

Hook Junior School Whole School Art Curriculum Overview 2020-2021

Aims

To produce creative work, exploring their ideas and recording their experiences
 To become proficient in drawing, painting, sculpture and other art, craft and design techniques
 To evaluate and analyse creative works using the language of art, craft and design
 To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
 To create sketch books to record their observations and use them to review and revisit ideas
 To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

AUTUMN TERM					
Year 3		Year 4	Year 5	Year 6	
Drawing		Drawing	Drawing	Drawing	
Concept	Art Concept: Light and shade	Art Concept: Observation	Art Concept: Three dimensions	Art concept: Community	
Prior Knowledge	Observe and talk about patterns and textures shown in their drawings. Add some detail drawing upon key features of their observations Begin to look at face proportions working to the size of drawing surface. Use: look/draw/look/draw approach. Investigate different media creating different tones (light and dark) explore in a range of media not just pencils. Begin to think about what type of mark works best linked to look/think/draw.	To introduce the concept of scale and proportions. To use and name different media predicting the results.	To introduce the concept of perspective. To show awareness of objects having a third dimension by introducing shade.	Observe and use a variety of techniques to show the effect of light on object: -Cross hatching -Blending -Stippling -3D spheres -Rubbers to lighten pencil tones To produce increasingly accurate drawings of people. To introduce the concept of perspective. To identify and draw the effect of light (shadows on a surface, on objects)	

Knowledge	<ul style="list-style-type: none"> To explore and learn about the qualities of a range of different materials, surfaces, techniques and scales. To know that the mediums used and applied in a variety of ways can involve changes in pressure, speed and a range of different hand/arm movements. Learn about and describe the work of some 'great' artists. Introduce them to a wide range of artists. Choose one for in-depth analysis. They must evaluate and analyse how they created their work. They can replicate the work to gain understanding and improve technique and control. To know styles of drawing can be developed and used for different purposes. To know that a range of artists who observe the same thing can produce work that is very different. Look at how artists use sketchbooks to record their observations and use them to review and revisit ideas. To understand drawing needs to be practised to improve and to know that drawing can be planning for another work or an end in itself. 	<ul style="list-style-type: none"> Test and explore the qualities of a range of different materials, surfaces, techniques and scales. To know that the mediums used and applied in a variety of ways can involve changes in pressure, speed and a range of different hand/arm movements. Learn about and describe the work of some 'great' artists. Introduce them to a wide range of artists. Choose one for in-depth analysis. They must evaluate and analyse how they created their work. They can replicate the work to gain understanding and improve technique and control. To know styles of drawing can be developed and used for different purposes. To know that a range of artists who observe the same thing can produce work that is very different. Look at how artists use sketchbooks to record their observations and use them to review and revisit ideas. To understand drawing needs to be practised to improve and to know that drawing can be planning for another work or an end in itself. 	<ul style="list-style-type: none"> To know they can control a wide range of media to devise pre-determined effects in support of their work. To know about the technical vocabulary and techniques for modifying the qualities of different materials and processes Know how to describe, interpret and explain the work of some 'great' artists. Introduce them to a wide range of artists. Choose one for in-depth analysis. They must evaluate and analyse how they created their work. They can replicate the work to gain understanding and improve technique and control. To know styles of drawing can be developed and used for different purposes. To know that a range of artists who observe the same thing can produce work that is very different. Look at how artists use sketchbooks to record their observations and use them to review and revisit ideas. To understand drawing needs to be practised to improve. To know that drawing can be planning for another work or an end in itself. 	<ul style="list-style-type: none"> To know they can control a wide range of media to devise pre-determined effects in support of their work. To know about the technical vocabulary and techniques for modifying the qualities of different materials and processes Know how to describe, interpret and explain the work of some 'great' artists. Introduce them to a wide range of artists. Choose one for in-depth analysis. They must evaluate and analyse how they created their work. They can replicate the work to gain understanding and improve technique and control. To know styles of drawing can be developed and used for different purposes. To know that a range of artists who observe the same thing can produce work that is very different. Look at how artists use sketchbooks to record their observations and use them to review and revisit ideas. To understand drawing needs to be practised to improve. To know that drawing can be planning for another work or an end in itself.

