



Blacko Primary School

Be Respectful. Be Collaborative. Be Ambitious.

Art and Design Curriculum

Our Year 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 Year 1 and across the KS1 and KS2 curriculum.

	Autumn	Spring	Summer			
EYFS	<p>Beginning to mix primary colours to make secondary colours.</p> <p>Self-portraits, take picture of children's creations and record them explaining what they did.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p><i>Focus Artist: Golds worthy</i></p>	<p>Firework pictures,</p> <p><i>Focus Artist: Mondrian</i></p>	<p>Rousseau's Tiger / animal prints / Designing homes for hibernating animals.</p> <p>Collage owls / symmetrical butterflies</p> <p><i>Focus Artist: Matisse</i></p>	<p>Make different textures; make patterns using different colours</p> <p>Collage animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Artwork themed around minibests / The Seasons</p> <p><i>Focus Artist: Monet</i></p>	<p>Creating outer of space pictures</p> <p><i>Focus Artist: Warhol</i></p>	<p>Sand pictures / Rainbow fish collages</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing, wax resistant painting, masking tape batik – underwater pictures.</p> <p><i>Focus Artist: Pollock</i></p>

	Autumn	Spring	Summer
Class 2 Year A	<p>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 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.</p> <p>Focus on: Self Portraits Artist link: Pablo Picasso (1881 – 1973) Vocabulary: self-portrait, line</p> <p>Explore: Start drawing by exploring and analysing <i>Self Portraits</i>. Explore the artwork of Pablo Picasso and other <i>self-portrait</i> artists. Describe the work of notable artists, artisans and designers. Vocabulary - self-portrait, line</p> <p>Develop Ideas: Zoom in to look at how different pencil grades and coloured pencils are used and explore this technique. Practice using different pressure on the pencil. Zoom in to draw lines of different sizes and thickness Zoom out to look at the focus artwork again and explore how texture is created through dotting or criss-crossing lines. Explore this technique. Zoom in and explore how texture can also be created through patterns by adding spots and lines. Zoom out and explore how the focus artwork uses techniques to shade simple shapes.</p> <p>Design/Plan: Use some of the ideas of artists studied to design and plan pieces of their own.</p> <p>Create: Focus on self portraits. Children to create their own self portrait in the style of Pablo Picasso (using unusual shapes, unusual positions for facial features, and unusual colours).</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind.</p>	<p>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.</p> <p>Focus on: Expressionism Artist link: Jackson Pollock (1912 – 1956) Vocabulary: Expressionism, primary colours, secondary colours</p> <p>Explore: Start drawing by exploring and analysing <i>Expressionism</i>. Explore the artwork of Jackson Pollock and other <i>expressionism</i> artists. Describe the work of notable artists, artisans and designers Vocabulary - Expressionism, primary colours, secondary colours</p> <p>Develop Ideas: Zoom in to name all of the primary and secondary colours. Zoom in to mix primary colours to create secondary colours and begin to predict resulting colours. Zoom out to use colour on a large scale (working collaboratively in groups on a large canvas). Zoom in to experiment with different techniques eg: dripping, splashing, splattering, dribbling, exploring different techniques as ideas develop.</p> <p>Design/Plan: Use some of the ideas of artists studied to design and plan pieces of their own</p> <p>Create: Focus on seasonal changes, Using autumn / winter / spring colour palettes (link to ongoing learning in Science relating to seasons) to create a large scale piece of work in the style of Jackson Pollock (Expressionist).</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind.</p>	<p>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 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.</p> <p>Focus on: Repeating Patterns Artist link: Katharine Watson Vocabulary: block print, pattern, arrange</p> <p>Explore: Start drawing by exploring and analysing <i>Repeating Patterns</i>. Explore the artwork of Katherine Watson and other <i>repeating pattern</i> artists. Describe the work of notable artists, artisans and designers Vocabulary - block print, pattern, arrange</p> <p>Develop Ideas: Zoom in to explore the different textures created with a range of hard and soft materials e.g. corks, pen barrels, sponge. Use rollers and printing palettes to make simple prints i.e. mono-printing. Zoom out to take inspiration from the focus art to make a simple repeating pattern. Zoom in to create printing tiles using relief method.</p> <p>Design/Plan: Use some of the ideas of artists studied to design and plan pieces of their own</p> <p>Create: Focus on relief (block) printing. Children to create a relief print image onto a tile, carving out the pattern, influenced by Katharine Watson. This can then be used to create a repeated image print.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind.</p>

