

Colour	Drawing	Texture
<ul style="list-style-type: none"> -Improve my mixing skills including tints and shades and be more accurate. Mix colours with <i>control</i> using <i>small</i> amounts on a palette. -Copy other artists work with more accuracy of matching colour. -Make complimentary colours and use them to show effects. -Use different ways of applying colour, e.g. thick, scrape, wash, focussing on technique. 	<ul style="list-style-type: none"> -Use a wide range of mark makers (cross hatching, thickness of line and depth of shade) - Use line in abstract work to create direction and movement horizontal, vertical and diagonal using just black and white. - Use line and colour and discuss differences and effects. - Identify black, white, grey, dark and light in other artists work. - Make copies of artists work using similar media. - Use a variety of drawing mediums- charcoal, chalk, pastels - Develop tone by working from black & white newspaper photographs. 	<ul style="list-style-type: none"> -Look and collect a range of textured surfaces and demonstrate techniques to record and make. -Put textures together in abstract designs, using rubbings etc. -Reproduce sense of texture by use thick paint to (through use of brushstrokes). -Add textures to paint by adding sand, Artex, wood chip. -Discuss adding colour on top of colour, i.e. to create thickness of paint.

KNOWLEDGE: Suggested Artists and Vocabulary -Develop use of a sketchbook; compare work of artists: explore various cultures, explore periods of time, understand viewpoints/ feelings through images of people, what the artist is trying to, -Use the web to research an artist or style of art.

Printing	Shape and Form	Collage and Pattern
<ul style="list-style-type: none"> Learn to lay out a printing table and the mechanics of printing with ink and a roller -prepare more complex printing block designs(eg use of tracing paper and continuous pattern) -Work in dry media on top of prints to add interest/ texture/ further detail 	<ul style="list-style-type: none"> -Draw from observation with an awareness of basic shapes that they are seeing. -Explore tessellated shapes by drawing, painting and printing. -Produce work with an emphasis on shape by drawing painting and using collage. -Make objects with symmetrical shapes. -Understand the concept of asymmetrical shapes. -Work with flexible and rigid shapes. 	<ul style="list-style-type: none"> -Experiment with arranging, folding repeating and overlapping. -Look at regular and irregular patterns. -Understand tessellating patterns. -Cut accurately -Overlap materials -Experiment using different colours -Use mosaic -Look at natural forms as a basis for making pattern

IT: Use printed images they take with a digital camera and combine them with other media.
 Use IT programs to produce a piece of work that includes their own work and that of others (using web).

Challenge

	Colour	Drawing	Texture
Year 3	<ul style="list-style-type: none"> -Name the tertiary colours. -Demonstrate how to making different colours. -Understand how to make cool blues and greens, hot reds and oranges. <p>Printing</p> <ul style="list-style-type: none"> -Print using at least four colours -Create an accurate print design -Print onto different materials 	<ul style="list-style-type: none"> -Show graduations of tone by looking at objects with a view to drawing them. -Analyse and use tone by working from artists' work. -Use long continuous lines to create pictures and abstract designs. -Look at the work of artists and make copies looking carefully at the quality of the lines. How were they made? What kind of line are they? <p>Shape and Form</p> <ul style="list-style-type: none"> -See the shapes in something that I am observing. -See shapes and their arrangements. -Look at artists work with the above in mind. -Understand the terms form and shape (Teach techniques for making shapes in clay, wire, and card. If 3D use the term 'form'; if 2D use the term shape) 	<ul style="list-style-type: none"> -Create a sense of texture using of collage, e.g. sticks criss-crossed, crinkled paper. -Make sculptural pieces with an emphasis on textural qualities. <p>Collage and Pattern</p> <ul style="list-style-type: none"> -Use textiles as a basis for pattern work. -Identify pattern in a range of artefacts and artists work. -Use the environment as a source for pattern/design from natural or people-made patterns. -Create a piece of artwork which includes the integration of digital images they have taken

KNOWLEDGE AND IT: Experiment with different styles which artist have used, -Explain art from different periods of history –combine graphics and text, Present a collection of their work on a slideshow.