Drawing

- To make drawings from observation, memory or imagination but with emphasis on observation (first-hand experience) – not just from photos.
- To learn draw for different purposes and learn **to use a range of styles.**
- To identify key elements, e.g. line, shape, space in their work and in the work of others.
- To begin to learn how to draw the human figure (both static and moving).
- To make marks and line with a range of tools: pens, biros, graded pencils, felt-tips , charcoal, chalk, water-based pencils, ink, felt-tips, a computer (not an exhaustive list)
- To use a sketchbook for different purposes, including recording observations, planning and shaping ideas.
- To appropriately use a variety of materials and techniques taught in order to create their own work.
- To experiment with a range of grades of pencils to create lines and marks.
- To draw for a sustained period of time applying initial sketching skills.
- Apply the technical skills they are learning to improve the quality of their work.
- To work individually, in pairs, groups and as a whole class to create drawings.

Drawing

- To make drawings from observation, memory or imagination but with emphasis on observation (first-hand experience) – not just from photos.
- To learn draw for different purposes and learn **to use a range of styles.**
- To identify key elements, e.g. line, shape, space in their work and in the work of others.
- To know how to draw the human figure (both static and moving).
- To make marks and line with a range of tools: pens, biros, graded pencils, felt-tips , charcoal, chalk, water-based pencils, a computer (not an exhaustive list)
- To use a sketchbook for different purposes, including recording observations, planning and shaping ideas.
- To appropriately use a variety of materials and techniques taught in order to create their own work.
- To experiment with a range of grades of pencils to create lines and marks.
- To develop an awareness of composition, scale and proportion within my painting.
- To draw for a sustained period of time applying initial sketching skills.
- Apply the technical skills they are learning to improve the quality of their work.
- To work individually, in pairs, groups and as a whole class to create drawings.

Drawing

- To make drawings from observation, memory or imagination but with the emphasis on observation.
- To learn to work with a wide range of specialist material and mix-media to achieve the desired effect and purpose of the work.
- To develop close observational skills and draw the proportions of the human body.
- To use perspective within my work using a focal point and horizon.
- To develop an awareness of composition, scale and proportion in my work (foreground, middle ground and background)
- To create different marks, lines, tone, patterns, textures and shapes with deliberate control (shading and cross-hatching, etc)
- To apply skills in mark making of lines, patterns and shapes within a drawing.
- To explore colour mixing and blending and techniques with coloured pencils.
- To develop their own style.
- To work in a sustained and independent period of time to create a detailed drawing.
- To use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.

Drawing

- Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques
- Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)
- To make drawings from observation, memory or imagination but with the emphasis on observation.
- To learn to work with a wide range of specialist material and mix-media to achieve the desired effect and purpose of the work.
- To develop close observational skills and draw the proportions of the human body.
- To use perspective within my work using a focal point and horizon.
- To develop an awareness of composition, scale and proportion in my work (foreground, middle ground and background)
- To create different marks, lines, tone, patterns, textures and shapes with deliberate control (shading and cross-hatching, etc)
- To apply skills in mark making of lines, patterns and shapes within a drawing.
- To explore colour mixing and blending and techniques with coloured pencils.
- To develop their own style.
- To work in a sustained and independent period of time to create a detailed drawing.

Understanding

Be able to explain how to use some of the tools and techniques they have chosen to work with.

Annotate their sketch books with comments about the materials and techniques they have used.

Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next).

Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (For instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome – editing.)

Able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety

Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes)

Select and use relevant resources and references to develop their ideas.

Be able to explain how to use some of the tools and techniques they have chosen to work with.

Annotate their sketch books with comments about the materials and techniques they have used.

Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next).

Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (For instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome - editing.)

Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.

Able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety

Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes)

Select and use relevant resources and references to develop their ideas.

Regularly analyse and reflect on their progress taking account of what they hoped to achieve.

Identify their strengths and areas for development and have strategies for improvement to apply to future work (what would they do differently next time?)

Able to reflect upon and talk about a collection of their work.

Talk to their teacher about their work during its progress and when it is completed.

Engage in open ended research and exploration in the process of initiating and developing their own personal ideas

Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them)

Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.

To describe the processes they are using and how they hope to achieve high quality outcomes

Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.

Regularly analyse and reflect on their progress taking account of what they hoped to achieve.

Identify their strengths and areas for development and have strategies for improvement to apply to future work (what would they do differently next time?)

Able to reflect upon and talk about a collection of their work.

Talk to their teacher about their work during its progress and when it is completed.

Engage in open ended research and exploration in the process of initiating and developing their own personal ideas

Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them)

Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.

