



**Unsworth**  
Primary School

Together we build understanding



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# Art Curriculum



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Primary School

# The Unsworth Art Curriculum

Our children begin to develop their skills and understanding of Art within the Early Years Foundation Stage (Reception Class). Through exploring imaginatively, our children make choices, develop self-expression and engage with a wide range of art, craft and design learning experiences. As children move through the different age phases, we continue to apply these principles to provide a high quality art curriculum that enables all pupils to develop secure knowledge, understanding and skills linked to a wide range of artists and designers and the techniques they use.

Each year group will focus on a range of projects where they will explore different ways in which their ideas and imaginings can be realised and communicated. Children will develop an appreciation of the importance of experimentation, trial and error, original thought and self-expression. As children move through school, they will find connections between the different projects and make links between the work of significant artists, craftspeople and designers.

Our curriculum aims to develop our children's understanding of the big ideas of art and their ability to work artistically.

We have identified a number of artists from different times and different parts of the world in order to educate our pupils about the great artists, architects and designers and how they have influence and contribute to the cultural tapestry of our nation.

We use the *Cornerstones Curriculum* to enhance our art offer.





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# Our big ideas in Art

Our curriculum delivers the EYFS and the national curriculum programme of study for Art. As a foundation subject, we dedicate one hour weekly to the art curriculum from Y1 to Y6. Art in Reception Class is covered in the 'Expressive arts and design' area of the EYFS Curriculum. Our curriculum is designed to enable our children to work towards an understanding of the following 'big ideas' in Art. These cumulative skills and knowledge are developed over time in appropriate, age-related steps.

By the time a child reaches Y6 we expect them to know and understand:

- 🦁 1. Preliminary sketches are used to plan and explore what a final piece of artwork may look like
- 🦁 2. Constructive feedback (identifies strengths and weaknesses of a piece of artwork) and help focus where improvements can be made.
- 🦁 3. Malleable materials are used to form 3D sculpture made by carving, modelling, casting or constructing
- 🦁 4. Paper and fabric have different qualities and these are used to add texture to a piece of artwork
- 🦁 5. Colour theory: use primary colours to make secondary colours, and warm/cool colours and tints/tones
- 🦁 6. Printing techniques include mono-printing, engraving, etching, screen printing and lithography
- 🦁 7. Pencil, ink, charcoal and pen techniques are used to create different lines, textures, patterns, tones (lightness and darkness of colour) and adds perspective to shapes and forms
- 🦁 8. Observational drawings of landscapes and nature are used as a source of inspiration when artists create their artwork
- 🦁 9. Mixed media combines different media or materials to create unique pieces of artwork.
- 🦁 10. Significant artists, architects, cultures and designers have distinctive styles including the subject matter, the movement they belong to (including Expressionism, Realism, Pop Art, Renaissance and Abstract) and the techniques and materials used



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# Art Curriculum Overview

Year Group	Projects					
R	Let's explore (Portraits)	Puppets and Pop-ups (Textiles/3D)	Long Ago (Colour mixing)	Ready steady grow (Clay Flowers)	Animal Safari (Printing)	On the Beach
1	Mix It	Funny Faces and Fabulous Features	Rain and Sunrays		Street View	
2	Mix It	Still Life	Flower Head		Portraits and Poses	
3	Contrast and Complement	Prehistoric Pots	Ammonite	People and Places	Beautiful Botanicals	Mosaic Masters
4	Contrast and Complement	Warp and Weft	Vista	Animal	Statues, Statuettes and Figurines	Islamic Art
5	Tints, Tones and	Taotie	Line, Light and Shadows	Nature's Art	Mixed Media	Shades Expression
6	Tints, Tones and Shades	Trailblazers, Barrier Breakers	Inuit	Environmental Artists	Distortion and Abstraction	Bees, Beetles and Butterflies







# Art Units Overview

Class	Autumn	Spring	Summer
Unit title	Big idea link: 3,4,7,8,9	Big idea link: 2,3,4,5,	Big idea link: 1,6,8,
R	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"><li>• A human body normally had a head, neck, body, two arms, two legs, two hands, two feet, five fingers and five toes.</li><li>• A human face has two eyes, a nose and a mouth</li><li>• Represent different parts of the human body from observation, imagination or memory with attention to some detail</li><li>• Different types of art include painting, drawing, collage, textiles, sculpture and printing.</li><li>• Create art in different way on a theme, to express their ideas and feelings.</li><li>• Communicate their ideas as they are creating artwork.</li><li>• Share their creations with others, explaining their intentions and the techniques and tools they used.</li></ul> <p><b>Key skill:</b></p> <ul style="list-style-type: none"><li>• Construct simple structures and models using a range of materials.</li><li>• Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.</li><li>• Cut, tear, fold and stick a range of papers and fabrics.</li><li>• Draw or paint a person from observation or imagination.</li><li>• Use natural materials and loose parts to make 2-D and 3-D art.</li></ul>	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"><li>• Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</li><li>• Papers and fabrics can be used to create art, including tearing, cutting and sticking. Cut, tear, fold and stick a range of papers and fabrics.</li><li>• The Primary colours are red, yellow and blue</li><li>• Use primary and other coloured paint and a range of methods of application.</li><li>• Recognise that it is possible to change and alter their designs and ideas as they are making them.</li><li>• Different types of art include painting, drawing, collage, textiles, sculpture and printing</li></ul> <p><b>Key skill:</b></p> <ul style="list-style-type: none"><li>• Explore colour and application of paint using a range of different tools.</li><li>• Adapt and refine their work as they are constructing and making</li><li>• Communicate their ideas as they are creating artwork.</li><li>• Create art in different ways on a theme, to express their ideas and feelings.</li><li>• Explore artwork by famous artists and talk about their likes and dislikes.</li></ul>	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"><li>• Different types of line include thick, thin, straight, zigzag, curvy and dotted. Select appropriate tools and media to draw with.</li><li>• Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms. Use natural materials and loose parts to make 2-D and 3-D art.</li><li>• A painting of a place is called a landscape.</li><li>• painting, drawing, collage, textiles, sculpture and printing.</li></ul> <p><b>Key skill:</b></p> <ul style="list-style-type: none"><li>• Make simple prints using a variety of tools, including print blocks and rollers.</li><li>• Draw or paint a place from observation or imagination</li><li>• Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type.</li><li>• Explore artwork by famous artists and talk about their likes and dislikes.</li><li>• Different types of art include Create art in different ways on a theme, to express their ideas and feelings.</li></ul>



### CONTINUOUS & ENHANCED PROVISION

Children will have access to a range of art and design activities through the continuous provision. Regular enhancements will provide opportunity for building on developing artistic skills and ensure learning is embedded. Children will have the opportunity to produce creative and imaginative work linked to the different projects. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, printing, collage, textiles and 3D, as well as other selected craft skills.

