



The Art Curriculum

Year 6

Intent	<p>At Benjamin Adlard Primary School we value and are dedicated to the teaching of Art and Design Technology. We see this as a fundamental part of school life. We are committed to providing an 'Arts Rich Curriculum' for our children. We believe that by developing this, we can contribute to the quality of our children's lives, both within and beyond school. We see art and design as a means to support learning in a range of ways. The skills that are developed in these subjects can be transferred across the curriculum and thus aid learning.</p>
Implementation	<p>As a school and in accordance with the National Curriculum's and Early Years Curriculum expectations, we aim to ensure that all pupils:</p> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences • Become proficient in drawing painting, sculpture and other art, craft and design techniques • Evaluate and analyse creative works using the language of art, craft and design • Know about great artists, craft makers and designers, architects and understand the historical and cultural development of their art forms • Class teachers are responsible for teaching art, although there may be times when professional artists/helpers will be involved in the teaching. <p>We take every opportunity to develop links with outside agencies and experts in order to enrich our Art and Design provision.</p> <p>Some of the key themes will be Art based and at the beginning of each theme key subject and academic vocabulary lists are created with child friendly definitions. These are displayed in classes, revisited and then tested in low stake tests. This constant repetition of key vocabulary helps develop our pupil's knowledge and understanding. The curriculum coverage is taught in a progressive and purposeful manner. The skills used in Art are assessed termly through the 'Aspiration Map' where teachers use their teacher knowledge and AFL to make judgements on age relatedness. The curriculum coverage is taught in a progressive and purposeful manner. Through our key concepts we teach progressive skills and knowledge across school building on prior learning and preparing for future knowledge and skill acquisition. The connection of the skills, knowledge and concepts across the geography curriculum is an important part of our Art curriculum implementation</p>
Impact	<p>Our children enjoy the self-expression that they experience in Art. They are keen to learn new skills and work hard to perfect those shown to them. They remain resilient and focused and the development of skills helps them to express feelings and emotions in their work, as well demonstrating their knowledge of artists and key skills. They will have worked with a range of mediums and developed progressive techniques helping them to create things of beauty. Children will be proud of their work and want to display it.</p>

Year 6 – Autumn 2		Unit 1 – Art and Design skills			
National Curriculum Objectives Covered					
<ul style="list-style-type: none">To create sketchbooks to record their observations and use them to review and revisit ideasDevelop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.To develop a wide range of Art and design techniques in using colour, pattern, texture, line, shape, form and space.To know about great artists, architects and designers in history.					
Cross Curricular Links					
<ul style="list-style-type: none">English – Spoken Language - consider and evaluate different viewpoints, attending to and building on the contributions of othersDT - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groupsDT - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately					
Prior Learning					
	Year 1	Year 2	Year 3	Year 4	Year 5
Drawing	Explore mark making, experiment with drawing lines and use 2D shapes to draw. <ul style="list-style-type: none">Formal ElementsLandscapes LessonSculptures & Collages	Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. <ul style="list-style-type: none">Art & Design SkillsHuman FormSculpture & Media	Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. <ul style="list-style-type: none">Formal Elements: Shape 1: Seeing Simple ShapesArt & Design SkillsPrehistoric Art	Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. <ul style="list-style-type: none">Formal ElementsArt & Design Skills	Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. <ul style="list-style-type: none">Formal Elements: Lesson 1: House DrawingArt & Design Skills: Packaging Collage 1Design For A Purpose
Painting	Develop skill and control when painting. Paint with expression. <ul style="list-style-type: none">Art & Design Skills: Painting: Colour MixingLandscapes using different mediaLandscapes	Further improve skill and control when painting. Paint with creativity and expression. <ul style="list-style-type: none">Art & Design SkillsSculpture & Media	Increase skill and control when painting. Apply greater expression and creativity to own paintings. <ul style="list-style-type: none">Art & Design SkillsPrehistoric Art	Develop skill and control when painting. Paint with expression. Analyse painting by artists. <ul style="list-style-type: none">Art & Design SkillsEvery Picture Tells a Story	Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression. <ul style="list-style-type: none">Formal ElementsArt & Design Skills
Craft techniques	Learn a range of materials and techniques such as clay-etching, printing and collage. <ul style="list-style-type: none">Formal ElementsArt & Design Skills: PrintingLandscapes	Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay. <ul style="list-style-type: none">Art & Design Skills: Craft: ClayHuman Form	Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products. <ul style="list-style-type: none">Formal Elements: Shape 3: Working	Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work. <ul style="list-style-type: none">Formal Elements: Texture and Pattern: Playdough Printing	Create mixed media art using found and reclaimed materials. Select materials for a purpose. <ul style="list-style-type: none">Formal ElementsDesign For Purpose

