



Art

Intent: Art is a subject that allows pupils to express their creativity and imagination. At Chaddlewood Primary we equip all our pupils with the knowledge and skills to experiment, invent and create their own works of art in a structured and progressively planned way where skills overlap from previous years and connections are made between different approaches, allowing for the development of a palette of skills and knowledge that the children draw on. In addition we study art from different cultures and points in history, using a range of different media and materials and use this to further influence our own work. We encourage our children to experiment in a 'safe' environment where both self-expression and self-esteem will be enhanced. The effective use of sketchbooks is taught and developed across the school as an essential tool to gather ideas and inspiration to inform art work and our children learn to make informed judgements, aesthetic and practical decisions to explore ideas and meanings through the work of artists and designers. Art at Chaddlewood is valued for its contribution to developing a child's cultural engagement, personal development and creativity. We believe that artistic experience fuels imagination and in turn imagination fuels creativity.

Chaddlewood Primary School's ART Progression Grid

	Foundation	KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
NC	<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> -produce creative work, exploring their ideas and recording their experiences -become proficient in drawing, painting, sculpture and other art, craft and design techniques -evaluate and analyse creative works using the language of art, craft and design -know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>https://www.accessart.org.uk/primary_art_curriculum_planning/ Support for the areas of art.</p>			
NC by key stage		<p>Key stage 1 Pupils should be taught:</p> <ul style="list-style-type: none"> -to use a range of materials creatively to design and make products -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	<p>Key stage 2 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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> -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] 	

		-to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -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.					-about great artists, architects and designers in history.
	Foundation	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Substantive themes	W 25-26 ART Substantive Themes .docx						
Cross curricular connections	Self portrait - PSHE - similarities and differences Printing using 3D shapes and other objects - Mathematics	Collage - Science - the four seasons, Mathematics - sorting according to criteria Digital media - Computing (exploring uses of technology beyond school, manipulating tools on screen), Science - labelling human body Printing - Science, properties of materials	Fire of London silhouettes- history the GfOL, music, forest school, Literacy- newspaper reports, sound collector poetry African masks- Geography- comparing kenya and plymouth, Science- living things and their habitats. Music- zoo time./ african drumming. Literacy- tales from another culture. Beach weaving- geography coasts cliffs vocabulary. Science- microhabitats /rockpools	Printing-Science topic Plants 3D-Egyptian Canopic Jars Textiles-English- instructions for making your own dyes	Painting - Colour mixing, link to Biomews Digital media - Andy Goldsworthy - Computing	Printing - linking to William Morris and Victorian art and design. 3D -Egyptian Canopic Jars	Collage/mosaic - linking to Plymouth Painting - linking to Ancient Greece Digital media - linking to volcanoes and computing
Overlap of learning: which other areas in other year groups or	Build on skills from early creative development and exploration of materials, etc in	Collage - Move from using materials to joining in Y2	Fire of london silhouettes- building on year 1 colour mixing and creating tone & Y3 tint.	Reinforce printing skills from Year 1-two colours, overlapping prints	Collage - Remind chn of Four Seasons work in Year 1 Digital media - remind of work done in Year	Printing - linking to work done in Year 3 - three colours.	

topics does this relate to?	preschool, nursery and home.	Printing - Progresses to overlapping prints in Y3. Skills develop to using more 3D media, such as clay	African mask sculptures- Y3 applying texture, Y2 science bending twisting squashing materials . Beach weaving- using materials in Y1 linked to seasons/colour effect.	3D-use of Modroc, applying paint and pattern. Textiles- resist dying and stitching African Adire cloth-overlap with Year 2 Develop skills in stitching, cutting and joining	1, manipulating tools on screen	3D - linking to Year 3 - applying texture, joining materials.	
Exploring and Developing Ideas	Explore arts and crafts resources To begin to use resources to create marks To talk about their marks and patterns	Record and explore ideas from first hand observations Ask and answer questions about the starting points for their work Develop their ideas - try things out, change their minds Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities		Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.		Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	
Evaluating and Developing Work	Talk about what they are doing. Answer open questions about their artwork. Talk about what they like about their work and how they could make it better Begin to compare different works looking at strengths	Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work		Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.		Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.	
Drawing and Sketchbooks	Foundation	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Topic	Drawing activities:	Self-portraits	African mask designs	Volcanoes in style of Andy	Self-portraits in style of	William Morris designs	Mythical creatures

