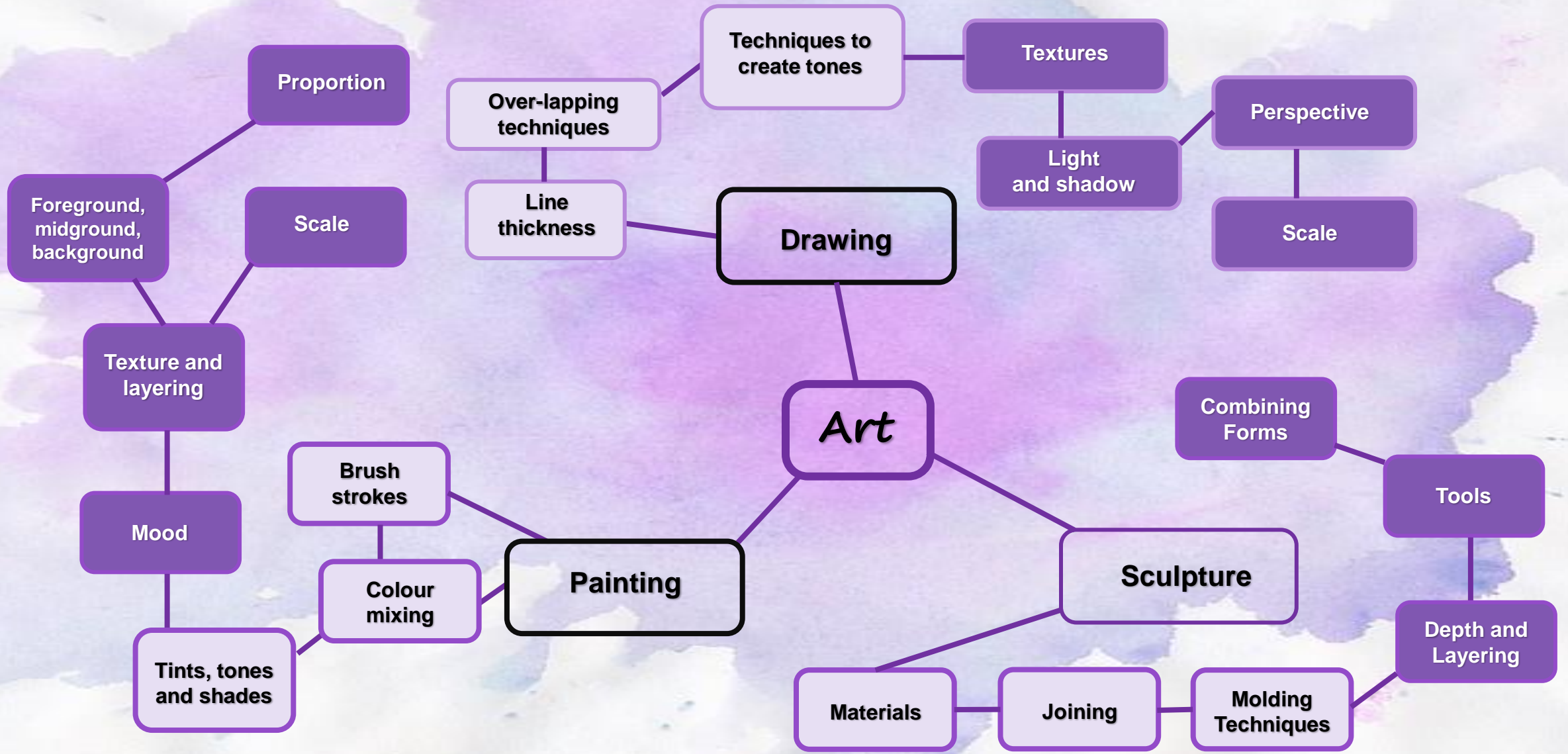




Art

Curriculum Map



Concept	Definition	Associated Vocab
Analysing	Discussing the successes and weaknesses of a piece of art	Strength, weakness, likes, dislikes
Diversity	Including or involving people from a range of different social and ethnic backgrounds.	Ethnicity, religion, class, local, national, international, age, gender
Foreground, Midground, Background	The distance of an object from the viewer. Foreground: close to the viewer, Midground: middle distance away, Background: furthest away from the viewer	Distance, shade, tone, size
Line	The path created by a point moving in a direction	Horizontal, vertical, diagonal, straight, curved, thick, thin
Pattern	A repeating image or shape	Texture, repetition, shape, space
Pigment	The intensity of a colour	Strength, quantity
Primary Colour	The basic colours that can be used to mix other colours: blue, red and yellow.	Shade, hue, value
Proportion	The relative size of parts of an object compared to each other	Size, scale, measure
Scale	The perceived distance of an object from the viewer	Near, far, large, small, illusion, distance, foreground, midground, background
Secondary Colour	The colours that can be made by mixing primary colours: orange, green and purple.	Shade, hue, value, mix, quantity
Shade	Adding black to a colour to create a darker colour	Black, dark, darker, quantity, mix
Shape and Form	The height, width, and volume of an object.	3-dimensional, 2-dimensional, space, object, structure,
Texture	The way a surface looks and feels	Rough, smooth, bumpy, regular, hard, soft, repetition, pattern
Tint	Adding white to a colour to create a lighter colour	White, light, lighter, quantity, mix
Tone	How light or dark a colour is, changed by adding different quantities of grey	Bright, dull, warm, cold, mix, quantity
Value	The lightness or darkness of a colour	Dark, light, variation

