



# ART

## KEY STAGE ONE - YEAR A

	AUTUMN 1	AUTUMN 2	SPRING 1
<b>Description</b>		Children will study Gyotaku and print their own fish. They will then create their own textured fish out of clay.	
<b>NC Objectives</b>		<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination,</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	
<b>Substantive Knowledge</b>		<p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>Children will learn about the history of Gyotaku</li> <li>They will learn about the symbolism of koi fish and its prominence in Japanese art</li> <li>How is this art the same/ different to other art you have learnt about?</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>They will experiment with Gyotaku methods by printing their own fish and understand how print shows the texture of the fish</li> <li>They will use line and shape techniques to draw texture</li> <li>Manipulate clay in a variety of ways including rolling and kneading and for a purpose, e.g. decorative fish</li> <li>Understand the safety and basic care of materials and tools</li> <li>Change the surface of a malleable material</li> <li>They will experiment with creating texture in clay using different implements and create their own textured clay fish</li> </ul>	
<b>Disciplinary Skills</b>		Is Gyotaku art? Discuss how it was used to record what the fishermen caught but also produces a beautiful visual image.	
<b>Vocabulary</b>		Gyotaku, Japan, printmaking, Japanese rice paper, ink, rubbings, line, shape, texture pattern, clay, slab	
<b>Assessment</b>		Can the children describe what Gyotaku is and where it comes from? Can you apply techniques learnt to create your own textured clay fish?	

	SPRING 2	SUMMER 1	SUMMER 2
Description	Children learn about Andy Goldsworth and his natural art. They will create land art, observational drawing and natural prints.		Children will learn about Frida Kahlo and explore her self portraits before creating their own self portrait
NC Objectives	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination,</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>		<ul style="list-style-type: none"> <li>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>Develop a wide range of art and design techniques in using colour, patterns, texture, line, shape, form and space</li> <li>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>
Substantive Knowledge	<p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>To find out who Andy Goldsworthy is and the types of art he creates</li> <li>To find out about the elements of art used in his artwork</li> <li>To explore his artwork. What is the same/different?</li> <li>How is his art the same/ different to other artists you have learnt about?</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>To experiment with natural materials and create land art</li> <li>To experiment with different pencil skills to create observational drawing of nature</li> <li>To experiment with making plates to create prints of natural items</li> <li>To experiment with monoprinting and to create their own wrapping paper using printmaking of natural materials.</li> </ul>		<p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>To find out who Frida Kahlo, what happened in her life and why she painted portraits</li> <li>To explore her portraits and find out about the elements of art, symbolism and feelings portrayed</li> <li>To explore her artwork. What is the same/different?</li> <li>How is her art the same/ different to other artists you have learnt about?</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Experiment with and control marks made with different media: pencils</li> <li>Invent lines and shapes in drawing.</li> <li>To draw from imagination and experience</li> <li>Investigate tone</li> <li>Use a variety of tools and techniques e.g. brush sizes and types; layering, mixing</li> <li>Name and mix primary colours to make secondary colours</li> <li>Begin to use shape and proportion for facial features</li> <li>Use some shading to create texture for hair</li> <li>Begin to add details like eyelashes, eyebrows</li> </ul>
Disciplinary Skills	Andy Goldsworthy's land art is eventually weathered away. What do you think about that? Andy photographs it. Do you think you get the same experience?		Let's Think Art Can art teach you about a country's culture?
Vocabulary	land art, sculpture, environmentalist, photographer, natural materials, shape, tone, colour, line, printmaking, plates, monoprints		Portrait, self portrait, culture, nature, symmetry, proportion, primary colours, secondary colours, Mexico, background observation, feelings/emotions
Assessment	Can children describe Andy Goldsworthy's art? Can they identify similarities/differences in his artwork and between other artwork? Can they create land art using natural materials? Can they create their own prints?		Can the children recall facts about Frida Kahlo? Can they identify similarities and differences in her artwork and between other artwork? Can the children draw a self portrait?. Do their portraits represent their own culture or hobbies?



