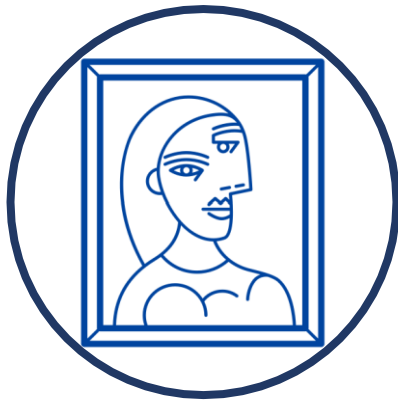




Art and Design overview

Key concepts

Knowledge of artists and designers



Exploring and developing ideas



Making skills



Evaluating



Blacko Primary School

Be Respectful. Be Collaborative. Be Ambitious.

Art and Design Curriculum

*Our Yr 1 **Art and Design curriculum** builds directly on the learning undertaken in the **EYFS Expressive Arts and Design early learning goal**. During their time in early years, children will have used and explored a variety of materials, tools and techniques which allow them to experiment with colour, design, texture, form and function. They will have engaged with the arts in a way that develops their artistic and cultural awareness, as well as their understanding, self-expression and ability to communicate through the arts.*

These skills, knowledge and experiences underpin the learning that takes place in Yr 1 and across the KS1 and KS2 curriculum.

	Autumn		Spring		Summer	
Expressive Arts and Design. Creating with materials.	Expressive arts and design is the development of children's artistic and cultural awareness which supports children's imagination and creativity. Children at Blacko are given daily opportunities to explore and play with a wide range of media and materials. During our time in the early years, children will explore a variety of materials, tools and techniques which allow them to experiment with colour, design, texture, form and function. They will have engaged with the arts in a way that develops their artistic and cultural awareness, as well as their understanding, self-expression and ability to communicate through the arts. The children will also have daily opportunities to be imaginative in the areas of our classroom, particularly in our role play area, developing their own interests through their stories!					
	Walter Mason-Nature Art.	Kandinsky-Concentric Circles.	Mondrian-Squares and Lines.	Matisse-Collage.	Eric Carle-Exploration of technique.	Vincent Van Gogh-Starry Night.
	We will spend lots of time exploring our creative area. We will explore creating with different materials and spend time thinking of different techniques to join materials together. We will also be exploring the work of Walter Mason. We will spend time in our classroom and outdoors creating transient artwork (art work using loose parts). End product: A self portrait using natural resources and nature.	During Maths the children have been exploring circles. The children will continue to explore circles through Kandinsky's work. The children will experiment with colour mixing using paints, powder paint and a range of colour mixing experiments, such as the skittle experiment. The children will also explore creating different sized circles, using paint brushes and printing. End product: A piece of artwork inspired by Kandinsky's Concentric Circles. Children should use colour mixing to create their painting to express their feelings.	During Maths the children have been exploring shapes with 4 sides, such as squares and rectangles. The children will continue their mathematical learning through the exploration of Mondrian's artwork using lines and squares. The children will explore, evaluate and compare Matisse artwork to previous artists. We will explore creating different lines and creating squares using different media. End product: The children will work collaboratively and share ideas to support each other to create a piece inspired by lines, square and rectangles.	The children will consolidate their learning of shape and create a collage using simple shapes. Children will explore the process of Matisse's work. Children will draw their simple shapes using different media. Children will then use their cutting skills to cut out their shapes and they will finally stick their shapes to form a collage. End product: Children will use a range of skills to create a collage using simple shapes.	The children will learn that some artists are known as illustrators as they create pictures for story books. We will read a range of different Eric Carle stories which link to minibests, spring and planting. We will then explore techniques used by Eric Carle. End product: Create brightly coloured paintings inspired by Eric Carle using techniques and different methods of painting. Complete one of the art projects as a class. https://www.carlemuseum.org/education/making-art-together	The children will explore, evaluate and compare Van Gogh's artwork to previous artists. We will think about something we like about the painting and something we don't like. When exploring Starry Night, we will link this learning to a short topic on Space. We will explore different techniques to paint, such as using foam, foil and finger painting. End product: Starry night inspired piece.
	Linked Vocabulary	Pretend, real, make, look, draw Pencil/crayon/felt tip/chalk model Colour/colour mixing Stick Glue/masking tape Paint/painting.				

Expressive Arts and Design. Observational artwork.	Each half term the children will be given lots of opportunities to observe the world around them. We will spend time exploring the natural world including animals and plants. The children will use their creative skills to observe and draw what they can see.					
	Self-portraits. The children will use mirrors to explore their features. Children to use different media to create portraits (pens, chalk, nature). Enhance creative area with pens and different media.	The children will explore the changes in nature due to the seasonal changes. We will draw what we can see. The children will also take part in: Christmas crafts. Bonfire crafts. Diva lamps.	Outdoor observations of animals and birds. Use camera's/ipad to take photographs of animals and birds to support observational drawing. Observe how the animals are behaving. Links: Bird spotting, nocturnal animals.	The children will be taking a closer look at flowers and plants. We will begin to explore the many signs of Spring in our natural environment. Drawing what we can see. Finally, we will, observe and draw seeds growing over a period of time. Links: How seeds grow. Easter crafts.	We will be taking a closer look at the sights of London, including Big Ben, Buckingham Palace ect. We will be drawing the finer details of the buildings. Observe/draw insects found in our school garden, linking to our topic on lifecycles.	The children will be comparing London to the Seaside. We will create beautiful seaside pictures and some of the animals which we might find in the ocean.
Linked Vocabulary	Pretend, real, make, look, draw Pencil/crayon/felt tip/chalk model Colour/colour mixing Stick Glue/masking tape Paint/painting					

	Autumn	Spring	Summer
Class 2 Year A	Drawing: PENCIL, COLOURED PENCILS <i>National Curriculum Objectives:</i> Become proficient in drawing techniques. Use drawing to develop and share their ideas, experiences and imagination; Develop a wide range of art and design techniques in using texture, line, shape, form and space; Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Focus on: Self Portraits Artist link: Pablo Picasso (1881 – 1973) Vocabulary: self-portrait, line, texture, grading, technique, crisscrossing, pressure, dotting, shading, pattern, shape, colour, portrait, expression. Explore: Lesson 1 — Explore Self Portraits OL: To explore and respond to the work of Pablo Picasso and other self-portrait artists. Key skills: analysing artwork, identifying features, using sketchbooks - Explore the artwork of Pablo Picasso and other self-portrait artists. - Identify key characteristics: unusual shapes, expressive colours, distorted features. - Introduce vocabulary linked to portrait drawing. - Make initial observational sketches inspired by Picasso's self-portraits. Vocabulary — self-portrait, line, portrait Develop Ideas: Lesson 2 — Exploring Pencil Grades & Pressure OL: To explore how different pencil grades and pressures create varied effects. Key skills: grading, pressure control, mark making - Zoom in to explore different pencil grades (HB, 2B, 4B, 6B). - Practise using different pressures to create light and dark marks. - Experiment with coloured pencils to compare effects. - Record experiments in sketchbooks. Vocabulary — grading, pressure, technique	Colour: PAINT <i>National Curriculum Objectives:</i> Use painting to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, texture, line, shape, form and space; Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Focus on: Expressionism Artist link: Jackson Pollock (1912 – 1956) Vocabulary: Expressionism, primary colours, secondary colours, primary, secondary, canvas, splattering, dribbling, splashing, dripping, technique, colour mixing, palette, large-scale, movement, energy. Explore: Lesson 1 — Explore Expressionism OL: To explore and respond to the work of Jackson Pollock and other Expressionist artists. Key skills: analysing artwork, identifying features, using sketchbooks - Explore the artwork of Jackson Pollock and other Expressionist artists. - Identify key characteristics: movement, energy, emotion, abstract marks. - Introduce vocabulary linked to Expressionism and colour. - Make initial observational sketches inspired by Pollock's energetic mark-making. Vocabulary — Expressionism, primary colours, secondary colours Develop Ideas: Lesson 2 — Naming Primary & Secondary Colours OL: To identify and name all primary and secondary colours. Key skills: colour recognition, colour theory - Zoom in to name all primary colours. - Zoom in to name all secondary colours. - Explore how Expressionist artists use bold colour choices. Vocabulary — primary, secondary, colour mixing Lesson 3 — Mixing Primary Colours to Create Secondary Colours OL: To mix primary colours and predict resulting secondary colours.	Printing <i>National Curriculum Objectives:</i> Use printing to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using other, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Focus on: Repeating Patterns Artist link: Katharine Watson Vocabulary: block print, pattern, arrange, texture, materials, roller, relief method, carving Explore: Lesson 1 — Explore Repeating Patterns OL: To explore and respond to the work of Katharine Watson and other repeating-pattern artists. Key skills: analysing artwork, identifying features, using sketchbooks - Explore the artwork of Katharine Watson and other artists who create repeating patterns. - Identify key characteristics: repeated motifs, symmetry, rhythm, bold shapes. - Introduce vocabulary linked to printing and pattern. - Make initial observational sketches inspired by Watson's block-printed designs. Vocabulary — block print, pattern, arrange Develop Ideas Lesson 2 — Exploring Texture with Hard & Soft Materials OL: To explore textures created with a range of materials. Key skills: texture exploration, experimentation, mark making - Zoom in to explore textures created using hard and soft materials (corks, pen barrels, sponge). - Experiment with pressing, rolling and stamping. - Record texture experiments in sketchbooks. Vocabulary — texture, materials, pattern Lesson 3 — Exploring Mono-Printing OL: To use rollers and printing palettes to make simple mono-prints. Key skills: roller control, printing technique, mark making - Use rollers and printing palettes to create simple

