

Art	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR						
<u>Y1</u>	Portraits, Painting		Painting, Collage, Crafts		Painting, Clay	
<u>Y2</u>	<u>Topic based Art</u>		<u>Topic based Art</u>		<u>Topic based Art</u>	
<u>Y3</u>	<u>Portraits, Figures, Art Week</u>		<u>Investigating Patterns</u>		<u>Changing Places</u>	
<u>Y4</u>	<u>Portraits, Art Week</u>	<u>Sketchbooks linked to Topic</u>	<u>Observational drawing</u>	<u>Sketchbooks linked to Topic</u>	<u>Sketchbooks linked to Topic</u>	<u>Sculptures</u>
<u>Y5</u>	<u>Portraits, Art Week, Art linked to WW2</u>		<u>Sketching Skills, Collage</u>		<u>Art linked to Greece (sketching, clay)</u>	
<u>Y6</u>	<u>Street art, Art Week, Japanese Art, Christmas Crafts, Sketching</u>		Diorama, rainforests, Henri Rousseau, Mayans, Easter Art, Egg Competition		<u>Seascapes linked to the Titanic, Famous Artists</u>	



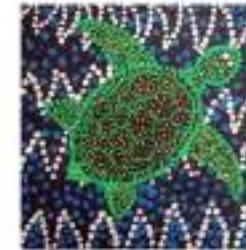
Art: Year 2 Art skills

This year in Art I will learn to:

- Try out different activities and make sensible choices about what to do next.
- To make textured collages from a variety of media and by folding, crumpling and tearing materials.
- Experiment with tones using pencils, chalk or charcoal.
- Represent things observed, remembered or imagined using colour/tools.
- Give reasons for your preferences when looking at art/craft or design work.



self portrait



pointillism



chalk



printing



colour mixing



diorama



collage



Vocabulary

Painting, drawing, collage, clay, charcoal, paint, pencil, pastel, chalk, colour, pattern, texture, shape, form, tone, line, landscape, portrait, artist.



Art: Year 3 Art skills

Subject Specific Vocabulary		
Tone	The quality of brightness of a colour or shade.	
Shading	A technique using in art to represent light and shade.	
Observational	To draw a paint something as accurately as possible.	
Sculpture	Three-dimensional art work.	
Collage	A piece of art made by sticking different materials such as photographs, pieces of paper or fabric on to a backing.	
Sketching	To make a rough drawing of something.	
Layering	A build up of materials that overlap.	
Portrait	A painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders.	
Evaluate	Deciding whether or not something has been successful and thinking about how things could be changed for improvement.	
Form	All visible features of a piece of artwork.	

Art Skills for Y3

- Use sketchbooks to record observations, experiment with techniques or planning out ideas.

- Explain what I like or dislike about my work,

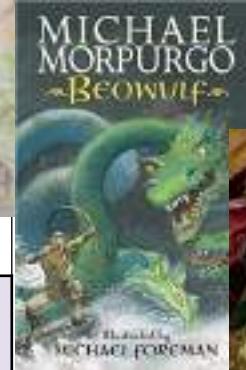
- Explore shading using different media.

- Compare and recreate form of natural and man-made objects.

- Create a collage using overlapping and layering.



Art: Year 4 Sketching and Sculpture

Subject Specific Vocabulary			Exciting Books
Tone	The lightness or darkness of an object depending on its light source.	<p>Sticky Knowledge about Art</p> <ul style="list-style-type: none"><input type="checkbox"/> Begin by drawing the outline lightly before putting in any detail. Check the proportions are correct before adding detail and shading.<input type="checkbox"/> Use your sketchbook to develop your ideas.<input type="checkbox"/> When looking at the proportion of an object, compare it to other objects/the background and adjust accordingly.<input type="checkbox"/> When studying sculptures let your imagination run wild! What could it represent?<input type="checkbox"/> Evaluate your own or other artists work by deciding what you like and what improvements could be made.	 
Shading	Building up of layers from light to dark.		
Proportion	To draw the size of objects correctly in relation to each other.		
Sculpture	A 3D piece of work made from clay, wood, metal etc.		
Collage	A piece of art made by sticking various different materials to a backing.		
Sketching	To make a rough drawing.		
Landscape	A picture that is wider than it is high.		
Portrait	A picture that is higher than it is wide.		
Evaluate	Assess strengths and weaknesses of a piece of work.		
3D	3 dimensional. Has width, height and depth.		