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Year 4	<ul style="list-style-type: none"> -Explain complimentary colours. -Use moods created by colour in different artist's work and begin to discuss. -Use colour to express emotions in work. <p>Printing</p> <ul style="list-style-type: none"> -Print using a number of colours -look very carefully at the methods they use and make decisions about the effectiveness of their printing measures 	<ul style="list-style-type: none"> Begin to understand the word contrast. -Create different depths of tone by using different papers and layering. -Make my own designs using knowledge of line <p>Shape and Form</p> <ul style="list-style-type: none"> Work on covered forms e.g. bandaging forms with modroc/papier mache. 	<ul style="list-style-type: none"> Produce the illusion of texture by using drawing and painting. Describe matt and shiny. - <p>Collage and Pattern</p> <ul style="list-style-type: none"> -Record pattern in different ways; rubbing and drawing -Analyse pattern. What is making the pattern? -

KNOWLEDGE AND IT : Learn about the work of others through books, the internet, visits to galleries; Scan images and take digital photos and use software to alter them, adapt them and create work /meaning; Create digital images with animation, video and sound to communicate their ideas

Colour	Drawing	Texture
<ul style="list-style-type: none"> -Imply colour texture with colour (adding sand, Artex, wood chip to paint) -Demonstrate further colour mixing skills: make a surface more interesting by ways of applying (equipment used to apply textured paint e.g. palette knives, Artex combs) -Explain my understanding of primary, secondary, tertiary, warm, cold, shade and tint. -Look at artists work: discuss how and why they have used colour in a particular way. -Work to develop my use of colour in their own work. 	<ul style="list-style-type: none"> -Use abstract work to create meandering, branching, exploding, spiralling -Show how different ways of lines create different effects in black and white. -Work on the above but with colour. -Possible use of ICT: use Digital photography to demonstrate movement. -Use high contrasts in a painting using black and white. -Create a sense of space by the use of tone. -Use a variety of tones using single colours. 	<ul style="list-style-type: none"> Draw and paint using techniques that produce different effects of texture as above. -Explore feathery, furry, shiny, waxy and wet and how painting, drawing could show these effects (either thorough application or adding). -Work from other artists' work that show texture.

KNOWLEDGE: Suggested Artists and Vocabulary : Continue to develop use of a sketchbook; experiment with different styles artists have used
 -learn about the work of others in books, the internet, visits to galleries, and other sources of Information combine graphics and text based on their research

Printing	Shape and Form	Collage and Pattern
<ul style="list-style-type: none"> -Consolidate and refine learning from previous years, making informed choices about materials and methods -Explore overprinting with different colours Combine printing with different media -Print on different backgrounds 	<ul style="list-style-type: none"> -Look at objects for drawing in terms of simple shapes. -Look at a negative space (the space between objects). -Analyse artists work in terms of shape arrangement. -Work from natural forms to produce personal work. 	<ul style="list-style-type: none"> Use ceramic mosaic to produce a piece of art -Combine visual and tactile qualities to express mood and emotion -Use patterns for a variety of needs, e.g. to decorate objects, paper, wall paper, buildings, surface decoration, etc. -Make patterns that reflect the subject matter in a story or to decorate a script (ancient texts religious scripture). -Analyse pattern in children's books and/or illustrations. -Use pattern in my work to include textiles by drawing/collaging /printing alternative ideas.

IT: create a piece of artwork which includes the integration of digital images they have taken; Combine graphics and text based on their research; scan images and take digital photos and use software to alter them, adapt them and create work with meaning; create digital images with animation, video and sound