	Lesson 3 — Drawing Lines of Different Sizes & Thickness OL: To explore how line can be used expressively. Key skills: line control, mark making - Zoom in to draw lines of different sizes and thickness. - Explore how line can show movement, emotion or structure. - Apply line variation to simple portrait features. Vocabulary – line, thickness, technique Lesson 4 — Creating Texture Through Dotting & Crisscrossing OL: To explore how texture can be created using different drawing techniques. Key skills: texture creation, dotting, crisscrossing - Zoom out to explore how texture is created in the focus artwork. - Zoom in to practise dotting and crisscrossing to create texture. - Explore how patterns (spots, repeated lines) add detail. - Record texture experiments in sketchbooks. Vocabulary – texture, dotting, crisscrossing, pattern Lesson 5 — Shading Simple Shapes OL: To explore shading techniques to add form. Key skills: shading, tonal variation, blending - Zoom out to explore how shading is used in portraits. - Practise shading simple shapes (circles, cubes, ovals). - Explore how shading can be used to add depth to facial features. - Record shading experiments in sketchbooks. Vocabulary – shading, tone, form Design/Plan: Lesson 6 — Design & Plan a Self Portrait OL: To design and plan a self-portrait inspired by Pablo Picasso. Key skills: design, planning, composition, expressive intention - Use sketchbook studies to design a self-portrait. - Plan unusual shapes, unusual positions for facial features and expressive colours. - Consider how line, texture and shading will be used. - Prepare a final design ready for drawings.	Key skills: colour mixing, prediction, paint control Zoom in to mix primary colours to create secondary colours. Predict the resulting colour before mixing. Record colour mixing in sketchbooks. Vocabulary – primary colours, secondary colours, palette, mix Lesson 4 — Using Colour on a Large Scale OL: To explore colour on a large collaborative canvas. Key skills: large-scale painting, teamwork, expressive mark making - Zoom out to use colour on a large scale. - Work collaboratively on a shared canvas. - Explore movement, energy and expressive colour choices. Vocabulary – canvas, large-scale, movement, energy Lesson 5 — Exploring Expressionist Techniques OL: To explore expressive painting techniques such as dripping, splattering and dribbling. Key skills: technique exploration, expressive mark making - Zoom in to experiment with dripping, splashing, splattering and dribbling. - Explore how Pollock used these techniques to create energetic compositions. - Record technique experiments in sketchbooks. Vocabulary – dripping, splattering, dribbling, splashing, technique Design/Plan: Lesson 6 — Design & Plan an Expressionist Painting OL: To design and plan a large-scale Expressionist artwork. Key skills: design, planning, colour selection, expressive intention - Use ideas from Expressionist artists to design a large-scale painting. - Plan colour choices linked to seasonal palettes (autumn/winter/spring). - Consider how techniques (dripping, splattering, dribbling) will be used. Prepare a final design ready for painting. Vocabulary – design, plan, palette, technique Create: Lesson 7 — Create a Large-Scale Expressionist Painting OL: To create a large-scale Expressionist painting inspired by Jackson Pollock. Key skills: expressive painting, colour mixing, technique application - Focus on seasonal changes using autumn/winter/spring	mono-prints. - Explore how pressure affects the print. - Experiment with layering marks and textures. Vocabulary – roller, mono-printing, texture Lesson 4 — Creating Simple Repeating Patterns OL: To create simple repeating patterns inspired by the focus artist. Key skills: pattern creation, arrangement, composition - Zoom out to take inspiration from Katharine Watson's artwork. - Create simple repeating patterns using shapes and textures. - Explore how arrangement affects the overall design. Vocabulary – pattern, arrange, repeat Lesson 5 — Creating Relief Printing Tiles OL: To create printing tiles using the relief method. Key skills: carving, relief technique, design development - Zoom in to create printing tiles using the relief method. - Carve out shapes to create raised and recessed areas. - Test prints and refine the tile design. Vocabulary – relief method, carving, tile Design/Plan Lesson 6 — Design & Plan a Repeating Pattern Print OL: To design and plan a repeating pattern inspired by Katharine Watson. Key skills: design, planning, composition - Use ideas from artists studied to design a repeating pattern. - Plan the motif, arrangement and printing method. - Consider how the tile will repeat across the page. - Prepare a final design ready for printing. Vocabulary – design, plan, pattern, repeat Create Lesson 7 — Create a Relief Block Print OL: To create a relief print using a carved tile. Key skills: relief printing, carving, pattern creation - Create a relief print image onto a tile, carving out the pattern. - Use the tile to create a repeated image print. - Apply ink using rollers and print with consistent pressure. - Produce a final repeating-pattern print influenced by Katharine Watson. Vocabulary – block print, carving, roller, repeat
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	Vocabulary – design, plan, composition, expression, shape, colour Create: Lesson 7 — Create a Self Portrait in the Style of Picasso OL: To create a self-portrait using expressive techniques inspired by Picasso. Key skills: expressive drawing, colour choice, composition • Create a self-portrait using unusual shapes and expressive colours. • Use line, texture, shading and pattern intentionally. • Follow sketchbook plans to guide the final piece Vocabulary – expression, colour, shape, technique Evaluate: Evaluation should take place regularly throughout the unit, with children given purposeful opportunities to reflect on the skills they have learnt and consider how effectively they have applied them; they will also evaluate the success of their final piece using this developing understanding.	colour palettes. • Create a large-scale piece of work in the style of Jackson Pollock. • Use expressive techniques: dripping, splattering, dribbling, splashing. • Work collaboratively to create an energetic, expressive composition. Vocabulary – Expressionism, palette, splattering, dribbling, movement Evaluate: Evaluation should take place regularly throughout the unit, with children given purposeful opportunities to reflect on the skills they have learnt and consider how effectively they have applied them; they will also evaluate the success of their final piece using this developing understanding.	Evaluate Evaluation should take place regularly throughout the unit, with children given purposeful opportunities to reflect on the skills they have learnt and consider how effectively they have applied them; they will also evaluate the success of their final piece using this developing understanding.
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	Autumn	Spring	Summer
Class 2 Year B	Colour: PAINT <i>National Curriculum Objectives:</i> Use painting to develop and share their ideas, experiences and imagination; Develop a wide range of art and design techniques in using texture, line, shape, form and space; Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Focus on: Abstract Art Artist link: Mark Rothko (1903 – 1970) Vocabulary: Tint, darken, abstract, texture, colour wheel, primary, secondary, mix, hue, brushstroke, mark-making, effect, surface, tone, variation, emotion, mood, palette, expressive colour, technique, expression Explore: Lesson 1 — Explore Abstract Art OL: To explore and respond to the work of Mark Rothko and other abstract artists. Key skills: analysing artwork, identifying features, using sketchbooks - Explore the artwork of Mark Rothko and other abstract artists. - Identify key characteristics: colour fields, emotional colour choices, simplified forms. - Introduce vocabulary linked to abstract art and colour mixing. - Make initial observational sketches inspired by Rothko's colour field paintings. Vocabulary – tint, darken, abstract, texture, colour wheel Develop Ideas: Lesson 2 — Exploring Texture with Brushes OL: To explore how a variety of brushes create different textures. Key skills: brush control, texture creation, expressive mark-making - Zoom in to explore how different brushes create a range of textures. - Experiment with dabbing, sweeping, stippling and blending.	Drawing: PENCIL, CHARCOAL <i>National Curriculum Objectives:</i> Become proficient in drawing techniques; Use drawing to develop and share their ideas, experiences and imagination; Develop a wide range of art and design techniques in using colour, texture, line, shape, form and space; Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Focus on: Drawing to record experiences Artist link: L. S. Lowry (1887 – 1976) Vocabulary: sketch, draw, line, thickness, pressure, charcoal, blend, grading, shade, tone, smudge, texture, detail, perspective, composition, sketchbook, observe, record, expression. Explore: Lesson 1 — Explore Drawing to Record Experiences OL: To explore and respond to the work of L. S. Lowry and other artists who draw to record experiences. Key skills: analysing artwork, identifying features, using sketchbooks - Explore the artwork of L. S. Lowry and other artists who use drawing to record everyday life. - Identify key characteristics: simple line figures, limited detail, tonal contrasts, everyday scenes. - Introduce vocabulary linked to drawing techniques and mark making. - Make initial observational sketches inspired by Lowry's people and buildings. Vocabulary – sketch, draw, thickness, charcoal, blend Develop Ideas: Lesson 2 — Exploring Line & Thickness OL: To explore how different pressures and tools create varied line thicknesses. Key skills: line control, pressure variation, mark making - Zoom in to explore how pencils create different line thicknesses. - Experiment with light, medium and heavy pressure. - Record line experiments in sketchbooks. - Explore how Lowry used simple lines to build figures and structures.	Sculpture: SALT DOUGH <i>National Curriculum Objectives:</i> Use sculpture to develop and share their ideas, experiences and imagination; Use a range of materials creatively to design and make products; Develop a wide range of art and design techniques in using colour, texture, line, shape, form and space; Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Focus on: Sculpture - Abstract 3D Sculpture Artist link: Dame Barbara Hepworth (1903 – 1975) Vocabulary: sculpture, knead, mould, carve, pierce, roll, shape, form, texture, smooth, hollow, join, abstract, 3D, structure. Explore: Lesson 1 — Explore Abstract 3D Sculpture OL: To explore and respond to the work of Dame Barbara Hepworth and other abstract 3D sculptors. Key skills: analysing artwork, identifying features, using sketchbooks - Explore the artwork of Dame Barbara Hepworth and other abstract sculptors. - Identify key characteristics: organic forms, pierced shapes, smooth surfaces, abstract structures. - Introduce vocabulary linked to sculpture and 3D form. - Make initial observational sketches inspired by Hepworth's abstract shapes. Vocabulary – sculpture, knead, mould, carve, pierce Develop Ideas: Lesson 2 — Exploring Abstract Forms Using Shape & Form OL: To explore how combining shapes can create abstract 3D forms. Key skills: form building, shape manipulation, creative experimentation - Explore how simple shapes can be combined to create abstract forms. - Study how Hepworth used curves, holes and smooth surfaces.