Unit title	Mix it! Big idea link: 5, 6,	Rain and Sunrays Big idea link:1, 6	Street view Big idea link: 1, 5,3, 9
1	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>Know primary colours are red, yellow and blue and they can not be mixed from other colours.</li> <li>The secondary colours are green, purple and orange. These colours can be made by mixing primary colours.</li> <li>The colour wheel is a diagram that organises colours and shows their relationships.</li> <li>Identify similarities and differences between two or more pieces of art - including the materials used, the subject matter and the use of colour, shape and line.</li> <li>Wassily Kandinsky and Piet Mondrian are two famous artists, known for using a vivid palette of primary and secondary colours in their work.</li> <li>A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.</li> <li>Colours can be mixed indirectly through printmaking. For example, printing over a red print block with a yellow print block will make an orange print.</li> </ul> <p><b>Key skill:</b></p> <ul style="list-style-type: none"> <li>identify and use paints in the primary colours.</li> <li>Identify similarities and differences between two or more pieces of art.</li> <li>Make simple prints and patterns using a range of liquids including ink and paint.</li> </ul>	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>Discussion and initial sketches can be used to communicate ideas and are part of the artistic process.</li> <li>Textural materials can be bumpy, ridged, rough, smooth, grainy, furry, wrinkled and crumpled.</li> <li>Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past).</li> <li>A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.</li> <li>Collagraphy is a way of printing in which a picture or motif is made by sticking textural materials onto a base or plate and then inked up to make a print.</li> <li>Different textures hold varying amounts of ink. Anything with a low relief texture can be stuck down and used: wallpaper, leaves, fabrics, card and bubble wrap are some examples.</li> <li>Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art.</li> <li>A motif is a decorative image or design, often repeated, to form a pattern.</li> </ul>	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>Discussion and initial sketches can be used to communicate ideas and are part of the artistic process.</li> <li>A mural is any piece of artwork painted or applied directly on a wall, ceiling or other permanent surfaces.</li> <li>James Rizzi was an American artist and illustrator who lived in New York City. His urban landscapes are bright, colourful and imaginative.</li> <li>Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past).</li> <li>The primary colours are red, yellow and blue.</li> <li>Secondary colours are made by mixing primary colours. The secondary colours are purple green and orange.</li> <li>Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line.</li> <li>Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough.</li> <li>Form can be created by layering materials, such as cardboard, or by adding wire to make parts of paintings stand out from the surface</li> <li>Aspects of artwork that can be discussed include subject matter, use of colour and shape, the</li> </ul>



	<ul style="list-style-type: none"> <li>Say what they like about their own or others' work using simple artistic vocabulary.</li> </ul>		
	<p><b>Funny Faces and Fabulous Features</b> Big idea link: 4, 8</p>		
	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>Words relating to colour, shape, materials and subject matter – eg. colourful portrait paintings include <i>Portrait of Dora Maar</i> by Pablo Picasso, <i>Blue Marilyn</i> by Andy Warhol, <i>Self-Portrait as a Tehuana</i> and <i>My Grandparents, My Parents and Me</i> by Frida Kahlo and <i>Portrait of Gerda</i> by Ernst Ludwig Kirchner</li> <li>Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past).</li> <li>the human face can be represented using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features. - includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks.</li> <li>A portrait is a drawing, photograph or painting of a face/ a self-portrait is a portrait that an artist produces of themselves.</li> <li>An art exhibition is the space in which artwork is viewed by an audience.</li> <li>textural materials, including paper and fabric, and can be used to create a simple collage.</li> <li>Collage is an art technique where different materials are layered and stuck down to create artwork.</li> </ul> <p><b>Key skill:</b></p> <ul style="list-style-type: none"> <li>Describe and explore the work of a significant artist.</li> <li>Design and make art to express ideas.</li> </ul>	<p><b>Key skill:</b></p> <ul style="list-style-type: none"> <li>Communicate their ideas simply before creating artwork.</li> <li>Design and make art to express ideas.</li> <li>Make simple prints and patterns using a range of liquids including ink and paint.</li> <li>Make transient art and pattern work using a range or combination of man-made and natural materials.</li> <li>Say what they like about their own or others' work using simple artistic vocabulary.</li> <li>Use soft and hard pencils to create different types of line and shape.</li> </ul>	<p>techniques used and the feelings the artwork creates.</p> <p><b>Key skill:</b></p> <ul style="list-style-type: none"> <li>Communicate their ideas simply before creating artwork.</li> <li>Describe and explore the work of a significant artist.</li> <li>Draw or paint a place from memory, imagination or observation.</li> <li>Identify and use paints in the primary colours.</li> <li>Identify similarities and differences between two or more pieces of art.</li> <li>Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.</li> <li>Say what they like about their own or others' work using simple artistic vocabulary.</li> </ul>