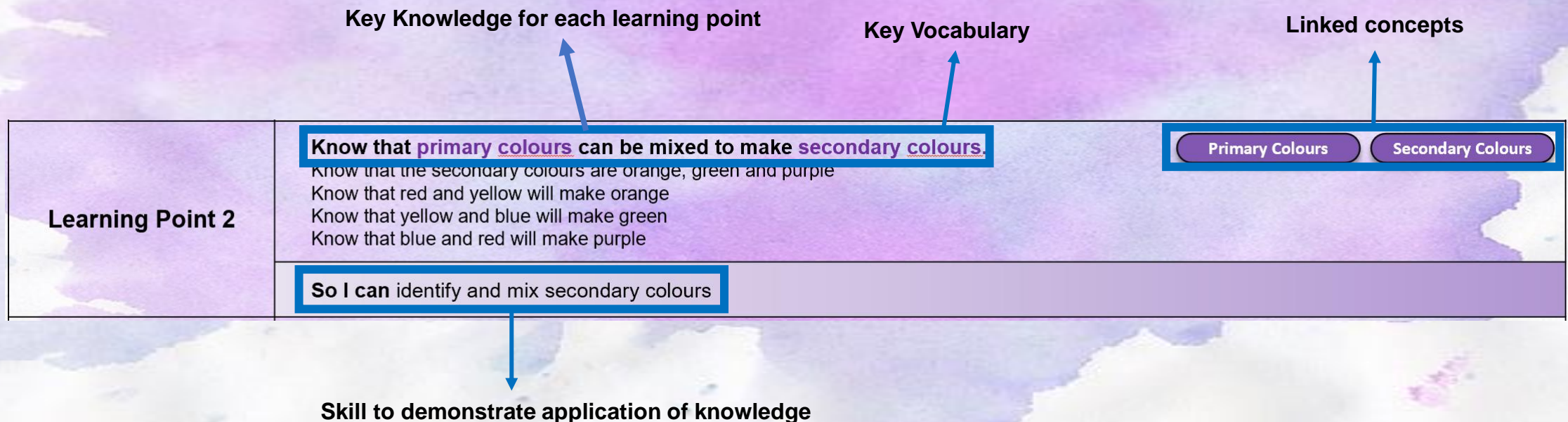
Key Knowledge

The Key Knowledge for each subject is written in bold type at the top of a learning point. This is the main knowledge that children need to progress on to the next stage of their learning.

Knowledge that contributes to the secure understanding of this key knowledge is written underneath.

Purple words indicate the vocabulary that children need in order to grasp the key knowledge.

Also indicated in each lesson is the key artistic concept linked to each learning point.





Prior Knowledge

EYFS

Early Learning Goals

Expressive Arts and Design — Creating with Materials

Children at the expected level of development will:

- 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.

Expressive Arts and Design — Being Imaginative and Expressive:

Children at the expected level of development will:

- 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.



Painting



Curriculum Story: Painting

Children begin in EYFS, where they will use paint brushes as part of their fine motor skills development. Alongside this, they will safely use and explore a variety of materials, tools and techniques in expressive art, experimenting with colour, design, texture, form and function. In Year 1, children begin to learn about primary and secondary colours. They will know what a primary colour is, and how these can be used to create secondary colours. Children will discuss how different colours make them feel, linking artwork with mood for the first time, and explore the use of different brushes. In Year 2, colour will be explored further, as children learn how they can mix colours with black, white and grey to create different tints, tones and shades depending on the colour and artwork they are aiming to create. In Year 3, alongside more exploration of tones, tints and shades, children will explore texture and layering for the first time, including how to create a range of different textures within their artwork. In Year 4, children will learn about the compositional elements of their artwork, including the foreground, midground and background, and how we can begin to create the impression of these within a painting by using different tones, tints, shades and textures. Compositional elements of painting are explored further in Year 5, where children start to study how light, shadow and reflection interact with the colours and objects within a painting. This knowledge is built upon in Year 6, where children combine their prior knowledge with new information about how to create a sense of scale and proportion within their artwork.

Within the painting curriculum, children study several key concepts, including primary and secondary colours, shade, texture, tones, tints, foreground, midground, background, pigment, scale, proportion and depth.

Each year group unit begins with a recap of prior learning to ensure that learned skills are embedded and children can build upon their prior knowledge.

Key Questions

What is a primary colour?

What is a secondary colour?

How do we create different colours?

Can we change how light or dark a colour is?

What happens when we add white, black or grey to a colour?

How do different brushes make our painting look different?

When should we use different brushes?

When and how do we choose the right colour to use?

How do we give our painting a different texture?

How do we make our painting look like it has depth?

What happens to objects in a painting when they are further away?

Possible Misconceptions

Blue, Red and Yellow can be made with other colours.