	flowers, trees, animals, self-portraits, families.			Warhol and Roy Lichenstein	Arcimboldo and Picasso		watercolours-Ab by Diamond.
<p>KNOWLEDGE CONTENT: Drawing and Sketchbooks</p>	<p>To know that their marks have meaning.</p> <p>To know how to look and copy carefully what they see.</p> <p>To know that not all drawings need colour to represent a picture.</p>	<p>Know that different materials can be put together to make a picture.</p> <p>Know that one picture can be repeated multiple times to create a print.</p> <p>Know that digital media can be created on a chromebook or using a digital camera.</p>	<p>Sketches can be used to experiment using lines and creating form.</p> <p>Creating multiple versions of a drawing (silhouette), with feedback between each version, leads to incremental improvement so that the final version represents a significant improvement from the first attempt.</p> <p>Children experiment with charcoal and chalk to create tone and tint using smudging to soften the overall effect.</p> <p>Children use pencils to observe and draw close up the features of an African animal focusing on shape and patterns as well as tone.</p> <p>Observational skills can be used to enhance the accuracy of a drawing- Wembury field trip.</p>	<p>To know that different grades of pencil will create different lines and shades</p> <p>To know that shading helps to show a third dimension</p> <p>To know that a sketch book is a way of collecting and recording inspiration, and improving your work</p>	<p>To know that different grades of pencil will create different lines and shades</p> <p>To know that shading helps to show a third dimension</p> <p>To know that a sketch book is a way of collecting and recording inspiration, and improving your work</p> <p>To know that foreground is at the front of a picture and background is at the back,</p> <p>To know that perspective is representing 3 dimensional objects on paper</p> <p>To know that proportion is about relative size</p>	<p>To know which grade of pencil to use to create different tones when sketching.</p> <p>To know where to begin when sketching.</p> <p>To create two versions of the same drawing and make decisions about which drawing is the most effective.</p> <p>To know that careful observation is needed to improve the accuracy of a drawing.</p>	<p>Preliminary sketches can be used to develop the composition of a piece of art and ensure that proportions are accurate.</p> <p>Creating multiple versions of a drawing, with feedback between each version, leads to incremental improvement so that the final version represents a significant improvement from the first attempt.</p> <p>Close up drawings of different components of a subject (such as an animal) can be used to develop detail and accuracy.</p> <p>Observational skills can be used to enhance the accuracy of a drawing.</p>

<p>Drawing and Sketchbooks</p>	<p>Using gross motor movements to create large marks- continuous rotations, push/ pulls, vertical arcs</p> <p>Using lines to enclose shapes</p> <p>Begin to use enclosed shapes to represent people or objects</p> <p>Begin to include features such as circles for eyes, hair and limbs on pictures of figures</p> <p><u>Drawing Resources</u></p> <p>Use large, chunky tools such as decorator brushes, , hands, sticks, chunky chinks, sticks, sponges</p> <p>Develop effective grip using smaller crayons, charcoals, pastels, pencils, pens</p> <p>Explore making different marks with different resources, begin to compare e.g pencil lines and pastel smudges</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p>Control the types of marks made with the range of media</p> <p><u>Lines and Marks</u></p> <p>Name, match and draw lines/marks from observations</p> <p>Invent new lines</p> <p>Draw on different surfaces with a range of media</p> <p><u>Shape</u></p> <p>Observe and draw shapes from observations</p> <p>Draw shapes in between objects</p> <p>Invent new shapes</p> <p><u>Tone</u></p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes</p> <p><u>Texture</u></p> <p>Investigate textures by describing, naming, rubbing, copying</p>		<p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Use sketchbooks to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p><u>Lines and Marks</u></p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p><u>Form and Shape</u></p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to show an awareness of objects having a third dimension.</p> <p><u>Tone</u></p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Apply tone in a drawing in a simple way.</p> <p><u>Texture</u></p> <p>Create textures with a wide range of drawing implements.</p> <p>Apply a simple use of pattern and texture in a drawing.</p> <p><u>Sketchbooks</u></p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p>		<p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop close observation skills using a variety of viewfinders.</p> <p>Use a sketchbook to collect and develop ideas.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p><u>Lines, Marks, Tone, Form & Texture</u></p> <p>Use dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>Experiment with wet media to make different marks , lines, patterns, textures and shapes.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p><u>Perspective and Composition</u></p> <p>Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>Show an awareness of how paintings are created ie. Composition.</p> <p><u>Sketchbooks</u></p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p>	
<p>Surface and Colour</p>	<p>Foundation</p>	<p>YEAR 1</p>	<p>YEAR 2</p>	<p>YEAR 3</p>	<p>YEAR 4</p>	<p>YEAR 5</p>	<p>YEAR 6</p>