	- Record texture experiments in sketchbooks. - Explore how abstract artists use texture to convey emotion. <i>Vocabulary – texture, brushstroke, mark-making, effect, surface</i> Lesson 3 — Creating Colour Wheels: Primary & Secondary Colours OL: To create colour wheels by mixing primary colours to make secondary colours. Key skills: colour mixing, paint control, colour theory - Mix primary colours to create secondary colours. - Create a clear colour wheel showing accurate transitions. - Explore how abstract artists use colour relationships. - Record colour mixing in sketchbooks. <i>Vocabulary – primary, secondary, colour wheel, mix, hue</i> Lesson 4 — Creating Tints & Darkening Colours OL: To create tints and darken colours without using black. Key skills: tinting, tonal variation, colour adjustment - Add white to colours to make as many tints as possible. - Explore how to darken colours using complementary colours instead of black. - Practise creating smooth tonal gradients. - Apply these techniques to small abstract studies. <i>Vocabulary – tint, tone, darken, hue, variation.</i> Lesson 5 — Using Colour to Reflect Emotion & Mood OL: To choose colours intentionally to reflect emotions and mood. Key skills: expressive colour choices, mood, emotional impact - Zoom out to explore how colour communicates emotion. - Study how Rothko used colour fields to evoke mood. - Choose an appropriate palette to reflect a chosen emotion. - Apply expressive colour choices to abstract sketches. <i>Vocabulary – emotion, mood, palette, expressive colour, abstract.</i>	<i>Vocabulary – line, thickness, pressure, sketch</i> Lesson 3 — Using Sketchbooks to Develop Ideas OL: To use a sketchbook to gather, collect and develop drawing ideas. Key skills: sketchbook use, idea development, observational drawing. - Zoom in to understand how sketchbooks help artists plan and explore ideas. - Zoom out to gather drawings of buildings, people and everyday scenes. - Experiment with layout, quick sketches and collecting visual information. - Explore how Lowry recorded scenes from his environment. <i>Vocabulary – sketchbook, draw, observe, record</i> Lesson 4 — Exploring Pencil Grades & Charcoal OL: To experiment with different grades of pencil and charcoal to create tone and texture. Key skills: shading, tonal variation, blending - Zoom in to explore different pencil grades (HB, 2B, 4B, 6B). - Experiment with shading, blending and smudging. - Explore charcoal to create bold marks and soft blends. - Record tonal experiments in sketchbooks. <i>Vocabulary – charcoal, blend, grading, shade, smudge, tone</i> Design/Plan: Lesson 5 — Design & Plan a Drawing Inspired by L. S. Lowry OL: To design and plan a drawing in the style of L. S. Lowry, recording experiences and observations. Key skills: design, planning, composition, observational drawing. - Use sketchbook studies to design a drawing inspired by Lowry's style. - Plan the placement of buildings and figures from a flat (2D) perspective. - Choose appropriate tools (pencil grades, charcoal) to create tone and detail. - Refine ideas to ensure the artwork reflects Lowry's approach to recording everyday life. - Prepare a final design ready for drawing, including	- Experiment with sketching possible sculpture shapes. - Use ideas from artists studied to inspire new forms. <i>Vocabulary – shape, form, abstract, structure</i> Lesson 3 — Exploring Salt Dough Techniques OL: To explore techniques such as rolling, kneading, moulding and carving. Key skills: material handling, texture creation, sculptural technique - Experiment with kneading salt dough to make it workable. - Practise rolling, moulding and shaping forms. - Explore carving and piercing to create openings and texture. - Record technique experiments in sketchbooks. <i>Vocabulary – roll, knead, mould, carve, pierce, texture</i> Design/Plan: Lesson 4 — Design & Plan an Abstract 3D Sculpture OL: To design and plan an abstract sculpture inspired by Dame Barbara Hepworth. Key skills: design, planning, composition, form development - Use sketchbook studies to design an abstract 3D sculpture. - Plan the placement of shapes, holes, curves and forms. - Consider balance, structure and simplicity. - Refine ideas to reflect Hepworth's sculptural style. - Prepare a final design ready for sculpting, including notes on techniques and textures. <i>Vocabulary – design, plan, structure, form, smooth, hollow</i> Create: Lesson 5 — Create an Abstract 3D Sculpture OL: To create an abstract 3D sculpture using salt dough techniques. Key skills: sculpting, forming, carving, joining - Create an abstract 3D sculpture inspired by Barbara Hepworth. - Use rolling, kneading, moulding and carving to create different effects. - Add pierced holes, smooth surfaces and textured areas.
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	Design/Plan: Lesson 5 — Design & Plan an Abstract Painting OL: To design and plan an abstract artwork inspired by Mark Rothko, using colour to reflect mood and emotion. Key skills: design, planning, composition, colour selection, expressive intention • Use sketchbook studies to design an abstract colour field composition. • Plan the placement of colour blocks, considering balance, scale and simplicity. • Choose a colour palette that reflects a specific mood or emotion. • Refine ideas to ensure the artwork reflects Rothko's abstract style. • Prepare a final design ready for painting, including notes on tints, tones and textures. <i>Vocabulary – design, plan, palette, composition, emotion, mood, abstract.</i> Create: Lesson 6 — Create an Abstract Colour Field Painting OL: To create an abstract painting using colour to reflect mood and emotion. Key skills: colour mixing, expressive painting, composition • Create an abstract colour field painting inspired by Mark Rothko. • Use colour intentionally to reflect mood and emotion. • Apply tints, tones and textured brushwork to enhance expression. • Use sketchbook plans to guide the final piece. <i>Vocabulary – abstract, palette, emotion, mood, technique, expression</i> Evaluate: Evaluation should take place regularly throughout the unit, with children given purposeful opportunities to reflect on the skills they have learnt and consider how effectively they have applied them; they will also evaluate the success of their final piece using this developing understanding.	