Colours other than red, blue and yellow are also primary (can't be made by mixing other colours)

We must use colours as they are – we cannot make a colour lighter or darker

All paintbrushes produce the same effect when used

We should only use one paintbrush when creating a piece of artwork

When an object moves further away, its proportions change

When an object moves further away, the object becomes smaller

Paint can't produce different textures

A flat painting cannot look like it has depth

Prior Learning – EYFS

In EYFS, children begin to access elements of art through:

- Exploring the natural world around them, making observations and drawing pictures of animals and plants;
- Safely using and exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;
- Sharing their creations, explaining the process they have used;
- Making use of props and materials when role playing characters in narratives and stories.

Year 1 - Painting

Learning Point 1

Know that the primary colours are red, blue and yellow.
Know that these are colours that can not be made by mixing other colours together.

Primary Colours

So I can identify primary colours and use them to create a colour wheel

Learning Point 2

Know that primary colours can be mixed to make secondary colours.
Know that the secondary colours are orange, green and purple
Know that red and yellow will make orange
Know that yellow and blue will make green
Know that blue and red will make purple

Primary Colours

Secondary Colours

So I can identify and mix secondary colours

Learning Point 3

Know that adding different amounts of a primary colour to another can create different shades
Know that when we add more yellow to red, it will create a lighter shade of orange; more blue to yellow will make a deeper shade of green etc.

Primary Colours

Shade

So I can select and mix different shades of secondary colours

Learning Point 4

Know that brush selection can help us to create the desired effect
Know that different brush sizes make different sized strokes
Know that different brush sizes are needed for different level of detail – smaller brushes are needed for smaller objects.
Know that the amount of pressure applied to the brush effects the width of the stroke

Texture

So I can select and use brushes appropriately

Year 1 - Painting

Learning Point 5

Composite Task: Know that colour choice can help us to create a desired effect

Know that different colours can be linked to different feelings

Know that artist select different colour to express mood within their artwork, for example: red with anger, blue with sadness, yellow with happiness.

Texture

So I can use colour appropriately to create mood in my own artwork

Year 2 – Painting

Learning Point 1

Recap of learning from Year 1

Know that the **primary colours** are red, blue and yellow.
Know that primary colours can be mixed to make secondary colours
Know that the **secondary colours** are orange, purple, green

Primary Colours

Secondary Colours

So I can name primary and secondary colours and use them to create a colour wheel

Learning Point 2

Know that tone means how **light or dark** a colour is

Know that when you add grey to a colour, it changes its **tone**
Know that when we add more grey, the colour becomes darker (**intensity/strength**)

Tone

So I can create different tones of secondary colours

Learning Point 3

Know that we create a **tint** of a secondary colour when we add white

Know that the more white we add, the lighter the tint of the colour gets.

Tint

So I can create different tints of secondary colours

Learning Point 4

Know that we create a **shade** of a secondary colour when we add black

Know that the more black we add, the darker the shade of the colour

Shade

So I can create different shades of secondary colours

Year 2 – Painting

Learning Point 5

Know that tints, tones and shades can be used for different effect in pieces of art work

Shade

Tone

Tint

Know that different colours can be created by adding black, white and grey.

Know that different amounts of grey, white and black can be used to recreate colours.

Know that adding white makes colours lighter, adding black makes colours darker, and adding grey changes the tone of the colour.

So I can mix and match colours accurately and apply them to observational work.

Learning Point 6

Composite Task

Know that primary colours are used to create secondary colours.

Know that grey, white and black can be used to create tints, tones and shades.

Shade

Tone

Tint

Secondary Colours

Primary Colours

So I can create a final piece using tints, tones and shades.

Year 3 – Painting

<p>Learning Point 1</p>	<p>Recap of learning from Year 2 Know that the secondary colours are (orange, purple, green) are made using primary colours Know that when you add grey to a colour, it changes its tone Know that we create a tint is when we add white Know that we create a shade is when we add black</p>	<p>Shade Tone Tint Secondary Colours Primary Colours</p>
<p>So I can use tints, tones and shades to create a colour wheel</p>		
<p>Learning Point 2</p>	<p>Know that using different colours, tints, shades and tones can create different moods Know that when an artist uses colour in a painting they are often trying to communicate an emotion, mood or atmosphere. Know that some colours are associated with different moods: for example, red is associated with anger, blue with sadness, green with calmness, yellow with warmth and happiness etc.</p>	<p>Analysing</p>
<p>So I can select appropriate tools and materials to add texture to my artwork</p>		
<p>Learning Point 3</p>	<p>Know that different textures can be achieved using different techniques and materials Know that you can add different things (sand, sawdust, flour) to create different texture Know that different consistencies of paint will affect the texture Know that you can dot, splash or layer paint Know that you can use different equipment to change the texture (knife, sticks, cotton buds)</p>	<p>Texture</p>
<p>So I can apply different textures within artwork</p>		
<p>Learning Point 4</p>	<p>Composite Task: Know that colours and textures can be used to create an impression, mood or feeling within a painting.</p>	
<p>So I can apply my knowledge of colour and texture to create a desired effect.</p>		

Year 4 – Painting

Learning Point 1

Recap of learning from Year 3

Know that tints, tones and shades can be changed by adding either black, white or grey
Know that the texture can be changed by adding different materials

Shade

Tone

Tint

Texture

So I can describe the techniques I have learnt so far

Learning Point 2

Know what is meant by depth in a painting

Know that the **foreground** is the part of a view that is nearest to the **observer**, especially in a picture or photograph
Know that the **midground** is the middle distance of a painting, photograph or view
Know that the **background** is the further distance of a painting, photograph or view

Foreground, Midground, Background

So I can identify the foreground, midground and background

Learning Point 3

Know that the tones, tints and shade vary depending on whether they are in the foreground, midground or background

Know that **pigment** refers to the intensity of the colour
Know that the **midground** and the **foreground** colour tend to have stronger **pigment** than the background
Know that the background has less **pigment**; this refers to the **value**

Foreground, Midground, Background

Pigment

So I can change the pigment and value of paint to suit the distance of the object

Learning Point 4

Composite Task

Know that we can alter colours to create a piece of artwork that has the impression of depth.

