

Year 3		
Design and Develop Ideas		
Across all units, students will:		
<ul style="list-style-type: none"> <li>• Use a sketch book for recording observations, for experimenting with techniques or planning out ideas</li> <li>• Use a sketchbook to annotate and develop ideas</li> <li>• Record from observations and their own imagination.</li> <li>• Compare their work to others (methods, techniques, colours etc.)</li> <li>• Explain what they like or dislike about their work</li> <li>• Adapt their work after discussion.</li> </ul>		
<u>Artists, architects and designers explored</u>		
Barbara Hepworth, Paul Klee, Beatriz Milhazes + various collage artists		
Autumn	Spring	Summer
<b>Drawing</b> Stone Age Artwork/Barbara Hepworth sculpture	<b>Painting</b> Paul Klee - abstract art - acrylics /oil pastels	<b>Materials- Collage/Printing</b> Various collage artists and movements with a focus on Beatriz Milhazes
<u>UNIT 1 Drawing Skills</u> <ul style="list-style-type: none"> <li>• Use pencil, charcoal and oil pastels to draw different form and shape</li> <li>• Experiment with different grades of pencil and use different grades of</li> </ul>	<u>Painting Skills</u> <ul style="list-style-type: none"> <li>• Mix colours and know which primary, secondary and tertiary colours are. Make colour wheels.</li> </ul>	<u>Collage Skills</u> <ul style="list-style-type: none"> <li>• Create collage on different scales</li> <li>• Experiment with a range of media to cut, overlap and layer, creating interesting colours and textures and effects</li> </ul>



<p>pencil to apply tone to drawings in a simple way</p> <ul style="list-style-type: none"> <li>• Experiment with different shading techniques e.g hatching, cross hatching and stippling</li> <li>• Create textures and make marks with different drawing implements: pencil, oil pastels, charcoal, chalk</li> </ul>	<ul style="list-style-type: none"> <li>• Use specific colour language - primary colour, secondary colour, tertiary colours</li> <li>• Investigate how artists use warm and cool colours</li> <li>• Work on different scales, selecting suitable brush size and type</li> <li>• Explore close observation skills using a view finder.</li> </ul>	<ul style="list-style-type: none"> <li>• Return to work over longer periods of time and use a wider range of materials</li> <li>• Use collage to represent objects as well as imaginative work</li> </ul>
<p><b><u>UNIT 2 Sculpture Skills</u></b></p> <ul style="list-style-type: none"> <li>• Plan a sculpture through drawing and other preparation work</li> <li>• Use natural materials (e.g clay) to create form</li> <li>• Develop skills in using malleable materials including rolling, cutting, hollowing, pinching and smoothing etc</li> <li>• Use pinching and smoothing techniques to create texture (smooth, rough, hard, soft, bumpy)</li> </ul>		<p><b><u>Printing Skills</u></b></p> <ul style="list-style-type: none"> <li>• Create printing blocks using relief or impressed methods.</li> <li>• Experiment with overprinting.</li> <li>• Print repeated patterns</li> </ul>



