND – Adaptive Teaching</p>	<ul style="list-style-type: none"> ➤ Adjust the level of challenge ➤ Targeted support from a TA ➤ Clarify/simplify a task or provide numbered steps with visual representations (objects, pictures, signs, photos) <i>e.g. when doing a sculpture like a thumb pot, pictured steps for each stage, as well as a teacher modelling this physically</i> ➤ Provide worked (completed) and partially completed examples. <i>E.g. completing artist studies, giving multiple choices options</i> ➤ Highlight essential content ➤ Re-explain a concept or explain it in a different way – <i>always provide lots of visual images</i> ➤ Give additional (or revisit) examples ➤ Provide additional scaffolds - <i>Provide them with a checklist to tick off steps</i> ➤ Set clear targets/expectations - ➤ Provide prompts/sentence stems – <i>When completing evaluations for final outcome pieces, provide children with a list of statements they can select from for both what they like about their work and for what they would change next time. Ensure the statements given are linked directly to the key knowledge and key skills you want children to have achieved.</i> ➤ Improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the pupil) ➤ Consider pace - (extra time for responses to questions, contributing to class discussions and to complete activities) ➤ Provide vocabulary with visual images – <i>discipline slides, put pictures to match the vocabulary to refer to</i> ➤ check understanding and reinforcing as needed through repetition, rephrasing, explaining and demonstration ➤ Have alternative ways to record learning, e.g. oral, photographic, video (<i>evaluation</i>) ➤ Pre-teach vocabulary, key content etc. ➤ <i>Show them how to ghost draw shapes on the paper to help them.</i> ➤ <i>Show them how to sketch lightly with a sharp pencil.</i> ➤ <i>Help them to build the drawing from simple shapes such as circles, squares.</i>
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	<ul style="list-style-type: none"> ➤ <i>Provide tracing and copying facilities wherever possible</i> ➤ <i>Provide one to one support where possible and do small demonstrations on scrap pieces of paper.</i> ➤ <i>Break the task up into smaller sections</i>
Strategies to stretch and challenge	<ul style="list-style-type: none"> ➤ Identify and account for prior knowledge – a child who has extensive prior knowledge could be asked to present some of the knowledge they have to the class; explain something they understand easily to a child who doesn't 'get it' so quickly ➤ Build on interests to extend – <i>use of chrome books/ ipads to allow children to research an artist further, explore other pieces of art work similar to the style you are focused on.</i> ➤ Depth of content - consider what you can add to create depth, e.g. digging into an area more deeply, going laterally with a concept, or asking pupils to use more complex terminology to describe abstract ideas. <i>When exploring artwork – stretch and challenge pupils by getting children to describe and consider how the artist made it or what materials might have been used to create the piece.</i> ➤ Use questioning techniques to boost thinking – ask open-ended questions which require higher-order thinking. <i>Forming opinions about art – if they like it, don't like it - why? What could the artist have done differently according to you?</i> ➤ Consider learner roles – ensure they are appropriately challenged through the role they are given so they can make an effective contribution; argue in favour of a viewpoint that is different to their own, e.g. argue the opposite position to that which they actually hold, during a class debate ➤ Mastery - <i>When drawing and painting, students can always improve their use of colour, shading and/or the tone in their work. Check their work and think about how they might improve it.</i> ➤ Differentiated success criteria/choice of task – offer a choice of tasks with a different level of challenge ➤ Feedback – framing feedback so pupils must take responsibility for improving their own learning. <i>They should be asked to think about what THEY would like to do next. Where do they want to take the piece of art next?</i> <p><i>An example: You have asked the class to paint and draw insects for a pattern design. The students finishing early might be asked to create something using that pattern, such as a dress or clothing. The key is to ask the right questions: That is excellent work, how would you like to develop this work further? In what way might you build on this work? How might you apply this pattern? Can you think of alternatives? What would happen if you used different colours?</i></p> <p><i>When teaching children specific skills, the more confident and higher attaining pupils in art should be encouraged to apply it to something. E.g. practising mark making, learning about different lines (straight, curvy, curly, zigzag, etc) once the skill has been confidently demonstrate provide them a scenario to apply it in such as use the different types of line you have practised to draw a picture of the ??? link it to the art project.</i></p>