To describe the processes they are using and how they hope to achieve high quality outcomes

Independently select and effectively use relevant processes in order to create successful and finished work

Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work

Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.

Famous Artists	Rembrandt, Da Vinci, Caravaggio	Van Gogh, Buonarotti, Albrecht Durer	Kurt Wenner, Pablo Picasso (Picasso turned 3d)	Jan van Eyck, Gustav Klimt, Frida Kahlo
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SPRING TERM				
Year 3		Year 4	Year 5	Year 6
Painting		Painting	Painting	Painting
Concepts	Art concept: Imitation	Art concept: Contrast	Art concept: Mood	Art concept: Zooming in
Prior Knowledge	<p>To explore powder paint mixing procedure</p> <p>Know how to outline an area to infill.</p> <p>Choose appropriate brush to suit purpose. To understand that paint takes time to dry before adding detail.</p> <p>To name colours- matching to the environment (e.g. leaf green)</p> <p>To select different brushes for texture and detail.</p>	<p>To use a range of thin and thick or fine brushes.</p> <p>To achieve two- tone colour.</p> <p>To use colour mixing to graduate from one colour to another.</p>	<p>To apply colours to create tonal effect, pattern and texture.</p> <p>To paint on a range of textures and surfaces e.g.</p> <ul style="list-style-type: none"> -Silk -Pottery -Wood -Paper/texture 	<p>To paint with increasing accuracy and detail.</p> <p>To use colour to express mood and feeling.</p>
Knowledge	<p>To understand primary colours and how to mix these to make different secondary colours using different paint mediums: watercolour, ready mixed water-based paint, powdered paint, acrylic and ink.</p> <p>To understand how to make colours to enable effective colour matching.</p> <p>To explore and learn about the qualities of a range of different materials, surfaces, techniques and scales.</p> <p>To know that the mediums used and applied in a variety of ways can involve changes in pressure, speed and a range of different hand/arm movements.</p> <p>Learn about and describe the work of some 'great' artists. Introduce them to a wide range of artists. Choose one for in-depth analysis. They must evaluate and analyse how they created their work.</p>	<p>To understand primary colours and how to mix these to make different secondary colours using different paint mediums: watercolour, ready mixed water-based paint, powdered paint, acrylic and ink.</p> <p>To understand how to make colours to enable effective colour matching.</p> <p>To explore and learn about the qualities of a range of different materials, surfaces, techniques and scales.</p> <p>To know that the mediums used and applied in a variety of ways can involve changes in pressure, speed and a range of different hand/arm movements.</p> <p>Learn about and describe the work of some 'great' artists. Introduce them to a wide range of artists.</p>	<p>To consolidate their knowledge of colour.</p> <p>To be able to talk about the effects of different colours – contrasts and clashes as well as how colour can capture mood.</p> <p>To understand the language of colour: Hue – the different varieties of colour that can be mixed without the addition of black and white. For example, how many different hues of red can they create by adding other colours to an original colour? Tone – the different varieties of colour that can be achieved by adding white and black. For example, when looking at a painting we might ask the children to spot the darkest tone or the lightest tone. (We can also talk about tone in drawings.)</p>	<p>To consolidate their knowledge of colour.</p> <p>To be able to talk about the effects of different colours – contrasts and clashes as well as how colour can capture mood.</p> <p>To understand the language of colour: Hue – the different varieties of colour that can be mixed without the addition of black and white. For example, how many different hues of red can they create by adding other colours to an original colour? Tone – the different varieties of colour that can be achieved by adding white and black. For example, when looking at a painting we might ask the children to spot the darkest tone or the lightest tone. (We can also talk about tone in drawings.)</p>