Painting and colour mixing	Colour mixing Painting techniques- Yvonne Coomber	Colour mixing- Kandinsky	Painting - Great fire of London	Painting- Pop Art- volcanoes	Painting self-portraits- Arcimboldo and Picasso	Colour wheels and mixing- Georgia O'Keeffe inspired William Morris inspired painting	
Printing, collage and textiles	Collage weaving	Collage in style of kandinsky Printing, stamping and dyeing- Arcimboldo faces	Beach weaving	Textiles- Greek style printing patterns	Collage- Rousseau- surprise.		Mosaic/collage- Gaudi inspired Plymouth scene
Digital media				Pop art prints	Kandinsky computer image		Pop-art Andy Warhol and Roy Lichenstein
KNOWLEDGE CONTENT Painting and Colour Mixing		<p>Know that different colours can be made by mixing the primary colours together.</p> <p>Know that secondary colours can be made using the primary colours.</p> <p>Know that adding black or white to a colour creates tone and tint.</p> <p>Know that different paint brushes create thicker and thinner lines when adding detail.</p> <p>Know that there are different types of paint e.g. poster paint,</p>	<p>Know that shades of colour can be created by changing the tone. Specifically red, blue and yellow.</p> <p>- Tone and tint means lighter and darker and we add white and black to create them.</p> <p>-To know the names of the secondary colours created when creating tone or tint.</p> <p>- To know who Kandinsky is and what his artistic style is like.</p> <p>- To know how to mix colours using different tones and tints in the style of Kandinsky (3 concentric circles)</p>	<p>Know that monochrome is the different shade and tints of one colour.</p> <p>-looking at different artists who painted in monochrome colours- Picasso, Rousseau and Klee in the introduction</p> <p>-mixing monochrome colours-adding dark to light-add a primary colour to white and paint jigsaw pieces across the paper.</p>	<p>To know how to mix appropriate colours and shades for effect</p> <p>To know that bold colours will make features stand out more</p> <p>To know that a clean brush is needed when changing colours on a paint palette</p> <p>To know that a 'wash' background is more subtle than a poster paint background</p>	<p>To know what a colour wheel is.</p> <p>To know about secondary and tertiary colours.</p> <p>To know how to mix a secondary colour then how to add primary colours to create a tertiary colour.</p>	<p>Know that harmonious colours enhance each other and affect the brain.</p> <p>-These colours are located next to each other on the wheel.</p> <p>Harmonious colours are:</p> <ul style="list-style-type: none"> ❖ Blue, Blue-green, Green ❖ Red, Red-Orange, and Orange <p>-Harmonious colours share one colour</p> <p>-Complementary colours sit across from each other on the colour wheel.</p> <p>-Complementary colours are:</p> <ul style="list-style-type: none"> ❖ Blue & Orange ❖ Red & Green