# ART

## KEY STAGE ONE - YEAR B

	AUTUMN 1	AUTUMN 2	SPRING 1
<b>Description</b>	Children will learn about Paul Klee and his abstract art. They will create their mixed media castle.		
<b>NC Objectives</b>	<ul style="list-style-type: none"> <li>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>Develop a wide range of art and design techniques in using colour, patterns, texture, line, shape, form and space</li> <li>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>		
<b>Substantive Knowledge</b>	<p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>To find out about Paul Klee's life and his artworks.</li> <li>To find out about abstract art.</li> <li>To explore his artwork. What is the same/different?</li> <li>How is his art the same/ different to other artists you have learnt about?</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Experiment with and control marks made with pencil</li> <li>Control the types of marks made.</li> <li>Observe and draw lines and shapes.</li> <li>Draw lines and shapes using different surfaces. Invent lines and shapes in drawing.</li> <li>To draw from imagination and experience</li> <li>Use a variety of tools and techniques i.e. brushes</li> <li>Experiment with tools and techniques e.g. layering, mixing.</li> <li>Name and mix primary colours to make secondary colours.</li> <li>Recognise warm and cool colours</li> </ul>		
<b>Disciplinary Skills</b>	Is abstract art really art?		
<b>Vocabulary</b>	Abstract art, line, shape, geometric shape, organic shape, warm and cool colours, watercolours		
<b>Assessment</b>	Can children recall facts about Paul Klee? Can they explain what abstract art is? Can they compare Paul Klee's paintings? Can they explain warm and cool colours? Can they use watercolour/oil pastel techniques, line and shape, and warm and cool colours to create their own castle artwork? Can they compare your own painting to Paul Klee's?		

	SPRING 2	SUMMER 1	SUMMER 2
Description	Children will learn about Yinka Shonibare and Esther Mahlangu. They will explore African patterns and create their own artwork.	Children will learn about Vincent Van Gogh and his Starry Night painting. They will create their own night sky painting.	
NC Objectives	<ul style="list-style-type: none"> <li>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>Develop a wide range of art and design techniques in using colour, patterns, texture, line, shape, form and space</li> <li>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<ul style="list-style-type: none"> <li>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>Develop a wide range of art and design techniques in using colour, patterns, texture, line, shape, form and space</li> <li>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	
Substantive Knowledge	<p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>To find out about Yinka Shonibare and Esther Mahlangu's life and their artwork.</li> <li>To find out about African patterns.</li> <li>To explore their artwork. What is the same/different?</li> <li>How are their artwork the same/ different to other artists you have learnt about?</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Experiment with and control marks made with different media: pencils and oil pastels.</li> <li>Control the types of marks made.</li> <li>Draw lines and shapes using different surfaces.</li> <li>Invent lines and shapes in drawing.</li> <li>Observe and draw patterns using lines, shape and colour.</li> <li>To draw from imagination and experience</li> <li>Use a variety of tools and techniques i.e. brush sizes and types.</li> <li>Explore paint and wax resist.</li> </ul>	<p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>To find out about Vincent Van Gogh's life and artwork.</li> <li>To explore his artwork. What is the same/different?</li> <li>How are their artwork the same/ different to other artists you have learnt about?</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Experiment with and control marks made with different media: pencils and oil pastels.</li> <li>Control the types of marks made.</li> <li>Draw lines and shapes using different surfaces.</li> <li>Invent lines and shapes in drawing.</li> <li>Investigate texture.</li> <li>To draw from imagination and experience.</li> <li>Use a variety of tools and techniques i.e. brush sizes and types.</li> <li>Experiment with tools and techniques e.g. layering, mixing.</li> <li>Experiment with making tints.</li> <li>Recognise warm and cool colours</li> </ul>	
Disciplinary Skills	What is the purpose of Yinka Shonibare and Esther Mahlangu's artwork?	Let's Think Art What is the purpose of art?	
Vocabulary	Pattern, line, shape (geometric and organic), form, colours, repeated, primary colours, secondary colours, wax resist, batik fabric	Line, shape, colour (warm and cool), texture, emotions, form, oil pastels, blending, layering, colour mixing	
Assessment	Can the children recall facts about Yinka Shonibare and Esther Malaghu's life and artwork? Can they explain pattern and describe African pattern using line, shape and colour? Can you explain what a pattern is? Can you compare African patterns to Paul Klee's artwork?. Can they make and name secondary colours? Can they create their own pattern using the wax resist technique, lines, shapes and bold colours inspired by Africa.	Can the children recall facts about Vincent Van Gogh and his artwork? Can they describe what they see in a painting using the words line, shape and colour? Can they begin to describe texture in a painting? Can they describe what they think the painting is showing? Can they use different types of line (swirls, circles, waves) using paint and oil pastels to create their own night sky?	