### Vocabulary Taught

**tone-** refers to lightness or darkness of something.

**hatching-** a shading technique using closely spaced parallel lines

**cross-hatching-** a shading technique where parallel lines cross one another.

**stippling-** a shading technique applying countless small dots to the drawing surface.

**scumbling-** a shading technique achieved by overlapping lots of little circles.

**texture-** how something feels, including its appearance and consistency.

**sculpture-** art made in three dimensions such as carving, constructing or modelling.

**slabs-** when clay is cut into shapes which are joined to form an object.

**coils-** a long form of clay that is rolled into a slender snake-like form.

**slips-** small bits of dry clay mixed with water to create a thick, creamy consistency.

**pinching-** a sculpture method by pinching and pulling clay with the fingers to create new forms.

**smoothing-** a sculpture method to produce an even and smooth finish.

**primary colours-** the three main colours: red, yellow and blue.

**secondary colours-** colours made by mixing the primary colours.

**tertiary colours-** are made by mixing a primary and secondary colour.

**warm colours-** colours that give the feeling of warmth such as red, yellow and orange.

**cool colours-** colours that give the feeling of coolness such as blue, green and purple.

**colour mixing-** use different colours to create a new shade.

**scale-** the physical size of an artwork or objects in the artwork.

**view finder-** a square or rectangle used to focus on something.

**observation-** art from what you see

**overlapping-** the placement of objects over one another.

**layering-** letting one layer of paint dry before adding another.

**effect-** change the appearance of an image.

**arranging-** how things are placed in a piece of work.

**relief printing-** a printing technique involving etching to the surface to be printed.

**collagraph-** a printing technique involving a collage of various textured materials.

**repeated pattern-** a design in which lines, shapes, forms or colours appear again.



Year 4		
Design and Develop Ideas		
Across all units, students will:		
<ul style="list-style-type: none"> <li>• Use a sketch book for recording observations, for experimenting with techniques or planning out ideas</li> <li>• Use a sketchbook to record observations and other visual information from different sources. What can they magpie for their own work? Annotate and develop ideas.</li> <li>• Question, discuss and make observations about starting points/artists and artworks.</li> <li>• Compare their work to others (methods, techniques, colours etc.)</li> <li>• Discuss how they feel about their own and others work.</li> <li>• Adapt their work after discussion</li> </ul>		
<u>Artists, architects and designers explored</u>		
Claude Monet, Gustav Klimt and various designers: Cath Kidston, Laura Ashley, William Morris		
Autumn	Spring	Summer
<b>Painting - Water Colours</b> Claude Monet and the impressionism movement	<b>Drawing- Portraits</b> Roman Link	<b>Materials- Batik</b> Focusing on various designers: Cath Kidston, Laura Ashley, William Morris Exploring textile movements with a focus on Batik
<u>Painting Skills</u> <ul style="list-style-type: none"> <li>• Experiment with watercolour paints</li> </ul>	<u>Drawing Skills</u>	<u>Textile Skills</u> <ul style="list-style-type: none"> <li>• Identify how artists use textiles.</li> </ul>



<ul style="list-style-type: none"> <li>• Colour mix to match tints, tones and shades in existing works</li> <li>• Mix and use tints, tones and shades and apply to work</li> <li>• Use the specific colour language of hue, tint, tone, shades</li> <li>• Use watercolour paints to create wash backgrounds</li> <li>• Experiment with applying colour in different ways e.g. dotting, stippling, scratching, splashing</li> <li>• Experiment with effects and textures -blocking in colour, washes, thickened paint creating textural effects, using tools</li> </ul>	<ul style="list-style-type: none"> <li>• Make marks and lines with a wide range of drawing implements: oil pastels, pencils, fine liners, felt tips</li> <li>• Begin to show in their drawings that objects have a third dimension</li> <li>• Use different grades of pencils and other drawing implements to achieve variation in tone e.g. range of light and dark tones, black to white</li> <li>• Begin to develop an awareness of scale and proportion in their drawings of faces</li> <li>• Apply and use shading techniques to add simple pattern and texture to a portrait</li> </ul>	<ul style="list-style-type: none"> <li>• Make observations and comment on the design of textural art.</li> <li>• Compare different fabrics.</li> <li>• Add colour and pattern to fabric using dyes, printing and resist paste and batik</li> <li>• Experiment with creating mood, feeling, movement.</li> </ul>
--	---	---

### Vocabulary Taught

<p><b>impressionism</b>- a style of painting that focuses on the effects of light and atmosphere on colours and forms.</p> <p><b>impression</b>- the representation of an object or a scene created by an artist.</p>	<p><b>third dimension</b>- art with all the dimensions of height, width, and depth.</p> <p><b>scale</b>- the physical size of an artwork or objects in the artwork.</p> <p><b>proportion</b>- the relationship of the size of</p>	<p><b>textiles</b>- creating something using fibres, such as cloth or woven fabrics.</p> <p><b>fabric</b>- a cloth or other material produced by weaving together threads.</p> <p>material-what things are made from.</p>
---	---	---