		<ul style="list-style-type: none"> • Sculpture & Media 	with Wire <ul style="list-style-type: none"> • Art & Design Skills: Craft & Design 1: Craft Puppets • Prehistoric Art 	<ul style="list-style-type: none"> • Art & Design Skills: Design: Optical Illusions 	
Colour	<i>Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.</i> <ul style="list-style-type: none"> • Formal Elements • Art & Design Skills • Landscapes 	<i>Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</i> <ul style="list-style-type: none"> • Formal Elements • Sculpture & Media 	<i>Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.</i> <ul style="list-style-type: none"> • Art & Design Skills: Craft & Design 1: Craft Puppets • Prehistoric Art 	<i>Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.</i> <ul style="list-style-type: none"> • Art & Design Skills • Every Picture Tells a Story 	<i>Select and mix more complex colours to depict thoughts and feelings.</i> <ul style="list-style-type: none"> • Formal Elements • Every Picture Tells a Story • Design For Purpose
Form	<i>Learn about form and space through making sculptures and developing language.</i> <ul style="list-style-type: none"> • Art & Design Skills: Experimenting with Media • Sculptures & Collages 	<i>Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</i> <ul style="list-style-type: none"> • Human Form 	<i>Further develop their ability to describe 3D form in a range of materials, including drawing.</i> <ul style="list-style-type: none"> • Art & Design Skills 	<i>Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.</i> <ul style="list-style-type: none"> • Art & Design Skills: Craft: Soap Sculptures • Every Picture Tells a Story 	<i>Further extend their ability to describe and model form in 3D using a range of materials.</i> <ul style="list-style-type: none"> • Every Picture Tells a Story
Line	<i>Use, express and experiment with line for purpose, then use appropriate language to describe lines.</i> <ul style="list-style-type: none"> • Formal Elements 	<i>Draw lines with increased skill and confidence. Use line for expression when drawing portraits.</i> <ul style="list-style-type: none"> • Sculpture & Media 	<i>Express and describe organic and geometric forms through different types of line.</i> <ul style="list-style-type: none"> • Art & Design Skills: Drawing: My Toy Story • Formal Elements • Prehistoric Art 	<i>Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.</i> <ul style="list-style-type: none"> • Art & Design Skills: Drawing: Still Life • Every Picture Tells a Story 	<i>Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.</i> <ul style="list-style-type: none"> • Art & Design Skills • Make My Voice Heard • Still Life
Pattern	<i>Understand patterns in nature, design and make patterns in a range of materials.</i> <ul style="list-style-type: none"> • Art & Design Skills: Experimenting with Media • Sculptures & Collages: 	<i>Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own.</i> <ul style="list-style-type: none"> • Formal Elements 	<i>Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.</i> <ul style="list-style-type: none"> • Craft 	<i>Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.</i> <ul style="list-style-type: none"> • Formal Elements: Pattern and Texture: Playdough Printing • Every Picture Tells a Story 	<i>Construct patterns through various methods to develop their understanding.</i> <ul style="list-style-type: none"> • Every Picture Tells a Story • Formal Elements

Shape	<i>Identify, describe and use shape for purpose.</i> <ul style="list-style-type: none"> • Formal Elements • Art & Design Skills: Printing: Great Fire of London 	<i>Compose geometric designs by adapting the work of other artists to suit their own ideas.</i> <ul style="list-style-type: none"> • Sculpture & Media 	<i>Create personal artwork using the artwork of others to stimulate them.</i> <ul style="list-style-type: none"> • Art & Design Skills • Prehistoric Art 	<i>Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.</i> <ul style="list-style-type: none"> • Formal Elements: Pattern 3: Flower of Life • Every Picture Tells a Story 	<i>Create personal artwork using the artwork of others to stimulate them.</i> <ul style="list-style-type: none"> • Art & Design Skills • Prehistoric Art
Texture	<i>Use materials to create textures.</i> <ul style="list-style-type: none"> • Landscapes 	<i>Identify and describe different textures. Select and use appropriate materials to create textures.</i> <ul style="list-style-type: none"> • Formal Elements 	<i>Analyse and describe texture within artists' work.</i> <ul style="list-style-type: none"> • Prehistoric Art • Craft 	<i>Use a range of materials to express complex textures.</i> <ul style="list-style-type: none"> • Formal Elements • Every Picture Tells a Story 	<i>Develop understanding of texture through practical making activities.</i> <ul style="list-style-type: none"> • Every Picture Tells a Story
Tone	<i>Understand what tone is and how to apply this to their own work.</i> <ul style="list-style-type: none"> • Landscapes 	<i>Experiment with pencils to create tone. Use tone to create form when drawing.</i> <ul style="list-style-type: none"> • Formal Elements 	<i>Develop skill and control when using tone. Learn and use simple shading rules.</i> <ul style="list-style-type: none"> • Formal Elements: Tone 1: Four Rules of Shading • Art & Design Skills: Drawing: My Toy Story 	<i>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</i> <ul style="list-style-type: none"> • Every Picture Tells a Story • Formal Elements 	<i>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</i> <ul style="list-style-type: none"> • Every Picture Tells a Story • Formal Elements
Creating original artwork	<i>Explore and create ideas for purposes and intentions.</i> <ul style="list-style-type: none"> • Formal Elements • Art & Design Skills: Learning About Louis Wain 	<i>Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.</i> <ul style="list-style-type: none"> • Art & Design Skills • Sculpture & Media 	<i>Create personal artwork using the artwork of others to stimulate them.</i> <ul style="list-style-type: none"> • Art & Design Skills • Prehistoric Art 	<i>Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.</i> <ul style="list-style-type: none"> • Art & Design Skills: Craft: Zentangle Printing 	<i>Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.</i> <ul style="list-style-type: none"> • Formal Elements • Art & Design Skills: Packaging Collage 1 • Every Picture Tells a Story

By the end of this unit pupils will have had the opportunity to:

Drawing	<i>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</i>
Painting	<i>Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.</i>
Craft techniques	<i>Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</i>
Colour	<i>Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.</i>
Form	<i>Express and articulate a personal message through sculpture. Analyse and study artists' use of form.</i>
Line	<i>Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.</i>
Pattern	<i>Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.</i>
Shape	<i>Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.</i>
Texture	<i>Understand how artists manipulate materials to create texture.</i>