notes on shading, line thickness and composition. <i>Vocabulary – design, plan, composition, perspective, detail, sketch</i> Create: Lesson 6 — Create a Drawing to Record Experiences OL: To create a drawing using pencil and charcoal to record experiences and feelings. Key skills: line work, shading, composition, observational drawing • Create a drawing of buildings and people inspired by L. S. Lowry. • Use a flat (2D) perspective to reflect Lowry's style. • Apply varied line thickness, shading and charcoal blending. • Use sketchbook plans to guide the final piece. • <i>Vocabulary – sketch, charcoal, blend, line, shading, expression</i> Evaluate: Evaluation should take place regularly throughout the unit, with children given purposeful opportunities to reflect on the skills they have learnt and consider how effectively they have applied them; they will also evaluate the success of their final piece using this developing understanding. Link to this half term's learning in History. *Trip to The Lowry in Salford to see his work*	• Follow sketchbook plans to guide the final piece. • Bake the sculpture for permanence. <i>Vocabulary – sculpture, abstract, carve, mould, join, smooth, texture</i> Evaluate: Evaluation should take place regularly throughout the unit, with children given purposeful opportunities to reflect on the skills they have learnt and consider how effectively they have applied them; they will also evaluate the success of their final piece using this developing understanding. Link to Mark Rothko (abstract) and forward to Georgia O'Keeffe (Y3 Modernism).
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	Autumn	Spring	Summer
Class 3 Year A	Drawing: OIL PASTELS <i>National Curriculum Objectives:</i> Create sketchbooks to record their observations and use them to review and revisit ideas; Improve their mastery of art and drawing techniques; Learn about great artists, architects and designers in history. Focus on: Modernism Artist link: Georgia O'Keeffe (1887 – 1986) Vocabulary: Modernism, complementary, scumbling, stippling, observation, detail, refine, sketchbook, sustained drawing, tone, texture, blending, layering, mood, effect, contrast, colour choice, design, plan, composition, scale, palette, oil pastel. Lesson 1 — Explore Modernism Explore: OL: To explore and respond to the work of Georgia O'Keeffe and other notable modernist artists. Key skills: analysing artwork, identifying features, using sketchbooks - Explore the work of Georgia O'Keeffe and other modernism artists. - Identify key characteristics: bold colour, simplified forms, expressive shapes. - Introduce vocabulary linked to modernism and oil pastel techniques. - Make initial observational sketches inspired by O'Keeffe's floral artworks. <i>Vocabulary – modernism, complementary, scumbling, stippling, observation</i> Develop Ideas: Lesson 2 — Close Observation & Sketchbook Studies OL: To undertake close observation and record visual information in sketchbooks. Key skills: observation, recording detail, sustained drawing - Zoom in to undertake close observational drawing. - Use sketchbooks to collect and record visual information from different sources. - Draw for a sustained period of time at an appropriate level. - Zoom out to refine and alter drawings as	Sculpture: CLAY <i>National Curriculum Objectives:</i> Create sketchbooks to record their observations and use them to review and revisit ideas; Improve their mastery of art and drawing techniques, including sculpture; Learn about great artists, architects and designers in history. Focus on: Sculpture - Moulding and shaping clay Artist link: Andile Dyalvane (1978 -) Vocabulary: Vessel, culture, ancestry, artist, sculptor, mould, shape, texture, form, smooth, press, size, proportion, structure, pinch pot, hollow, refine, technique, design, plan, motif, sculpt. Explore: Lesson 1 - Explore Clay Sculpture OL: To explore and respond to the work of Andile Dyalvane and other notable clay sculptors. Key skills: analysing artwork, identifying features, using sketchbooks - Explore the work of Andile Dyalvane and other clay sculptors. - Identify key characteristics: cultural symbolism, vessel forms, carved and moulded surfaces. - Introduce vocabulary linked to clay sculpture and cultural influence. - Make initial observational sketches inspired by Dyalvane's vessels. <i>Vocabulary – vessel, culture, ancestry, artist, sculptor</i> Develop Ideas: Lesson 2 - Moulding & Shaping Clay OL: To mould and shape clay to create form and texture. Key skills: moulding, shaping, forming, texture creation - Zoom in to mould and shape clay for a desired effect. - Explore how clay can be pinched, rolled, pressed and smoothed. - Practise creating simple forms and textures. - Record ideas and experiments in sketchbooks. <i>Vocabulary – mould, shape, texture, form, smooth,</i>	Colour: PAINT (oil / acrylic) <i>National Curriculum Objectives:</i> Create sketchbooks to record their observations and use them to review and revisit ideas; Improve their mastery of art and drawing techniques; Learn about great artists, architects and designers in history. Focus on: Pointillism Artist link: Georges Seurat (1859 – 1891) Vocabulary: tertiary colours, contrasting colours, Pointillism, primary, secondary, tertiary, technique Explore: Lesson 1 - Explore Pointillism OL: To explore and respond to the work of Georges Seurat and other notable Pointillist artists. Key skills: analysing artwork, identifying features, using sketchbooks - Explore the work of Georges Seurat and other Pointillism artists. - Identify key characteristics: dots, colour mixing through optical blending, contrasting colours. - Introduce vocabulary linked to Pointillism and colour theory. - Make initial observational sketches inspired by Pointillist landscapes. <i>Vocabulary – tertiary colours, contrasting colours, Pointillism, primary, secondary.</i> Develop Ideas: Lesson 2 - Developing Colour Vocabulary OL: To understand and use a developed colour vocabulary. Key skills: colour theory, colour identification, sketchbook recording - Zoom in to explore primary, secondary and tertiary colours. - Identify and describe colour relationships using accurate vocabulary. - Record colour examples and notes in sketchbooks. - Explore how Pointillist artists used colour intentionally. <i>Vocabulary – primary, secondary, tertiary, colour vocabulary, contrast.</i>