	<p>They can replicate the work to gain understanding and improve technique and control.</p> <p>Be able to identify the styles of artists' work how some of the tools and techniques have been used.</p> <p>To know that a range of artists who observe the same thing can produce work that is very different.</p> <p>Look at how artists use sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>To understand painting needs to be practised to improve.</p>	<p>Choose one for in-depth analysis. They must evaluate and analyse how they created their work. They can replicate the work to gain understanding and improve technique and control.</p> <p>Be able to identify the styles of artists' work how some of the tools and techniques have been used.</p> <p>To know that a range of artists who observe the same thing can produce work that is very different.</p> <p>Look at how artists use sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>To understand painting needs to be practised to improve.</p>	<p>Shade is a colour that has black added to it. A tint is a colour with white added to it.</p> <p>Understand the idea of background and foreground in paintings and how to achieve distance using receding colours.</p> <p>Research and discuss the ideas and approaches of a various artists. Talk about the effects and styles of paintings by a range of artists.</p> <p>Know how to describe the processes they are using and how they hope to achieve high quality outcomes.</p>	<p>Shade is a colour that has black added to it. A tint is a colour with white added to it.</p> <p>Understand the idea of background and foreground in paintings and how to achieve distance using receding colours.</p> <p>Research and discuss the ideas and approaches of a various artists. Talk about the effects and styles of paintings by a range of artists.</p> <p>Know how to describe the processes they are using and how they hope to achieve high quality outcomes.</p>
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Skills	<p><u>Painting</u></p> <p>Learn how to set out things for painting and clear away.</p> <p>Learn how to keep paintbrushes and water clean and to change their water so their colours do not end up muddy.</p> <p>Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.</p> <p>Learn how to mix hues, shades and tints.</p> <p>To experiment with different effects and textures within painting.</p> <p>To learn how to work in a range of scales from the very smallest to large collaborative pieces.</p> <p>To paint over several sessions as work will dry and can reviewed and worked over.</p> <p>Select, and use appropriately, a variety of materials and techniques in order to create their own work. For example, have a variety of brushes to use: builder's brushes, nail brushes, bottle brushes, sticks - any implement!</p> <p>Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</p>	<p><u>Painting</u></p> <p>Learn how to set out things for painting and clear away.</p> <p>Learn how to keep paintbrushes and water clean and to change their water so their colours do not end up muddy.</p> <p>Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.</p> <p>Learn how to mix hues, shades and tints.</p> <p>To experiment with different effects and textures within painting.</p> <p>To learn how to work in a range of scales from the very smallest to large collaborative pieces.</p> <p>To paint over several sessions as work will dry and can reviewed and worked over.</p> <p>Select, and use appropriately, a variety of materials and techniques in order to create their own work. For example, have a variety of brushes to use: builder's brushes, nail brushes, bottle brushes, sticks - any implement!</p>	<p><u>Painting</u></p> <p>Consolidate their knowledge of colour developed in Years 3 & 4 by applying their skills in different contexts and with different challenges.</p> <p>Understand the idea of background and foreground in paintings and how to achieve distance using receding colours.</p> <p>To be able to make choices about types of paint they wish to use and what effects they want to achieve.</p> <p>To be able to make choices about the scale they want to work within.</p> <p>To develop a painting from a drawing.</p> <p>To carry out preliminary studies, experimenting with different media and materials.</p> <p>To mix and match colours to create atmosphere and light effects.</p> <p>To use their colour knowledge to mix flesh tones.</p> <p>To paint over several sessions as work will dry and can reviewed and worked over.</p>	<p><u>Painting</u></p> <p>Consolidate their knowledge of colour developed in Years 3 & 4 by applying their skills in different contexts and with different challenges.</p> <p>Understand the idea of background and foreground in paintings and how to achieve distance using receding colours.</p> <p>To be able to make choices about types of paint they wish to use and what effects they want to achieve.</p> <p>To be able to make choices about the scale they want to work within.</p> <p>To develop a painting from a drawing.</p> <p>To carry out preliminary studies, experimenting with different media and materials.</p> <p>To mix and match colours to create atmosphere and light effects.</p> <p>To use their colour knowledge to mix flesh tones.</p> <p>To paint over several sessions as work will dry and can reviewed and worked over.</p>
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Understanding	<p><u>Painting</u></p> <p>Gather and review information, references and resources related to their ideas and intentions.</p> <p>To take inspiration from particular artists who have used colour in certain ways and ‘magpie-ing’ ideas for their work.</p> <p>Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</p> <p>Regularly analyse and reflect on their progress taking account of what they hoped to achieve.</p> <p>Describe the processes they are utilising and use technical vocabulary and techniques taught for modifying the qualities of different materials and processes. Talk about how they hope to achieve high quality outcomes.</p>	<p><u>Painting</u></p> <p>Gather and review information, references and resources related to their ideas and intentions.</p> <p>To take inspiration from particular artists who have used colour in certain ways and ‘magpie-ing’ ideas for their work.</p> <p>Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</p> <p>Regularly analyse and reflect on their progress taking account of what they hoped to achieve.</p> <p>Describe the processes they are utilising and use technical vocabulary and techniques taught for modifying the qualities of different materials and processes. Talk about how they hope to achieve high quality outcomes.</p>	<p><u>Painting</u></p> <p>Engage in open ended research and exploration in the process of initiating and developing their own personal ideas</p> <p>Systematically investigate research and test ideas and plans using sketchbooks and other appropriate approaches. (For instance, sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</p> <p>Independently develop a range of ideas which show curiosity, imagination and originality – all work produced should not look the same as everyone else’s.</p> <p>Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them)</p> <p>Independently select and effectively use relevant processes in order to create successful and finished work</p> <p>Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques</p> <p>Provide a reasoned evaluation of both their own and professionals’ work which takes account of the starting points, intentions and context behind the work</p> <p>Able to use technical vocabulary and techniques for modifying the qualities of different materials and processes.</p>	<p><u>Painting</u></p> <p>Engage in open ended research and exploration in the process of initiating and developing their own personal ideas</p> <p>Systematically investigate research and test ideas and plans using sketchbooks and other appropriate approaches. (For instance, sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</p> <p>Independently develop a range of ideas which show curiosity, imagination and originality – all work produced should not look the same as everyone else’s.</p> <p>Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them)</p> <p>Independently select and effectively use relevant processes in order to create successful and finished work</p> <p>Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques</p> <p>Provide a reasoned evaluation of both their own and professionals’ work which takes account of the starting points, intentions and context behind the work</p> <p>Able to use technical vocabulary and techniques for modifying the qualities of different materials and processes.</p>
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Famous Artists	Renoir, Van Gogh, Picasso, Rembrandt, Monet	Richard Anuszkiewicz, Matisse, Warhol	Caravaggio, Pablo Picasso	Jackson Pollock, Emma Brownjohn, Monet, Degas
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SUMMER TERM				
Year 3		Year 4	Year 5	Year 6
Sculpture		Photography, printmaking and collage	Sculpture	Photography, printmaking and collage
Concept	Art concept: Imagination	Art concept: Repetition	Art concept: Abstract	Art concept: Horizons
Prior Knowledge	<p>To manipulate malleable materials e.g. rolling, pinching, pulling, impressing.</p> <p>To make a simple pinch pot.</p> <p>To know how to cover and join objects for structure/form.</p> <p>To self-select materials for desired effect e.g. wool for hair.</p> <p>To join (pinch pots) to make a hollow shape.</p> <p>To know how to join clay by cross hatching and slip.</p> <p>To use found objects e.g. boxes as a base to build on.</p> <p>To use Modroc/Papier Mache to create 3D sculpture.</p> <p>To experiment with effects and techniques for a given purpose (e.g. rubbings</p>	<p>Printing on paper to create texture and pattern.</p> <p>To be able to discriminate between fabrics to make different textures when printing.</p>	<p>To develop joining with clay using a coil technique and adding more detail to their work.</p> <p>To deliberately use effects and techniques for a given purpose (e.g. rubbings collage, printing)</p>	<p>Investigate different combining techniques, applying two of more materials together.</p> <p>Create new textures and selecting own materials for printing.</p>
Knowledge	<p>Gather and review information, references and resources related to their ideas and intentions.</p> <p>How to use their sketchbook for recording observations, planning and shaping ideas.</p> <p>Select, and use appropriately, a variety of materials and techniques in order to create their own work.</p> <p>About and describe the work of some artists, craftspeople, architects and designers</p>	<p>Children to know that printing can be achieved through a wide range of techniques.</p> <p>Printing methods can be combined with other art techniques to achieve yet more results.</p> <p>Explore a wide range of materials and textures for printing and collage.</p> <p>A print can be a picture in its own right and a repeated pattern or texture</p> <p>Tessellations can be used as a basis for repeat prints.</p> <p>Photography is a form of printing.</p> <p>To know about and describe some of the key ideas, techniques and working practices of a</p>	<p>Research and discuss the ideas and approaches of a various artists, taking account of their particular cultural context and intentions.</p> <p>Know to describe the processes they are using and how they hope to achieve high quality outcomes.</p> <p>To know that sculpture is similar to drawing and painting in the third dimension.</p> <p>To know that the choice of materials and the ways of working can enhance the ideas of the work.</p> <p>Be able to explain how to use some of the tools and techniques they have chosen to work with.</p> <p>To use papier-mâché to create a simple 3D</p>	<p>Children to know that printing can be achieved through a wide range of techniques.</p> <p>Printing methods can be combined with other art techniques to achieve yet more results.</p> <p>Explore a wide range of materials and textures for printing and collage.</p> <p>A print can be a picture in its own right and a repeated pattern or texture</p> <p>Tessellations can be used as a basis for repeat prints.</p> <p>Photography is a form of printing.</p> <p>To know about and describe some of the key ideas, techniques and working practices of a variety of artists who have used printmaking, collage and photography.</p>