	Autumn	Spring	Summer
Class 2 Year B	<p>Colour: PAINT</p> <p><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.</p> <p>Focus on: Abstract Art Artist link: Mark Rothko (1903 – 1970) Vocabulary: tint, darken, abstract</p> <p>Explore: Start drawing by exploring and analysing Abstract Art. Explore the artwork of Mark Rothko and other abstract artists. Describe the work of notable artists, artisans and designers Vocabulary - tint, darken, abstract</p> <p>Develop Ideas: Zoom in to explore how a variety of brushes are used to create a range of textures Zoom in to create colour wheels by mixing primary colours to create secondary colours. Add white to colours to make as many tints of one colour as possible. Darken colours without using black. Zoom out to choose colours to reflect emotions and mood.</p> <p>Design/Plan: Use some of the ideas of artists studied to design and plan pieces of their own.</p> <p>Create: Focus on using colour to reflect mood / emotions. Children to create own colour field abstract painting in the style of Mark Rothko, using colour to reflect mood / emotions.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind</p>	<p>Drawing: PENCIL, CHARCOAL</p> <p><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.</p> <p>Focus on: Drawing to record experiences Artist link: L. S. Lowry (1887 – 1976) Vocabulary: sketch, draw, thickness, charcoal, blend</p> <p>Explore: Start drawing by exploring and analysing drawing to record experiences Explore the artwork of L.S. Lowry and other drawing to record experiences artists. Describe the work of notable artists, artisans and designers Vocabulary – sketch, draw, thickness, charcoal, blend</p> <p>Develop Ideas: Zoom in to draw lines of different sizes and thickness. Zoom in to understand the basic use of a sketchbook and work out ideas for drawings. Zoom out to use a sketchbook to gather and collect drawings. Zoom in to experiment with different grades of pencil and other implements such as charcoal.</p> <p>Design/Plan: Use skills developed to plan and design their own ideas for artwork in the style of L.S. Lowry. Use some of the ideas of artists studied to create pieces of their own.</p> <p>Create: Focus on drawing as a way to record experiences and feelings. Children to draw buildings and people in the style of L. S. Lowry from a flat (2D) perspective.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind</p> <p>Link to this half term's learning in History. ** Trip to The Lowry in Salford to see his work **</p>	<p>Sculpture: SALT DOUGH</p> <p><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.</p> <p>Focus on: Sculpture - Abstract 3D Sculpture Artist link: Dame Barbara Hepworth (1903 – 1975) Vocabulary: sculpture, knead, mould, carve, pierce</p> <p>Explore: Start drawing by exploring and analysing Abstract 3D Sculpture Explore the artwork of Dame Barbara Hepworth and other abstract 3D sculpture artists. Describe the work of notable artists, artisans and designers Vocabulary - sculpture, knead, mould, carve, pierce</p> <p>Develop Ideas: Use a combination of shapes to create abstract forms. Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces of their own.</p> <p>Design/Plan: Use some of the ideas of artists studied to design and plan pieces of their own.</p> <p>Create: Focus on creating an abstract 3D sculpture using techniques such as rolling, kneading, moulding and carving to create different effects. Children to create their own abstract 3D sculptures in the style of Dame Barbara Hepworth.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind</p> <p>Material: salt dough (baked for permanence) Link to Mark Rothko (abstract) and forward (Georgia O'Keefe Y3 Modernism).</p>