Tone	<i>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</i>	
Creating original artwork	<i>Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.</i>	
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit
<ul style="list-style-type: none"> I know how artists manipulate materials to create texture. I know some of the motivations and techniques of impressionists and post-impressionists painters. I know that Claude Monet is a famous Impressionist painter. I know the connection between working artistically and wellbeing. I know how to transfer my zentangle pattern onto a polyprint tile. I know that this method creates a reverse system. I know that a prototype is testing out a design. 		<ul style="list-style-type: none"> Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms. Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters. Express and articulate a personal message through sculpture. Analyse and study artists' use of form. Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists. Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern. Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work. Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques. Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images. Give reasoned evaluations of their own and others work which takes account of context and intention.
Subject knowledge and teaching guidance		
<div> <p>Impressionism is a style of painting that focuses on light. Impressionist artists often used thick, broken brush strokes and painted scenes of everyday life.</p> <div> <div>1867 Impressionism</div> <div>Now (over 150 years later)</div> </div> <div>1886 Post-impressionism</div> <p>The Post-impressionism art movement followed after the Impressionists. Like the Impressionist artists, it featured bright colours and thick brushstrokes but they included more emotion and expression in their paintings.</p> </div> <div> <ul style="list-style-type: none"> Impressionism is the name given to a group of artists who painted in France in the late 19th Century. They reacted to the invention of the camera and moved away from painting things realistically. Impressionist artists liked to paint outdoors at the scene, not from still life or models. These artists were very interested in the way light affects things and used bright and vivid colours to highlight an object's natural colour. They were less concerned with painting realistically and more interested in capturing the way light shines on objects and how colours change in the sun. Their work was often painted quite quickly before the light changed, and this is shown in the use of heavy and loose brush strokes and the lack of fine detail. </div>		



Paul Cézanne was a French artist and Post-Impressionist painter whose work laid the foundations for a new and radically different form of art.

Cézanne's brushstrokes are clearly recognizable. He used planes of colour and small brushstrokes to describe form.



Claude Monet was a founder of French Impressionist painting.

The term "Impressionism" comes from the title of his painting Impression, soleil levant.

Monet developed a method of painting the same scene many times in order to capture the changing of light and the passing of the seasons.

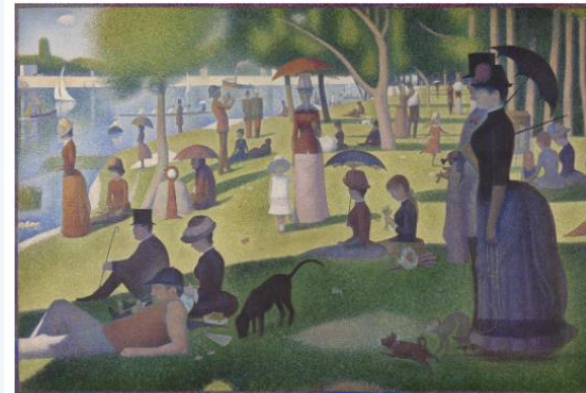


Vincent van Gogh was a Dutch artist whose work includes portraits, self portraits, landscapes and still life.

In just over a decade, he produced more than 2,100 artworks, including 860 oil paintings and more than 1,300 watercolors, drawings, sketches and prints.

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A Sunday on La Grande Jatte, 1884-86 (oil on canvas), by Georges Seurat



Helen Birch Bartlett Memorial Collection/Bridgeman Images

The painting depicts people relaxing in a park on an island in the Seine River called La Grande Jatte.

The artist began the painting in 1884 with a layer of small horizontal brushstrokes of complementary colours. He later added small dots, also in complementary colours.

The painting took the artist two years to complete.

'Nighthawks' was painted in 1942 by Edwards Hopper and is kept in the Chicago Institute of Art. The piece may have been influenced by Vincent Van Gogh's painting 'Cafe at Night'. Hopper did several paintings depicting urban life. This painting, like most of his work, is based in realism although the title does suggest some symbolism as we will see.



Edward Hopper An American realist painter and printmaker.

© Friends of American Art Collection/Bridgeman Images



William Morris
A British textile designer.

© Bridgeman Images



Paul Cézanne
A French artist and Post-Impressionist painter.

© Bridgeman Images, Title: Country House by the Water, c.1898

Edgar Degas A French artist famous for his pastel drawings and oil paintings of ballerinas.

Eugène Henri Paul Gauguin
A French Post-impressionist artist.

Stephens Jones
A leading British milliner based in London.

Bundle McLaren
A British contemporary milliner who makes bespoke and ready-to-wear hats.



Georges-Pierre Seurat
A French Post-impressionist artist.

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Claude Monet
A French painter, and a founder of French Impressionist painting.



Vincent Van Gogh
A Dutch painter and well-known Post-impressionist artist.




Auguste Renoir A French artist who led in the development of the Impressionist style.

© Bridgeman Images

Key Assessments

- Do pupils understand what a zentangle pattern is?
- Do pupils understand how a pattern can be repeated through printmaking?
- Can pupils explain their ideas and thinking behind a purpose?
- Can pupils describe what is depicted in a scene?

Key vocabulary and definitions

Abstract	Art which does not represent images of our everyday world. It has colour, lines and shapes (form), but is not intended to represent objects or living things.
Herringbone 	A pattern which looks like the the skeleton of a herring fish. It's made up of an arrangement of rectangles or parallelograms in a repetitive pattern.
Milliner	Someone who designs and makes womens' hats.
Mindfulness	Paying full attention to something, slowing down to really notice what you are doing. It is a form of relaxation.
Pattern	A repeated design.
Polyprint tile	A printing block made from polystyrene.
Prototype	A first version of an idea or creation.
Realism	To represent something as it really looks.
Symbolism	Using an object or a word to represent an idea.
Zentangle Patterns	An abstract drawing created using repeated patterns.

Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5
To research and adopt the style of famous groups of painters.	To use repeated patterns to create artwork.	To create a repeated pattern through printing.	To design and make a prototype.	To analyse and evaluate artwork.