# ART

## LOWER JUNIORS - YEAR A

	AUTUMN 1	AUTUMN 2	SPRING 1
<b>Description</b>	Children will learn about Cave Paintings and create their own modern day cave painting using chalk pastels.		Volcano painting based on Jackson Pollock
<b>NC Objectives</b>	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>About great artists, architects and designers in history.</li> </ul>		<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>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].</li> <li>About great artists, architects and designers in history.</li> </ul>
<b>Substantive Knowledge</b>	<p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>To know what cave paintings are and some places around the world they can be seen.</li> <li>To find out about the history of Lascaux caves.</li> <li>To find out what was usually represented in cave paintings and what was used to create them.</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Observational drawings of cave paintings.</li> <li>Develop control and use of materials to make marks and lines with soft pastels.</li> <li>Experiment with different soft pastel techniques e.g. blending, feathering, cross hatching</li> <li>To explore tone and value.</li> <li>To explore earth colours.</li> <li>To apply these skills to create their own modern day cave painting.</li> </ul>		<p><b>Theoretical skills</b></p> <ul style="list-style-type: none"> <li>To find out about Abstract Expressionism art and the importance in art history.</li> <li>To find out about Jackson Pollock and his art.</li> </ul> <p><b>Practical skills</b></p> <ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Use the work of artists to replicate ideas or inspire own work -Jackson Pollock.</li> <li>Compare ideas, methods and approaches in their own and others' work</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Annotate work in sketchbook.</li> <li>Experiment with different effects and textures</li> <li>Create different effects and textures with paint according to what they need for the task.</li> <li>Begin to name tertiary colours.&amp; more specific colour language and mix and use tints and shades</li> </ul>
<b>Disciplinary Skills</b>	Let's Think Art Can art teach us about History?		How is art judged? Children to order art to see which they think sold for the most to the least and discuss
<b>Vocabulary</b>	Colour, line, shape, texture, value, charcoal, chalk pastel, earth tones, proportion.		Abstract art, abstract expressionism, colour, primary colour, secondary colours, tertiary colours,tint, shade, tone, line, rhythm, action painting, drip painting.
<b>Assessment</b>	To be able to say what cave paintings are, name the Lascaux cave and recall facts about them. To identify what was usually represented in Cave Paintings. To discuss what art can teach us about history. To create a modern day cave painting.		Can children name at least 4 facts about Jackson Pollock and his life? Can they explain abstract expressionism? Can they discuss how art is judged? Can children create their own volcano painting using painting techniques learnt?

	SPRING 2	SUMMER 1	SUMMER 2
Description		Artist: Henri Rousseau Create their own painting in the style of Henri Rousseau	
NC Objectives		<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>About great artists, architects and designers in history</li> </ul>	
Substantive Knowledge		<p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>To learn about post impressionism art and make links to other art periods.</li> <li>To find out about Henri Rousseau art work and his life.</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Use the work of artists to replicate ideas or inspire own work -Henri Rousseau</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Annotate work in sketchbook.</li> <li>Begin to use perspective techniques.</li> <li>Experiment with different effects and textures</li> <li>Work on a range of scales e.g. Thin brushes on small pictures</li> <li>Create different effects and textures with paint according to what they need for the task</li> <li>Explore tertiary colours and tints and shades</li> <li>To understand complimentary colours</li> </ul>	
Disciplinary Skills		<ul style="list-style-type: none"> <li>Why do you think artists did not like Henri Rousseau artwork?</li> <li>Why did it become more appreciated?</li> <li>Why do you think it was only once Henri died that his work was more appreciated?</li> </ul>	
Vocabulary		Impressionism, Post Impressionism, background, middle ground, foreground, proportion, wash, complimentary colours, landscape, layers, line, colour, tone, tint, shade, primary colour, secondary colour, tertiary colour.	
Assessment		Can they describe Henri Rousseau and his artwork and discuss why Henri Rousseau's work was originally not appreciated? Can the children create a painting scene in the style of Henri Rousseau using proportion, complementary colours?	