		<p>acrylic paint, water colours. Know that different colours can be created by mixing. Know that secondary colours can be made by mixing primary colours.</p>	<p>-To know that you can use a variety of tools to create a fire effect e.g. straws, scrapers, different sized brushes. You can also blow, roll, push or brush the paint. -to know that we can layer paint and textiles in our paintings by adding a silhouette and by using chalk and charcoal where appropriate. - To know the names of the primary and secondary colours and know how to create tones and tints in a fire scene. - to know that adding sand into paint can create a rough texture similar to an elephant's skin (african masks). - To know that different brushes should be used for finer details in our masks and that an animal's face consists of lots of tones and tints. (african masks)</p>				<ul style="list-style-type: none"> ❖ Purple & Yellow -Preliminary studies, including trying out different media and materials, are needed when creating an effective painting. -Mixing and matching colours are needed to create atmosphere and light effects -watercolours and watercolour pencils can be used in different ways and how to do this correctly. ❖ Dry vs wet - manipulate the paint's pigment by adding different amounts of water. Working dry to wet often helps to achieve more control. ❖ Work from light to dark. - Watercolour pencils are more accurate to use than paints.
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<p>Painting</p>	<p>Explore paint using a wide variety of tools hands/cars/sponges/ veg</p> <p>Explore different types of paint- powder paint, textured paint, water colours, poster paint</p> <p>Exploring how colours can be changed and starting to use vocabulary such as light dark, colour names, change</p>	<p>Use a variety of tools and techniques including different brush sizes and types</p> <p>Mix and match colours to artefacts and objects</p> <p>Work on different scales</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through</p> <p>Name different types of paint and their properties</p> <p><u>Colour</u></p> <p>Identify primary colours by name</p> <p>Mix primary shades and tones</p> <p><u>Texture</u></p> <p>Create textured paint by adding sand, or plaster</p>	<p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects</p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p><u>Colour</u></p> <p>Mix colours and know which primary colours make secondary colours</p> <p>Use more specific colour language</p> <p>Mix and use tints and shades</p>		<p>Develop a painting from a drawing</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p> <p><u>Colour</u></p> <p>Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify primary secondary, complementary and contrasting colours</p> <p>Work with complementary colours</p>		
<p>KNOWLEDGE CONTENT</p> <p>Printing, collage and textiles</p>	<p><u>Collage</u></p> <p>Exploring a range of materials such as pasta, shells, rice, tissue, paper, string, fabric, beginning to respond to different textures</p> <p>Begin to combine resources with different textures, colours and shapes</p> <p>Talk about what they are doing using vocabulary such as smooth, shiny, soft, bumpy, rough</p>	<p><u>Printing</u></p> <p>Know that different materials can create a print e.g. potato, stencil, roller.</p> <p>Know that rubbings can create a print using crayons.</p> <p><u>Collage</u></p> <p>Know that different materials used together can create a picture.</p> <p>Know that ripping, rolling and tearing can add texture to a picture.</p>	<p><u>Textiles</u></p> <p>To know what textiles are.</p> <p>-To know what weaving is and that it is made up of warp and weft.</p> <p>-Who Kate Williams is and what her woven work looks like.</p> <p>- Different materials can create texture in a piece.</p> <p>-To know that you can modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting, knotting finishing, half lines</p> <p>-What colours are appropriate for creating a beach themed weave.</p>	<p><u>Printing</u></p> <p>Know that there are different types of printing</p> <p>-repeat patterns, monoprinting, use of positive and negative images and block printing.</p> <p>Know that colours can be overlaid.</p> <p><u>Textiles</u></p> <p>-recap what are textiles?</p> <p>Reinforce that textiles are made up of warp and weft</p> <p>-paper weaving-add to sketch book.</p> <p>African textiles.</p> <p>-patterns can be made by wax or paste resist</p> <p>- Adire is the name given to indigo (blue)</p>	<p><u>Collage</u></p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>Use collage as a means of collecting ideas and building a visual vocabulary</p>	<p><u>Printing</u></p> <p>Know that there are different types of printing</p> <p>-repeat patterns, monoprinting, use of positive and negative images and block printing.</p> <p>Know that different patterns can be created by overlaying prints up to three times.</p> <p>To know that layering materials is an effective way of adding colour to a design.</p>	<p><u>Collage/Mosaic</u></p> <p>Gaudi was a famous artist and architect who used mosaic techniques to create artwork.</p> <p>Gaudi's most famous creations include La Sagrada Familia, Casa Batllo and Parc Guell, all of which can be found in Barcelona (Spain).</p> <p>Gaudi used bright colours, waves and curves in his artwork.</p> <p>The shape and size of mosaic tiles are important to the artwork's overall effect.</p> <p>Mosaic tiles should be close to each other but should not touch or overlap.</p>