Year 5 – Painting

Learning Point 1

Recap of learning from Year 4

Know that the foreground is the part of a view that is nearest to the **observer**, especially in a picture or photograph
Know that the midground is the middle distance of a painting, photograph or view
Know that the background is the further distance of a painting, photograph or view
Know that the **midground** and the **foreground** colour tend to have stronger **pigment** than the background
Know that the background has less **pigment** this refers to the **value**

So I can describe the techniques I have learnt so far

Learning Point 2

Know that when light hits an object a shadow is created

Know that the **shadow** makes the shade of an object darker
Know that where the light hits will make the colour lighter
Know that when we add black to a colour, it creates a darker shade.
Know that I can use my knowledge of **tints**, **tones** and **shades** to show light and shadow in a painting

Shade

Tint

So I can show how light effects shadow and shape

Learning Point 3

Know that light creates an area of lighter colour

Know that light **reflects** off surfaces; the colour we see is the colour that is reflected back and into our eyes
Know that objects appear darker when light does not directly hit them.
Know that objects appear lighter when light does directly hit them.
Know that we should adjust the tint of a colour in order to create the **impression** of it being lighter.

Shade

Tint

So I can compare and discuss the difference between the midground and foreground

Learning Point 4

Know that objects are reflected on to smooth surfaces

Know that reflection is when we see the image of something on a flat surface (e.g. water).
Know that the reflected image will be reversed (e.g. upside down, back to front)
Know that when the surface of the reflection is clear (e.g. water, a mirror) the colours are accurately reflected
Know that when the surface of the reflection is not clear, the colours may be different

Shade

Tint

So I can paint accurate reflections

Year 6 – Painting

Learning Point 1

Recap of learning from Year 5

Know that when you add grey to a colour, it changes its **tone**

Know that we create a **tint** is when we add white

Know that we create a **shade** is when we add black

Know that the texture of paint can be changed in a number of way

Know that the foreground, midground and background are different areas of a picture, photograph or view

Know that light creates an area of brighter colour; when a colour is in shadow, it is darker

Know that objects reflect on smooth surface

So I can describe the techniques I have learnt so far

Learning Point 2

Know how distance affects how an object appears

Know that the further away an object is, the smaller it appears to the **viewer**.

Know that as an object moves closer to the viewer, it appears larger.

Know that the shape of an object does not change as it gets further away.

Know that something in the distance will generally appear smaller and less colourful.

Scale

So I can identify the foreground, midground and background

Learning Point 3

Know that proportion refers to the size of parts compared to one another

Know that if objects are further away, their proportions do not change.

Know that when we reduce or increase the size of one part of an object, we should reduce or increase the other parts by the same amount

Scale

Proportion

So I can change the size of an object without changing its proportions.

Learning Point 4

Know that colour, scale and proportion can work together to give an impression of depth

Know that colours appear less vibrant the further they move away

Know that objects appear smaller the further away they are

Know that objects closer to us have more vibrant colours and appear larger

Know that the scale of objects changes, while their proportions stay the same

Scale

Proportion

So I can create artwork with the impression of depth by accurately sizing objects and their parts



Drawing



Curriculum Story: Drawing

Children begin in EYFS, where they learn to hold a pencil correctly in order to begin showing accuracy and care when drawing. From there, children learn that they can use different types of pencil in order to create lines and marks that look different. Alongside this, they will explore how to use line to create different effects, and begin to show how line can be used to shade. In Year 2, they expand their drawing abilities by using different materials, such as pen and charcoal, to produce different types of line with varying thickness and shade. They will learn that the way we hold and use equipment can be adapted to create a desired effect. In Year 3, children will move on to learning about texture, and how patterns can make a drawn surface look and feel different. Children will also learn how to draw with correct proportions at this stage, having mastered the materials with which they can draw. This is built upon in Year 4, where for the first time children learn about how light and shadow interact with different 3D objects. Finally, in Upper KS2, children begin to use their knowledge to create artwork which has a sense of scale, depth and proportion, as they learn how using one-point and two-point perspective can bring their artwork to life.

Within the drawing curriculum, children study several key concepts, including shade, texture, tones, foreground, midground, background, scale, proportion, pattern, line and depth.

Each year group unit begins with a recap of prior learning to ensure that learned skills are embedded and children can build upon their prior knowledge.

Key Questions

How are some pencils different?

Is the way we hold a pencil important?

How do we create different styles of line?

Can we change how light or dark a pencil line is?

What tools other than pencils are useful when drawing?