Year 6 – Spring 1		Unit 2 – Make My Voice Heard			
National Curriculum Objectives Covered					
<ul style="list-style-type: none">Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and designTo develop a wide range of Art and design techniques in using colour, pattern, texture, line, shape, form and space.To know about great artists, architects and designers in history.To create sketch books to record their observations and use them to review and revisit ideas.					
Cross Curricular Links					
<ul style="list-style-type: none">History - a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066					
Prior Learning					
	Year 1	Year 2	Year 3	Year 4	Year 5
Drawing	Explore mark making, experiment with drawing lines and use 2D shapes to draw. <ul style="list-style-type: none">Formal ElementsLandscapes LessonSculptures & Collages	Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. <ul style="list-style-type: none">Art & Design SkillsHuman FormSculpture & Media	Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. <ul style="list-style-type: none">Formal Elements: Shape 1: Seeing Simple ShapesArt & Design SkillsPrehistoric Art	Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. <ul style="list-style-type: none">Formal ElementsArt & Design Skills	Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. <ul style="list-style-type: none">Formal Elements: Lesson 1: House DrawingArt & Design Skills: Packaging Collage 1Design For A Purpose
Painting	Develop skill and control when painting. Paint with expression. <ul style="list-style-type: none">Art & Design Skills: Painting: Colour MixingLandscapes using different mediaLandscapes	Further improve skill and control when painting. Paint with creativity and expression. <ul style="list-style-type: none">Art & Design SkillsSculpture & Media	Increase skill and control when painting. Apply greater expression and creativity to own paintings. <ul style="list-style-type: none">Art & Design SkillsPrehistoric Art	Develop skill and control when painting. Paint with expression. Analyse painting by artists. <ul style="list-style-type: none">Art & Design SkillsEvery Picture Tells a Story	Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression. <ul style="list-style-type: none">Formal ElementsArt & Design Skills
Craft techniques	Learn a range of materials and techniques such as clay-etching, printing and collage. <ul style="list-style-type: none">Formal ElementsArt & Design Skills: PrintingLandscapes	Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay. <ul style="list-style-type: none">Art & Design Skills: Craft: ClayHuman Form	Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products. <ul style="list-style-type: none">Formal Elements: Shape 3: Working	Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work. <ul style="list-style-type: none">Formal Elements: Texture and Pattern: Playdough Printing	Create mixed media art using found and reclaimed materials. Select materials for a purpose. <ul style="list-style-type: none">Formal ElementsDesign For Purpose

		<ul style="list-style-type: none"> • Sculpture & Media 	with Wire <ul style="list-style-type: none"> • Art & Design Skills: Craft & Design 1: Craft Puppets • Prehistoric Art 	<ul style="list-style-type: none"> • Art & Design Skills: Design: Optical Illusions 	
Form	<i>Learn about form and space through making sculptures and developing language.</i> <ul style="list-style-type: none"> • Art & Design Skills: Experimenting with Media • Sculptures & Collages 	<i>Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</i> <ul style="list-style-type: none"> • Human Form 	<i>Further develop their ability to describe 3D form in a range of materials, including drawing.</i> <ul style="list-style-type: none"> • Art & Design Skills 	<i>Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.</i> <ul style="list-style-type: none"> • Art & Design Skills: Craft: Soap Sculptures • Every Picture Tells a Story 	<i>Further extend their ability to describe and model form in 3D using a range of materials.</i> <ul style="list-style-type: none"> • Every Picture Tells a Story
Line	<i>Use, express and experiment with line for purpose, then use appropriate language to describe lines.</i> <ul style="list-style-type: none"> • Formal Elements 	<i>Draw lines with increased skill and confidence. Use line for expression when drawing portraits.</i> <ul style="list-style-type: none"> • Sculpture & Media 	<i>Express and describe organic and geometric forms through different types of line.</i> <ul style="list-style-type: none"> • Art & Design Skills: Drawing: My Toy Story • Formal Elements • Prehistoric Art 	<i>Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.</i> <ul style="list-style-type: none"> • Art & Design Skills: Drawing: Still Life • Every Picture Tells a Story 	<i>Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.</i> <ul style="list-style-type: none"> • Art & Design Skills • Make My Voice Heard • Still Life
Pattern	<i>Understand patterns in nature, design and make patterns in a range of materials.</i> <ul style="list-style-type: none"> • Art & Design Skills: Experimenting with Media • Sculptures & Collages: 	<i>Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own.</i> <ul style="list-style-type: none"> • Formal Elements 	<i>Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.</i> <ul style="list-style-type: none"> • Craft 	<i>Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.</i> <ul style="list-style-type: none"> • Formal Elements: Pattern and Texture: Playdough Printing • Every Picture Tells a Story 	<i>Construct patterns through various methods to develop their understanding.</i> <ul style="list-style-type: none"> • Every Picture Tells a Story • Formal Elements
Shape	<i>Identify, describe and use shape for purpose.</i> <ul style="list-style-type: none"> • Formal Elements • Art & Design Skills: Printing: Great Fire of London 	<i>Compose geometric designs by adapting the work of other artists to suit their own ideas.</i> <ul style="list-style-type: none"> • Sculpture & Media 	<i>Create personal artwork using the artwork of others to stimulate them.</i> <ul style="list-style-type: none"> • Art & Design Skills • Prehistoric Art 	<i>Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.</i> <ul style="list-style-type: none"> • Formal Elements: Pattern 3: Flower of Life • Every Picture Tells a Story 	<i>Create personal artwork using the artwork of others to stimulate them.</i> <ul style="list-style-type: none"> • Art & Design Skills • Prehistoric Art
Tone	<i>Understand what tone is and how to apply this to their own work.</i> <ul style="list-style-type: none"> • Landscapes 	<i>Experiment with pencils to create tone. Use tone to create form when drawing.</i> <ul style="list-style-type: none"> • Formal Elements 	<i>Develop skill and control when using tone. Learn and use simple shading rules.</i> <ul style="list-style-type: none"> • Formal Elements: Tone 1: Four Rules of Shading 	<i>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</i>	<i>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</i>