		variety of artists who have used printmaking, collage and photography.	object	
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Skills	<p>Sculpture</p> <p>Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.</p> <p>To use papier mache to create 3D objects.</p> <p>To plan models of sculpture from observation and imagination or memory.</p> <p>To design and create sculptures from single media:</p> <ul style="list-style-type: none"> • Use a range of techniques for building, joining, and decorating clay. • Use a wide range of simple tools to cut, shape and impress patterns and textures in a range of materials including paper. • Carve using soft woods, plaster and other appropriate materials (soap). • Create papier-mâché and use it to model 3D shapes in a range of scales.. 	<p>Printmaking, photography and collage - Picasso</p> <p>Learn how to ink up a block.</p> <p>Learn which papers and surfaces accepts prints more easily.</p> <p>Learn a growing range of printing techniques: additive printing (collagraphs or string prints) subtractive relief printmaking (lino or press print), monoprint and making and using stamps.</p> <p>To create printing blocks by simplifying an initial sketch book idea.</p> <p>To create prints with multiple overlays.</p> <p>To design printed patterns and textures for collage.</p>	<p>Sculpture</p> <p>To plan models of sculpture from observation, memory and imagination.</p> <p>To shape, form, model and construct from memory, observation and imagination.</p> <p>To apply my knowledge of techniques and experiences of sculpture. *assess skills taught so far to re-address</p> <p>To use recycled, natural and man –made materials to create a sculpture.</p> <p>To plan a sculpture through drawing and other preparatory work (making cardboard models, etc).</p> <p>To design and create sculptures from single and combined media:</p> <ul style="list-style-type: none"> • Use a range of techniques for building, joining, and decorating clay. • Use a wide range of simple tools to cut, shape and impress patterns and textures in a range of materials including paper. • Carve using soft woods, plaster and other appropriate materials. • Create papier-mâché and use it to model 3D shapes in a range of scales. • Use plaster impregnated bandage over armatures. 	<p>Printmaking, photography and collage</p> <p>To confidently ink up a block.</p> <p>To select papers and surfaces which accept prints more easily.</p> <p>Choose from a range of printing techniques: additive printing (collagraphs or string prints) subtractive relief printmaking (lino or press print), monoprint and making and using stamps.</p> <p>To create printing blocks by simplifying an initial sketch book idea.</p> <p>To create prints with multiple overlays.</p> <p>To design printed patterns and textures for collage.</p>
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Understanding	<p>Sculpture</p> <p>Start to select and use relevant resources and references to develop their ideas.</p> <p>Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve</p> <p>To be able to relate their work to the work of other sculptors studied.</p> <p>To be able to plan sculptures to include the materials, the tools and way of working.</p> <p>To show that the choice of materials and their ways of working can enhance their ideas of the work.</p> <p>Engage in open ended research and exploration in the process of initiating and developing their own personal ideas</p> <p>With support they are able to use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</p> <p>Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next).</p> <p>To be able to talk about their sculpture, how they were created and the ideas they investigated.</p>	<p>Printmaking, photography and collage</p> <p>Select and use relevant resources and references to develop their ideas.</p> <p>Investigate the nature and qualities of different materials and processes.</p> <p>With direction from the teacher, they are able to apply the technical skills they are learning to improve the quality of their work.</p> <p>Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p>To be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</p>	<p>Sculpture</p> <p>To be able to talk about their sculpture, how they were created and the ideas they investigated.</p> <p>To be able to choose materials that are appropriate to the subject.</p> <p>To be able to relate their work to the work of other sculptors studied.</p> <p>To be able to plan sculptures to include the materials, the tools and way of working.</p> <p>To be able to choose materials that are appropriate to the subject.</p> <p>Engage in open ended research and exploration in the process of initiating and developing their own personal ideas.</p> <p>Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p> <p>Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</p> <p>Regularly analyse and reflect on their progress taking account of what they hoped to achieve.</p>	<p>Printmaking, photography and collage</p> <p>Select and use relevant resources and references to develop their ideas.</p> <p>Able to investigate the nature and qualities of different materials and processes systematically.</p> <p>Apply the technical skills they are learning to improve the quality of their work. (for instance, in printmaking they skilfully change the way they use the techniques taught to produce a deliberate effect.)</p> <p>To be able to demonstrate, how tools they have chosen to work with should be used effectively and with safety.</p> <p>Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p> <p>Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them).</p> <p>Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p>

