

Art and Design Curriculum

Year 1 – Year 6

Overview of Art and Design Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Drawing Paul Klee	D&T Focus	Painting LS Lowry and Brueghel the Elder	D&T Focus	D&T Focus	Colour Work Van Gogh- Sunflowers Print
Year 2	D&T Focus	Drawing Lines, shape, texture Mondrian	Sculpture Barbara Hepworth	Painting The Work of Georges Seurat	D&T Focus	
Year 3	D&T Focus	Drawing Lessons 1-7 Drawing programme	Painting - Colour Work The work of JMW Turner	Drawing Lessons 1-7 review Plus Lessons 9-13	D&T Focus	D&T Focus
Year 4	Drawing African Art	D&T Focus	Painting The work of Monet	Painting + Relief Egyptian Art	Drawing MC Escher Review Drawing Lessons 1-13 Plus Drawing Lessons 15-18	D&T Focus
Year 5	D&T Focus	Drawing Lessons 1-18 Review Plus Drawing Lessons 19-21	D&T Focus	Painting Victorian Art William Morris	D&T Focus	Architects and Designers including focus study of Gaudi
Year 6	Drawing Tom Lea's 2000 Yard Stare Portrait	D&T Focus	Drawing Perspective		D&T Focus	Paint / Colour Nature & Plants Georgia O'Keeffe

	Drawing Lesson 28- 29		Lessons 1-21 review Plus lessons 22 - 27			
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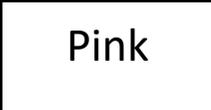
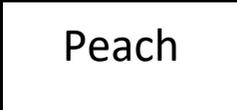
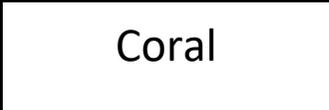
The Aims of the National Curriculum for Art and Design

The national curriculum for art aims to ensure that all pupils:

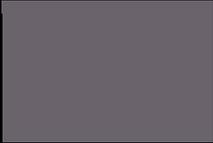
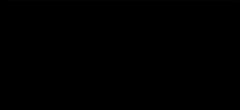
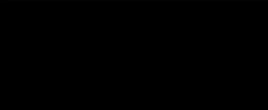
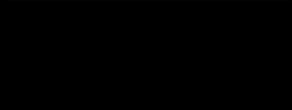
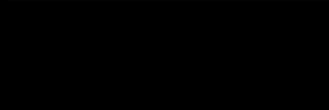
- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Stanley Road Colour Vocabulary

When exploring artists use of colour in their work this chart can be used to explore different shades and any associated vocabulary

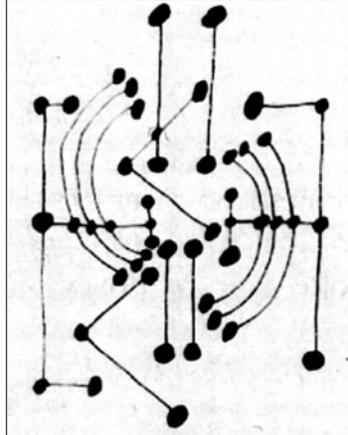
Stanley Road Colour Vocabulary					
Blue	Indigo	Turquoise	Azure	Cobalt	Navy
					
Purple	Violet	Mauve	Lavender	Lilac	
					
Green	Lime	Emerald	Mint	Olive	
					
Pink	Peach	Magenta	Rose	Coral	
					

Red	Ruby	Scarlet	Crimson	Maroon	Burgundy
White	Cream	Pearl	Ivory	Alabaster	
Brown			Caramel		Brunette
Orange	Bronze	Rust	Ginger	Apricot	