	<ul style="list-style-type: none"> <li>• Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.</li> <li>• Say what they like about their own or others' work using simple artistic vocabulary.</li> <li>• Use textural materials, including paper and fabric, to create a simple collage.</li> </ul>		
Unit title	Mix it! Big idea link: 3, 5,	Flower Heads Big idea link: 7, 8, 9, 10	Portraits and Poses Big idea link: 1, 2, 7
2	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.</li> <li>• Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events.</li> <li>• The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.</li> <li>• Mixing different amounts of primary colours make a range of hues. For example, blue-green or yellow-green.</li> <li>• The colour wheel is a diagram that organises colours and shows their relationships.</li> <li>• Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap.</li> <li>• Colours can be mixed indirectly through printmaking. For example, printing over a red print block with a yellow print block will make an orange print.</li> </ul> <p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>• Analyse and evaluate their own and others' work using artistic vocabulary.</li> <li>• Describe similarities and differences between artwork on a common theme.</li> </ul>	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.</li> <li>• Art papers have different weights and textures. eg, watercolour paper is heavy and has a rough surface, drawing paper is of a medium weight and has a fairly smooth surface</li> <li>• Different media, such as pastels, or watercolour paint, can be added to papers to reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers.</li> <li>• Textures can be described as rough, smooth, wrinkly, soft, sharp, spiky, shiny and bumpy.</li> <li>• Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events.</li> <li>• Contemporary artists, such as Dale Chihuly, Takashi Murakami and Yayoi Kusama use flowers as inspiration for their artwork.</li> <li>• A landscape is a piece of artwork that shows a scenic view.</li> <li>• Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals.</li> <li>• Yayoi Kusama is a Japanese contemporary artist who makes large-scale sculptures. Her work is often brightly coloured and highly patterned.</li> </ul>	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.</li> <li>• Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time.</li> <li>• In history, figure drawings were a useful way of presenting information about an individual. Figure drawings were not always true to life but represented how an individual wished to be seen.</li> <li>• Hans Holbein the Younger was a portrait artist in Tudor times.</li> <li>• A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas.</li> <li>• Objects in paintings can be used to give clues about someone's personality and hobbies.</li> <li>• Simple figure sketches can be done with pencil or charcoal.</li> <li>• A drawing, painting or sculpture of a human face is called a portrait.</li> <li>• Art software can be used to make a simple line drawing.</li> <li>• Photographs and sketches can be used to prepare for a drawing.</li> </ul>





	<ul style="list-style-type: none"> <li>• Identify and mix secondary colours.</li> <li>• Press objects into a malleable material to make textures, patterns and imprints.</li> </ul>	<ul style="list-style-type: none"> <li>• The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.</li> <li>• A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas.</li> <li>• Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap.</li> <li>• Textures include rough, smooth, ridged and bumpy.</li> <li>• Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged.</li> <li>• Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash.</li> <li>• Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged.</li> </ul>	<p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>• Analyse and evaluate their own and others' work using artistic vocabulary.</li> <li>• Explain why a painting, piece of artwork, body of work or artist is important.</li> <li>• Make simple sketches to explore and develop ideas.</li> <li>• Represent the human form, including face and features, from observation, imagination or memory</li> </ul>
	<p><b>idea:</b> <b>Still Life</b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.</li> <li>• A still life is a work of art that shows objects that are either natural (food, flowers, plants, rocks, shells) or man-made (drinking glasses, books, vases, jewellery, coins, pipes).</li> <li>• Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events.</li> <li>• Some significant still life artists include Paul Cézanne, Vincent van Gogh, Cornelis Gijsbrechts, Roy Lichtenstein and Georges Braque.</li> <li>• Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals.</li> <li>• The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.</li> <li>• A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas.</li> <li>• Composition is the placement or arrangement of visual elements.</li> </ul> <p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>• Analyse and evaluate their own and others' work using artistic vocabulary.</li> <li>• Describe similarities and differences between artwork on a common theme.</li> <li>• Draw, paint and sculpt natural forms from observation, imagination and memory.</li> <li>• Identify and mix secondary colours.</li> <li>• Make simple sketches to explore and develop ideas.</li> </ul>	<p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>• Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.</li> <li>• Create a range of textures using the properties of different types of paper.</li> <li>• Describe similarities and differences between artwork on a common theme.</li> <li>• Draw, paint and sculpt natural forms from observation, imagination and memory.</li> <li>• Draw or paint features of landscape from memory, imagination or observation, with some attention to detail.</li> <li>• Identify and mix secondary colours.</li> <li>• Make simple sketches to explore and develop ideas.</li> <li>• Press objects into a malleable material to make textures, patterns and imprints.</li> </ul>	



		<ul style="list-style-type: none"> <li>• use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.</li> <li>• Use the properties of various materials, such as clay or polystyrene, to develop a block print.</li> </ul>	
Unit title	Contrast and Compliment Big idea link: 5, 7	Ammonites Big idea link: 3, 6	Beautiful Botonicals Big idea link: 1, 2, 7, 8
3	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.</li> <li>• Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere.</li> <li>• Examples of contrasting colours include red and green, blue and orange, and yellow and purple (violet) - different to one another and are opposite each other on the colour wheel.</li> <li>• Analogous colours are groups of colours that are next to each other on the colour wheel.</li> <li>• Warm colours are reds, oranges and yellows. Cool colours are blues, greens and purples.</li> <li>• Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere.</li> <li>• Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.</li> <li>• Visual elements include colour, line, shape, form, pattern and tone.</li> </ul>	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques.</li> <li>• Contemporary sculptures based on natural forms include <i>Ammonite Slice Outside</i>, by Mark Reed; <i>Coil Shell</i>, by Lucy Unwin; <i>Dark at Heart</i>, by Peter Randall-Page; and the <i>Chintz Series</i>, by Peter Garrard.</li> <li>• A two-colour print can be made by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again.</li> <li>• Visual elements include colour, line, shape, form, pattern and tone.</li> <li>• Nature and natural forms can be used as a starting point for creating artwork.</li> <li>• Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.</li> <li>• A motif is a symbol or shape used in printmaking. A motif can be a simplified version of a more complex object, such as a flower or shell.</li> </ul> <p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>• Create a 3-D form using malleable or rigid materials, or a combination of materials.</li> </ul>	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.</li> <li>• Traditional approaches to botanical art are mostly accurate, illustrative and sometimes scientific in style. More contemporary botanical examples can include more simplified graphic or digital representations.</li> <li>• A two-colour print can be made in different ways (see previous projects)</li> <li>• Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading</li> <li>• Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.</li> <li>• Botanical artists make accurate recordings of botanical subject matter. They use the visual elements of each form to capture their unique character.</li> <li>• Fruit is a popular subject matter for botanical artists and illustrators. It can be drawn and painted in different ways, including in its whole form, halved and sliced.</li> <li>• Botanical artists make accurate recordings of botanical subject matter. They use the visual</li> </ul>