			<ul style="list-style-type: none"> • Art & Design Skills: Drawing: My Toy Story 	<ul style="list-style-type: none"> • Every Picture Tells a Story • Formal Elements 	<ul style="list-style-type: none"> • Every Picture Tells a Story • Formal Elements
Creating original artwork	<p><i>Explore and create ideas for purposes and intentions.</i></p> <ul style="list-style-type: none"> • Formal Elements • Art & Design Skills: Learning About Louis Wain 	<p><i>Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.</i></p> <ul style="list-style-type: none"> • Art & Design Skills • Sculpture & Media 	<p><i>Create personal artwork using the artwork of others to stimulate them.</i></p> <ul style="list-style-type: none"> • Art & Design Skills • Prehistoric Art 	<p><i>Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.</i></p> <ul style="list-style-type: none"> • Art & Design Skills: Craft: Zentangle Printing 	<p><i>Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.</i></p> <ul style="list-style-type: none"> • Formal Elements • Art & Design Skills: Packaging Collage 1 • Every Picture Tells a Story

By the end of this unit pupils will have had the opportunity to:

Drawing	<i>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</i>
Painting	<i>Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.</i>
Craft techniques	<i>Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</i>
Form	<i>Express and articulate a personal message through sculpture. Analyse and study artists' use of form.</i>
Line	<i>Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.</i>
Pattern	<i>Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.</i>
Shape	<i>Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.</i>
Tone	<i>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</i>
Creating original artwork	<i>Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.</i>

Key knowledge acquired throughout this unit

- I know there are different styles of graffiti art.
- I know that the work of the artist Kathe Kollwitz is based on difficult experiences.
- I know about some of the symbolism used in Picasso's Guernica.
- I know how masking tape to create a straight line.
- I know to keep clay malleable using a drop of water.
- I know complementary colours are directly the opposite each other on a colour wheel.
- I know that I can shade with a pencil to create shadows, degrees of light and dark and a 3d effect.
- I know cubism ignores perspective and artists paint their subjects from lots of different angles.

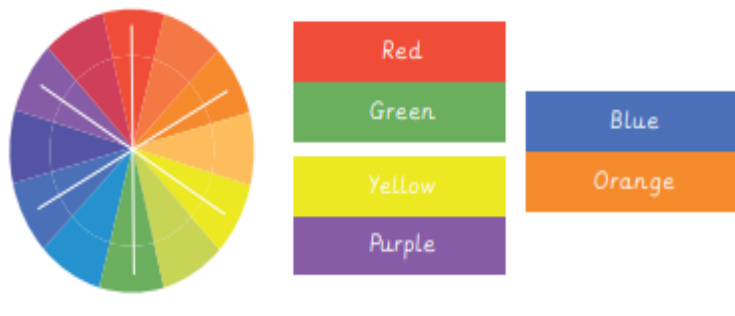
Key skills acquired throughout this unit

- Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.
- Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.
- Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.
- Mix and apply colours to represent still life objects from observation.
- Express feelings and emotions through colour. Study colours used by Impressionist painters.
- Express and articulate a personal message through sculpture.
- Analyse and study artists' use of form.
- Deepen knowledge and understanding of using line when drawing portraits.
- Develop greater skill and control. Study and apply the techniques of other artists.
- Represent feelings and emotions through patterns.
- Create sophisticated artwork using their knowledge of pattern.

- Fluently sketch key shapes of objects when drawing.
- Create abstract compositions using knowledge of other artists' work.
- Increase awareness of using tone to describe light and shade, contrast, highlight and shadow.
- Manipulate tone for halo and chiaroscuro techniques.
- Develop personal, imaginative responses to a theme.
- Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning.
- Express ideas about art through messages, graphics, text and images.
- Give reasoned evaluations of their own and others work which takes account of context and intention.

Subject knowledge and teaching guidance

Complementary colours are directly opposite each other on the colour wheel.



I can shade using pencil to create shadows, degrees of light and dark and a 3D effect.



Cubism ignores perspective and artists paint their subjects from lots of different angles.

Many artworks are done legally, with the property owner's permission and are commissioned pieces. Legal or illegal, large mural artwork is found in cities all over the world, decorating walls and buildings. Some artwork comprises words or simply letters that spell out abbreviations or words.

Picasso's 'Guernica' is a famous and impactful painting (measuring several metres in length) which contains a powerful message of protest.

Picasso created it in reaction to the bombing of the village of Guernica by the Spanish government, which killed many innocent civilians.

In the painting, blocks of black, white and grey combine to create the whole piece. There are various symbols in the painting that reference the horrors of war:

- The faces are pictured in shock.
- Body parts litter the floor – one grasps a broken sword, maybe to represent the futility of any attempt to fight back against the aerial bombing.
- Another holds a light (the bombing was done at night).
- To the side, a bull turns in shock (the bull is a national symbol of Spain), symbolising the appalled reaction to the event by the Spanish people.



Artist Work Looked At



Kathe Kollwitz

A German artist who worked with painting, printmaking and sculpture.

© Bridgeman Images



Mark Wallinger

A contemporary British artist.



Pablo Picasso A Spanish artist who co-founded the Cubism art movement with artist Georges Braque in 1909.


Artwork © Succession Picasso/DACS, London 2020, Pablo Picasso, Guernica, 1937 (oil on canvas), Photo © Bridgeman Images

David Shrigley A contemporary British visual artist.

Key Assessments

- Can pupils produce a graffiti tag using block lettering?
- Can pupils copy the lines from a drawing to create a basic face shape?
- Can pupils produce a sketched composition?
- Can pupils paint in tones of black and white?
- Can pupils create a sculpture from clay?