Famous Artists	Donatello, Michelangelo, Bernini, Rodin	William Morris, Owen Jones, Gustav Klimt, Anni Albers	Joan Miro, Jean Tinguely, Jacob Epstein, Len Lye	Hannah Hoch, Kurt Schwitters, Raoul Hausmann
Key Vocabulary	<p>Drawing:</p> <ul style="list-style-type: none"> • tone (dark and light) • shade • line • pattern and texture • shape and form • composition • scale • proportion • blend • smudge • illustration <p>Painting:</p> <ul style="list-style-type: none"> • Paint mediums: watercolour, acrylic, powered paint and ready-mixed paint • Brush strokes and marks and the textures produced • Primary colours • Secondary colours • Talk about the effects of colour to capture mood and emotions (hot colours and cold colours) • Layers • Wash 	<p>Drawing:</p> <ul style="list-style-type: none"> • tone (dark and light) • shade • line • pattern and texture • shape and form • composition • scale • proportion • blend • smudge • illustration <p>Printing:</p> <ul style="list-style-type: none"> • Mark making • Negative/subtractive mark making • Mirror image • Polystyrene block • Positive mark making • Roller • Monochrome colours • Mono-print • Relief print <p>Painting:</p> <ul style="list-style-type: none"> • Paint mediums: watercolour, acrylic, powered paint and ready-mixed paint 	<p>Drawing:</p> <ul style="list-style-type: none"> • tone (dark and light) • shade • line • pattern and texture • shape and form • composition • scale • proportion • blend • smudge • hatching • contour (outline of a shape/part of a shape) • stippling • tonal values (different tones of light and dark) • two dimensional <p>Painting:</p> <ul style="list-style-type: none"> • Pigment • Paint mediums: watercolour, acrylic, powered paint and ready-mixed paint • Brush strokes and marks and textures produced • hues (different varieties of colours that can be mixed without adding black or white) • tone (adding white and black for a 	<p>Drawing:</p> <ul style="list-style-type: none"> • tone (dark and light) • shade • line • pattern and texture • shape and form • composition • scale • proportion • blend • smudge • hatching • contour (outline of a shape/part of a shape) • stippling • tonal values (different tones of light and dark) • two dimensional <p>Printing:</p> <ul style="list-style-type: none"> • Mark making • Negative/subtractive mark making • Mirror image • Polystyrene block • Positive mark making • Roller • Monochrome colours • Mono-print • Relief print