	<ul style="list-style-type: none"> <li>• Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.</li> <li>• Watercolour paint is a translucent paint, which can be made bolder and stronger by layering.</li> <li>• Watercolours can be mixed on the paper (wet on wet) or in a palette (wet on dry).</li> </ul> <p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>• Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.</li> <li>• Identify, mix and use contrasting coloured paints.</li> <li>• Make suggestions for ways to adapt and improve a piece of artwork.</li> <li>• Use and combine a range of visual elements in artwork.</li> <li>• Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a two-colour print.</li> <li>• Use and combine a range of visual elements in artwork.</li> <li>• Use nature and natural forms as a starting point for artwork.</li> <li>• Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</li> </ul>	<p>elements of each form to capture their unique character.</p> <ul style="list-style-type: none"> <li>• The word 'botanical' relates to things involving plants or the study of plants.</li> <li>• Warp and weft are terms for the two basic components used in loom weaving. The lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are woven horizontally over and under the warp yarns.</li> <li>• The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used.</li> <li>• An illustration is a visual representation of a subject matter. It can often be more graphic in style than a traditional drawing or painting.</li> </ul> <p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>• Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.</li> <li>• Make a two-colour print.</li> <li>• Make suggestions for ways to adapt and improve a piece of artwork.</li> <li>• Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</li> <li>• Weave natural or man-made materials on cardboard looms, making woven pictures or patterns.</li> <li>• Work in the style of a significant artist, architect, culture or designer.</li> </ul>
	<p><b>Prehistoric Pots</b> Big idea link: 1,2, 3</p>	<p><b>People and Places</b> Big idea link: 7, 8, 10</p>	<p><b>Mosaic Masters</b> Big idea link: 1,2, 3</p>
	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape.</li> <li>• Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new</li> </ul>	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• Hatching, cross-hatching and shading are techniques artists use to add texture and form.</li> <li>• Explorations of the similarities and differences between pieces of art, structures and products</li> </ul>	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter,</li> </ul>



shape and may need to be cut and joined together using a variety of techniques.

- Coiling is a method of creating pottery. It has been used to shape clay into vessels for thousands of years. Slip is a slurry of clay and water, which can be used to join coils of clay.
- A pinch pot is a simple form of handmade pottery produced by pinching the clay with thumb and forefinger.
- Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.
- Nature and natural forms can be used as a starting point for creating artwork.
- Bell Beaker pottery was often highly decorated. Objects, such as fingernails, stones, shells, twigs, combs, rope and cord were used to create a range of patterns and marks including geometric shapes, zigzags, herringbone patterns, dots and lines.
- Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.
- Around 4700 years ago, a new bell-shaped pottery style appeared in what is now Andorra, Portugal, Spain and Gibraltar. These bell beakers quickly spread across Europe, reaching Britain in around 2500 BC.
- The Bell Beaker culture is an archaeological culture named after the bell beaker drinking vessel used at the beginning of the Bronze Age.

#### Key skills:

- Create a 3-D form using malleable or rigid materials, or a combination of materials.
- Make suggestions for ways to adapt and improve a piece of artwork.
- Use nature and natural forms as a starting point for artwork.

from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.

- Artists famous for their detailed figure drawings include, Leonardo da Vinci and Raffaello Sanzio da Urbino, known as Raphael.
- An urban landscape is a piece of artwork that shows a view of a town or city.
- Artists who have painted urban landscapes include, Olga Rozanova, Claude Monet, Paul Fischer and Camille Pissarro.
- Artists draw, paint or sculpt human forms in active poses.
- Figures can be drawn in detail or using simple, fluid lines and shapes.
- Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.
- The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used
- LS Lowry (1887–1976) was a controversial artist who painted urban landscapes and the people who lived and worked there. Critics called his figures 'matchstick men' due to their elongated form.

#### Key skills:

- Add tone to a drawing by using linear and cross-hatching, scumbling and stippling.
- Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.
- Draw, collage, paint or photograph an urban landscape.
- Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay.

the techniques and materials used or the ideas and concepts that have been explored or developed.

- A mosaic is a piece of art or an image made by assembling small pieces of coloured tile, glass, stone, pebbles or other materials. It is often used in decorative art or as interior decoration. The small pieces are known as tesserae.
- Making a mosaic involves putting mosaic pieces, or tesserae, onto a base, such as wood, stone, concrete or clay. The artist then uses grout to fill the spaces, or interstices, around the tesserae.
- Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.
- Visual elements include colour, line, shape, form, pattern and tone.
- Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.
- Roman mosaics were made up of hundreds, sometimes thousands, of tiny coloured stones and gems called tesserae.
- Roman mosaics showed pictures of everyday life, gladiators, nature, animals and geometric patterns.

#### Key skill:

- Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.
- Make suggestions for ways to adapt and improve a piece of artwork.
- Use and combine a range of visual elements in artwork.
- Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.



	<ul style="list-style-type: none"> <li>Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</li> </ul>	<ul style="list-style-type: none"> <li>Make suggestions for ways to adapt and improve a piece of artwork.</li> <li>Work in the style of a significant artist, architect, culture or designer.</li> </ul>	
Unit title	Contrast and Compliment Big idea link: 1,2, 5, 7, 8	Vista Big idea link:5, 7, 8,10	Statues, Statuettes and Figurines Big idea link:1,2,3, 10
4	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.</li> <li>Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere.</li> <li>Artists use sketching to develop an idea over time.</li> <li>Watercolour paint is a translucent paint, which can be made bolder and stronger by layering.</li> <li>Watercolours can be mixed on the paper (wet on wet) or in a palette (wet on dry).</li> <li>Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.</li> <li>Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.</li> <li>Warm colours include orange, yellow and red. Cool colours include blue, green and magenta.</li> <li>Analogous colours are groups of colours that are next to each other on the colour wheel.</li> <li>Complementary colours are pairs of colours which, when placed next to each other, create the strongest contrast. They are orange and blue, yellow and purple and red and green. They sit opposite each other on the colour wheel.</li> </ul>	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>Art can display interesting or unusual perspectives and viewpoints.</li> <li>A landscape is a piece of art that shows scenery, such as mountains, valleys, trees, rivers, forests or buildings.</li> <li>A viewfinder is what an artist might look through to compose an image.</li> <li>Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.</li> <li>Examples of landscape paintings include <i>Road before the Mountains, Sainte-Victoire</i>, by Paul Cezanne; <i>A Meadow in the Mountains: Le Mas de Saint-Paul</i>, by Vincent van Gogh; <i>Tahitian Mountains</i>, by Paul Gauguin; and <i>Mountains at Collioure</i>, by Andre Derain.</li> <li>Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.</li> <li>Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture.</li> <li>Cool colours include purple, blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel</li> </ul>	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.</li> <li>A statue is a carved or cast figure of a person or animal, especially one life-size or larger. A statuette or figurine is a smaller sized statue, especially one that is smaller than life-size.</li> <li>Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used.</li> <li>Statues, statuettes, and figurines were an important part of ancient culture. Subject matter ranged from scenes from everyday life, religious deities and significant individuals, such as kings and queens.</li> <li>Art can be developed that depicts the human form to create a narrative.</li> <li>Statues, statuettes and figurines were a significant part of life in ancient Sumer. Inlaid eyes and clasped hands characterised figures. Male heads are frequently shown bald but sometimes with beards, while female figures had varied hairstyles or headdresses. Facial characteristics were similar.</li> <li>Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece</li> </ul>