	necessary. <i>Vocabulary – observation, detail, refine, sketchbook, sustained drawing</i> Lesson 3 — Oil Pastel Techniques: Line, Texture & Tone OL: To use oil pastels to create variations in line, texture and tone. Key skills: scumbling, stippling, blending, tonal variation • Explore oil pastel techniques: scumbling, stippling, blending and layering. • Practise creating variations in line, texture, tone, colour and shape. • Experiment with building texture and tonal depth using oil pastels. • Apply techniques to small observational studies. <i>Vocabulary – scumbling, stippling, tone, texture, blending, layering</i> Lesson 4 — Using Colour for Mood & Effect OL: To use colour purposefully to create mood and effect. Key skills: complementary colours, colour mood, expressive colour choices • Explore how complementary colours create contrast and mood. • Practise selecting colours to create specific effects. • Apply colour choices inspired by Georgia O’Keeffe’s modernist style. • Use sketchbooks to test colour combinations. <i>Vocabulary – complementary, mood, effect, contrast, colour choice</i> Design/Plan: Lesson 5 — Design & Plan a Modernist Flower Artwork OL: To plan a modernist flower design inspired by Georgia O’Keeffe. Key skills: composition, planning, refining ideas • Use collected sketches and colour studies to design a flower artwork. • Plan composition, scale, colour palette and expressive shapes. • Refine drawings to ensure clarity and impact. • Prepare a final design ready for oil pastel work.	<i>press</i> Lesson 3 — Creating Form: Shape, Size & Proportion OL: To create clay forms considering shape, size and proportion. Key skills: proportion, scale, structure, 3D form • Create a clay design considering shape, size and proportion. • Explore how sculptors balance form and structure. • Practise building small clay studies to test proportions. • Zoom in to replicate techniques used by notable sculptors. <i>Vocabulary – shape, size, proportion, structure, form</i> Lesson 4 — Pinch Pot Technique OL: To use the pinch pot technique to create a vessel form. Key skills: pinch pot, hollowing, smoothing, refining • Learn and practise the pinch pot technique. • Explore how pinch pots can be shaped into vessel forms. • Add texture, pattern or carved details inspired by Dyalvane. • Refine edges and surfaces for a clean finish. <i>Vocabulary – pinch pot, vessel, hollow, refine, technique.</i> Design/Plan: Lesson 5 — Design & Plan a Clay Vessel OL: To plan a clay vessel inspired by Andile Dyalvane’s cultural themes. Key skills: design, planning, cultural symbolism, sketchbook development • Use sketchbook studies to design a vessel inspired by personal culture and ancestry. • Plan shape, size, proportion and surface decoration. • Refine ideas to ensure the vessel can be built using the pinch pot method. • Prepare a final design ready for clay work. <i>Vocabulary – design, plan, culture, ancestry, motif</i> Create: Lesson 6 — Create a Clay Vessel Sculpture OL: To create a clay vessel using moulding and shaping	Lesson 3 - Mixing Colours & Creating a Colour Wheel OL: To mix a variety of colours and create a developed colour wheel including tertiary colours. Key skills: colour mixing, tonal variation, paint control • Mix primary and secondary colours to create tertiary colours. • Create a developed colour wheel showing smooth transitions. • Explore how colour mixing supports Pointillist techniques. • Record colour experiments in sketchbooks. <i>Vocabulary – mix, tertiary, tone, hue, colour wheel</i> Lesson 4 — Pointillist Technique OL: To apply colour using a Pointillist technique. Key skills: dot application, optical blending, controlled mark-making • Zoom out to apply colour using the Pointillist technique. • Practise applying dots with control to create colour blends. • Explore how small dots can create larger shapes, tones and effects. • Zoom in to replicate techniques used by Seurat and other Pointillists. <i>Vocabulary – Pointillism, dot, optical blend, technique, mark-making</i> Design/Plan: Lesson 5 — Design & Plan a Pointillist Artwork OL: To plan an artwork in the style of Georges Seurat. Key skills: composition, planning, colour selection • Use sketchbook studies to design a Pointillist composition. • Plan contrasting colours and areas of tonal variation. • Refine ideas to ensure the design suits Pointillist application. • Prepare a final plan ready for painting. <i>Vocabulary – design, plan, composition, contrast, palette</i> Create: Lesson 6 — Create a Pointillist Painting OL: To create a Pointillist painting using contrasting colours and Pointillist techniques. Key skills: dot application, colour contrast, layering, technique • Create a Pointillist artwork inspired by Georges Seurat.
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	<i>Vocabulary – design, plan, composition, scale, palette</i> Create: Lesson 6 — Create an Oil Pastel Flower Artwork OL: To create a modernist flower artwork using oil pastels. Key skills: layering, blending, colour mood, texture, tone • Create a flower artwork inspired by Georgia O’Keeffe’s modernist style. • Use oil pastel techniques to build tone, texture and expressive colour. • Apply complementary colours to enhance mood and effect. • Use sketchbook studies to guide the final composition. <i>Vocabulary – modernism, oil pastel, texture, tone, blending, complementary, effect</i> Evaluate: Evaluation should take place regularly throughout the unit, with children given purposeful opportunities to reflect on the skills they have learnt and consider how effectively they have applied them; they will also evaluate the success of their final piece using this developing understanding.	techniques. Key skills: sculpting, moulding, shaping, refining, surface decoration • Create a clay vessel inspired by Andile Dyalvane’s sculptural style. • Use the pinch pot technique to form the main structure. • Add details that reflect personal culture and ancestry. • Refine and smooth the final sculpture. <i>Vocabulary – sculpt, mould, vessel, technique, texture, culture</i> Evaluate: Evaluation should take place regularly throughout the unit, with children given purposeful opportunities to reflect on the skills they have learnt and consider how effectively they have applied them; they will also evaluate the success of their final piece using this developing understanding.	• Apply contrasting colours using controlled dotting techniques. • Build colour, tone and form through optical blending. • Use sketchbook plans to guide the final piece. <i>Vocabulary – Pointillism, contrasting colours, technique, tone, dot, effect</i> Evaluate: Evaluation should take place regularly throughout the unit, with children given purposeful opportunities to reflect on the skills they have learnt and consider how effectively they have applied them; they will also evaluate the success of their final piece using this developing understanding.
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	Autumn	Spring	Summer
Class 3 Year B	Colour: PAINT <i>National Curriculum Objectives:</i> Create sketchbooks to record their observations and use them to review and revisit ideas; Improve their mastery of art and drawing techniques; Learn about great artists, architects and designers in history. Focus on: Impressionism Artist link: Oscar-Claude Monet (1840 – 1926) Vocabulary: Impressionism, artist, landscape, brushstroke, light, reflection, observation, hue, tint, shade, tone, colour wheel, palette, blend, contrast, highlight, layering, opacity, glaze, atmosphere, texture, pattern, mark-making, stippling, dabbing, thick brush, thin brush, direction, composition, foreground, background, perspective, colour palette, light source, time of day, study (sketch), layer, colour harmony, impressionist style, technique. Explore: Lesson 1 — Explore Impressionism OL: To explore and respond to the work of Monet and other notable impressionists. Key skills: analysing artwork, identifying features, using sketchbooks. - Explore the work of Monet and other Impressionists. - Identify key characteristics: broken colour, visible brushstrokes, light, reflection. - Introduce vocabulary: hue, tint, shade, texture, pattern, impressionism. - Make initial observational sketches inspired by Impressionist landscapes. Vocabulary – Impressionism, Artist, Landscape, Brushstroke, Light, Reflection, Observation. Develop Ideas: Lesson 2 — Colour Mixing: Hue, Tint & Shade OL: Zoom in to choose paints/colours and apply in a way that is appropriate to the piece including mixing. Key skills: colour mixing, using precise colour language - Investigate how Impressionists used colour to show light. - Mix a range of tints, shades, and hues. - Explore how colours shift depending on time of day or weather.	Drawing: COLOURED PENCILS <i>National Curriculum Objectives:</i> Create sketchbooks to record their observations and use them to review and revisit ideas; Improve their mastery of art and drawing techniques; Learn about great artists, architects and designers in history. Focus on: Photorealism Artist link: Audrey Flack (1931 -) * Photorealism Vocabulary: Still life, placement, proportion, realistic, observation, photorealism, artist, sketching lightly, outline, pressure, annotation, tone, light, shadow, gradient, depth, hatching, cross-hatching, texture, mark-making, detail, technique, medium, coloured pencil, layering, blending, burnishing, scale, realism, placement, proportion, technique, detail. Explore: Lesson 1 — Explore Photorealism OL: To explore and respond to the work of Audrey Flack and other notable photorealism artists. Key skills: analysing artwork, identifying features, using sketchbooks. - Explore the work of Audrey Flack and other photorealists. - Identify key characteristics: precision, realism, placement, proportion. - Introduce vocabulary linked to photorealism and still life drawing. - Make initial observational sketches inspired by photorealistic still life compositions. Vocabulary – still life, placement, proportion, realistic, observation, photorealism, artist. Develop Ideas: Lesson 2 — Light Sketching & Annotation OL: To develop control when sketching lightly and annotate ideas effectively. Key skills: light pencil control, outlining, annotating sketches. - Practise sketching lightly to reduce reliance on rubbing out. - Explore how light pressure improves accuracy in photorealism. - Annotate sketches to explain choices, ideas and	Printing <i>National Curriculum Objectives:</i> Create sketchbooks to record their observations and use them to review and revisit ideas; Improve their mastery of art and drawing techniques, including printing; Learn about great artists, architects and designers in history. Focus on: Relief printing Artist link: William Morris (1834 – 1896) Vocabulary: Tessellation, relief print, pattern, analyse, artist, texture, observation, motif, detail, repeat, precision, structure, technique, simplify, natural form, design, plan, composition, block printing, ink, press. Explore: Lesson 1 - Explore Relief Printing OL: To explore and respond to the work of William Morris and other notable relief printing artists. Key skills: analysing artwork, identifying features, using sketchbooks - Explore the work of William Morris and other relief printing artists. - Identify key characteristics: repeating patterns, carved surfaces, relief printing techniques. - Introduce vocabulary linked to relief printing and tessellation. - Make initial observational sketches inspired by Morris-style patterns. Vocabulary – tessellation, relief print, pattern, analyse, artist Develop Ideas: Lesson 2 - Recording Textures & Patterns OL: To record textures and patterns through close observation. Key skills: texture recording, pattern observation, sketchbook studies - Zoom in to record textures found in natural and man-made objects. - Explore how patterns appear in the natural world. - Practise drawing repeated shapes and motifs. - Use sketchbooks to collect pattern ideas for later