How do we make something look as if it's closer or further away?

How do we create the impression of light using pencils and other materials?

How can we decide which drawing material to use?

How do things change when they move further away?

How can we make sure that we keep proportions the same when drawing an object at different distances?

Possible Misconceptions

Drawing is a single skill.

A drawing is only 'good' if it is realistic.

All pencils are the same.

We should always hold a pencil in the same way, as we do when writing.

There is only one effect we can create with a pencil – a clear line.

Pencils are the only material that we can draw with.

Objects look exactly the same to a viewer, no matter how close or distant they appear.

When an object moves further away, its proportions change

Because pencils are dark, we cannot use them to create the impression of light hitting an object.

Year 1 - Drawing

Learning Point 1

Know how to hold a pencil properly.

Know that we can use a pencil to make marks.

Know that we should try to use the tip of the pencil lead when making a controlled mark.

So I can make careful marks on paper using a pencil.

Learning Point 2

Know that using different types of pencil can create a different look.

Know that there are lots of different types of pencil.

Know that 'B' indicates that a pencil is softer

Know that 'H' indicates that a pencil is harder

Know that a 9B is the softest pencil and therefore creates a darker line

Know that a 9H is the hardest pencil and therefore creates a lighter line

Know that different pencils produce different textures.

Line

Texture

So I can select different grade pencils to create different types of line.

Learning Point 3

Know that we can create different types of line

Know that a line is a path from one point to another

Know that some lines are straight, and some are curved

Know that some lines travel horizontally (side to side), vertically (up and down) and diagonally (sloping upwards/downwards)

Know that we can make a pattern with line (e.g. zig-zag, wavy, loopy)

Line

So I can select the right type of line to use.

Learning Point 4

Know that lines can be used to shade

Know that hatching is when we draw several lines close together, in a pattern, travelling in the same direction

Know that cross hatching is using diagonal lines close together and crossing over with each other

Know that we can use this method to create areas that are darker than others

Pattern

So I can organise and arrange marks according to techniques used.

Year 2 - Drawing

Learning Point 1

Learning Recap

Know how to hold a pencil properly
Know that using different types of pencil gives a different look
Know that we can use different lines to create a different look
Know that a series of lines can be used to shade

So I can

Learning Point 2

Know that different types of drawing equipment produce different effects on surfaces

Know that charcoal can produce a very dark, wide mark
Know that pen creates a defined line.
Know that pencils can create a range of line types.

Line

So I can choose the most effective tool to draw an object.

Learning Point 3

Know that the way we use equipment can create different effects

Know that the tip of a pencil will create a dark, defined line.
Know that using the side of the pencil lead will create a wider, lighter line.
Know that pressing lightly will allow us to create a lighter line.
Know that applying more pressure allows us to create a darker, thicker line.

Texture

Line

So I can select different grade pencils to create different tones of line.

Learning Point 4

Know how to use different materials and methods to create a desired effect

Know that we can use crosshatching to make something look 'rough'
Know that hatching can be used to make something look 'smooth'
Know that crosshatching and hatching lines can be placed closely together to make something look darker
Know that using a softer pencil can make something look darker, a pen gives a more defined look, and charcoal makes a very dark mark.

Pattern

Texture

Line

So I can select and use different materials to create an effect.

Year 3 - Drawing

Learning Point 1

Learning Recap

Know that different pieces of drawing equipment can produce different results

Know that the way we use drawing equipment can produce different results

Know that lines can be combined to create a desired effect

So I can recall how to use equipment to produce different effects.

Learning Point 2

Know that we can use patterns to produce a texture

Know that stippling is a series of dots, spaced closely together or further apart to make an object look darker or lighter

Know that repeating a shape across a space can create a texture

Know that the patterns we use can be symmetric, asymmetric, geometric (a series of shapes), regular (repeating in a predictable way), or irregular (repeating in an unpredictable way).

Pattern

Texture

So I can create different-looking patterns.

Learning Point 3

Know that we can use equipment and textures to reflect mood

Know that using darker equipment (softer pencils, charcoal etc) can create a 'darker' mood.

Know that using lighter equipment (harder pencils) can create a 'lighter' mood.

Know that patterns with sharp corners are associated with more negative emotions (e.g. zig-zag lines, squares, rectangles)

Know that patterns with rounded corners are associated with more positive emotions (e.g. wavy lines, circles)

Pattern

Texture

So I can reflect emotion and mood within artwork

Learning Point 4

Know that proportion refers to the size of different parts of an object compared to one another

Know that proportion is not related to how big or small the object is

Know that when we move an object closer, it appears bigger but its proportions don't change.

Know that when we move an object further away, it appears smaller but its proportions don't change.

Know that the measurements of each part of an object should be consistently changed when an object moves.

Proportion

So I can change the size of an object while keeping its proportions the same.

Year 4 - Drawing

Learning Point 1

Learning Recap

Know that we can use patterns to produce a texture
Know that we can use equipment and textures to reflect mood
Know that proportion refers to the size of different parts of an object compared to one another

So I can recall how to use equipment to create texture.