	<ul style="list-style-type: none"> <li>Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere.</li> </ul> <p><b>Key skill:</b></p> <ul style="list-style-type: none"> <li>Compare and contrast artwork from different times and cultures.</li> <li>Create a series of sketches over time to develop ideas on a theme or mastery of a technique.</li> <li>Develop techniques through experimentation to create different types of art.</li> <li>Give constructive feedback to others about ways to improve a piece of artwork.</li> <li>Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.</li> </ul>	<p>calm or lonely and they recede into the background of a picture.</p> <ul style="list-style-type: none"> <li>Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together.</li> <li>Atmospheric perspective is the way artists create a sense of space. This use of perspective results in objects further away from the viewer getting lighter in tone and softer-edged, and objects closer to the viewer being darker in tone and more sharply edged</li> </ul> <p><b>Key skill:</b></p> <ul style="list-style-type: none"> <li>Choose an interesting or unusual perspective or viewpoint for a landscape.</li> <li>Compare and contrast artwork from different times and cultures.</li> <li>Give constructive feedback to others about ways to improve a piece of artwork.</li> <li>Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.</li> <li>Use the properties of pen, ink and charcoal to create a range of effects in drawing.</li> </ul>	<ul style="list-style-type: none"> <li>Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms.</li> <li>Pen and ink create dark lines that strongly contrast with white paper. (see previous project for Pen and ink techniques)</li> <li>A figure drawing is a drawing of the human form in any posture using any drawing media. The degree of representation may range from highly detailed to quick line sketches.</li> </ul> <p><b>Key skill:</b></p> <ul style="list-style-type: none"> <li>Compare and contrast artwork from different times and cultures.</li> <li>Explain the significance of art, architecture or design from history and create work inspired by it.</li> <li>Explore and develop three-dimensional art that uses the human form, using ideas from contemporary or historical starting points.</li> <li>Give constructive feedback to others about ways to improve a piece of artwork.</li> <li>Use clay to create a detailed or experimental 3-D form.</li> <li>Use the properties of pen, ink and charcoal to create a range of effects in drawing.</li> </ul>
	<p><b>Warp and Weft</b> Big idea link: 1, 2, 4,</p>	<p><b>Animals</b> Big idea link: 1,2, 3, 6</p>	<p><b>Islamic Art</b> Big idea link: 1,2,3, 10</p>
	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.</li> </ul>	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>Different printmaking techniques include monoprinting, engraving, etching, screen printing and lithography.</li> <li>Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction.</li> </ul>	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.</li> <li>A motif is a recurring shape in a design or pattern. Motifs can be figurative, vegetal, abstract</li> </ul>



- All weaving uses the same process where weft threads are woven in and out of tight warp threads.
- The ancient Egyptians wove cloth on horizontal looms on the floor. Iron Age weavers used vertical looms and wove colourful, patterned fabric. Roman weavers wove fabric in the shape of the clothing they wore. Anglo-Saxons and Vikings wove colourful, patterned braid on small tablet looms. Looms improved in the Middle Ages and could make large pieces of fabric. Victorian looms were powered driven. Modern looms use new technology to make a wide range of natural and synthetic fabrics.
- Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.
- Warp threads are wrapped tightly around a loom and secured. Weft threads are woven in and out of the warp threads. Each row of weft threads is pressed down tightly to make the weave tight.
- Shapes can be woven into fabric using a template under the warps of a loom.
- A range of natural and man-made materials can be used to make a woven wall hanging, which combines different colours, shapes, patterns, yarns and decorative techniques.
- Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.

#### **Key skill:**

- Compare and contrast artwork from different times and cultures
- Combine a variety of printmaking techniques and materials to create a print on a theme.
- Develop techniques through experimentation to create different types of art.
- Give constructive feedback to others about ways to improve a piece of artwork.

Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone

- Animals have featured in artwork since prehistoric times and across different cultures. They continue to be a significant subject matter for contemporary artists.
- Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.
- Clay skills include rolling, slapping, coiling, scoring and joining with slip and pins.
- Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.
- Natural patterns from weather, water or animals skins are often used as a subject matter.
- Animals can be covered in fur, feathers, scales and shells. Animal coverings are interesting to artists because of their shapes, patterns, colours and textures.
- Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms.
- Panchmura is a region of West Bengal, famous for its terracotta horse sculptures.
- Pen and ink create dark lines that strongly contrast with white paper (see previous project for Pen and ink techniques)

#### **Key skill:**

- Combine a variety of printmaking techniques and materials to create a print on a theme.
- Compare and contrast artwork from different times and cultures.
- Develop techniques through experimentation to create different types of art.

or geometric. Islamic art features geometric motifs, which are made from regular shapes

- A geometric pattern is formed from repeated geometric shapes. Artists can create geometric patterns on a grid made from shapes, including circles, equilateral triangles and squares.
- Stars are a common shape in Islamic art. Geometric stars usually have 6, 8, 10, 12 or 16 points. Stars symbolise the light and perfection of Allah
- Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used
- The term Islamic art covers all the religious and secular artwork created in countries that used to be part of the Islamic Empire. Islamic art makes objects beautiful with pattern and shape. It does not depict people. Features of Islamic art include calligraphy, arabesque and geometric patterns. Islamic art decorates many surfaces, including the walls and ceilings of mosques.
- Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece
- Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms.
- A relief sculpture is any work where the image or pattern is raised from a surface. When the image or pattern is only slightly raised, it is called a low relief or bas-relief, but when it is 3-D yet still attached to a background, it is called high relief or alto-relief.