Key vocabulary and definitions

Abstract	Art which does not represent images of our everyday world. It has colour, lines and shapes (form), but is not intended to represent objects or living things.
Chiaroscuro	The darkening of the background around the face and the adding of shadows.
Composition	The placement or arrangement of the different elements, or 'things' within a work of art.
Figurative	Modern art which has strong references to the real world, particularly to the human figure.
Grffiti Art	Drawings or words made on a surface on a public place, often created with spray paint. If the owner of the property has not given permission, then this is considered vandalism, which is illegal.
Parallel lines	Two lines that are the same distance apart and never touch.
Serif 	A small decorative line added to the basic shape of a letter.
Symbolism	Using an object or a word to represent an idea.
Tag	A stylised signature. The simplest and the most common type of graffiti.

Medium Term Planning

Week 1

Week 2

Week 3

Week 4

Week 5

To create graffiti art tag.

To draw emotions.

To create an impactful piece of art.

To produce a finish piece of art.

To create a sculpture.

Year 6 – Summer 1		Unit 3 – Photography			
National Curriculum Objectives Covered					
<ul style="list-style-type: none">• Create sketchbooks to record their observations and use them to review and revisit ideas• To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms• Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design• Improve their mastery of art and design techniques, including drawing, painting and sculpture					
Cross Curricular Links					
<ul style="list-style-type: none">• Computing - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information					
Prior Learning					
	Year 1	Year 2	Year 3	Year 4	Year 5
Craft techniques	<i>Learn a range of materials and techniques such as clay-etching, printing and collage.</i> <ul style="list-style-type: none">• Formal Elements• Art & Design Skills: Printing• Landscapes	<i>Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.</i> <ul style="list-style-type: none">• Art & Design Skills: Craft: Clay• Human Form• Sculpture & Media	<i>Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.</i> <ul style="list-style-type: none">• Formal Elements: Shape 3: Working with Wire• Art & Design Skills: Craft & Design 1: Craft Puppets• Prehistoric Art	<i>Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.</i> <ul style="list-style-type: none">• Formal Elements: Texture and Pattern: Playdough Printing• Art & Design Skills: Design: Optical Illusions	<i>Create mixed media art using found and reclaimed materials. Select materials for a purpose.</i> <ul style="list-style-type: none">• Formal Elements• Design For Purpose
Creating original artwork	<i>Explore and create ideas for purposes and intentions.</i> <ul style="list-style-type: none">• Formal Elements• Art & Design Skills: Learning About Louis Wain	<i>Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.</i> <ul style="list-style-type: none">• Art & Design Skills• Sculpture & Media	<i>Create personal artwork using the artwork of others to stimulate them.</i> <ul style="list-style-type: none">• Art & Design Skills• Prehistoric Art	<i>Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.</i> <ul style="list-style-type: none">• Art & Design Skills: Craft: Zentangle Printing	<i>Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.</i> <ul style="list-style-type: none">• Formal Elements• Art & Design Skills: Packaging Collage 1• Every Picture Tells a Story
By the end of this unit pupils will have had the opportunity to:					
Craft techniques	Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.				
Creating original artwork	Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through				

pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.

Key knowledge acquired throughout this unit

- I know about the history of photomontage.
- I know that contemporary artists use digital techniques to convey their meanings.
- I know that artists use photography to record and observe.
- I know what the terms macro and monochromatic mean.
- I know that paintings and photographs can express emotion.
- I know photomontage is a type of collage in which photographs are placed into single composition.
- I know that the frame in photography refers to the way you plan the composition to draw attention to something.

Key skills acquired throughout this unit

- Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.
- Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.
- Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.
- Mix and apply colours to represent still life objects from observation.
- Express feelings and emotions through colour. Study colours used by Impressionist painters.
- Express and articulate a personal message through sculpture.
- Analyse and study artists' use of form.
- Deepen knowledge and understanding of using line when drawing portraits.
- Develop greater skill and control. Study and apply the techniques of other artists.
- Represent feelings and emotions through patterns.
- Create sophisticated artwork using their knowledge of pattern.
- Fluently sketch key shapes of objects when drawing.
- Create abstract compositions using knowledge of other artists' work.
- Increase awareness of using tone to describe light and shade, contrast, highlight and shadow.
- Manipulate tone for halo and chiaroscuro techniques.
- Develop personal, imaginative responses to a theme.
- Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning.
- Express ideas about art through messages, graphics, text and images.
- Give reasoned evaluations of their own and others work which takes account of context and intention.

Subject knowledge and teaching guidance

Photomontage is a type of collage in which photographs are placed into a single composition.



The 'frame' in photography, refers to the way you plan the composition to draw attention to something.



Contemporary artists are artists who are alive and currently making art work.

An example of a photo taken with a macro lens.



A dragonfly up close

Artist Work Looked At



Hannah Hoch
A German Dada artist. She was one of the originators of photomontage during the Weimar period.

Peter Kennard
A contemporary British photomontage artist.

Jerry Uelsmann
A contemporary American photomontage artist.

Artwork © DACS 2020,
Da Dandy, Hannah Hoch, 1919
(photomontage),
Photo © Bridgeman Images

Key Assessments

- Can pupils explain how a new image can be created by using a combination of images?
- Are pupils able to select appropriate options in setting up their photograph?
- Can pupils describe how their self-portraits have changed over time?
- Can pupils analyse and explain the concept of the “scream”?

Key vocabulary and definitions

Composition	The way different elements of a picture are arranged.
Contrast	To demonstrate the obvious difference between two things.
Crop (verb)	To cut something down to size.
Digital	When something is done using a computer or electronic device.
Expression	Conveying a particular emotion or feeling within a piece of art.
Lens	Glass fittings for the end of a camera, which enable the device to take photographs from various ranges.
Macro	A type of camera lens which allows you to see and capture very small details and objects.
Photography	The art of taking photographs.
Self portrait	Art which is created by the artist of themselves.
Technique	A way of doing something to complete a task.
Truism	Based on fact, something which is clearly true.