Challenge

Year 5	<p>Colour</p> <ul style="list-style-type: none"> --Consider how to imply texture (through use of brushstrokes). -Explain how different artists have used colour and for what purpose with confidence. 	<p>Drawing</p> <ul style="list-style-type: none"> --Use the vocabulary of line and practice it with confidence. -Respond to sounds, physical, movement, music, rhythms (Cross curricular?) -Draw and point from observed still life Draw from objects that are lit to create strong contrasts. -Look at work of artists who achieve this and draw upon to use in own work 	<p>Texture</p> <ul style="list-style-type: none"> -Discuss the effect of texture in different artists' work and how they produce the particular textures.
	<p>Printing</p> <ul style="list-style-type: none"> -Discuss the effect of texture in different artists' work and how they produce the particular textures. 	<p>Shape and Form</p> <ul style="list-style-type: none"> -Look at how people/objects are arranged in a picture using shapes to analyse the arrangement and relationship of figures or objects. -Use negative shapes - space between objects. 	<p>Collage and Pattern</p> <ul style="list-style-type: none"> Look at different cultural uses of pattern (Moorish, Islamic, Indian, Aztec, Greeks...) -Organise patterns using my own knowledge and choices. -Use software packages to create pieces of digital art and design - -create a piece of art which can be used as part of a wider presentation

KNOWLEDGE AND IT: Make a record of the styles and qualities of their work; Say what their work is influenced by; Include technical aspects in their work in architectural design
 Use software packages to create pieces of digital art and design ; create a piece of art which can be used as part of a wider presentation

Year 6	<p>Colour</p> <ul style="list-style-type: none"> Use colour for different purposes in work. Why use this colour? What effect will it have? -Explain choices why have used colour in a particular way. 	<p>Drawing</p> <ul style="list-style-type: none"> -Use line in conjunction with colour (lines crossing, filling negative spaces) -Begin to use vocabulary of soft, dark, light, contour, broken, circular, broad. -Create mood by using strong contrast. -Use a variety of mediums to create illusion of tone (sketching pencils, rubbers, paint and collage) 	<p>Texture</p> <ul style="list-style-type: none"> -Make sculptures with a variety of textures or giving illusion of texture.
	<p>Printing</p> <ul style="list-style-type: none"> Overprint using different colours -Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods 	<p>Shape and Form</p> <ul style="list-style-type: none"> Analyse artists' work in terms of shape arrangement with confidence -Produce work with more complex shape arrangement and composition. -Look at forms that are heavy or light in appearance. 	<p>Collage and Pattern</p> <ul style="list-style-type: none"> -Express mood using pattern (intensity and arrangement) -Make patterns for purposes (book covers, curtains, dolls, puppets, clothes, boxes, folders...) including textiles.

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Year 3,4,5 and 6 Suggested Artists and Vocabulary