#### **Key skill:**

- Develop techniques through experimentation to create different types of art.
- Combine a variety of printmaking techniques and materials to create a print on a theme.



		<ul style="list-style-type: none"> <li>• Explain the significance of art, architecture or design from history and create work inspired by it.</li> <li>• Give constructive feedback to others about ways to improve a piece of artwork.</li> <li>• Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins.</li> <li>• Use clay to create a detailed or experimental 3-D form.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the significance of art, architecture or design from history and create work inspired by it.</li> <li>• Give constructive feedback to others about ways to improve a piece of artwork</li> <li>• Use clay to create a detailed or experimental 3-D form.</li> </ul>
Unit title	Tints, Tones and Shades Big idea link: 1,2,7,8	Line, Light and Shadow Big idea link:1,2, 7,8, 10	Mixed Media Big idea link: 2, 4, 9,10
5	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art.</li> <li>• A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.</li> <li>• A tone is a colour mixed with grey. The colour stays the same, only less vibrant.</li> <li>• Landscape artists include Claude Monet, Peter Graham, Max Liebermann, Robert Spencer and Joseph Mallord William Turner.</li> <li>• Unlike other artistic movements, the Impressionists did not use black paint, preferring to use pure colour to add shade and shadow.</li> <li>• Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like.</li> <li>• Perspective in artwork, gives the illusion of depth and distance.</li> <li>• The horizon line in a landscape drawing is a horizontal line drawn across the picture, showing where the sky meets the Earth. It allows the artist to draw the viewer's attention to specific focal points within the drawing.</li> <li>• Imaginative and fantasy landscapes are artworks that usually have traditional features of</li> </ul>	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art.</li> <li>• Visual elements include line, light, shape, colour, pattern, tone, space and form.</li> <li>• Pablo Picasso's continuous line drawings reduce a complicated image to one fluid line. The simplicity, energy and life captured in his continuous line drawings are still much admired.</li> <li>• Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like.</li> <li>• Continuous, or one-line, drawings, are made by keeping a pen or pencil in contact with a piece of paper for the duration of a drawing exercise.</li> <li>• Drawing on black paper with a white material, such as chalk or pencil, can create a dramatic effect due to the contrast between black and white.</li> <li>• Various techniques can help take clear, interesting photographs, such as using auto mode, pausing and focusing before taking a picture, using the rule of thirds (imagining the view is split into three equal, horizontal sections and positioning key elements in the thirds), avoiding taking pictures pointing towards a light source and</li> </ul>	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• Some artists use text or printed images to add interest or meaning to a photograph.</li> <li>• A photo collage consists of pictures that have been placed together to create a single picture.</li> <li>• Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art.</li> <li>• Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract.</li> <li>• Paper collages are made by gluing small pieces of paper to a background.</li> <li>• The term 'mixed media' describes artwork that uses more than one medium or material. Collage is a type of mixed media art.</li> <li>• Traditional crafting techniques using paper include, casting, decoupage, collage, marbling, origami and paper making.</li> <li>• Papermaking is the manufacture of paper. Almost all paper is made using industrial machinery; however, handmade paper remains a specialised craft.</li> </ul> <p><b>Key skill:</b></p> <ul style="list-style-type: none"> <li>• Add text or printed materials to a photographic background.</li> </ul>



	<p>landscapes, such as plants, physical and human features, but they have been created from the artist's imagination and do not exist in the real world.</p> <p><b>Key skill:</b></p> <ul style="list-style-type: none"> <li>• Compare and comment on the ideas, methods and approaches in their own and others' work.</li> <li>• Mix and use tints and shades of colours using a range of different materials, including paint.</li> <li>• Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.</li> <li>• Use a range of materials to create imaginative and fantasy landscapes.</li> </ul>	<p>experimenting with close-ups, unusual angles and a range of subjects.</p> <ul style="list-style-type: none"> <li>• A black and white image deconstructs a scene and reduces it to its lines, shapes, forms and tones.</li> <li>• Photographs can be converted to line drawings using graphics software</li> <li>• Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece.</li> <li>• Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade.</li> <li>• Shading techniques include cross-hatching, contour lines, stippling and scribbling.</li> <li>• Rembrandt was a Dutch draughtsman, painter and printmaker. He experimented with different techniques throughout his lifetime.</li> </ul> <p><b>Key skill:</b></p> <ul style="list-style-type: none"> <li>• Compare and comment on the ideas, methods and approaches in their own and others' work.</li> <li>• Describe and discuss how different artists and cultures have used a range of visual elements in their work.</li> <li>• Review and revisit ideas and sketches to improve and develop ideas.</li> <li>• Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.</li> <li>• Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software.</li> <li>• Use pen and ink (ink wash) to add perspective, light and shade to a composition or model.</li> </ul>	<ul style="list-style-type: none"> <li>• When something is surreal, it is bizarre, unreal and fantastic. In art, surrealist images can combine real and imaginary images.</li> <li>• Compare and comment on the ideas, methods and approaches in their own and others' work.</li> <li>• Investigate and develop artwork using the characteristics of an artistic movement.</li> <li>• Make and use paper to explore traditional crafting techniques.</li> </ul>
	<p><b>Taotie</b> Big idea link: 1,2,3,</p>	<p><b>Nature's Art</b> Big idea link: 1,2,9,10</p>	<p><b>Expressions</b> Big idea link: 1,2,5,7,10</p>



### Key knowledge:

- Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art.
- Relief sculpture projects from a flat surface, such as stone. High relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculptures do not project far out of the surface and are visibly attached to the background.
- Bronze vessels were made using piece-mould casting. This was a complex process not used anywhere else in the world at that time.
- A cast is an object made by shaping a material, such as metal or plaster, in a mould.
- A mould is a hollow container used to give shape to another material, such as metal or plaster.
- Casting is a process in which a liquid material is usually poured into a mould, which contains a hollow cavity of the desired shape. The material is then allowed to dry and solidify. The solidified part is also known as a casting, which is taken out of the mould to complete the process.
- Visual elements include line, light, shape, colour, pattern, tone, space and form.
- A taotie is a creature in Chinese mythology. Its name translates to 'legendary voracious beast' because of its huge appetite. Its likeness was often used to decorate bronze goods in ancient China.
- Line drawing helps historians to understand the technique and design of taotie motifs and other bronze objects.