<p><b>tint</b>- when you add white to a colour to make it lighter.</p> <p><b>tone</b>- refers to lightness or darkness of something.</p> <p><b>shade</b>- when you add black to a colour to make it colour darker.</p> <p><b>hue</b>- pure colour.</p> <p><b>transparent</b>- when light passes through a material.</p> <p><b>opaque</b>- when light does not pass through a material.</p> <p><b>wash</b>- a very thin layer of paint used to just cover the surface.</p> <p><b>graded wash</b>- a gradual change in colour as the wash progresses.</p> <p><b>lifting off</b>- the process of removing the paint after it has been applied.</p> <p><b>splattering</b>- a painting technique in which paint is flicked onto the painting surface.</p> <p><b>dry brush</b>- a painting technique when a relatively dry brush holds paint.</p> <p><b>wax resist</b>- a technique that keeps paint from staying on an area of paper.</p> <p><b>wet on wet</b>- applying wet paint onto another wet layer of paper</p> <p><b>layering</b>- letting one layer of paint dry before adding another.</p>	<p>one element when compared to another.</p> <p><b>pattern</b>- a design in which lines, shapes, forms or colours are repeated</p> <p><b>texture</b>- how something feels, including its appearance and consistency.</p> <p><b>portrait</b>- a representation of a particular person.</p>	<p><b>Batik</b>- a traditional art-form which involves using wax and dye to create patterns.</p> <p><b>resist paste</b>- a wax applied to cloth before being dipped in dye.</p> <p><b>dye</b>- a substance used to colour textiles.</p>
---	---	---



## Year 5

### Design and Develop Ideas

**Across all units, students will:**

- Use a sketch book for recording observations, for experimenting with techniques or planning out ideas
- Use a sketchbook to record observations and other visual information from different sources. What can they magpie for their own work? Annotate and develop ideas.
- Question, discuss and make observations about starting points/artists and artworks.
- Develop different ideas which can be used and explain his/her choices for the materials and techniques used
- Compare ideas, methods and approaches used by themselves and others.
- Discuss how they feel about their own and others work.
- Adapt his/her own final work following feedback or discussion based on their preparatory ideas

### Artists, architects and designers explored

Israel Leibo, Chana Kowalska and Leonardo da Vinci, Giacometti, Pablo Picasso

Autumn	Spring	Summer
<b>Drawing- Perspective</b> Israel Leibo, Chana Kowalska and Leonardo da Vinci - The Last Supper	<b>Painting - Oil Paints</b> Pablo Picasso and the cubism movement	<b>Sculpture</b> Giacometti (surrealism) + various sculptors
<u><b>Drawing Skills</b></u> <ul style="list-style-type: none"> <li>Experiment with wet media to make marks, lines, patterns, textures and shapes - ink, paint, watercolour pencils</li> </ul>	<u><b>Painting Skills</b></u> <ul style="list-style-type: none"> <li>Experiment with oil paints</li> <li>Mix and match colours to create atmosphere: hue, shades (black added), tints (white added).</li> </ul>	<u><b>Sculpture Skills</b></u> <ul style="list-style-type: none"> <li>Use recycled, natural, and man-made materials to create sculptures</li> <li>Combine shapes to create recognisable forms</li> </ul>



<ul style="list-style-type: none"><li>• Use line, tone and shading to represent things seen, remembered or imagined in three dimensions</li><li>• Apply the effect of light on objects from different directions</li><li>• Begin to use perspective in work using a single foci point and horizon</li><li>• Begin to develop an awareness of composition, scale and proportion in their drawings</li><li>• Work in a sustained and independent way to create a detailed drawing.</li><li>• Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</li></ul>	<ul style="list-style-type: none"><li>• Explore and use complementary colours and harmonious colours</li><li>• Investigate how artists use warm and cool colours - create and use in own work building on understanding of tints and shades</li><li>• To use colour to convey feelings and select colour for specific reasons.</li><li>• Identify and work with complementary and harmonious colours using different media - paint, pastels etc (architect study)</li></ul>	<ul style="list-style-type: none"><li>• Use frameworks (such as wire or moulds) to provide stability and form</li><li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations</li><li>• Use tools to carve and add shapes, texture and pattern</li><li>• Use joining techniques to add detail</li><li>• Add final finishes to models using paint/glazing techniques.</li></ul>
--	---	---