Yellow	Gold	Lemon	Mustard	Butterscotch	Blonde
					
	Tan	Beige	Sand	Fawn	Sepia
					
Grey	Silver		Charcoal	Pewter	
					
Black	Pitch	Jet Black	Ebony	Coal	Soot
					

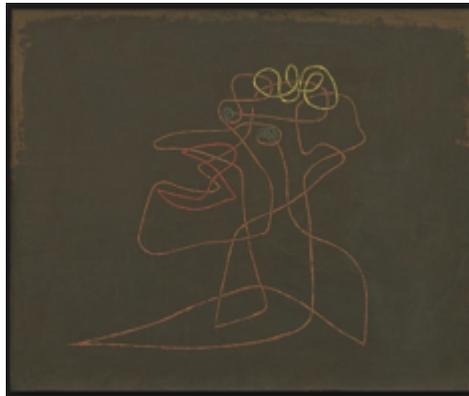
Year 1

Term: Y1 T1	Focus of Study: ART FOCUS: LINES – Drawing and painting – Paul Klee
NC Objectives	Key Knowledge and Vocabulary
<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To 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>Year 1 Term 1– Drawing Artist Focus: Paul Klee (Klay)</p> <p>Context for study: This unit builds appropriately on the drawing work that children have completed in EYFS. They have so far engaged in lots of large mark-making experiences with various media, which has enabled them to work on their gross and fine motor skills, to make a range of marks and visual images. Whilst studying the Swiss German artist Paul Klee, children learn that an artist is someone who draws or paints pictures or creates sculptures as a job or a hobby. They also learn that art can be ‘abstract’ that does not show things that are recognisable such as people, objects or landscapes. Alongside learning the quote “A line is a dot that went for a walk” children learn how to make different types of lines – straight, curved and wavy, and that dots can be joined to make different lines/pathways. Children learn the primary colours and apply their knowledge of dots and lines to create their own artwork based on the work of Paul Klee.</p> <p>Know that Paul Klee is a Swiss German artist (1879 – 1940). Know that an artist is someone who draws or paints pictures or creates sculptures as a job or a hobby.</p> <p>Know that he is famous for simple child-like drawings using single lines.</p> <p>Know that Paul Klee was best known for his abstract paintings. Know that abstract art does not show things that are recognisable such as people, objects or landscapes; instead, artists use colours, shapes and textures to achieve their effect</p> <p>Know the Paul Klee quote “A line is a dot that went for a walk.”</p> <p>Know how to make different types of line – straight, curved, wavy in the style of Klee. Know that dots can be joined to make different lines/pathways (influenced by Lines, dots and circles from the 1920s notebooks)</p>



Know the terms **horizontal** and **vertical**, **short**, **long**, **wavy**, **curved**, **straight**
Know that different tools can make lines and dots of different thicknesses for different effects.

Know that Klee made drawings using a single **continuous** line (continuous line portrait). Know how to create versions of Klee's abstract work using a continuous line.



Continuous line portrait (1939)



Mädchen mit Puppe (Girl with doll, 1930)

Know how a line can be used to enclose a shape and how the shapes can be used to represent (influenced by Senecio, 1922)



Know how to draw different shapes by enclosing spaces with lines (influenced by Cat and bird, 1928)



Know that Klee used colours **symbolically** in his artwork.

Know that the **primary** colours are red, blue and yellow. Know that Klee taught his students how to mix and balance colours

Key Vocabulary – **primary colour, dot, line, horizontal, vertical,**

Lesson 1: dots – making dots using different mark-making tools of varying thickness, joining dots with lines

Lesson 2: lines – drawing different types of line – straight lines, curved, arcs, wavy (bouncy) lines, curly, spiral, **zigzag**, thick lines, thin lines, short lines, long lines

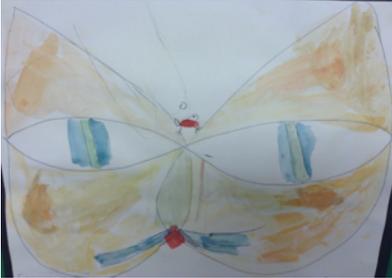
Lesson 3: lines – taking a line for a walk, continuous lines to make abstract patterns

Lesson 4: lines – continuous line picture to represent faces, objects, people, looking carefully (observational drawing)

Lesson 5: using lines to make shapes – create a portrait drawing in the style of *Senecio*

Lesson 6: using lines to create shapes – create a drawing / painting in the style of *cat and bird*

End of Unit Outcome: To create a drawing/painting inspired by the Cat and the Bird (Paul Klee, 1928)