### Key skill:

- Compare and comment on the ideas, methods and approaches in their own and others' work.
- Create a relief form using a range of tools, techniques and materials.
- Describe and discuss how different artists and cultures have used a range of visual elements in their work.

### Key knowledge:

- Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art.
- Relief sculpture projects from a flat surface, such as stone. High relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculptures do not project far out of the surface and are visibly attached to the background.
- Visual elements include line, light, shape, colour, pattern, tone, space and form.
- Land art is made directly in the landscape, sculpting the land or materials from the land into earthworks or structures.
- Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract
- Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like.
- Natural materials that can be used for land art include leaves, flowers, grasses, seeds, clay, sand and any other materials found in the local environment.
- Various techniques can help to take clear, interesting photographs, (see previous project)
- Natural forms include, plants, grasses, leaves, flowers, shells, stones, trees and the ground.
- Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece.

### Key skill:

- Compare and comment on the ideas, methods and approaches in their own and others' work.
- Create a relief form using a range of tools, techniques and materials.
- Describe and discuss how different artists and cultures have used a range of visual elements in their work.

### Key knowledge:

- Some artists use text or printed images to add interest or meaning to a photograph.
- Adding text to an image is called overlay text. Overlay text can help to express the intention of the artwork.
- Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art.
- Visual elements include line, light, shape, colour, pattern, tone, space and form.
- Edvard Munch was a Norwegian Expressionist painter. His best-known work is *The Scream*, which has become an iconic image in the art world.
- A portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists.
- Expressionist artists seek to express their subject's feelings, moods, and emotions or themselves, rather than representing the real world.
- A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.
- In Expressionist art, the use of colour is highly intense and non-naturalistic. The application of colour is freely applied and textural.

### Key skill:

- Add text or printed materials to a photographic background.
- Compare and comment on the ideas, methods and approaches in their own and others' work.
- Describe and discuss how different artists and cultures have used a range of visual elements in their work.
- Explore and create expression in portraiture
- Mix and use tints and shades of colours using a range of different materials, including paint.





		<ul style="list-style-type: none"> <li>Investigate and develop artwork using the characteristics of an artistic movement.</li> <li>Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.</li> <li>Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software.</li> <li>Review and revisit ideas and sketches to improve and develop ideas</li> </ul>	
Unit title	Tints, Tones and Shades Big idea link:1,2,6,7	Inuit Big idea link:1,2,6,7,10	Distortion and Abstraction Big idea link:1,2,7,10
6	<b>Key knowledge:</b> <ul style="list-style-type: none"> <li>Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention.</li> <li>Perspective is the art of representing 3-D objects on a 2-D surface.</li> <li>A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image</li> <li>A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.</li> <li>A tone is a colour mixed with grey. The colour stays the same, only less vibrant.</li> <li>Perspective in artwork, gives the illusion of depth and distance.</li> <li>The horizon line in a drawing is a horizontal line drawn across the picture, showing where the sky meets the Earth. It allows the artist to draw the viewer's attention to specific focal points within the drawing.</li> </ul>	<b>Key knowledge:</b> <ul style="list-style-type: none"> <li>Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention.</li> <li><i>The Enchanted Owl</i> is a significant example of an Inuit print, created by Inuit artist Kenojuak Ashevak in 1960. In 1970, Canada Post put <i>The Enchanted Owl</i> print on a postage stamp. The stamp commemorated the centennial of the Northwest Territories.</li> <li>Perspective is the representation of 3-D objects on a 2-D surface.</li> <li>Abstraction refers to art that doesn't depict the world realistically.</li> <li>Figurative art is modern art that shows a strong connection to the real world, especially people.</li> <li>Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece.</li> <li>Inuit prints are made using a stencilling technique.</li> <li>Inuits have been expert carvers for thousands of years.</li> </ul>	<b>Key knowledge:</b> <ul style="list-style-type: none"> <li>Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention.</li> <li>Compare and comment on the ideas, methods and approaches in their own and others' work.</li> <li>Perspective is the representation of 3-D objects on a 2-D surface. (see previous project)</li> <li>Artists use distortion or abstraction to convey feelings and moods rather than to realistically represent things.</li> <li>Distortion (or warping) is the alteration of the original shape (or another characteristic) of something. In the art world, a distortion is any change made by an artist to the shape, size or visual character of a form to express an idea, convey a feeling or enhance visual impact.</li> <li>In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.</li> <li>Orphism was an artistic movement started by artists Robert and Sonia Delaunay. Orphism was recognised as an abstract art form inspired by</li> </ul>



- Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours.
- Landscape artists include Claude Monet, Peter Graham, Max Liebermann, Robert Spencer and Joseph Mallord William Turner.
- Unlike other artistic movements, the Impressionists did not use black paint, preferring to use pure colour to add shade and shadow.

#### **Key skill:**

- Adapt and refine artwork in light of constructive feedback and reflection.
- Draw or paint detailed landscapes that include perspective.
- Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.
- Use colour palettes and characteristics of an artistic movement or artist in artwork.

- A stencil is a sheet of paper, card, plastic or metal with a pattern, shapes or letters cut out of it. Applying paint or ink over the cut out design creates an image on the surface below, which is revealed when the stencil is removed.
- Stencils can be reused if made from a durable material such as card or acetate.
- A 3-D form is a sculpture made by carving, modelling, casting or constructing.
- Arctic animals are an important subject matter for Inuit artists. The individual appearance of the creatures in Inuit art demonstrates the respect and significance that the Inuit people give to all living things.
- Significant Inuit artists include Jessie Oonark, Karoo Ashevak, David Ruben Piqtoukun, Lucy Tasseor Tutsweetak and Pitseolak Ashoona.
- Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours.