				dyed cloth produced by Yoruba women of south western Nigeria using resist dye techniques			Historic railway posters of the Devon tended to use blocks of pastel colours to create their effect. Making preliminary designs helps the artist to create a more effective final piece.
Collage		<p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc</p> <p>Arrange and glue materials to different backgrounds</p> <p>Sort and group materials for different purposes e.g. colour texture</p> <p>Fold, crumple, tear and overlap papers</p> <p>Work on different scales</p> <p><u>Colour</u></p> <p>Collect, sort, name match colours appropriate for an image</p> <p><u>Shape</u></p> <p>Create and arrange shapes appropriately</p> <p><u>Texture</u></p> <p>Create, select and use textured paper for an image</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p>	<p>Add collage to a painted, printed or drawn background</p> <p>Use a range of media to create collages</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work</p> <p>Use collage as a means of extending work from initial ideas</p>			

<p>Printing</p>	<p>Become aware that objects leave marks e.g hand printing, foot printing, sponges, dinosaur toys</p> <p>Widen the variety of resources used for printing e.g fruit Find different ways to print e.g in water, play dough, mud</p>	<p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print Design more repetitive patterns <u>Colour</u> Experiment with overprinting motifs and colour <u>Texture</u> Make rubbings to collect textures and patterns</p>	<p>Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays</p>	<p>Create printing blocks by simplifying an initial sketch book idea Use relief or impressed method Create prints with three overlays Work into prints with a range of media e.g. pens, colour pens and paints</p>			
<p>Textiles</p>	<p>Explore the textures of different fabrics Begin to vocabulary such as soft, smooth, rough Begin to use scissors to cut snips in fabric Develop threading, hand-eye coordination, threading large beads, pasta Gross motor weaving with a range of materials e.g string, ribbon, tissue paper on posts, fencing etc</p>	<p>Match and sort fabrics and threads for colour, texture, length, size and shape Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Cut and shape fabric using scissors/snips Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc Create cords and plaits for decoration <u>Colour</u> Apply colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee <u>Texture</u> Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Match the tool to the material Develop skills in stitching, cutting and joining Experiment with paste resist.</p>	<p>Use fabrics to create 3D structures Use different grades of threads and needles Experiment with batik techniques Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p>			
<p>KNOWLEDGE CONTENT Digital media</p>	<p>Use fingers to make marks. Use Ipads, camera to take photos of friends</p>			<p>Roy Lichtenstein (1923 - 1997) was a famous American artist who was part of the 'Pop Art' movement. Lichtenstein's art was</p>	<p>To know that Andy Goldsworthy used natural materials to create artwork. To know how to use a software program</p>		<p>Roy Lichtenstein (1923 - 1997) was a famous American artist who was part of the 'Pop Art' movement. Lichtenstein's art was</p>