Learning Point 2

Know how light interacts with 3D objects

Know that when there is only one source of light, part of the surface of a 3D shape will be darker as it is not in direct light.
Know that a 3D object casts a shadow when there is a light source
Know that the shadow of a 3D object is cast in the opposite direction to the light source.
Know that the shadow of an object takes the shape of the object

Light and Shadow

Shape and Form

So I can create a sense of depth within drawings.

Learning Point 3

Know that 3D objects have a height, a width and a depth.

Know that a 2D shape has two dimensions: a height and a width.
Know that 3D objects are what we see around us.
Know that we can create the impression of a 3D shape on a 2D surface by showing depth.
Know that depth can be demonstrated by applying shadow and shading.

Shape and Form

So I can create the impression of the shadow of a 3D object

Learning Point 4

Composite Task

Create artwork with an impression of depth and shadow

Light and Shadow

Shape and Form

Year 5 - Drawing

Learning Point 1

Learning Recap

Know that 3D objects have a height, a width and a depth.
Know how light interacts with 3D objects

So I can recall how to use equipment to create texture.

Learning Point 2

Know how to use one-point perspective.

Know that the horizon is the point in the distance where the sky meets the land/sea.

Know that objects appear smaller the closer they get to the horizon.

Know that when we have an object with depth, the part which is furthest away will appear smaller.

Know that to help us create this impression, we can imagine a 'vanishing point' where lines moving away from us would meet if they were to continue.

Know that this is known as one-point perspective.

Perspective

Shape and Form

So I can create a sense of depth within drawings.

Learning Point 3

Composite Task

Create artwork with an impression of depth and shadow

Year 6 - Drawing

Learning Point 1

Learning Recap

Know that 3D objects have a height, a width and a depth.
Know how light interacts with 3D objects
Know how to use one-point perspective

So I can recall how to use equipment to create texture.

Learning Point 2

Know how to use two-point perspective

Know that the horizon is the point in the distance where the sky meets the land/sea.
Know that objects appear smaller the closer they get to the horizon.
Know that when we have an object with depth, the parts which are furthest away will appear smaller.
Know that when we view large objects from a certain angle (such as from the corner of a building) there may be two vanishing points – one on each side of the object.
Know that lines moving away from the viewer on each side will appear to move towards the vanishing points, creating a sense of scale and perspective.

Perspective

Shape and Form

So I can create the impression of the shadow of a 3D object

Learning Point 3

Composite Task

Create artwork with an impression of depth and shadow



Sculpture

Year 1 Sculpture

Learning Point 1

Know that there are different types of art

Know that some art uses paint or other materials on a flat surface

Know that some art is 3D (such as sculptures)

Know that different artists have a different style (do things differently)

Know that 3D art can be created through using a range of materials such as clay, stone, and wood.

So I can explain how 3D art is different from that on a flat surface.

Learning Point 2

Know that malleable materials can be used to create sculptures

Know that a malleable material is one that can be changed to create a shape.

Know that some malleable materials can keep their new shape when they are left alone, and that these are often the best materials to use when creating sculptures.

Know that paper is an example of a malleable material.

So I can create different shapes with paper (e.g. tubes, different folded shapes)

Learning Point 3

Know that to create sculptures we sometimes must join materials.

Know that 'joining' means connecting two things together, and that in art, this is when we connect two surfaces or materials together.

Know some different methods of joining: glue, tape, blu-tack etc

Know that we should try to choose the best method of joining for the material we are using.

Know that when using paper, glue is often the best material to use.

So I can create paper models (such as tube towers and 'bridges') which require joining surfaces together.

Learning Point 4

Know that we can combine our knowledge of sculpture, drawing and painting to create 3D art

Know that 3D materials can be painted or drawn upon to create a desired effect

Know that it is often easier to draw or paint on these materials first before we attach them to a surface



Composite Task:

So I can create 3D drawings.

Year 2 Sculpture

Learning Point 1

RECAP: Know that there are different types of art

Know that some art uses paint or other materials on a flat surface

Know that some art is 3D (such as sculptures)

Know that different artists have a different style (do things differently)

Know that 3D art can be created through using a range of materials such as clay, stone, and wood.

Know that malleable materials are often used to create sculptures, and that clay is an example of a malleable object.

So I can explain how 3D art is different from that on a flat surface.

Learning Point 2

Know that clay can be used to create any 3D shape

Know that clay is a material which is soft enough that we can change its shape, but firm enough that it keeps its shape when left alone.

Know that we can apply different methods to create a desired shape: pressing, rolling, pinching, kneading etc.

So I can use clay to create a range of different shapes.

Learning Point 3

Know that 'slip' allows us to join different clay shapes

Know that 'slip' is a material made of clay and water.

Know that slip can be applied where two objects meet in order to join them.

Know that slip which is too watery or not watery enough won't join as well.

So I can join clay shapes together using slip.

Learning Point 4

Know that we can use our techniques of shaping and joining clay to create a sculpture.

Composite Task:

So I can create a clay sculpture of an animal.

Year 3 Sculpture

Learning Point 1

RECAP: Know that there are different types of art

Know that some art uses paint or other materials on a flat surface

Know that some art is 3D (such as sculptures)

Know that different artists have a different style (do things differently)

Know that 3D art can be created through using a range of materials such as clay, stone, and wood.

Know that malleable materials are often used to create sculptures, and that clay is an example of a malleable object.