<ul style="list-style-type: none"> <li>Explore colour mixing and blending with coloured pencils</li> </ul>		
<p><b><u>Cross-curricular DT project (skills are taught in DT lessons)</u></b></p> <ul style="list-style-type: none"> <li>Create work using textiles by cutting and joining fabric</li> <li>Use smaller eyed needles and finer threads.</li> <li>Use a wider variety of stitches e.g running stitch and blanket stitch</li> <li>Select material to embellish designs with visual and tactile effects e.g. sequins/buttons</li> </ul>		
<p style="text-align: center;"><b><u>Vocabulary Taught</u></b></p>		
<p><b>tone-</b> refers to lightness or darkness of something.</p> <p><b>shading-</b> a technique used in art to represent light and shade.</p> <p><b>scale-</b> the physical size of an artwork or objects in the artwork.</p> <p><b>proportion-</b> the relationship of the size of one element when compared to another.</p> <p><b>blending-</b> a technique used to create a subtle transition.</p> <p><b>3d-</b> art with all the dimensions of height, width, and depth.</p> <p><b>horizon line:</b> where the sky meets the ground.</p> <p><b>vanishing point:</b> the place where all lines</p>	<p><b>hue-</b> pure colour.</p> <p><b>tint-</b> when you add white to a colour to make it lighter.</p> <p><b>shade-</b> when you add black to a colour to make it colour darker.</p> <p><b>harmonious colours-</b> colours that are next to each other on the colour wheel.</p> <p><b>complementary colours-</b> colours opposite each other on the colour wheel.</p> <p><b>warm colours-</b> colours that give the feeling of warmth such as red, yellow and orange.</p> <p><b>cool colours-</b> colours that give the feeling of coolness such as blue, green and purple.</p> <p><b>cubism-</b> a style of art made out of cubes and other geometrical shapes.</p>	<p><b>framework-</b> a simple structure that is used as support</p> <p><b>stability-</b> when the art work is well-balanced and the weight is evenly distributed</p> <p><b>form-</b> the type of 3D media.</p> <p><b>texture-</b> how something feels, including its appearance and consistency.</p> <p><b>recycled-</b> when something is able to be used again or converted for another purpose.</p> <p><b>natural-</b> materials found in nature such as leaves, stones and sand.</p> <p><b>man-made-</b> materials that have been created by humans.</p>



<p>meet or "vanish," on the horizon line.</p> <p><b>perspective:</b> a point of view involving space to show distance/depth.</p> <p><b>horizontal line:</b> a line that goes left to right, it is parallel to the horizon line.</p> <p><b>vertical line:</b> a line that goes up and down, it is perpendicular to the horizon line.</p> <p><b>orthogonal line:</b> lines that create the sides of an object, to the vanishing point.</p> <p><b>diagonal line:</b> lines that have a slanted direction.</p>		<p><b>slips-</b> small bits of dry clay mixed with water to create a thick, creamy consistency.</p>
--	--	---



## Year 6

### Design and Develop Ideas

Across all units, students will:

- Use a sketch book for recording observations, for experimenting with techniques or planning out ideas
- Use a sketchbook to record close observations and other visual information from different sources. What can they magpie for their own work? Annotate and develop ideas.
- Question, discuss and make observations about starting points/artists and artworks.
- Develop different ideas which can be used and explain his/her choices for the materials and techniques used
- Compare ideas, methods and approaches used by themselves and others.
- Discuss how they feel about their own and others work.
- Adapt his/her own final work following feedback or discussion based on their preparatory ideas.
- Then discuss how they could change it further.

### Artists, architects and designers explored

Edward Bawden, Megan Coyle, Gaudi + a range of range of architects

Autumn	Spring	Summer
<b>Painting- Print work</b> Edward Bawden + various printmakers WWII link	<b>Materials- Collage (Landscapes)</b> Megan Coyle + various collage artists and movements	<b>Drawing - Architect Study</b> Gaudi + a range of famous architects and architecture styles through history <b>Focus on drawing skills</b> <i>Final outcome to include painting</i>
<u>Printing Skills</u> <ul style="list-style-type: none"> <li>• Use a variety of printing techniques e.g texture rubbing, object print, monoprint, relief, collagraph, lino-cut</li> </ul>	<u>Collage Skills</u> <ul style="list-style-type: none"> <li>• Embellish work using a variety of techniques and materials.</li> </ul>	<u>Drawing Skills</u> <ul style="list-style-type: none"> <li>• Start to develop their own style using a mixture a variety of dry and wet</li> </ul>