Medium Term Planning				
Week 1	Week 2	Week 3	Week 4	Week 5
To create a photo montage using secondary source photographs.	To use text and image together to create meaningful and power pose photos.	To understand abstract art through photography.	To develop self-portrait from a photograph and translate it into a drawing.	To replicate the mood and expression of a painting through photography.

Year 6 – Summer 2			Unit 4 – Still Life		
National Curriculum Objectives Covered					
<ul style="list-style-type: none">• Create sketchbooks to record their observations and use them to review and revisit ideas• To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms• Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design• Improve their mastery of art and design techniques, including drawing, painting and sculpture					
Prior Learning					
	Year 1	Year 2	Year 3	Year 4	Year 5
Drawing	<i>Explore mark making, experiment with drawing lines and use 2D shapes to draw.</i> <ul style="list-style-type: none">• Formal Elements• Landscapes Lesson• Sculptures & Collages	<i>Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.</i> <ul style="list-style-type: none">• Art & Design Skills• Human Form• Sculpture & Media	<i>Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</i> <ul style="list-style-type: none">• Formal Elements: Shape 1: Seeing Simple Shapes• Art & Design Skills• Prehistoric Art	<i>Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.</i> <ul style="list-style-type: none">• Formal Elements• Art & Design Skills	<i>Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.</i> <ul style="list-style-type: none">• Formal Elements: Lesson 1: House Drawing• Art & Design Skills: Packaging Collage 1• Design For A Purpose
Painting	<i>Develop skill and control when painting. Paint with expression.</i> <ul style="list-style-type: none">• Art & Design Skills: Painting: Colour Mixing• Landscapes using different media• Landscapes	<i>Further improve skill and control when painting. Paint with creativity and expression.</i> <ul style="list-style-type: none">• Art & Design Skills• Sculpture & Media	<i>Increase skill and control when painting. Apply greater expression and creativity to own paintings.</i> <ul style="list-style-type: none">• Art & Design Skills• Prehistoric Art	<i>Develop skill and control when painting. Paint with expression. Analyse painting by artists.</i> <ul style="list-style-type: none">• Art & Design Skills• Every Picture Tells a Story	<i>Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.</i> <ul style="list-style-type: none">• Formal Elements• Art & Design Skills
Colour	<i>Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.</i> <ul style="list-style-type: none">• Formal Elements• Art & Design Skills• Landscapes	<i>Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</i> <ul style="list-style-type: none">• Formal Elements• Sculpture & Media	<i>Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.</i> <ul style="list-style-type: none">• Art & Design Skills: Craft & Design 1: Craft Puppets	<i>Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.</i> <ul style="list-style-type: none">• Art & Design Skills• Every Picture Tells a Story	<i>Select and mix more complex colours to depict thoughts and feelings.</i> <ul style="list-style-type: none">• Formal Elements• Every Picture Tells a Story• Design For Purpose

			• Prehistoric Art		
Form	<p><i>Learn about form and space through making sculptures and developing language.</i></p> <ul style="list-style-type: none"> • Art & Design Skills: Experimenting with Media • Sculptures & Collages 	<p><i>Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</i></p> <ul style="list-style-type: none"> • Human Form 	<p><i>Further develop their ability to describe 3D form in a range of materials, including drawing.</i></p> <ul style="list-style-type: none"> • Art & Design Skills 	<p><i>Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.</i></p> <ul style="list-style-type: none"> • Art & Design Skills: Craft: Soap Sculptures • Every Picture Tells a Story 	<p><i>Further extend their ability to describe and model form in 3D using a range of materials.</i></p> <ul style="list-style-type: none"> • Every Picture Tells a Story
Line	<p><i>Use, express and experiment with line for purpose, then use appropriate language to describe lines.</i></p> <ul style="list-style-type: none"> • Formal Elements 	<p><i>Draw lines with increased skill and confidence. Use line for expression when drawing portraits.</i></p> <ul style="list-style-type: none"> • Sculpture & Media 	<p><i>Express and describe organic and geometric forms through different types of line.</i></p> <ul style="list-style-type: none"> • Art & Design Skills: Drawing: My Toy Story • Formal Elements • Prehistoric Art 	<p><i>Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.</i></p> <ul style="list-style-type: none"> • Art & Design Skills: Drawing: Still Life • Every Picture Tells a Story 	<p><i>Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.</i></p> <ul style="list-style-type: none"> • Art & Design Skills • Make My Voice Heard • Still Life
Shape	<p><i>Identify, describe and use shape for purpose.</i></p> <ul style="list-style-type: none"> • Formal Elements • Art & Design Skills: Printing: Great Fire of London 	<p><i>Compose geometric designs by adapting the work of other artists to suit their own ideas.</i></p> <ul style="list-style-type: none"> • Sculpture & Media 	<p><i>Create personal artwork using the artwork of others to stimulate them.</i></p> <ul style="list-style-type: none"> • Art & Design Skills • Prehistoric Art 	<p><i>Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.</i></p> <ul style="list-style-type: none"> • Formal Elements: Pattern 3: Flower of Life • Every Picture Tells a Story 	<p><i>Create personal artwork using the artwork of others to stimulate them.</i></p> <ul style="list-style-type: none"> • Art & Design Skills • Prehistoric Art
Texture	<p><i>Use materials to create textures.</i></p> <ul style="list-style-type: none"> • Landscapes 	<p><i>Identify and describe different textures. Select and use appropriate materials to create textures.</i></p> <ul style="list-style-type: none"> • Formal Elements 	<p><i>Analyse and describe texture within artists' work.</i></p> <ul style="list-style-type: none"> • Prehistoric Art • Craft 	<p><i>Use a range of materials to express complex textures.</i></p> <ul style="list-style-type: none"> • Formal Elements • Every Picture Tells a Story 	<p><i>Develop understanding of texture through practical making activities.</i></p> <ul style="list-style-type: none"> • Every Picture Tells a Story
Tone	<p><i>Understand what tone is and how to apply this to their own work.</i></p> <ul style="list-style-type: none"> • Landscapes 	<p><i>Experiment with pencils to create tone. Use tone to create form when drawing.</i></p> <ul style="list-style-type: none"> • Formal Elements 	<p><i>Develop skill and control when using tone. Learn and use simple shading rules.</i></p> <ul style="list-style-type: none"> • Formal Elements: Tone 1: Four Rules of Shading • Art & Design Skills: Drawing: My Toy Story 	<p><i>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</i></p> <ul style="list-style-type: none"> • Every Picture Tells a Story • Formal Elements 	<p><i>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</i></p> <ul style="list-style-type: none"> • Every Picture Tells a Story • Formal Elements
Creating original artwork	<p><i>Explore and create ideas for purposes and intentions.</i></p> <ul style="list-style-type: none"> • Formal Elements • Art & Design Skills: Learning About Louis 	<p><i>Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.</i></p> <ul style="list-style-type: none"> • Art & Design Skills 	<p><i>Create personal artwork using the artwork of others to stimulate them.</i></p> <ul style="list-style-type: none"> • Art & Design Skills • Prehistoric Art 	<p><i>Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and</i></p>	<p><i>Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to</i></p>