Art: Year 5 Making choices / Clay

Art objectives

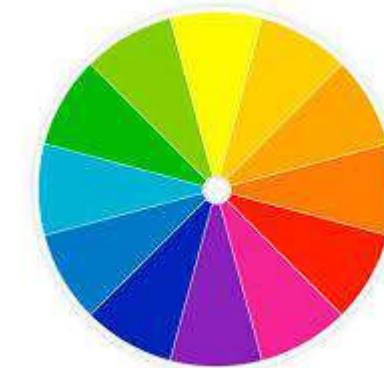
LEARNING Develop different ideas which can be used and explain his/her choices for the materials and techniques used
 Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work
 Evaluate his/her work against their intended outcome
 Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product

TECHNIQUES Use line, tone and shading to represent things seen, remembered or imagined in three dimensions
 Mix colours to express mood, divide foreground from background or demonstrate tones
 Develop skills in using clay including slabs, coils and slips
 Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures
 Experiment with using layers and overlays to create new colours/textures
 Return to work over longer periods of time and use a wider range of materials



Art vocabulary

Vocabulary	Definition
medium / media	materials used in creating artwork
multimedia	a mix of different materials
mix	to combine colours together to make different colours
palette	a mixing board for colours / the range of colours used
primary colours	red, yellow and blue from which others can be mixed
complementary colours	the colours on the opposite side of the colour wheel
line	marks that show width, direction, curve, length
tone	light and dark, brightness and shade
shading	lines and marks used to show different patterns in colour and darkness and to give 3d depth to sketches
texture	the surface quality of a piece of art e.g. rough / smooth
collage	art made by cutting and gluing materials (e.g. paper) together
perspective	a technique for creating the illusion of depth in a picture



Colour wheel



Coil technique
for making pottery

By Poupu l'ouourouce - Own work, CC BY 3.0,
<https://commons.wikimedia.org/w/index.php?curid=27455196>

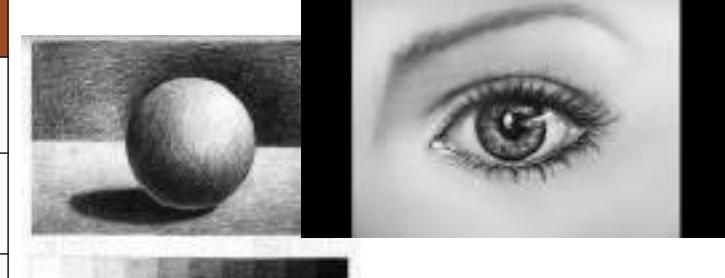


Sculpture vocabulary

Vocabulary	Definition
clay	a naturally occurring earth that can be moulded and hardened into bricks, sculptures, potteries and ceramics
slab	construction technique using rolled flat clay sheets
coil	construction technique using rolled clay sausage shapes
slip	a liquid mixture of clay suspended in water



Art: Year 6 Sketching

Subject Specific Vocabulary		
tone	The variation of shading from light to dark.	
graduation	A gradual change from one tone to the next.	
blending	An overlapping of colours to change from one to another.	
cross-hatching	Lines set at angles to build up shaded areas.	The Key things we will learn.
continuous line	A drawing done without taking the pen off the paper.	Pencils can be used to create darker tones if you put pressure on.
stippling	A drawing made up of points or dot.	
proportion	The relationship of the size of one thing compared to another.	
composition	'putting together' the things in a picture	How to create texture and shade using different pencil techniques.
scale	A drawing that has been made bigger or smaller than the original object.	



