

<b>Year 3</b>		
<b>Design and Develop Ideas</b>		
<b>Across all units, students will:</b>		
<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>		
<b>Artists, architects and designers explored</b>		
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
<p><b><u>UNIT 1 Drawing Skills</u></b></p> <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 pencil to apply tone to drawings in a simple way</li> <li>• Experiment with different shading techniques e.g hatching, cross hatching and stippling</li> </ul>	<p><b><u>Painting Skills</u></b></p> <ul style="list-style-type: none"> <li>• Mix colours and know which primary, secondary and tertiary colours are. Make colour wheels.</li> <li>• Use specific colour language – primary colour, secondary colour, tertiary colours</li> <li>• Investigate how artists use warm and cool colours</li> </ul>	<p><b><u>Collage Skills</u></b></p> <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> <li>• Return to work over longer periods of time and use a wider range of materials</li> </ul>

<ul style="list-style-type: none"> <li>• Create textures and make marks with different drawing implements: pencil, oil pastels, charcoal, chalk</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>	<ul style="list-style-type: none"> <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>• Use collage to represent objects as well as imaginative work</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>
<p><b><u>Vocabulary Taught</u></b></p>		

<p><b>tone-</b> refers to lightness or darkness of something.</p> <p><b>hatching-</b>a shading technique using closely spaced parallel lines</p> <p><b>cross-hatching-</b> a shading technique where parallel lines cross one another.</p> <p><b>stippling-</b> a shading technique applying countless small dots to the drawing surface.</p> <p><b>scumbling-</b> a shading technique achieved by overlapping lots of little circles.</p> <p><b>texture-</b> how something feels, including its appearance and consistency.</p> <p><b>sculpture-</b> art made in three dimensions such as carving, constructing or modelling.</p> <p><b>slabs-</b> when clay is cut into shapes which are joined to form an object.</p> <p><b>coils-</b> a long form of clay that is rolled into a slender snake-like form.</p> <p><b>slips-</b> small bits of dry clay mixed with water to create a thick, creamy consistency.</p> <p><b>pinching-</b> a sculpture method by pinching and pulling clay with the fingers to create new forms.</p> <p><b>smoothing-</b> a sculpture method to produce an even and smooth finish.</p>	<p><b>primary colours-</b> the three main colours: red, yellow and blue.</p> <p><b>secondary colours-</b> colours made by mixing the primary colours.</p> <p><b>tertiary colours-</b> are made by mixing a primary and secondary colour.</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>colour mixing-</b> use different colours to create a new shade.</p> <p><b>scale-</b> the physical size of an artwork or objects in the artwork.</p> <p><b>view finder-</b> a square or rectangle used to focus on something.</p> <p><b>observation-</b> art from what you see</p>	<p><b>overlapping-</b> the placement of objects over one another.</p> <p><b>layering-</b> letting one layer of paint dry before adding another.</p> <p><b>effect-</b> change the appearance of an image.</p> <p><b>arranging-</b> how things are placed in a piece of work.</p> <p><b>relief printing-</b> a printing technique involving etching to the surface to be printed.</p> <p><b>collagraph-</b> a printing technique involving a collage of various textured materials.</p> <p><b>repeated pattern-</b> a design in which lines, shapes, forms or colours appear again.</p>
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<b>Year 4</b>		
<b>Design and Develop Ideas</b> <b>Across all units, students will:</b>		
<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>		
<b><u>Artists, architects and designers explored</u></b>		
<i>Claude Monet, Gustav Klimt and various designers: Cath Kidston, Laura Ashley, William Morris</i>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Painting – Water Colours</b> <i>Claude Monet and the impressionism movement</i>	<b>Drawing- Portraits</b> <i>Roman Link</i>	<b>Materials- Batik</b> <i>Focusing on various designers: Cath Kidston, Laura Ashley, William Morris</i> <i>Exploring textile movements with a focus on Batik</i>
<u><b>Painting Skills</b></u> <ul style="list-style-type: none"> <li>• Experiment with watercolour paints</li> <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> </ul>	<u><b>Drawing Skills</b></u> <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> </ul>	<u><b>Textile Skills</b></u> <ul style="list-style-type: none"> <li>• Identify how artists use textiles.</li> <li>• Make observations and comment on the design of textural art.</li> <li>• Compare different fabrics.</li> </ul>

<ul style="list-style-type: none"> <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>• 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>• Add colour and pattern to fabric using dyes, printing and resist paste and batik</li> <li>• Experiment with creating mood, feeling, movement.</li> </ul>
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**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>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>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 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>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>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>
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**graded wash-** a gradual change in colour as the wash progresses.