	<p>Example of pupil work:</p> 
Term: Y1 T2	Focus of Study:
NC Objectives	Key Knowledge and Vocabulary
	D&T Focus
Term: Y1 T3	Focus of Study: <u>Art focus – Painting, tones /shades – Bruegel and Lowry</u>
NC Objectives	Key Knowledge and Vocabulary
<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To 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>Year 1 Term 3 – Painting - Artist focus: Lowry and Bruegel (pronounced broy-gl)</p> <p>Context for study:</p> <p><i>This unit encourages children to draw attention to the different elements that they can see in a painting/piece of artwork, for example, the background of paintings - landscapes, ordinary people, buildings etc. Children learn the tonal scale of pencil hardness/softness creating a tonal scale using the full pencil range; within this, they understand the meaning of ‘H’ and ‘B’ and the full scale in between. They look at monochrome (black and white) versions of pictures and how depth and perspective is achieved through the different tones used in certain pieces of artwork. With strong links to the History unit ‘Important People’ that children study at the same time, they learn key facts about the artists L.S Lowry and Pieter Bruegel. The unit builds on children’s previous knowledge of colour recognition, and colour names, as they learn of how L.S Lowry only ever used 5 colours in his work. Lessons focus on how Lowry used different tones to create depth and children are shown how these colours can be changed by adding white to make tints, and by adding black to make tones of the same colour. Building on children’s experiences with digital art, they explore similar ‘modern day’ photographs and</i></p>

compare work from Lowry and Bruegel. Children then apply their knowledge and skills to create their own paintings focussing on the background/landscapes, buildings and people, and the tints and tones work that they have studied throughout.

Pieter Bruegel the Elder (link to History curriculum)

Know that it is thought that **Pieter Bruegel the Elder** was born sometime between **1525-1530** in the **Netherlands**, and he died in **1569**.

Know that Brueghel is famous for painting **landscapes** and **peasant** scenes. Know that a peasant is a poor person.

Know that a landscape is everything you can see when you look into the distance across the land.

Work to study - Children's Games, The Peasant Wedding



Children's games (1560)



Peasant Wedding (1567)

LS Lowry

Know that **Laurence Stephen Lowry (L.S. Lowry)** was **born in 1887 in Manchester**, and he **died in 1976 at the age of 91**.

Know that Lowry was famous for painting about life in towns and his 'matchstick men' people

Work to study- Coming out of school, Coming from the mill.



Coming out of school (1927)



Coming from the mill (1930)

Know that Lowry painted with only 5 colours - Ivory Black, Vermillion red, Prussian blue, Yellow ochre, Flake white.

Watch video clip here - <https://www.youtube.com/watch?v=8LMM5LdOVWQ>
https://www.youtube.com/watch?v=yc6mN1d_Nc8

Know that both artists wanted to depict everyday life in their work but for different reasons.

Lesson One: Introduce works of Lowry and Bruegel to the children. Talk about what the children can see in the paintings. Identify common themes – Landscapes, ordinary people, buildings, common clothing for the era. Use a view-finder to identify details in the pictures and make sketches of these in sketch books.

Lesson Two: Introduce drawing pencils to the children. Identify whether they are hard/ soft. Create a tonal scale using the pencils from hard-soft. Look at black and white (monochrome) versions of the works – Coming from the mill and Children's Games. Talk about how the depth/ perspective in the works is achieved through different tones. Use the eyes half-closed technique to identify the tones in the pictures. Use the drawing pencils to create drawings with different tones.

Lesson Three: Talk about how L.S. Lowry only ever used 5 colours in his work but that he used different tones to create depth. Show the children how the colours can be changed by adding white to make tints and by adding black to make different shades of the same colour. Make different tonal scales of colours used by Lowry.

Lesson Four: Look at photos of everyday scenes around school – in the playground, coming into school in the morning, in the dining hall. Talk about why they are similar to Bruegel / Lowry works. Talk about how Lowry didn't copy the landscape he saw exactly but that he used different elements to make his work more interesting. Use the photographs of everyday scenes in school to compose their own landscape pictures to show what they think ordinary life at Stanley Road is like. Use drawing pencils to add tone to their work.

Lessons Five and Six: Create their own painting based on the works of Lowry / Bruegel.

End of Unit Outcome: To draw and paint a scene of everyday life inspired by the Lowry and Bruegel Artwork covered throughout the unit.