	Wain	• Sculpture & Media		<i>feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.</i> • Art & Design Skills: Craft: Zentangle Printing	<i>literary sources. Create and invent for purposes.</i> • Formal Elements • Art & Design Skills: Packaging Collage 1 • Every Picture Tells a Story
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By the end of this unit pupils will have had the opportunity to:

Drawing	<i>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</i>
Painting	<i>Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.</i>
Colour	<i>Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.</i>
Form	<i>Express and articulate a personal message through sculpture. Analyse and study artists' use of form.</i>
Line	<i>Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.</i>
Shape	<i>Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.</i>
Texture	<i>Understand how artists manipulate materials to create texture.</i>
Tone	<i>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</i>
Creating original artwork	<i>Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.</i>

Key knowledge acquired throughout this unit

- I know font means the size, shape and style of lettering.
- I know in a negative image, the dark areas are light and the light areas are dark.
- I know that my sketches are not the finished article and I can do several attempts.
- I know what is meant by a negative image.
- I know how to mix darker and lighter tones.
- I know how to mix colours to create the hue that I need.

Key skills acquired throughout this unit

- Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.
- Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.
- Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.
- Mix and apply colours to represent still life objects from observation.
- Express feelings and emotions through colour. Study colours used by Impressionist painters.
- Express and articulate a personal message through sculpture.
- Analyse and study artists' use of form.
- Deepen knowledge and understanding of using line when drawing portraits.
- Develop greater skill and control. Study and apply the techniques of other artists.
- Represent feelings and emotions through patterns.
- Create sophisticated artwork using their knowledge of pattern.
- Fluently sketch key shapes of objects when drawing.
- Create abstract compositions using knowledge of other artists' work.
- Increase awareness of using tone to describe light and shade, contrast, highlight and shadow.
- Manipulate tone for halo and chiaroscuro techniques.
- Develop personal, imaginative responses to a theme.
- Produce personal interpretations of cherished objects, show thoughts and feelings through

- pattern, create imaginative 3D forms to create meaning.
- Express ideas about art through messages, graphics, text and images.

Subject knowledge and teaching guidance



The Cezanne is in oils and precisely uses the form and colour of shape The composition is such that the lines of each item flow into each other. Funke's photograph is black and white, but it is light that is interesting, creating almost geometric lines contrasting dark and light. Camargo's is more abstract– the shapes and lines simplified, the colours reduced to greys.

Artist Work Looked At



Jaromir Funke

A leading photographer from Czechoslovakia during the 1920s and 1930s.
Photo © Christie's Images / Bridgeman Images



Ben Nicholson

An English painter who painted abstract compositions, landscape and still-life.
Artwork © Angela Verren Taunt. All rights reserved, DACS 2020, Ben Nicholson, 1949 (still life), Photo © Christie's Images / Bridgeman Images



Paul Cezanne

A French artist and Post-Impressionist painter.
© Bridgeman Images

Iberê Camargo An expressionist painter from Brazil.

Key Assessments

- Can pupils create a balanced composition of objects?
- Can pupils make areas darker or lighter to create contrast in a picture?
- Can pupils make an even coverage with a graphite stick?
- Can pupils use appropriate colours to paint an object?

Key vocabulary and definitions

Cartoon or graphic	A two-dimensional illustration.
Charcoal	A dark drawing material that crumbles easily.
Colour wheel	A circular chart that shows primary, secondary and tertiary colours.
Composition	Where things are placed within a piece of artwork.
Greyscale	A range of tones from light to dark.
Hue	Describes the colour within a spectrum.
Negative image	The reverse of an image (the positive image).
Sketching	A light, fast sketch which is often used for planning a piece of artwork.
Still life	A collection of objects which are arranged to then draw from.
Underpainting	Preparing the painting surface and to give something to paint on to.
Visual minutes	Visual minutes (also called 'graphic recording' or 'scribing' is a live, illustrated record of what is heard.

Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5
To sketch ideas for a still life study.	To draw a still life study in charcoal.	To draw using negative medium.	To paint a still life study in colour.	To create a box to showcase my work.