	<p>Look at uploaded photos of their friends and colour magic creations and talk about what they see using key vocabulary e.g computer, click, Ipad, photo, upload,</p>			<p>inspired by comics and he was famous for creating cartoon-like images, He used primary and secondary colours and outlined the different elements of his artwork with a black line. He used pixilation to lay down colour. One of his most famous pictures is WHAAM!, which depicts a fighter jet shooting down another plane. The work of a famous artist can inspire our own artwork. Artwork can be analysed by considering its colour, composition, texture, mood and atmosphere. Computers can be used to source and generate imagery, words and colours. This can be combined with painted elements to create mixed-media art.</p>	<p>to age photographs.</p>		<p>inspired by comics and he was famous for creating cartoon-like images, He used primary and secondary colours and outlined the different elements of his artwork with a black line. He used pixilation to lay down colour. One of his most famous pictures is WHAAM!, which depicts a fighter jet shooting down another plane. The work of a famous artist can inspire our own artwork. Artwork can be analysed by considering its colour, composition, texture, mood and atmosphere. Computers can be used to source and generate imagery, words and colours. This can be combined with painted elements to create mixed-media art.</p>
<p>Digital Media</p>	<p>Use fingers to make marks. Use Ipads, camera to take photos of friends Look at uploaded photos of their friends and colour magic creations and talk about what they</p>	<p>Explore ideas using digital sources i.e. internet, CD-ROMs Record visual information using digital cameras, video recorders Use a simple graphics package to create images and effects with <u>Lines</u> by changing the size of brushes in response to ideas <u>Shapes</u> using eraser, shape and fill tools</p>	<p>Record and collect visual information using digital cameras and video recorders Present recorded visual images using software Use a graphics package to create images and effects with; <u>Lines</u> by controlling the brush tool with increased precision Changing the type of brush to an appropriate style e.g. charcoal</p>		<p>Record, collect and store visual information using digital cameras, video recorders Present recorded visual images using software Use a graphics package to create and manipulate new images Be able to Import an image (scanned, retrieved, taken) into a graphics package Understand that a digital image is created by layering</p>		

	see using key vocabulary e.g computer, click, Ipad, photo, upload,	<u>Colours and Texture</u> using simple filters to manipulate and create images Use basic selection and cropping tools		Create <u>shapes</u> by making selections to cut, duplicate and repeat Experiment with <u>colours and textures</u> by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose		Create layered images from original ideas (sketch books etc.)	
Working in 3-D	Foundation	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Topic	Clay Diwali tealight holders		Paper-mache African masks	Modroc Canopic Jars		Modroc Canopic Jars (24-25 only)	
KNOWLEDGE CONTENT Working in 3-D			-To know what papier mache is and how to overlay layers to create a thick and sturdy basis for a mask. -to know how to sculpt, roll and knead papier mache to create the facial features of African animals. -join materials using masking tape, staples and pushing through the structure of the mask.	To know that Modroc can be used to layer and add shape to objects. To know that certain recycled materials will work well as a base for a canopic jar.		To know that Modroc can be used to layer and add shape to objects. To know that certain recycled materials will work well as a base for a canopic jar.	
3-D	Handle and investigate a variety of materials and malleable materials, boxes, pots, sticks, salt dough, play dough, Duplo, Lego etc Use hands to manipulate malleable materials in	Manipulate malleable materials in a variety of ways including rolling and kneading Explore sculpture with a range of malleable media Manipulate malleable materials for a purpose, e.g. pot, tile Understand the safety and basic care of materials and tools <u>Form</u> Experiment with constructing and joining recycled, natural and manmade materials		Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a malleable material Use papier mache to create a simple 3D object		Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures Plan a sculpture through drawing and other preparatory work Develop skills in using clay inc. slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media	