	Autumn	Spring	Summer
Class 3 Year A	<p>Drawing: OIL PASTELS</p> <p><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.</p> <p>Focus on: Modernism Artist link: Georgia O’Keefe (1887 – 1986) Vocabulary: modernism, complementary, scumbling, stippling</p> <p>Explore: Start drawing by exploring and analysing <i>Modernism</i>. Explore the artwork of Georgia O’Keefe and other <i>modernism</i> artists. Describe the work of notable artists, artisans and designers Vocabulary - modernism, complementary, scumbling, stippling</p> <p>Develop Ideas: Zoom in to undertake close observations. Use their sketchbook to collect and record visual information from different sources. Zoom in to draw for a sustained period of time at their own level. Zoom out to plan, refine and alter their drawings as necessary. Use oil pastels to achieve variations in line, texture, tone, colour, shape and pattern. Use colour for mood/effect (complementary colours) Zoom in to replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Design/Plan: Use skills developed to plan and design their own ideas for artwork in the style of Georgia O’Keefe. Create original pieces that are influenced by studies of others.</p> <p>Create: Focus on Modernism: flowers. Children to create their own flower design using oil pastels in the style of Georgia O’Keefe.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind</p>	<p>Sculpture: CLAY</p> <p><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.</p> <p>Focus on: Sculpture - Moulding and shaping clay Artist link: Andile Dyalvane (1978 -) Vocabulary: vessel, culture, ancestry</p> <p>Explore: Start drawing by exploring and analysing <i>Sculpture - Moulding and shaping clay</i> Explore the artwork of Andile Dyalvane and other <i>Sculpture - Moulding and shaping clay</i> artists. Describe the work of notable artists, artisans and designers Vocabulary - vessel, culture, ancestry</p> <p>Develop Ideas: Zoom in to mould and shape clay for a desired effect. Create a design in clay, considering shape, size, proportion and texture. Zoom in to replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Design/Plan: Use skills developed to plan and design their own ideas for artwork in the style of Andile Dyalvane. Create original pieces that are influenced by studies of others.</p> <p>Create: Focus on moulding and shaping clay to create a 3D sculpture (vessel) using the pinch pot technique. Children to use clay to create a vessel inspired by Andile Dyalvane that reflects their culture and ancestry.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind</p> <p>Link to learning in Year Two on sculpture (Dame Barbara Hepworth).</p>	<p>Colour: PAINT (oil / acrylic)</p> <p><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.</p> <p>Focus on: Pointillism Artist link: Georges Seurat (1859 – 1891) Vocabulary: tertiary colours, contrasting colours, Pointillism</p> <p>Explore: Start drawing by exploring and analysing <i>Pointillism</i>. Explore the artwork of George Seurat and other <i>pointillism</i> artists. Describe the work of notable artists, artisans and designers Vocabulary - tertiary colours, contrasting colours, Pointillism</p> <p>Develop Ideas: Zoom in to understand and use a developed colour vocabulary. Mix a variety of colours and know create a developed colour wheel to include tertiary colours. Zoom out to apply colour using a Pointillist technique. Zoom in to replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Design/Plan: Use skills developed to plan and design their own ideas for artwork in the style of Georges Seurat. Create original pieces that are influenced by studies of others.</p> <p>Create: Focus on Pointillism. Children to apply their knowledge of contrasting colours and Pointillism techniques to create their own piece in the style of Georges Seurat.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind</p>