**lifting off-** the process of removing the paint after it has been applied.

**splattering-** a painting technique in which paint is flicked onto the painting surface.

**dry brush-** a painting technique when a relatively dry brush holds paint.

**wax resist-** a technique that keeps paint from staying on an area of paper.

**wet on wet-** applying wet paint onto another wet layer of paper

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

**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
<p><b>Drawing- Perspective</b> Israel Leibo, Chana Kowalska and Leonardo da Vinci – The Last Supper</p>	<p><b>Sculpture</b> Giacometti (surrealism) + various sculptors</p>	<p><b>Painting – Oil Paints</b> Pablo Picasso and the cubism movement</p>
<p><b><u>Drawing Skills</u></b></p> <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>	<p><b><u>Sculpture Skills</u></b></p> <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>	<p><b><u>Painting Skills</u></b></p> <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>

<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> <li>• Explore colour mixing and blending with coloured pencils</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 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>
<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> </ul>		



- Use a wider variety of stitches e.g running stitch and blanket stitch
- Select material to embellish designs with visual and tactile effects e.g. sequins/buttons

**Vocabulary Taught**

**tone-** refers to lightness or darkness of something.  
**shading-** a technique used in art to represent light and shade.  
**scale-** the physical size of an artwork or objects in the artwork.  
**proportion-** the relationship of the size of one element when compared to another.  
**blending-** a technique used to create a subtle transition.  
**3d-** art with all the dimensions of height, width, and depth.  
**horizon line:** where the sky meets the ground.  
**vanishing point:** the place where all lines meet or “vanish,” on the horizon line.  
**perspective:** a point of view involving space to show distance/depth.  
**horizontal line:** a line that goes left to right, it is parallel to the horizon line.  
**vertical line:** a line that goes up and down, it is perpendicular to the horizon line.  
**orthogonal line:** lines that create the sides of an object, to the vanishing point.  
**diagonal line:** lines that have a slanted direction.

**framework-** a simple structure that is used as support  
**stability-** when the art work is well-balanced and the weight is evenly distributed  
**form-** the type of 3D media.  
**texture-** how something feels, including its appearance and consistency.  
**recycled-** when something is able to be used again or converted for another purpose.  
**natural-** materials found in nature such as leaves, stones and sand.  
**man-made-** materials that have been created by humans.  
**slips-** small bits of dry clay mixed with water to create a thick, creamy consistency.  
**scoring-** scratching or roughing the clay surface.  
**blend-** to combine one feature to another.

**hue-** pure colour.  
**tint-** when you add white to a colour to make it lighter.  
**shade-** when you add black to a colour to make it colour darker.  
**harmonious colours-** colours that are next to each other on the colour wheel.  
**complementary colours-** colours opposite each other on the colour wheel.  
**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.  
**cubism-** a style of art made out of cubes and other geometrical shapes.

## 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
<p><b>Painting- Print work</b>                      Edward Bawden + various printmakers                      WWII link</p>	<p><b>Materials- Collage (Landscapes)</b>                      Megan Coyle + various collage artists                      and movements</p>	<p><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></p>
<p><u>Printing Skills</u></p> <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> <li>• Work on prints with a range of media. For example, inks, pens and paints.</li> </ul>	<p><u>Collage Skills</u></p> <ul style="list-style-type: none"> <li>• Embellish work using a variety of techniques and materials.</li> <li>• Experiment with creating mood, feeling, movement and areas of interest using different media</li> </ul>	<p><u>Drawing Skills</u></p> <ul style="list-style-type: none"> <li>• Start to develop their own style using a mixture a variety of dry and wet media to make marks, lines, patterns, textures and shapes</li> <li>• Work in a sustained and independent way to create detailed drawings</li> </ul>

<ul style="list-style-type: none"> <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>• 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>	<ul style="list-style-type: none"> <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> <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> </ul>
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- Work with sustained independence and confidence to develop their own style of painting.

**Vocabulary Taught**

**print work**- an art form that involves making designs or images by printing them.  
**texture rubbing**- a printing technique rubbing on a a carved or incised surface.  
**object print**- when objects are printed directly into ink/paint then onto paper.  
**monoprint**- a form of printmaking where the image can only be made once.  
**relief** - a printing technique involving etching to the surface to be printed.  
**impressed**- to produce a mark on something.  
**lino-cut**- a relief print that uses linoleum.  
**line**- a horizontal, vertical, diagonal or curved path left my moving point.  
**shape**- an enclosed space by a line.  
**texture**- how something feels, including its appearance and consistency.  
**tone**- refers to lightness or darkness of something.

**media**- the materials and tools used by an artist to create a work of art.  
**collage**- a style of art where various materials are glued on a surface.  
**tessellation**- a repeating pattern of shapes over a surface  
**mosaic**- a picture or pattern produced by the arrangement of lots of small materials.  
**montage**- an assembly of images that relate to each other.  
**view finder**- a square or rectangle used to focus on something.  
**landscapes**- the depiction of natural scenery such as mountains, valleys, trees, rivers, and forests.

**dry media**- an artistic medium that is dry such as sketch pencils or charcoal.  
**wet media**- an artistic medium that has liquidity such as paints and inks.  
**observational skills**- taking in the visual information to replicate.  
**highlights**- the lightest part or one of the lightest parts of a painting or drawing.  
**shadows**- the dark side on an object not facing the light.  
**composition**- the way in which different elements of an artwork are combined.  
**scale**- the physical size of an artwork or objects in the artwork.  
**proportion**- the relationship of the size of one element when compared to another.  
**foreground**- the area closest to the viewer.  
**middle ground**- the space between the foreground and background.  
**background**- the part that lies behind the objects.  
**scale up** – to increase the size of something.  
**scale down**- to reduce the size of something.