	<p>different ways, rolling, kneading, squashing, pinching</p> <p>Begin to arrange blocks, boxes in different ways- stacking, lining up, enclosure</p>	<p>Use simple 2-D shapes to create a 3-D form</p> <p><u>Texture</u></p> <p>Change the surface of a malleable material e.g. build a textured tile.</p>					
<p>Knowledge of great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>	<p>Painting - Yvonne Coomber (Contemporary Impressionism)</p>	<p>Printing, stamping and dyeing- Arcimboldo (fruit faces-Composite portraits) (1520-90- Italian Renaissance)</p>	<p>Collage and painting- Wassily Kandinsky (1860-1940- Abstract and Modernism)</p>	<p>Digital Media and Paint-Pop Art - Roy Lichtenstein (1920-90- Pop Art Movement) and Andy Warhol, (1920-80- Pop Art Movement) Volcanoes</p>	<p>Drawing -Self Portraits - Arcimboldo (1520-90- Italian Renaissance. Composite portraits) and Picasso (1880-1970- Cubism)</p> <p>Collage- Rousseau Surprised! (1840-1910- Naive or Primitive Style)</p>	<p>Drawing and painting-William Morris style (1830-90- Arts and Crafts Movement)</p> <p>Colour wheels and colour mixing Painting- Georgia O'Keeffe painting (1880-1980- Modernist)</p>	<p>Drawing and Watercolours-- Abby Diamond, Mythical Creatures (Contemporary Impressionism)</p> <p>Digital Media and Paint-Pop Art - Roy Lichtenstein (1920-90- Pop Art Movement) and Andy Warhol (1920-80- Pop Art Movement) , Volcanoes</p> <p>Mosaic/collage - Gaudi, Plymouth Land and Sea (1850-1920- Catalan Modernism)</p>
<p>KS1</p> <p><i>Italic text=Y2</i></p>	<p>Drawing- thick thin soft broad narrow fine pattern line shape detail mirror image nature made environment <i>comparison still-life</i></p> <p>Painting- primary (colour) secondary light dark thick thin tone warm cold shade bright <i>pointillism colour wash</i></p> <p>Printing- print rubbing smudge image reverse shapes surface pressure decoration cloth <i>repeat rotate mono-print two-tone print</i></p> <p>Collage and Textiles- fabric colour pattern shape texture sew needle yarn thread weave <i>mixed media collage appliqué layers</i></p> <p><i>combine opinion</i></p> <p>Sculpture- model cut stick fold bend attach assemble statue <i>form sculpture structure construct model impress texture</i></p>						

Digital Media- cut paste digital camera mouse programme clone move tool enlarge scale

LKS2

Italic text=Y4

Drawing- frame cartoon comic strip map position boundary label line symbol practical impractical change improve *plan*

distance direction form texture tone weight pressure portrait

Painting- abstract natural bold delicate detailed colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise watery intense strong opaque translucent wash tint shade background foreground middle ground Scenery

rural urban townscape seascape representational imaginary impressionist abstract idealised natural swirling stippled

Collage and Textiles- tie and dye natural synthetic vat bunching dip soak resist threading stitching embroidery cross stitch

running stitch stem stitch shrunk daub stamp emblem motif ornamentation geometric stylised abstract

Printing- imprint impression mould mono-print background marbling surface absorb stencil negative image positive image *manipulate block repeat continuous*

Sculpture- viewpoint detail decoration natural form two-dimensional three-dimensional tiles texture *composition profile*

stylised proportion decoration ornate symbolic perspective

Digital Media- layer layer palette scale overlay transparent green screen move tool hue saturation enhance *cloning opacity translucence scale merge architecture structure detail textures layer palette text box style*

UKS2

Italic text=Y6

Drawing- viewpoint distance direction angle perspective bird's eye view alter modify interior exterior natural form vista panorama image subject portrait caricature expression personality *action balance direction dynamic imbalance movement poised transition*

Painting- traditional representational imaginary modern abstract impressionist stippled splattered dabbed scraped dotted

stroked textured layered opaque translucent intense imaginary natural inanimate composition arrangement complimentary tonal shading

Collage and Textiles- fray embellished manipulated embroidered warp weft *smocking ruching batik embellish accentuate enhance detract aesthetic*

Printing- monotype printing plate inking up water-based oil-based overlap intaglio relief etching engraving indentation

collagraph pressure aesthetic motif rotation reflection symmetrical repetition

Sculpture- realistic proportion surface texture balance scale relationship transform composition structure construct flexible *pose position gesture sequence dynamic flowing motion rhythm proportion balance pliable hollow slip attachment relief*

	<p>Digital Media- cloning opacity scale merge architecture structure detail textures layer palette text box style</p>
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