	- Record colour experiments in sketchbooks. <i>Vocabulary – Hue, Tint, Shade, Tone, Colour wheel, Palette, Blend.</i> Lesson 3 — Light & Reflection Techniques OL: Zoom in to investigate impressionism through the use of light/reflections within painting. Key skills: representing light, creating reflective effects - Study Monet’s water and sky paintings. - Practise creating reflections using layered colour and broken brushstrokes. - Explore how light affects colour choices. - Apply techniques to small practice studies. <i>Vocabulary – Reflection, contrast, highlight, layering, opacity, glaze, atmosphere.</i> Lesson 4 — Brushwork & Texture OL: Zoom in and explore how thick and thin brushes to produce shapes, textures, patterns and lines, similar to those found in the focus artwork. Key skills: brush control, mark-making, texture creation. - Experiment with thick and thin brushes to create Impressionist textures. - Practise short, quick, broken strokes to mimic Monet’s technique. - Create small sample swatches showing different textures, patterns and marks. - Apply techniques to a small landscape section. <i>Vocabulary – Texture, pattern, mark-making, stippling, dabbing, thick brush, thin brush, direction.</i> Design/Plan: Lesson 5 — Develop Ideas & Plan Artwork OL: Use skills developed to plan and design their own ideas for artwork in the style of Oscar-Claude Monet. Key skills: composition, selecting techniques, planning colour. - Choose a landscape or outdoor scene as inspiration. - Create thumbnail sketches exploring layout and light direction. - Select colour palette, brush techniques and time-of-day lighting. - Prepare sketchbook notes to guide the final painting. <i>Vocabulary – Composition, foreground, background,</i>	observations. - Apply light sketching to simple still life objects. <i>Vocabulary – sketching lightly, outline, pressure, annotation, observation, proportion, placement</i> Lesson 3 — Shading, Light & Shadow OL: To use shading techniques to show light, shadow and form. Key skills: shading, tonal variation, creating depth - Practise shading to show the effect of light and shadow. - Explore tonal gradients to create realistic form. - Apply shading to still life shapes to build three-dimensionality. - Use sketchbooks to record tonal studies. <i>Vocabulary – shading, tone, light, shadow, gradient, depth, realistic</i> Lesson 4 — Hatching, Cross-Hatching & Texture OL: To use hatching and cross-hatching to show tone and texture. Key skills: hatching, cross-hatching, mark-making, texture creation - Practise hatching and cross-hatching to build tone. - Explore how different marks create texture in objects. - Apply techniques to small observational studies. - Replicate textures found in photorealistic still life artwork. <i>Vocabulary – hatching, cross-hatching, texture, tone, mark-making, detail, technique</i> Lesson 5 — Exploring Coloured Pencil Techniques OL: To explore coloured pencil techniques and understand how they enhance realism. Key skills: layering, blending, colour matching, using coloured pencils as a medium - Explore coloured pencil techniques: layering, blending, burnishing. - Practise matching colours to real objects. - Experiment with building texture and tone using coloured pencils. - Apply techniques to small still life sections. <i>Vocabulary – medium, coloured pencil, layering, blending, burnishing, texture, realistic</i> Design/Plan/Create: Lesson 6 — Create Photorealistic Still Life Drawing OL: To plan and create a photorealistic still life drawing using	printing. <i>Vocabulary – texture, pattern, observation, motif, detail</i> Lesson 3 — Understanding Tessellation OL: To understand and create precise repeating and tessellating patterns. Key skills: tessellation, repeating pattern design, precision - Understand the term <i>tessellate</i> and explore examples. - Practise creating precise repeating patterns. - Explore how William Morris used tessellation in his designs. - Apply tessellation to small pattern studies. <i>Vocabulary – tessellation, repeat, precision, pattern, structure</i> Lesson 4 — Replicating Artist Techniques OL: To replicate techniques used by William Morris and other relief printing artists. Key skills: mark-making, carving simulation, pattern replication - Zoom in to replicate techniques seen in Morris’s work. - Explore how artists simplify natural forms into repeatable motifs. - Practise designing motifs suitable for relief printing. - Refine patterns to ensure they tessellate cleanly. <i>Vocabulary – technique, motif, simplify, natural form, design</i> Design/Plan: Lesson 5 — Design & Plan a Relief Print OL: To plan a relief print design inspired by William Morris. Key skills: composition, pattern planning, motif development - Use collected textures and patterns to design a repeating print. - Plan a tessellating pattern suitable for block printing. - Sketch and refine motifs to ensure they repeat accurately. - Prepare a final design ready for block creation. <i>Vocabulary – design, plan, composition, motif, tessellation</i> Create: OL: To create a relief print using a carved block and repeated pattern. Key skills: block printing, carving, inking, repeating pattern
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<i>perspective, colour palette, light source, time of day, study (sketch).</i> Lesson 6 — Create Final Impressionist Painting OL: Children to create an impressionist painting in the style of Monet, using impressionist brush strokes and making appropriate choices of tint and tone to match light levels / time of day. Key skills: applying techniques, painting with purpose, colour mastery. • Create a Monet-style painting using: ○ Impressionist brushstrokes ○ Mixed tints and shades ○ Colour changes to show light levels ○ Texture and pattern through brushwork • Focus on confidently applying all previously learned skills. <i>Vocabulary — Brushstroke, layer, texture, tint, shade, colour harmony, impressionist style, technique.</i> Evaluate: Evaluation should take place regularly throughout the unit, with children given purposeful opportunities to reflect on the skills they have learnt and consider how effectively they have applied them; they will also evaluate the success of their final piece using this developing understanding.	learned techniques. Key skills: planning composition, proportion, placement, scale, shading, texture, colour layering • Plan the final artwork using sketchbook studies (composition, scale, placement, light source). • Use accurate placement, proportion and scale to map out the still life. • Apply shading, hatching and coloured pencil techniques to achieve realism. • Create a photorealistic still life drawing inspired by Audrey Flack. <i>Vocabulary — still life, proportion, scale, placement, realism, technique, detail</i> Evaluate: Evaluation should take place regularly throughout the unit, with children given purposeful opportunities to reflect on the skills they have learnt and consider how effectively they have applied them; they will also evaluate the success of their final piece using this developing understanding.	• Create a printing block inspired by William Morris. • Carve or press the design to create raised (relief) areas. • Ink the block and print repeated, tessellating patterns. • Produce a final relief print showing accuracy and repetition. <i>Vocabulary — block printing, relief print, ink, press, repeat, pattern</i> Evaluate: Evaluation should take place regularly throughout the unit, with children given purposeful opportunities to reflect on the skills they have learnt and consider how effectively they have applied them; they will also evaluate the success of their final piece using this developing understanding.
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	Autumn	Spring	Summer
Class 4 Year A	Sculpture: MOD ROC <i>National Curriculum Objectives:</i> Create sketchbooks to record their observations and use them to review and revisit ideas; Improve their mastery of art and design techniques, including sculpture, with a range of materials. Learn about great artists, architects and designers in history. Focus on: Sculpture - Figurative Sculpture Artist link: George Segal (1924 – 2000) Vocabulary – Sculpt, mould, armature, analysing, proportion, structure, support, form, carve, texture, shape, technique, ModRoc, layer, smooth, refine, design, plan, pose. Explore: Lesson 1 — Explore Figurative Sculpture OL: To explore and respond to the work of George Segal and other figurative sculptors. Key skills: analysing artwork, identifying features, using sketchbooks - Explore the work of George Segal and other figurative sculpture artists. - Identify key characteristics: life-like poses, human form, armatures, Modroc surfaces. - Introduce vocabulary linked to figurative sculpture and armature building. - Make initial observational sketches inspired by Segal's sculptures. Vocabulary – sculpt, mould, armature, analysing, proportion Develop Ideas: Lesson 2 - Understanding Armatures OL: To understand how armatures support figurative sculpture. Key skills: armature building, structure, proportion - Describe the key skills involved in modelling and sculpture. - Explore how armatures create structure and life-like proportions. - Use found or recycled materials to build simple armatures. - Record armature ideas and proportions in sketchbooks.	Colour: PAINT (oil / acrylic) <i>National Curriculum Objectives:</i> Create sketchbooks to record their observations and use them to review and revisit ideas; Improve their mastery of art and drawing techniques; Learn about great artists, architects and designers in history. Focus on: Post-Impressionism – texture and colour Artist link: Vincent Van Gogh (1853 - 1890) Vocabulary – Palette, composition, impasto, contrasting colours, complementary colours, texture, brushstroke, technique, expressive mark-making, hue, contrast, layout, balance, structure, design, plan. Explore: Lesson 1 — Explore Post-Impressionism OL: To explore and respond to the work of Vincent Van Gogh and other Post-Impressionist artists. Key skills: analysing artwork, identifying features, using sketchbooks - Explore the work of Vincent Van Gogh and other Post-Impressionists. - Identify key characteristics: expressive colour, visible brushstrokes, impasto texture. - Introduce vocabulary linked to Post-Impressionism and paint techniques. - Make initial observational sketches inspired by Van Gogh's landscapes. Vocabulary – palette, composition, impasto, contrasting colours, complementary colours Develop Ideas: Lesson 2 — Texture Through Brush Techniques OL: To use brush techniques and paint qualities to create texture. Key skills: impasto, textured brushwork, expressive mark-making - Use brush techniques to create textured surfaces. - Explore how thick paint (impasto) creates movement and energy. - Practise applying paint in short, expressive strokes inspired by Van Gogh. - Record texture experiments in sketchbooks. Vocabulary – impasto, texture, brushstroke, technique, expressive mark-making	Drawing: PENCIL, PEN & INK <i>National Curriculum Objectives:</i> Create sketchbooks to record their observations and use them to review and revisit ideas; Improve their mastery of art and drawing techniques, with a range of materials; Learn about great artists, architects and designers in history. Focus on: Architecture - use of light on buildings Designer link: Daniel Libeskind, architect - IWM North, Jewish Museum (1946 -) Vocabulary – Architect, architecture, design, perspective, express, depth, vanishing point, horizon line, angle, light, shadow, contrast, hatching, cross-hatching, proportion, structure, accuracy, line, form, composition, technique, effect. Explore: Lesson 1 - Explore Architecture & Light OL: To explore and respond to the work of Daniel Libeskind and other architectural artists who use light effectively. Key skills: analysing artwork, identifying features, using sketchbooks - Explore the architectural work of Daniel Libeskind and other designers. - Identify key characteristics: sharp angles, dramatic light, expressive structures. - Introduce vocabulary linked to architecture and perspective. - Make initial observational sketches inspired by Libeskind's buildings. Vocabulary – architect, architecture, design, perspective, express Develop Ideas: Lesson 2 — Understanding Perspective OL: To understand perspective and express it effectively in architectural drawings. Key skills: one-point perspective, two-point perspective, accurate line work - Understand how perspective creates depth in architectural drawings. - Practise one-point and two-point perspective techniques. - Explore how Libeskind uses angles and perspective to create dramatic effects. - Record perspective studies in sketchbooks.