#### **Key skill:**

- Adapt and refine artwork in light of constructive feedback and reflection.
- Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.
- Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.
- Create innovative art that has personal, historic or conceptual meaning.
- Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.
- Use colour palettes and characteristics of an artistic movement or artist in artwork.

Cubism. Orphism focused on pure abstraction and bright colours.

- Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours.
- Colour is one of the main ways that abstract artists represent their subject matter. The colour palettes of abstract artists are often unnatural and used freely or in combination with shapes to represent the artists' ideas and observations.
- In art, distortion is an alteration to an original shape, abstraction refers to art that doesn't depict the world realistically and exaggeration is the depiction of something that is larger than in real life.
- Abstract artists can use line as a way of representing and capturing complex imagery.
- Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching.
- Tone is the relative lightness and darkness of a colour.
- Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above).

#### **Key skill:**

- Adapt and refine artwork in light of constructive feedback and reflection.
- Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.
- Create innovative art that has personal, historic or conceptual meaning.



			<ul style="list-style-type: none"><li>• Gather, record and develop information from a range of sources to create a mood board/montage to inform their thinking about a piece of art.</li><li>• Use colour palettes and characteristics of an artistic movement or artist in artwork.</li><li>• Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.</li><li>• Use line, tone or shape to draw observational detail or perspective.</li></ul>
	<b>Trailblazers, Barrier Breakers</b> <b>Big idea link:7,10</b>	<b>Environmental Artists</b> <b>Big idea link:7,9,10</b>	<b>Bees, Beetles and Butterflies</b> <b>Big idea link: 6,7,9,10</b>
<b>Key knowledge:</b> <ul style="list-style-type: none"><li>• Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece.</li><li>• Art analysis explores aspects of an artwork, including the people depicted, setting, story, movement, abstraction, use of text, emotional response, the arrangement of objects, the title, dominance, lines and edges, visual language, tonal range, light sources and shadows, colour, texture, space, viewpoint and use of media.</li><li>• In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.</li><li>• Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject.</li><li>• Significant black artists include Edmonia Lewis c1844–1907, Henry Ossawa Tanner 1859–1937, Augusta Savage 1892–1962, Gordon Parks 1912–</li></ul>	<b>Key knowledge:</b> <ul style="list-style-type: none"><li>• Perspective is the representation of 3-D objects on a 2-D surface. (see previous projects for detail)</li><li>• Environmental art addresses social and political issues relating to the natural and urban environment</li><li>• Significant environmental artists include, Antony Gormley, Olafur Eliasson, Edith Meusnier, Chris Jordan and John Akomfrah.</li><li>• A 3-D form is a sculpture made by carving, modelling, casting or constructing.</li><li>• Art can be an effective way of portraying environmental messages. This is because artworks can have an immediate, sensory impact on the viewer.</li><li>• Environmental art addresses social and political issues relating to natural and urban environments.</li><li>• In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.</li><li>• A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image.</li></ul>	<b>Key knowledge:</b> <ul style="list-style-type: none"><li>• Materials have different qualities, such as rough or smooth, hard or soft, heavy or light, opaque or transparent and fragile or robust. These different qualities can be used to add texture to a piece of artwork.</li><li>• In visual art, mixed media describes artwork in which more than one medium or material is used. Materials used to create mixed media art include, paint, paper, fabric, wood and found or decorative objects.</li><li>• In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.</li><li>• A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image.</li><li>• Most artists begin their work with a sketch. Artists often use sketchbooks to draw their observations, take notes, or write down an idea that they can develop later</li><li>• Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat</li></ul>	



	<p>2006, Elizabeth Catlett 1915–2012, Yinka Shonibare 1962–present, Barbara Walker 1964–present, Hurvin Anderson 1965–present and Chris Ofili and Turgo Bastien, both 1968–present.</p> <ul style="list-style-type: none"> <li>• An exhibition plaque can include the title and date of the artwork's creation, alongside the name of the artist. It should also include the big ideas and concepts explored in the artwork and the cultural and artistic influences that have inspired the artist.</li> <li>• A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image.</li> <li>• Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours.</li> <li>• Visual elements of an artwork include colour, texture, line, pattern and form.</li> </ul> <p><b>Key skill:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.</li> <li>• Create innovative art that has personal, historic or conceptual meaning.</li> <li>• Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.</li> <li>• Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.</li> <li>• Use colour palettes and characteristics of an artistic movement or artist in artwork.</li> </ul>	<p><b>Key skill:</b></p> <ul style="list-style-type: none"> <li>• Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.</li> <li>• Create art inspired by or giving an environmental message.</li> <li>• Create innovative art that has personal, historic or conceptual meaning</li> <li>• Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.</li> </ul>	<p>areas or patches of colour. Naturalist artists use realistic colours.</p> <ul style="list-style-type: none"> <li>• Lucy Arnold is a contemporary illustrator. She is greatly inspired by nature and expresses her ideas with a bold use of colour.</li> <li>• Observational drawing means drawing what you see. It is a realistic portrayal of the subject matter.</li> <li>• Printmakers create artwork by transferring paint, ink or other art materials from one surface to another.</li> <li>• Pop Art was an art movement that began in the United Kingdom and United States in the mid to late 1950s. The movement was inspired by popular culture. Pop Art is characterised by images of everyday objects, words and people, but presented using vibrant colours and bold outlines.</li> <li>• Andy Warhol was a significant artist and printmaker of the Pop Art movement. His iconic artworks include prints of Campbell's Soup tins and the film star Marilyn Monroe.</li> </ul> <p><b>Key skill:</b></p> <ul style="list-style-type: none"> <li>• Adapt and refine artwork in light of constructive feedback and reflection</li> <li>• Combine the qualities of different materials including paper, fabric and print techniques to create textural effects.</li> <li>• Create innovative art that has personal, historic or conceptual meaning</li> <li>• Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.</li> <li>• Use colour palettes and characteristics of an artistic movement or artist in artwork.</li> <li>• Use line, tone or shape to draw observational detail or perspective.</li> <li>• Use the work of a significant printmaker to influence artwork.</li> </ul>
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