<ul style="list-style-type: none"> <li>• Work on prints with a range of media. For example, inks, pens and paints.</li> <li>• Create printing blocks by simplifying a sketch idea.</li> <li>• Through printing, show increasing use of tools to control line, shape, texture and tone</li> <li>• Colour mix through printing: create prints with at least three colour overlays</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with creating mood, feeling, movement and areas of interest using different media</li> <li>• Add collage to a painted, drawn or printed background <ul style="list-style-type: none"> <li>• Learn and practise a variety of techniques, e.g. tessellation, mosaic and montage</li> </ul> </li> <li>• Use a range of media, different colours and textures</li> </ul> <p><b><u>Drawing Skills</u></b></p> <ul style="list-style-type: none"> <li>• Develop close observation skills using a view finder.</li> </ul>	<p>media to make marks, lines, patterns, textures and shapes</p> <ul style="list-style-type: none"> <li>• Work in a sustained and independent way to create detailed drawings</li> <li>• Use different techniques (e.g light, tone, shading) for different purposes</li> <li>• Develop an awareness of composition, scale and proportion, foreground, middle ground and background.</li> <li>• Scale up and down images.</li> </ul> <p><b><u>Painting Skills</u></b></p> <ul style="list-style-type: none"> <li>• Mix paint to make tints and shades and use these to imply 3-D form (highlights and shadows)</li> <li>• Identify how colour can portray emotion and use this in their own artwork</li> </ul>
--	--	---



		<ul style="list-style-type: none"> <li>• Use different media to create tints, tones, shade and mood - ink, paint, pastels oil and chalk</li> <li>• Choose the type of paint and tools to use for a particular purpose e.g. watercolour for design work, washes, thick paint</li> <li>• Create a painting from a drawing</li> <li>• Work with sustained independence and confidence to develop their own style of painting.</li> </ul>
<u>Vocabulary Taught</u>		
<p><b>print work</b>- an art form that involves making designs or images by printing them.</p> <p><b>texture rubbing</b>- a printing technique rubbing on a a carved or incised surface.</p> <p><b>object print</b>- when objects are printed directly into ink/paint then onto paper.</p> <p><b>monoprint</b>- a form of printmaking where the image can only be made once.</p> <p><b>relief</b> - a printing technique involving</p>	<p><b>media</b>- the materials and tools used by an artist to create a work of art.</p> <p><b>collage</b>- a style of art where various materials are glued on a surface.</p> <p><b>tessellation</b>- a repeating pattern of shapes over a surface</p> <p><b>mosaic</b>- a picture or pattern produced by the arrangement of lots of small materials.</p> <p><b>montage</b>- an assembly of images that relate</p>	<p><b>dry media</b>- an artistic medium that is dry such as sketch pencils or charcoal.</p> <p><b>wet media</b>- an artistic medium that has liquidity such as paints and inks.</p> <p><b>observational skills</b>- taking in the visual information to replicate.</p> <p><b>highlights</b>- the lightest part or one of the lightest parts of a painting or drawing.</p> <p><b>shadows</b>- the dark side on an object not</p>



<p>etching to the surface to be printed.</p> <p><b>impressed-</b> to produce a mark on something.</p> <p><b>lino-cut-</b> a relief print that uses linoleum.</p> <p><b>line-</b> a horizontal, vertical, diagonal or curved path left by moving point.</p> <p><b>shape-</b> an enclosed space by a line.</p> <p><b>texture-</b> how something feels, including its appearance and consistency.</p> <p><b>tone-</b> refers to lightness or darkness of something.</p>	<p>to each other.</p> <p><b>view finder-</b> a square or rectangle used to focus on something.</p> <p><b>landscapes-</b> the depiction of natural scenery such as mountains, valleys, trees, rivers, and forests.</p>	<p>facing the light.</p> <p><b>composition-</b> the way in which different elements of an artwork are combined.</p> <p><b>scale-</b> the physical size of an artwork or objects in the artwork.</p> <p><b>proportion-</b> the relationship of the size of one element when compared to another.</p> <p><b>foreground-</b> the area closest to the viewer.</p> <p><b>middle ground-</b> the space between the foreground and background.</p> <p><b>background-</b> the part that lies behind the objects.</p> <p><b>scale up -</b> to increase the size of something.</p> <p><b>scale down-</b> to reduce the size of something.</p>
--	---	---