Art: Year 6 Street Art

Subject Specific Vocabulary			<h2>Key Knowledge</h2> <ul style="list-style-type: none">• Street art is any art created in public spaces.• Street art is usually unendorsed and carried out in untraditional art spaces.• Most street art is temporary.• There are many different forms of street art, such as: yarn bombing, love locks, throwies, LED light shows. <p>Is it art or vandalism? Vandalism is defined as an 'the act of deliberately destroying or damaging property.'</p> <p>Art is defined as ' something that is created with imagination and skill and that is beautiful or that expresses important ideas or feelings.'</p>	
Graffiti	Writing or drawings that have been scribbled, scratched, or sprayed mostly on a wall or other surface in a public place.			
Throwie or a Throw-Up	A piece of graffiti produced relatively quickly, generally with a single-colour outline and one layer of fill colour.			
Highlights	Any of several spots in a drawing or painting that receives the greatest amount of illumination (lighter parts).			
Shadow	Artists add dark shading to their artwork to add depth and to create a 3D style of image. It also creates a sense of light and dark within the piece of work.			
Depth	The apparent distance from the front to back or near to far in a piece of artwork. Techniques of perspective are used to create the illusion of depth in paintings or drawings.			
Decoration	Detail added to a design. Sometimes decoration can be a pattern such as polka dots or zig-zag lines.			
Stylised Text	This is a type of lettering such as 'bubble' or 'block' writing.			
Stencil Graffiti	A style of graffiti using a cardboard or paper stencil to create and recreate an image. The image is cut out and then transferred to a surface using spray paint or roll-on paint.		<h2>Famous Street Artists</h2> <div><table><tbody><tr><td>Keith Haring Keith Haring's style of art is well known for bold, bright colours with thick outlines and a cartoon-like style. </td><td>Banksy Banksy is an anonymous graffiti artist. That means he keeps his identity hidden. Banksy uses his art to give his opinion on events that are happening in the world. He is known as a political activist. The graffiti he paints shows what he thinks. The most common themes are his views on greed, poverty, despair, the obsession with celebrities, the government and war.</td></tr></tbody></table></div>	Keith Haring Keith Haring's style of art is well known for bold, bright colours with thick outlines and a cartoon-like style. 
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Art: Year 6 Seascapes linked to the Titanic

Possible Experiences

Research, and present facts about, an artist's life and work.

Create a piece of Art inspired by topic work or an artist of their choice.

Create an Art Gallery and evaluate their own and their peers' Art using correct vocabulary.



Key Knowledge

Understand what a landscape is.

Be aware of landscape artists- Derain, Klee, Monet, O'Keefe and Turner and their unique style of painting.

Know some details about one of the above artists- Nationality, gender, and be able to recognise their well-known paintings and style of painting.

Recap on work covered in Year 4 & 5.
Know how sketching pencils are classified and understand that H= hard/B=blackness. Also that the number in front of letter represents extent of the H/B. Eg. 6B gives a much darker effect than a 2B.

Know the effect of a range of media (watercolours, oil paint, chalk, pastels, collage) and brushstrokes (dots/ circular motion/ long/short/watery).
Know that colours and brushstrokes can create feelings.

Know what to include in the background, foreground, middle ground and where to position horizon line.

Correct language to use when evaluating their own, their peers' or an established artist's work.

Key Vocabulary

O'Keefe

Landscape - a picture representing an area of land

Watercolour - water soluble paint

oil paint - thick paint made with ground pigment and oil

chalk - a soft limestone used for drawing and colouring

pastels - crayons made with powdered pigments and resin

background - the part of a painting furthest away from the viewer

foreground - the part of a painting closest to the viewer

horizon line - where the sky and land look like they meet

style - characteristic way of painting

unique - unlike anything else

subdued colours - soft, toned down

natural colours - colours that exist in nature

artificial colours - colours that don't exist in nature, created by humans

Art Vision Statement

“We are all different, but we make up one school.”

Our school vision celebrates difference. Through our **Art** curriculum, we help children to recognise and celebrate the rich variety of artistic talent that exists not only across the world, but right here in school. Every year, our school participates in the National Gallery's 'Take One Picture' project to investigate a work of art in detail and to learn about artists and the context within which artworks are produced. In assemblies, children are exposed to a wide range of artworks and invited to respond to them and learn to appreciate and 'read' art.

Children will learn and practise skills and learn knowledge that builds on prior learning to help them to make progress. Sometimes children will be directed to learn and practise particular skills and apply their knowledge in a particular way. However, in keeping with our school vision, children will also be given opportunities to express their artistic feelings and skills in ways which celebrate the differences between us.