# ART

## LOWER JUNIORS - YEAR B

	AUTUMN 1	AUTUMN 2	SPRING 1
<b>Description</b>		Children explore William Morris and Nancy Wolfe's printing artwork and use printing techniques to create their own wallpaper.	
<b>NC Objectives</b>		<ul style="list-style-type: none"> <li>● To create sketch books to record their observations and use them to review and revisit ideas</li> <li>● 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]</li> <li>● About great artists, architects and designers in history.</li> </ul>	
<b>Substantive Knowledge</b>		<p>Theoretical</p> <ul style="list-style-type: none"> <li>● To find out about the life and works of William Morris.</li> <li>● To compare these to the works of Nancy Wolfe</li> </ul> <p>Practical</p> <ul style="list-style-type: none"> <li>● Artist study in sketchbooks</li> <li>● Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>● Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>● Use the work of artists to replicate ideas or inspire own work -William Morris</li> <li>● Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>● Adapt their work according to their views and describe how they might develop it further.</li> <li>● Annotate work in sketchbook.</li> <li>● Create printing blocks using a relief or impressed method.</li> <li>● Develop print techniques i.e. mono-printing, block printing, relief or impressed method.</li> <li>● Create repeating patterns.</li> <li>● Print with two colour overlay</li> </ul>	
<b>Disciplinary Skills</b>		What was the purpose of Willima Morris' artwork? Is it art?	
<b>Vocabulary</b>		Architect, designer, tapestry, interior, motif, symmetry, block relief printing, overlay	
<b>Assessment</b>		Recall facts and discuss the print work of William Morris and Nancy Wolfe. Design and print wallpaper	

	SPRING 2	SUMMER 1	SUMMER 2
<b>Description</b>	Art will be linked to the English unit-How to train a dragon. Children will design and create their own dragon eye from clay.		Children will find out about illustrators and illustrations. They will design and create their own illustration using dip pen to reflect a scene inspired by the book "My Name is not Refugee"
<b>NC Objectives</b>	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>About great artists, architects and designers in history</li> </ul>		<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>About great artists, architects and designers in history</li> </ul>
<b>Substantive Knowledge</b>	<p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>To find out about mythical artwork.</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Plan, design and make models from observation or imagination.</li> <li>Develop skills in joining, extending and modelling clay.</li> <li>Create textures and patterns in malleable materials including clay.</li> <li>Rolling into a ball</li> <li>Pinching and rotating</li> <li>Creating coils</li> <li>Scratch and slip</li> </ul>		<p><b>Theoretical Knowledge</b></p> <ul style="list-style-type: none"> <li>To learn about a range of illustrators and their famous illustrations.</li> <li>To compare their works.</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Use sketchbooks to record drawings from observation and imagination</li> <li>Use a sketchbook to collect and develop ideas from a range of sources</li> <li>Experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc.</li> <li>Experiment with different grades of pencil and other implements to draw different forms, shapes and variation in tone.</li> <li>Apply tone in a drawing in a simple way.</li> <li>Apply a simple use of pattern and texture in a drawing.</li> <li>Begin to Investigate emotion/expression</li> </ul>
<b>Disciplinary Skills</b>	What are the art, craft and design vocational pathways and industries?		Let's Think Art Does all art tell a story?
<b>Vocabulary</b>	Colour line shape texture pattern value form clay impress clay relief score slip stick smooth		line blending feathering observational form tone emotion shading hatching cross hatching stippling texture pattern variation in tone
<b>Assessment</b>	Can they discuss careers in art? Can children use clay skills learnt to create a dragon eye? Can they consider the purpose of colour when painting their dragon eyes?		Can they children: Discuss and compare illustrations giving preferences and why? Discuss whether they think all art tells a story. Design and create their own illustration using line, shape tone, texture and pattern? Does their illustration convey emotion/expression?