	Autumn	Spring	Summer
Class 3 Year B	<p>Colour: PAINT</p> <p><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.</p> <p>Focus on: Impressionism Artist link: Oscar-Claude Monet (1840 – 1926) Vocabulary: hue, tint, shades, impressionism, reflection</p> <p>Explore: Start drawing by exploring and analysing <i>Impressionism</i>. Explore the artwork of Oscar-Claude Monet and other <i>impressionism</i> artists. Describe the work of notable artists, artisans and designers Vocabulary – hue, tint, shades, impressionism, reflection</p> <p>Develop Ideas: Zoom in to investigate impressionism through the use of light/reflections within painting. Zoom in to use more specific colour language eg: tint, shade, hue. Zoom in to choose paints/colours and apply in a way that is appropriate to the piece including mixing. Zoom in and explore how thick and thin brushes to produce shapes, textures, patterns and lines, similar to those found in the focus artwork. Zoom in to replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Design/Plan: Use skills developed to plan and design their own ideas for artwork in the style of Oscar-Claude Monet. Create original pieces that are influenced by studies of others.</p> <p>Create: Focus on colour changes to reflect the level of light. 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.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind</p>	<p>Drawing: COLOURED PENCILS</p> <p><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.</p> <p>Focus on: Photorealism Artist link: Audrey Flack (1931 -) * Photorealism Vocabulary: still life, placement, proportion, realistic</p> <p>Explore: Start drawing by exploring and analysing <i>Photorealism</i> Explore the artwork of Audrey Flack and other <i>photorealism</i> artists. Describe the work of notable artists, artisans and designers Vocabulary – still life, placement, proportion, realistic</p> <p>Develop Ideas: Zoom in to understand how to sketch lightly to avoid using a rubber for mistakes and annotate their sketches to explain and elaborate ideas. Zoom in to use shading to show the effect of light and shadow. Zoom in to use hatching and cross hatching to show tone and texture. Zoom in to explore the medium of coloured pencils and its uses within artwork Zoom out to undertake close observation, and use this to reflect scale, proportion and placement in their own work Zoom in to replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Design/Plan: Use skills developed to plan and design their own ideas for artwork in the style of Audrey Flack. Create original pieces that are influenced by studies of others.</p> <p>Create: Focus on still life. Children to create a photorealism still life drawing in the style of Audrey Flack</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind</p>	<p>Printing</p> <p><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 printing; Learn about great artists, architects and designers in history.</p> <p>Focus on: Relief printing Artist link: William Morris (1834 – 1896) Vocabulary: tessellation, relief print</p> <p>Explore: Start drawing by exploring and analysing <i>Relief Printing</i> Explore the artwork of William Morris and other <i>relief printing</i> artists. Describe the work of notable artists, artisans and designers Vocabulary – tessellation, relief print</p> <p>Develop Ideas: Zoom in to record textures and patterns. Zoom in to replicate patterns observed in the natural world. Make precise repeating patterns. Understand the term, ‘tessellate’. Zoom in to replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Design/Plan: Use skills developed to plan and design their own ideas for artwork in the style of William Morris. Create original pieces that are influenced by studies of others.</p> <p>Create: Focus on relief (block) printing. Children to make a printing block to create a repeated and tessellating relief print in the style of William Morris.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind</p>

	Autumn	Spring	Summer
Class 4 Year A	<p>Sculpture: MOD ROC</p> <p><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.</p> <p>Focus on: Sculpture - Figurative Sculpture Artist link: George Segal (1924 – 2000) Vocabulary – sculpt, mould, armature</p> <p>Explore: Start drawing by exploring and analysing <i>Figurative Sculpture</i> Explore the artwork of George Segal and other <i>Figurative Sculpture</i> artists. Describe the work of notable artists, artisans and designers Vocabulary – sculpt, mould, armature</p> <p>Develop Ideas: Describe the key skills involved in modelling and sculpture. Use an armature (including using found or recycled items) to show life-like qualities and real-life proportions. Use tools to carve and add shapes and texture. Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Design/Plan: Use skills developed to plan and design their own ideas for artwork in the style of George Segal. Create original pieces that are influenced by studies of others.</p> <p>Create: Focus on figurative sculpture using ModRoc Children to use their knowledge of armatures and ModRoc to create a figurative sculpture in the style of George Segal</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind</p>	<p>Colour: PAINT (oil / acrylic)</p> <p><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.</p> <p>Focus on: Post-Impressionism – texture and colour Artist link: Vincent Van Gogh (1853 - 1890) Vocabulary – palette, composition, impasto</p> <p>Explore: Start drawing by exploring and analysing <i>Post Impressionism</i> Explore the artwork of Vincent Van Gogh and other <i>post impressionism</i> artists. Describe the work of notable artists, artisans and designers Vocabulary – palette, composition, impasto</p> <p>Develop Ideas: Use brush techniques and the qualities of paint to create texture. Consolidate understanding of contrasting (complementary) colours. Show an awareness of how paintings are created (composition). Choose appropriate paint, paper and implements to adapt and extend their work. Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.</p> <p>Design/Plan: Use skills developed to plan and design their own ideas for artwork in the style of Vincent Van Gogh. Create original pieces that are influenced by studies of others.</p> <p>Create: Focus on the use of texture and colour. Children to create their own oil / acrylic landscape painting in the style of Van Gogh.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind</p>	<p>Drawing: PENCIL, PEN & INK</p> <p><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.</p> <p>Focus on: Architecture - use of light on buildings Designer link: Daniel Libeskind, architect - IWM North, Jewish Museum (1946 -) Vocabulary – architect / architecture, design, perspective</p> <p>Explore: Start drawing by exploring and analysing <i>Architecture – use of light on buildings</i> Explore the artwork of Daniel Libeskind and other <i>Architecture – use of light on buildings</i> artists. Describe the work of notable artists, artisans and designers Vocabulary – architect / architecture, design, perspective</p> <p>Develop Ideas: Understand perspective and express it in their drawing, using an effective technique to achieve this Use a variety of techniques to add interesting effects (e.g. direction of sunlight). Produce increasingly accurate drawings of buildings. Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.</p> <p>Design/Plan: Use skills developed to plan and design their own ideas for artwork in the style of Daniel Libeskind. Create original pieces that are influenced by studies of others.</p> <p>Create: Focus on effective use of light on buildings. Children to create an architectural building design, influenced by the work of Daniel Libeskind.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind</p>