	Vocabulary – <i>armature, structure, proportion, support, form</i> Lesson 3 — Carving, Shaping & Adding Texture OL: To use tools to carve, shape and add texture to sculpture. Key skills: carving, shaping, texture creation, tool use • Use tools to carve and add shapes and texture. • Explore how artists create expressive surfaces in figurative sculpture. • Practise shaping ModRoc or modelling material to show form. • Replicate techniques used by notable sculptors, including Segal. Vocabulary – <i>carve, texture, shape, form, technique.</i> Lesson 4 - ModRoc Techniques OL: To apply ModRoc techniques to create a figurative form. Key skills: ModRoc layering, moulding, smoothing, refining • Learn how to apply ModRoc to an armature. • Practise moulding and smoothing ModRoc to create realistic forms. • Explore how layers build strength and shape. • Refine surfaces to prepare for final sculpture work. Vocabulary – <i>ModRoc, mould, layer, smooth, refine.</i> Design/Plan: Lesson 5 — Design & Plan a Figurative Sculpture OL: To plan a figurative sculpture inspired by George Segal. Key skills: design, planning, proportion, pose development • Use sketchbook studies to design a figurative sculpture. • Plan pose, proportion, armature structure and ModRoc application. • Refine ideas to ensure the sculpture is stable and expressive. • Prepare a final design ready for construction. Vocabulary – <i>design, plan, pose, proportion, structure.</i>	Lesson 3 - Understanding Contrasting & Complementary Colours. OL: To consolidate understanding of contrasting and complementary colours. Key skills: colour theory, contrast, expressive colour choices • Explore contrasting and complementary colours using a colour wheel. • Practise selecting colours to create mood and emphasis. • Study how Van Gogh used colour to express emotion. • Apply colour theory to small painted studies. Vocabulary – <i>contrasting colours, complementary colours, palette, hue, contrast.</i> Lesson 4 — Understanding Composition OL: To understand how composition shapes the structure of a painting. Key skills: composition, layout, visual balance • Explore how artists plan the layout of a painting. • Identify compositional choices in Van Gogh’s work. • Practise arranging shapes and forms to create balance. • Choose appropriate paint, paper and tools to extend work. Vocabulary – <i>composition, layout, balance, structure, planning</i> Design/Plan: Lesson 5 — Design & Plan a Post-Impressionist Painting OL: To plan an artwork in the style of Vincent Van Gogh. Key skills: design, planning, colour selection, texture planning • Use sketchbook studies to design a textured landscape painting. • Plan colour palette, brushstroke style and areas of impasto. • Refine ideas to ensure the painting reflects Post-Impressionist qualities. • Prepare a final design ready for painting. Vocabulary – <i>design, plan, palette, texture, technique</i> Create: Lesson 6 — Create a Post-Impressionist Landscape OL: To create an oil/acrylic landscape painting using texture and expressive colour. Key skills: impasto, expressive colour, textured brushwork,	Vocabulary – <i>perspective, depth, vanishing point, horizon line, angle</i> Lesson 3 — Using Light & Shadow on Buildings OL: To use a variety of techniques to show the effect of light on buildings. Key skills: shading, directional light, contrast, expressive effects • Explore how sunlight direction affects shadows on buildings. • Practise adding light and shadow using pencil, pen and ink. • Use hatching, cross-hatching and tonal shading to show form. • Replicate techniques used by notable architectural artists. Vocabulary – <i>light, shadow, contrast, hatching, cross-hatching</i> Lesson 4 — Accurate Architectural Drawing OL: To produce increasingly accurate drawings of buildings. Key skills: precision, proportion, line control, structural drawing • Practise drawing buildings with accurate proportions. • Explore how architects use line, angle and structure. • Combine perspective and light techniques to enhance realism. • Refine drawings based on sketchbook studies. Vocabulary – <i>proportion, structure, accuracy, line, form</i> Design/Plan: Lesson 5 — Design & Plan an Architectural Artwork OL: To plan an architectural artwork inspired by Daniel Libeskind. Key skills: design, planning, composition, expressive structure • Use sketchbook studies to design an architectural composition. • Plan perspective, light direction and expressive building shapes. • Refine ideas to reflect Libeskind’s dramatic architectural style. • Prepare a final design ready for drawing. Vocabulary – <i>design, plan, composition, structure, express</i>
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	Create: Lesson 6 – Create a ModRoc Figurative Sculpture OL: To create a figurative sculpture using ModRoc and an armature. Key skills: sculpting, ModRoc application, shaping, refining • Create a figurative sculpture inspired by George Segal. • Build an armature and apply ModRoc to form the figure. • Add carved or textured details to enhance realism. • Refine the final sculpture for stability and finish. <i>Vocabulary – sculpt, ModRoc, armature, texture, refine, technique</i> Evaluate: Evaluation should take place regularly throughout the unit, with children given purposeful opportunities to reflect on the skills they have learnt and consider how effectively they have applied them; they will also evaluate the success of their final piece using this developing understanding.	composition • Create a landscape painting inspired by Vincent Van Gogh. • Apply impasto and textured brush techniques. • Use contrasting and complementary colours to enhance mood. • Use sketchbook plans to guide the final composition. <i>Vocabulary – impasto, texture, contrasting colours, complementary colours, technique, composition</i> Evaluate: Evaluation should take place regularly throughout the unit, with children given purposeful opportunities to reflect on the skills they have learnt and consider how effectively they have applied them; they will also evaluate the success of their final piece using this developing understanding.	Create: Lesson 6 — Create an Architectural Drawing OL: To create an architectural drawing showing effective use of light and perspective. Key skills: perspective, shading, architectural detail, expressive design • Create an architectural building design inspired by Daniel Libeskind. • Apply perspective techniques to show depth and structure. • Use pencil, pen and ink to show dramatic light and shadow. • Use sketchbook plans to guide the final piece. <i>Vocabulary – architecture, perspective, light, shadow, technique, effect</i> Evaluate: Evaluation should take place regularly throughout the unit, with children given purposeful opportunities to reflect on the skills they have learnt and consider how effectively they have applied them; they will also evaluate the success of their final piece using this developing understanding.
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	Autumn	Spring	Summer
Class 4 Year B	Printing SCREEN PRINTING – INK <u>National Curriculum Objectives:</u> Create sketchbooks to record their observations and use them to review and revisit ideas; Improve their mastery of art and drawing techniques; Learn about great artists, architects and designers in history. Focus on: Screen printing Artist link: Andy Warhol (1928 – 1987) Vocabulary – Screen printing, stencil, Pop art, layers, relief printing, impressed printing, technique, ink, overlay, registration, contrast, design, plan, composition, colour palette, refine, effect. Explore: Lesson 1 — Explore Screen Printing OL: To explore and respond to the work of Andy Warhol and other screen-printing artists. Key skills: analysing artwork, identifying features, using sketchbooks - Explore the work of Andy Warhol and other screen-printing artists. - Identify key characteristics: bold colour, repeated imagery, layered prints. - Introduce vocabulary linked to screen printing and Pop Art. - Make initial observational sketches inspired by Warhol's prints. Vocabulary – screen printing, stencil, Pop art, layers Develop Ideas: Lesson 2 — Developing Screen Printing Techniques OL: To develop and refine techniques used in screen printing. Key skills: stencil cutting, ink application, layering - Zoom in to develop and refine screen-printing techniques. - Practise using stencils to create clean shapes. - Explore relief or impressed printing methods. - Record technique experiments in	Drawing: PEN & INK <u>National Curriculum Objectives:</u> Create sketchbooks to record their observations and use them to review and revisit ideas; Improve their mastery of art and drawing techniques; Learn about great artists, architects and designers in history. Focus on: Architecture – stylised drawings Architect link: Frank Gehry (1929) Vocabulary: Architecture, stylised, perspective, reflection, design, depth, vanishing point, horizon line, angle, shadow, contrast, hatching, cross-hatching, line, proportion, structure, form, composition, technique, effect. Explore: Lesson 1 — Explore Stylised Architecture OL: To explore and respond to the work of Frank Gehry and other stylised architectural artists. Key skills: analysing artwork, identifying features, using sketchbooks - Explore the architectural work of Frank Gehry and other stylised drawing artists. - Identify key characteristics: exaggerated forms, flowing lines, dramatic shapes. - Introduce vocabulary linked to architecture, stylisation and perspective. - Make initial observational sketches inspired by Gehry's buildings. Vocabulary – architecture, stylised, perspective, reflection, design Develop Ideas: Lesson 2 — Understanding Perspective OL: To understand perspective and express it effectively in architectural drawings. Key skills: one-point perspective, two-point perspective, accurate line work - Zoom in to understand how perspective creates depth in architectural drawings. - Practise one-point and two-point perspective techniques. - Explore how Gehry manipulates perspective to create stylised forms. - Record perspective studies in sketchbooks. Vocabulary – perspective, depth, vanishing point, horizon line, angle.	Paint: OIL / ACRYLIC <u>National Curriculum Objectives:</u> Create sketchbooks to record their observations and use them to review and revisit ideas; Improve their mastery of art and drawing techniques, including painting; Learn about great artists, architects and designers in history. Focus on: Symbolism Artist link: Frida Kahlo (1907 - 1954) Vocabulary: Symbolism, palette, mood, emotion, media, tints, tones, hues, mix, variation, portray emotion, expressive colour, symbol, detail, composition, meaning, design, plan, technique, expression. Explore: OL: To explore and respond to the work of Frida Kahlo and other Symbolist artists. Key skills: analysing artwork, identifying features, using sketchbooks - Explore the artwork of Frida Kahlo and other symbolism artists. - Identify key characteristics: symbolic objects, expressive colour, emotional storytelling. - Introduce vocabulary linked to symbolism and colour meaning. - Make initial observational sketches inspired by Kahlo's symbolic compositions. Vocabulary – symbolism, palette, mood, emotion, media Develop Ideas: Lesson 2 — Creating Tints, Tones & Hues OL: To use different media to create tints, tones and hues. Key skills: colour mixing, tonal variation, paint control - Zoom in to explore how to create tints, tones and hues using oil/acrylic paint. - Practise mixing colours to achieve subtle variations. - Record colour experiments in sketchbooks. - Explore how Kahlo used colour to express emotion. Vocabulary – tints, tones, hues, mix, variation Lesson 3 — Using Colour to Portray Emotion OL: To understand how colour can portray emotion and reflect mood. Key skills: expressive colour choices, mood, symbolism - Zoom out to explore how colour communicates emotion.