# ART

## UPPER JUNIORS - YEAR A

	AUTUMN 1	AUTUMN 2	SPRING 1
<b>Description</b>	The children will sketch, design and create their own Greek inspired coil pots.		
<b>NC Objectives</b>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a clay</li> <li>about great artists, architects and designers in history.</li> </ul>		
<b>Substantive Knowledge</b>	<p>Theoretical</p> <ul style="list-style-type: none"> <li>To understand ancient Greek art and the importance of geometric patterns, motifs, evidence of daily life and mythology.</li> <li>To describe the Elements of art within a given artwork.</li> <li>To begin to describe the Principles of art within a given artwork.</li> </ul> <p>Practical</p> <ul style="list-style-type: none"> <li>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material (Greek art sketchbook page).</li> <li>Explore artwork from the period of the Ancient Greeks.</li> <li>Plan a clay coil pot through drawing and other preparatory work.</li> <li>Shape, form, model and construct from observation or imagination.</li> <li>Produce intricate patterns and textures in a malleable media.</li> <li>Develop skills in using clay including slabs, coils, slips, kneading, rolling to a certain thickness.</li> </ul>		
<b>Disciplinary Skills</b>	<p><b>Disciplinary Knowledge</b></p> <p>Let's think Art</p> <p>Do you think Greek art has influenced modern day artists?</p>		
<b>Vocabulary</b>	texture, malleable, manipulate, rotating, intricate, relief incise, impress, perforate		
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Can they discuss Greek art and identify elements of art in the art work?</li> <li>Can they apply their design and skills taught to create their own clay pot?</li> <li>Can they discuss Greek art and how it has influenced other periods of art?</li> </ul>		

	SPRING 2	SUMMER 1	SUMMER 2
Description	To create their own mixed media artwork of trees and the countryside using their local area and David Hockney paintings for inspiration.		To use the Guernica painting as inspiration to create their own charcoal artwork portraying symbolism and political views.
NC Objectives	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>		<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>
Substantive Knowledge	<p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>To learn about the pop art movement in the 1960s.</li> <li>To find out about the life and art works of David Hockney.</li> <li>To describe Hockney's artwork by discussing the materials, techniques, elements of art and perspective used.</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Work in a sustained and independent way to develop their own style of drawing/painting/oil pastels, developing line, tone, pattern, texture.</li> <li>Draw for a sustained period of time over a number of sessions working on one piece.</li> <li>Use different techniques for different purposes and, understand which works well in their work and why.</li> <li>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Develop their own style using tonal contrast and mixed media.</li> <li>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</li> <li>Develop an awareness of composition, scale and proportion.</li> <li>Identify, mix and use primary, secondary, tertiary, complimentary and contrasting colours.</li> <li>Make considered choices about the colour chosen?</li> </ul>		<p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>To find out about the abstract art movement and explain what abstract art is.</li> <li>To find out about the life and works of Pablo Picasso</li> <li>To describe Picasso's artwork by discussing the materials, techniques, elements of art and perspective used.</li> <li>To describe the symbolism and emotion conveyed in the painting.</li> <li>To describe how the painting makes them feel.</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Work in a sustained and independent way to develop their own style of drawing(charcoal). This style may be through the development of: line, tone, pattern, texture, contrast.</li> <li>Draw for a sustained period of time over a number of sessions working on one piece.</li> <li>Use different techniques for different purposes i.e. shading, hatching within their own work, understand which works well in their work and why.</li> <li>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Develop their own style using tonal contrast and mixed media.</li> <li>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</li> <li>Develop an awareness of composition, scale and proportion.</li> </ul>
Disciplinary Skills	What can you learn about the culture in the 1960's from the pop art movement?		Let's Think Art - What is abstract art? How does art use symbolism to portray political views?
Vocabulary	tertiary colours, complimentary colours, perspective, composition, scale, proportion, mixed media, line, tone, pattern, texture, shading, hatching, cross hatching, stippling		Line tone pattern texture shading hatching cross hatching stippling tonal contrast perspective mixed media composition scale proportion
Assessment	Can the children create their own forest artwork using perspective, various mixed media techniques and consideration to the colours chosen?		Can children discuss the use of symbolism and the political views portrayed in Guernica? Can children use charcoal techniques to create a shared artwork portraying symbolism and political views?