Know that clay can be used to create 3D sculptures, and that slip can be used to join clay 3D shapes.

So I can recall what 3D art is, and how it is different from other art forms.

Learning Point 2

Know how depth and texture can be explored in 3D art.

Know that the term 'relief' refers to something standing out or being accentuated.

Know that we can achieve this in art through using depth and texture.

Know that a 'relief sculpture' is a piece of art which has depth and texture.

Know that depth refers to how far away something is, or appears to be.

Know that we can tell the depth of an object by looking at light and shadows.

Know that texture refers to how something feels when touched.

Know that I can comment on how artwork looks and feels, and what it makes me feel.

So I can talk about and analyse relief sculptures.

Learning Point 3

Know that layering shapes can create the impression of depth in relief sculptures

Know that depth refers to how far away something is or appears to be.

Know that landscapes have a foreground and a background.

Know that we can create a foreground and a background through layering shapes we have cut out.

Know that background layers are those which are further away from the surface; foreground layers are those which are closest.

Know that there is a correct way to hold scissors so that we can safely and accurately cut out shapes.

Composite Task:

So I can create a cardboard relief sculpture of a simple landscape.

Year 4 Sculpture

Learning Point 1

RECAP: Know that there are different types of art

Know that some art uses paint or other materials on a flat surface

Know that some art is 3D (such as sculptures)

Know that different artists have a different style (do things differently)

Know that 3D art can be created through using a range of materials such as clay, stone, and wood.

Know that malleable materials are often used to create sculptures, and that clay is an example of a malleable object.

Know that clay can be used to create 3D sculptures, and that slip can be used to join clay 3D shapes.

Know that cardboard can be layered to create a relief sculpture with depth and texture.

So I can recall what 3D art is, and how it is different from other art forms.

Learning Point 2

Know how to use clay tools precisely to create specific shapes

Know that using the right equipment can make working with clay easier.

Know that plasticine is a malleable material which, like clay, will retain its shape when left alone.

Know that plasticine is a good material to practice with as it does not dry in the way that clay does.

Know that we can use specific tools to create neat and controlled shapes in a slab of plasticine.

So I can use appropriate equipment to make a pattern in plasticine.

Learning Point 3

Know how to use tools to create a maquette

Know that many sculptures aim to represent people.

Know that statues are examples of sculptures.

Know that when preparing to create a statue, a sculptor will prepare a 'maquette', which is a smaller version of the final piece acting as a rough draft.

Know that we can mold and shape plasticine or clay using a range of tools and methods, e.g. rolling, pinching, cutting

Know that a statue should aim to represent the person as a single piece, rather than many different parts stuck together.

Know that when joining clay, slip can be used to effectively join parts.

Composite Task:

So I can create a maquette from plasticine or clay.

Year 5 Sculpture

Learning Point 1

RECAP: Know that there are different types of art

Know that some art uses paint or other materials on a flat surface

Know that some art is 3D (such as sculptures)

Know that different artists have a different style (do things differently)

Know that 3D art can be created through using a range of materials such as clay, stone, and wood.

Know that malleable materials are often used to create sculptures, and that clay is an example of a malleable object.

Know that clay can be used to create 3D sculptures, and that slip can be used to join clay 3D shapes.

Know that cardboard can be layered to create a relief sculpture with depth and texture.

So I can recall what 3D art is, and how it is different from other art forms.

Learning Point 2

Know that metal can be manipulated to create form.

Know that bending and shaping are techniques used to manipulate metal to create 3D sculpture.

Know that plyers are used to cut strip metal to the desired length.

Know what a simple outline looks like and choose one of their choice to follow practising their bending and shaping skills (see examples of basic outlines)

Know how to independently continually review and improve at each stage of the task.

So I can create complex shapes with wire.

Learning Point 3

Know how to join wires as part of a larger sculpture

Know that twisting is a technique used to manipulate metal to create 3D sculpture.

Know that twisting is one method of joining two pieces of metal together.

Know that other materials (such as buttons, charms and beads) can be joined through twisting to create a desired effect.

Know that the standard U, coiling and two wire twists are techniques used to form joins (see video)

Know how to create the standard U, coiling and two wire twists techniques and continuously evaluate their work to improve composition.

Composite Task:

So I can create abstract figures with wire.

Year 6 Sculpture

Learning Point 1

RECAP: Know that there are different types of art

Know that some art uses paint or other materials on a flat surface

Know that some art is 3D (such as sculptures)

Know that different artists have a different style (do things differently)

Know that 3D art can be created through using a range of materials such as clay, stone, and wood.

Know that malleable materials are often used to create sculptures, and that clay is an example of a malleable object.

Know that clay can be manipulated in a number of ways to create a specific shape (rolling, kneading, pinching etc).

Know how wire can be manipulated to create a sculpture with form and shape.

So I can recall what 3D art is, and how it is different from other art forms.

Learning Point 2

Know that wire can be manipulated to create the form of a person

Know that proportion refers to the size of objects compared to one another

Know that wire can be used as an armature (a framework around which a sculpture is built)

Know that an armature acts as a guide when creating a sculpture, and that it provides strength to the sculpture.

Know that we can use previously learned techniques – the Standard U, coiling, two-wire twists - to join wires together and create an armature.

Know that the body has a set of proportions that can be used as a general guide for what looks 'right'.