	Autumn	Spring	Summer
Class 4 Year B	<p>Printing SCREEN PRINTING – INK</p> <p><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.</p> <p>Focus on: Screen printing Artist link: Andy Warhol (1928 – 1987) Vocabulary – screen printing, stencil, Pop art</p> <p>Explore: Start drawing by exploring and analysing <i>Screen Printing</i> Explore the artwork of Andy Warhol and other <i>screen printing</i> artists. Describe the work of notable artists, artisans and designers Vocabulary – screen printing, stencil, Pop art</p> <p>Develop Ideas: Zoom in to develop and refine techniques of screenprinting. Use relief or impressed method. Create prints with three overlays. Build up layers of colour in a Pop Art style. Zoom in to replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Design/Plan: Use skills developed to plan and design their own ideas for architectural design in the style of Andy Warhol.</p> <p>Create: Focus on screen printing. Children to create a multi layered screenprint influenced by Andy Warhol’s work.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind</p>	<p>Drawing: PEN & INK</p> <p><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.</p> <p>Focus on: Architecture – stylised drawings Architect link: Frank Gehry (1929 -) Vocabulary: architecture, stylised, perspective, reflection (revisit from Year Four)</p> <p>Explore: Start drawing by exploring and analysing <i>Architecture – stylised drawings</i> Explore the artwork of Frank Gehry and other <i>Architecture – stylised drawings</i> artists. Describe the work of notable artists, artisans and designers Vocabulary – Architecture, stylised, perspective, reflection</p> <p>Develop Ideas: Zoom in to look at an understand perspective and express it in their drawing, using an effective technique to achieve this Zoom in to use and explore a variety of techniques to depict shadows and reflections. Zoom out to produce stylised drawings of buildings. Zoom out to replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Design/Plan: Use skills developed to plan and design their own ideas for architectural design in the style of Frank Gehry</p> <p>Create: Focus on stylised drawings of buildings. Children to create an architectural building design, influenced by the work of Frank Gehry. Create original pieces that are influenced by studies of others</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind</p> <p>Link to learning in Year Five on perspective (Daniel Libeskind).</p>	<p>Paint: OIL / ACRYLIC</p> <p><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 painting; Learn about great artists, architects and designers in history.</p> <p>Focus on: Symbolism Artist link: Frida Kahlo (1907 - 1954) Vocabulary: symbolism</p> <p>Explore: Start drawing by exploring and analysing <i>Symbolism</i> Explore the artwork of Frieda Kahlo and other <i>symbolism</i> artists. Describe the work of notable artists, artisans and designers Vocabulary – symbolism</p> <p>Develop Ideas: Zoom in to use different media to create tints, tones, hues. Zoom out to understand how colour can portray emotion and reflect mood. Choose an appropriate palette of colour to reflect a specific mood/emotion. Zoom in to replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Design/Plan: Use skills developed to plan and design their own ideas for architectural design in the style of Frida Kahlo.</p> <p>Create: Focus on using colour to reflect mood. Children to create a self portrait in the style of Frida Kahlo, expressing themselves and their mood through their use of colour and symbolism.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind</p> <p>Link back to learning from Years One to Five, developing their colour vocabulary and understanding of primary, secondary, tertiary and complementary (contrasting) colours.</p>