	sketchbooks. Vocabulary – stencil, relief printing, impressed, printing, technique, ink. Lesson 3 — Creating Overlays & Colour Layers OL: To build up layers of colour using screen-printing methods. Key skills: layering, colour overlays, Pop Art style. • Create prints with three overlays to build depth and contrast. • Explore how Pop Art uses bold, flat colour in repeated layers. • Practise aligning layers accurately (registration). • Zoom in to replicate techniques used by Warhol and other Pop artists. Vocabulary – layers, overlay, registration, Pop art, contrast. Design/Plan: Lesson 4 — Planning a Screen Print Design OL: To plan a screen-printing design inspired by Andy Warhol. Key skills: design, planning, composition, colour selection • Use sketchbook studies to design a screen-print composition. • Plan stencil shapes, colour layers and Pop Art influences. • Refine ideas to ensure the design works with screen-printing methods. • Prepare a final design ready for printing. Vocabulary – design, plan, composition, colour palette, Pop art. Use skills developed to plan and design their own ideas for architectural design in the style of Andy Warhol. Create: Lesson 5 — Screen Printing: Creating Multi-Layered Prints OL: To create a multi-layered screen print using stencils and ink. Key skills: screen printing, layering, ink application • Create a multi-layered screen print inspired by Andy Warhol.	Lesson 3 — Shadows & Reflections in Architecture OL: To use a variety of techniques to depict shadows and reflections in buildings. Key skills: shading, reflective surfaces, contrast, expressive effects • Zoom in to explore techniques for showing reflections on glass and metal. • Practise adding shadows using pen, ink and hatching techniques. • Explore how light interacts with stylised architectural forms. • Replicate techniques used by Gehry and other architectural artists. Vocabulary – reflection, shadow, contrast, hatching, cross-hatching Lesson 4 — Stylised Architectural Drawing OL: To produce stylised drawings of buildings using pen and ink. Key skills: stylisation, expressive line, proportion, architectural detail • Zoom out to produce stylised drawings of buildings. • Explore how exaggeration, curve and angle can create expressive forms. • Combine perspective, shadows and reflections for visual impact. • Refine drawings based on sketchbook studies. Vocabulary – stylised, line, proportion, structure, form Design/Plan: Lesson 5 — Design & Plan an Architectural Artwork OL: To plan an architectural artwork inspired by Frank Gehry. Key skills: design, planning, composition, expressive structure • Use sketchbook studies to design a stylised architectural composition. • Plan perspective, light direction, reflections and expressive building shapes. • Refine ideas to reflect Gehry’s sculptural architectural style. • Prepare a final design ready for drawing. Vocabulary – design, plan, composition, structure, express Create: OL: To create a stylised architectural drawing showing effective use of perspective, shadows and reflections. Key skills:	• Study how Kahlo used colour symbolically in her self-portraits. • Choose an appropriate palette to reflect a specific mood/emotion. • Apply expressive colour choices to small painted studies. Vocabulary – portray emotion, mood, palette, symbolism, expressive colour Lesson 4 — Exploring Symbolic Techniques OL: To explore and replicate symbolic techniques used by notable artists. Key skills: symbolism, composition, expressive detail • Explore how symbolic objects can communicate personal meaning. • Practise adding symbolic elements to sketches. • Replicate selected techniques used by Frida Kahlo. • Refine ideas to prepare for a symbolic self-portrait. Vocabulary – symbol, detail, composition, meaning, technique Design/Plan: Lesson 5 — Design & Plan a Symbolic Self-Portrait OL: To plan a symbolic self-portrait inspired by Frida Kahlo. Key skills: design, planning, composition, colour selection • Use sketchbook studies to design a symbolic self-portrait. • Plan colour palette, symbolic objects and emotional expression. • Refine ideas to ensure the artwork reflects personal meaning. • Prepare a final design ready for painting. Vocabulary – design, plan, palette, symbolism, emotion Create: Lesson 6 — Create a Symbolic Self-Portrait OL: To create a self-portrait using colour and symbolism to express mood and emotion. Key skills: expressive colour, symbolism, painting technique • Create a symbolic self-portrait inspired by Frida Kahlo. • Use colour intentionally to reflect mood and emotion. • Include symbolic objects that express personal meaning. • Use sketchbook plans to guide the final piece.
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	• Apply ink through screens using planned stencils. • Build up layers of colour to achieve a Pop Art effect. • Use sketchbook plans to guide the final print. <i>Vocabulary – screen printing, stencil, ink, layers, technique</i> Lesson 6 — Refining & Completing a Screen Print OL: To refine and complete a screen print showing effective use of layers and Pop Art style. Key skills: refinement, layering, colour contrast, Pop Art influence • Refine the final print by adjusting colour, alignment and clarity. • Evaluate the effectiveness of layers and Pop Art style. • Add final details or additional overlays if needed. • Present the completed screen print. <i>Vocabulary – refine, contrast, Pop art, layers, effect</i> Evaluate: Evaluation should take place regularly throughout the unit, with children given purposeful opportunities to reflect on the skills they have learnt and consider how effectively they have applied them; they will also evaluate the success of their final piece using this developing understanding.	perspective, shading, stylisation, architectural detail • Create an architectural building design inspired by Frank Gehry. • Apply perspective techniques to show depth and structure. • Use pen and ink to show stylised lines, shadows and reflections. • Use sketchbook plans to guide the final piece. <i>Vocabulary – architecture, perspective, reflection, stylised, technique, effect</i> Evaluate: Evaluation should take place regularly throughout the unit, with children given purposeful opportunities to reflect on the skills they have learnt and consider how effectively they have applied them; they will also evaluate the success of their final piece using this developing understanding.	<i>Vocabulary – symbolism, mood, emotion, palette, technique, expression</i> Evaluate: Evaluation should take place regularly throughout the unit, with children given purposeful opportunities to reflect on the skills they have learnt and consider how effectively they have applied them; they will also evaluate the success of their final piece using this developing understanding. Link back to learning from Years One to Five, developing their colour vocabulary and understanding of primary, secondary, tertiary and complementary (contrasting) colours.
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