# ART

## UPPER JUNIORS - YEAR B

	AUTUMN 1	AUTUMN 2	SPRING 1
<b>Description</b>			Children will learn about Benin Art and create a Benin mask from clay.
<b>NC Objectives</b>			<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>
<b>Substantive Knowledge</b>			<p>Theoretical</p> <ul style="list-style-type: none"> <li>To find out Benin art and its significance to history and culture.</li> </ul> <p>Practical</p> <ul style="list-style-type: none"> <li>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Shape, form, model and construct from observation and imagination.</li> <li>Plan a sculpture through drawing and other preparatory work.</li> <li>Develop skills in using clay including slabs, coils, slips etc.</li> <li>Produce intricate patterns and textures in a malleable media</li> </ul>
<b>Disciplinary Skills</b>			<p><b>Let's Think Art</b></p> <p>Why are Benin art pieces significant in our understanding of culture and history?</p>
<b>Vocabulary</b>			Texture malleable manipulate rotating intricate relief incise impress perforate
<b>Assessment</b>			<p>Can the children recall facts and discuss Benin art?</p> <p>Can the children discuss the significance of Benin art in our understanding of culture and history?</p> <p>Can the children use clay and painting skills to create a Benin mask?</p>

	SPRING 2	SUMMER 1	SUMMER 2
Description	Children will learn about Georgia O'Keefe and how to use watercolour and mixed media to create their own shell artwork.		To use the Guernica painting as inspiration to create their own charcoal artwork portraying symbolism and political views.
NC Objectives	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>		<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>
Substantive Knowledge	<p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>To find out about the life and works of Georgia O'keefe.</li> <li>To find out about the Modern art movement and how her work was a combination of abstract and realism art.</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Develop a painting from a drawing.</li> <li>Experiment with different media and materials for painting.</li> <li>Create imaginative work from a variety of sources e.g. observational drawing, music, poetry, other artists</li> <li>Mix and match colours to create atmosphere and light effects.</li> <li>Identify, mix and use primary, secondary, tertiary, complimentary and contrasting colours.</li> <li>Build up layers of colours</li> <li>Show an understanding of composition and rules of simple perspective.</li> <li>Develop watercolour techniques</li> <li>Mark make with paint (dashes, blocks of colour, strokes, points)</li> <li>Develop fine brush strokes</li> </ul>		<p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>To find out abstract art.</li> <li>To find out about the life and works of Pablo Picasso.</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Work in a sustained and independent way to develop their own style of drawing(charcoal). This style may be through the development of: line, tone, pattern, texture, contrast.</li> <li>Draw for a sustained period of time over a number of sessions working on one piece.</li> <li>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</li> <li>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Develop their own style using tonal contrast and mixed media.</li> <li>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</li> <li>Develop an awareness of composition, scale and proportion.</li> </ul>
Disciplinary Skills	<ul style="list-style-type: none"> <li>What is the purpose of Georgia O'Keeffe's artwork?</li> </ul>		Let's Think Art; Children consider: <ul style="list-style-type: none"> <li>What is abstract art?</li> <li>How does art use symbolism to portray political views?</li> </ul>
Vocabulary	Line, shape, form, colour, texture, value, emotion, composition, perspective, tone, light, effects, tertiary colours, complementary colours, contrasting colours, abstract, realism, sepia		Line, tone, pattern, texture, shading, hatching, cross hatching, stippling, tonal contrast, perspective, mixed media, composition, scale, proportion
Assessment	Can the children recall facts and discuss Georgia's O'Keefe life and works? Can the children use watercolour skills, mixed media, composition and colour to create their own shell painting?		Can children discuss the use of symbolism and the political views portrayed in Guernica? Can children use charcoal techniques to create a shared artwork portraying symbolism and political views?