Knowledge, Skills and Understanding breakdown for ART

Colour	Drawing	Texture
<p>Names of colours, including burnt umber, sienna etc</p> <p>Bright</p> <p>Clashing</p> <p>Cool (receding – blues, greens and violets)</p> <p>Complimentary (opposite colours on colour wheel e.g blue and orange)</p> <p>Dark</p> <p>Light</p> <p>Deep</p> <p>Dull</p> <p>Earth</p> <p>Hue (variations on a colour e.g. Royal, Cobalt, Navy blue)</p> <p>Intense (e.g. Raw pigments)</p> <p>Pale</p> <p>Pastel</p> <p>Palette</p> <p>Pigment ('pure' raw ingredients)</p> <p>Primary (blue, yellow & red)</p> <p>Secondary (2 primary colours mixed together - purple, green & orange)</p> <p>Tertiary (1 primary + 1 secondary colour mixed)</p> <p>Shades</p> <p>Tints (Colour + white e.g. Apple white, sail white)</p> <p>Warm (aggressive – reds, oranges, yellows)</p> <p>Alberto Burri (war/ burnt and melted materials)</p> <p>Jackson Pollock (action painting)</p> <p>Brigit Riley (pop art/ pattern)</p> <p>Wassily Kandinsky (symbolism/shape)</p> <p>Alfred Wallis (Sea/lighthouses)</p> <p>Hokusai (Japanese art/ line)</p>	<p>Angular</p> <p>Flowing</p> <p>Rhythmic</p> <p>Thin</p> <p>Broad</p> <p>Grid</p> <p>Short</p> <p>Vertical</p> <p>Broken</p> <p>Hard</p> <p>Smooth</p> <p>Wiggly</p> <p>Circular</p> <p>Horizontal</p> <p>Soft</p> <p>Zigzag</p> <p>Contour</p> <p>Light</p> <p>Spiralling</p> <p>Curved</p> <p>Linear</p> <p>Straight</p> <p>Dark</p> <p>Long</p> <p>Sweeping</p> <p>Diagonal outline</p> <p>Thick</p> <p>Black</p> <p>Shadow</p> <p>White</p> <p>Contrast</p> <p>Dark</p> <p>Grey</p> <p>High key</p> <p>Highlight</p> <p>Light</p> <p>Low key</p> <p>Monochrome</p> <p>Shade Marc Chagall (pastels)</p> <p>Edgar Degas (pastels)</p> <p>Leonardo Da Vinci (sketching/ redrawing/ink blots)</p>	<p>Coarse</p> <p>Dry</p> <p>Feathery</p> <p>Furry</p> <p>Glossy</p> <p>Hard</p> <p>Matt shiny</p> <p>Rough</p> <p>Scratchy</p> <p>Shiny</p> <p>Silky slimy</p> <p>Smooth</p> <p>Soft</p> <p>Waxy</p> <p>Wet</p> <p>Lucienne Day (1950s, pattern)</p> <p>India Flint (alchemy/ plants/ natural)</p> <p>Gunta Stolzl (weaving/colour)</p> <p>Fabrics from different cultures (African/ Indian/Aboriginal etc)</p>
Printing	Shape and Form	Collage and Pattern
<p>Imprint</p> <p>Impression</p> <p>Mould</p> <p>Monoprint</p> <p>Background</p> <p>Marbling</p> <p>Surface</p> <p>Absorb Roy Lichtenstein (dots, colour, Pop Art)</p> <p>Stencil Art)</p> <p>Pounce</p> <p>Negative image</p> <p>Positive image</p> <p>Angie Lewin (linocuts, plants, seeds)</p> <p>Rembrandt (etchings)</p> <p>Andy Warhol (Pop Art, portraits, screen printing)</p>	<p>Shape (2/3D):</p> <p>Asymmetrical</p> <p>Complex</p> <p>Geometric</p> <p>Large</p> <p>Made</p> <p>Natural negative</p> <p>Simple</p> <p>Small</p> <p>Symmetrical</p> <p>Solid</p> <p>Tessellating</p> <p>Form (3D):</p> <p>Carving</p> <p>Cone</p> <p>Construction</p> <p>Cylinder</p> <p>Cube</p> <p>Flexible</p> <p>Mass</p> <p>Malleable</p> <p>Modelling</p> <p>Natural</p> <p>Organic (fluid and natural)</p> <p>Rigid</p> <p>Sculpture</p> <p>Henry Moore (subtractive/ abstract)</p> <p>Richard Shilling (assemblages, transient, natural world)</p> <p>Alberto Giacometti (figurative)</p> <p>Phillip Jackson (modern figurative)</p> <p>Louise Nevelson (assemblages/</p>	<p>Border</p> <p>Change</p> <p>Decorative</p> <p>Geometric</p> <p>Grid</p> <p>Irregular</p> <p>Natural</p> <p>Regular</p> <p>Repeat</p> <p>Rhythm</p> <p>Rotation</p> <p>Symmetrical</p> <p>Tessation</p> <p>Joan Miro</p> <p>Bridget Riley</p> <p>Escher</p> <p>Paul Klee</p>
IT	<p>Layer</p> <p>Green screen</p> <p>Enhance</p> <p>Layer palette</p> <p>Scale</p> <p>Overlay</p> <p>Transparent</p> <p>Green screen</p> <p>Move tool</p> <p>Magic wand</p> <p>Hue</p> <p>Saturation</p> <p>Entrance</p>	<p>Harold Cohen (creator of AARON)</p> <p>David Hockney</p> <p>Richard Hamilton (Pop Art)</p> <p>Jeff Wall (photography, conceptual art)</p>