So I can create an armature of a person.

Learning Point 3

Know how to build a clay sculpture upon a wire armature.

Know that an armature is a framework around which a sculpture is built.

Know that clay is a soft material that can be manipulated around a shape.

Know that clay can be rolled, pinched, and shaped to create a particular curvature or silhouette.

Composite Task:

So I can create a sculpture with mixed media (wire and clay).



Discussing Great Artists

A key part of our art curriculum is the ability to gain **disciplinary** knowledge, including the way it is judged, evaluated and discussed. In order to ensure that this knowledge is secure, we focus on discussing several core aspects of art:

- Content: what the artwork is about.
- Form: the artistic choices the artist has employed to create their work.
- Process: the tools and materials used by the artist to create form.
- Mood: the author's intention and how they have made us feel.

	N	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artist Focus 1	Pablo Picasso Self portraits Vincent Van Gogh Painting	Yayoi Kasama Printing Jackson Pollock Painting using different brush types	Jade Fadojutimi: British Impressionist (1993-) Painting/Drawing Contemporary art	Vincent Van Gogh: Dutch Post Impressionist (1853-1890) Painting Romantic 1827-1900	Michael Tompsett: British Abstract Painter (1992-) Painting Abstract	Hokusai Japanese Painter (1760-1849) Painting Ukiyo-e	Luiza Vizoli European Painter (1990-) Painting Contemporary expressionism	Odilon Redon French Symbolist (1840-1916) Drawing Symbolism
Artist Focus 2	Claude Monet Drawing-Charcoal Roy Lichtenstein Drawing- felt tips types of line	Alma Thomas Collage Georges Seurat Printing/painting	Kris Trappeniers: Belgian Stencil Artist Drawing and Sculpture Urban art	Yayoi Kusama: Japanese Sculptor (1929-) Sculpture Japanese Contemporary	Mark Langan American Sculptor Sculpture Relief	Mike Leavitt American Sculptor (1977-) Sculpture Pop Art	Oscar Claude Monet French Impressionist (1840-1926) Painting/Drawing Impressionism	Banksy British Street Artist (1974-) Painting/Drawing Street art/stenciling

Learning Point 1: Content

Possible Teacher Prompts:

What is this piece of work called?

When was this piece of work created?

Is the painting part of a series?

What is the medium?

Does the painting focus on real objects or is it an abstract composition?

What was the artist's intention?

Children's Prompts: Sentence Stems

This piece of work that I have chosen to write about is called...

The work belongs to a period called...

This piece is a...

It was made...

This composition is one of a series...

This piece is created from...

This painting is an abstract composition based on ...

The artist created this painting to show...

Learning Point 2: Form

Teacher Prompts

What colours does the artist use?

What is the focal point of the image?

What kind of shapes can you find?

What kind of lines and marks does the artist use?

What is the surface like?

What kind of textures can you see?

What kind of patterns can you see?

How big is the work?

Children's Prompts: Sentence Stems

The artist has used.....

This painting...

This piece was created using...

This piece of art contains...

The use of colour is very expressive and conveys...

The composition is very dynamic and exciting because...

My attention is drawn to...

The focal point of this piece...

Learning Point 3: Process

Teacher prompts: How has the work been developed and made?

What materials and tools have been used?

What is the evidence and clues for how it has been made?

Children's prompts: Sentence starters

The artist has used.....

This painting...

This piece was created using...

This piece of art contains...

Learning Point 4: Mood

Teacher Prompts: Looking at the communication of moods and feelings.

How does the work make you feel?

Why do you feel like this?

Does the colour, texture, form, theme of the work affect your mood?

Children's Prompts: Sentence stems

This artwork has made me feel...

The artist is trying to challenge the viewer to...

The exploration of in this work has given me.....

Glossary

<u>Vocabulary</u>	<u>Definition</u>
Background	The part of an image which appears furthest away
Colour	Colour is produced when light strikes an object and is reflected back to the eye
Complementary	Colours that are directly opposite each other on the colour wheel.
Contrasting	Very different
Curved	Having a rounded or bending shape
Diagonal	A straight and sloping line
Foreground	The part of an image which is closest to the observer
Form	A form has height, width and depth, and is perceived to be a 3D object
Horizontal	Positioned going side to side, rather than up and down
Impression	Creating the appearance of something
Line	A mark which spans the distance between two points
Medium	The materials or methods used by an artist to create things
Midground	The part of the image between the foreground and background
Pattern	A repeating arrangement or design made from repeated lines, shapes or colours on a surface
Primary	Primary Colours are Blue, Red and Yellow – these cannot be created by using other colours.

<u>Vocabulary</u>	<u>Definition</u>
Secondary	A colour resulting from mixing two primary colours together
Shade	Colours mixed with black to create a darker version of the colour.
Shape	An enclosed two-dimensional space which has a height and a width, but no depth
Space	An area in to which other elements can be placed
Tertiary	A primary and secondary colour mixed together
Texture	The way an object feels, or may feel if we were able to touch it
Tint	Colours mixed with white to make a lighter version of the colour.
Tone	How light or dark something is, changed by adding grey
Value	The lightness or darkness of a colour
Vertical	Positioned up and down, as opposed to side to side (horizontal)