	<p>Sculpture:</p> <ul style="list-style-type: none"> • Three dimensional • Additive (e.g. papier mache) • Subtractive (e.g carving) • Clay: slab • construction • Modelling • Texture • Decoupage • Mod roc • Natural • Man-made <p>general words: expressive observation imagination mediums scales dimensions creative</p>	<ul style="list-style-type: none"> • Brush strokes and marks and textures produced • Primary colours • Secondary colours • Talk about the effects of colour to capture mood and emotions (hot colours and cold colours) <p>general words: expressive observation imagination mediums scales dimensions creative</p>	<p>different variety of colours)</p> <ul style="list-style-type: none"> • tint (mixing in white) • shade (mixing in black) • Primary colours • Secondary colours • Talk about the effects of colour to capture mood and emotion <p>Sculpture:</p> <ul style="list-style-type: none"> • Three dimensional • Additive (e.g. papier mache) • Subtractive (e.g carving) • Clay: slab • construction • Modelling • Texture • Decoupage • Mod roc • Natural • Man-made <p>general words: expressive observation imagination mediums scales dimensions creative</p>	<p>Painting:</p> <ul style="list-style-type: none"> • Pigment • Paint mediums: watercolour, acrylic, powered paint and ready-mixed paint • Brush strokes and marks and textures produced • hues (different varieties of colours that can be mixed without adding black or white) • tone (adding white and black for a different variety of colours) • tint (mixing in white) • shade (mixing in black) • Primary colours • Secondary colours • Talk about the effects of colour to capture mood and emotions <p>general words: expressive observation imagination mediums scales dimensions creative</p>
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