Example of pupil work:



Term: Y1 T4

Focus of Study:

NC Objectives

Key Knowledge and Vocabulary

	D&T Focus
Term: Y1 T5	Focus of Study:
NC Objectives	Key Knowledge and Vocabulary
	D&T Focus
Term: Y1 T6	Focus of Study: <u>Painting focus - Colour Work (Still Life) Van Gogh Sunflowers</u>
NC Objectives	Key Knowledge and Vocabulary
<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To 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>Year 1 Term 6 – Painting (Artist focus: Van Gogh)</p> <p>Context for study:</p> <p><i>This unit builds on children’s knowledge and skills of painting covered in EYFS and Year 1. Children recap on their artist knowledge of Van Gogh learned during EYFS and learn of specific brush types and thickness of brushes to create desired effects. Children learn how primary colours can be mixed with other colours to create secondary colours and experience their first encounters with colour wheels. They use previous colour mixing skills to create different shades of yellow, and apply their drawing and painting skills to create a piece of artwork focussing on sunflowers. Children also develop their printing skills to make simple wax/pencil rubbings. Within this work they compare and talk about differing textures and learn how different objects can create differing prints – understanding that a pattern can be created by repeating a print.</i></p> <p>Know that Van Gogh was born in 1853 in the Netherlands and he died in 1890 in France. Know that he didn’t become famous until after his death. Know that his painting of ‘15 Sunflowers’ is valued at £55 million pounds (correct at time of writing in 2019). Know that Van Gogh said ‘<i>I dream of painting and then I paint my dream.</i>’</p>

His significant works - Sunflower paintings from 1888



Know how to use thick and thin brushes to create different **brush strokes**.

Know about the effect of the different strokes.

Know the **primary colours** and how they can be mixed with other colours to create **secondary colours**.

Know how to create **colour wheels**.

Know how to mix different shades of yellow (**Yellow, gold, lemon, mustard, butterscotch**)

Colour focus - Yellow, gold, lemon, mustard, butterscotch.

End of Unit Outcome: To draw and paint sunflowers from a photograph of sunflowers.

Example of pupil work:



Art Focus - Printing

Know how to make a simple **wax** or **pencil rubbing**.

Know how to **compare textures** and describe their main differences.

Know that objects can be used to make **prints**.

Know how to use a variety of objects to make prints (e.g. fruits, vegetables, different shaped sponges etc).

Know that a **pattern** can be created by repeating a print.

Know how to create a **relief print**- [Link removed](#)

Know how to **engrave** safely using a range of tools.

Know that **mono-printing** is 'a form of printmaking where the image can only be made once, unlike most printmaking which allows for **multiple** originals'

Know how to make simple printing blocks to create **mono-printing effects** (including how to adapt foam blocks/marks made on a plasticine block).



Images removed

Know that patterns can be altered by **repeating, rotating, reflecting** the original **image**.

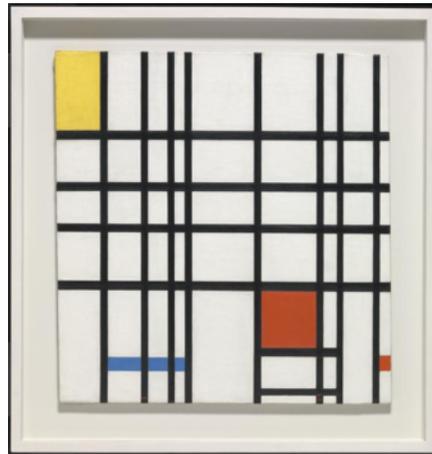
Key Vocabulary - Print, relief print, engraving, etching, rubbing, smudge, image, reverse, shapes, surface, pressure, decoration, cloth/material.

End of Unit Outcome: To create a print picture using an engraved polystyrene tile.

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Year 2

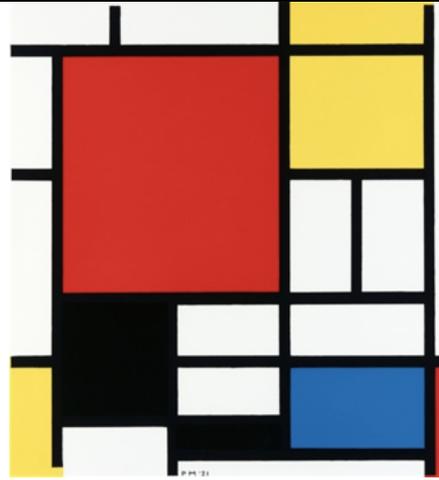
Term: Y2 T1	Focus of Study:
NC Objectives	Key Knowledge and Vocabulary
	DT FOCUS
Term: Y2 T2	Focus of Study: <u>Art focus - Drawing and Painting - Mondrian Lines</u>
NC Objectives	Key Knowledge and Vocabulary
<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To 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>Year 2 Term 2 – Drawing Artist Focus: Piet Mondrian (pronounced mon-dree-an)</p> <p>Context for study:</p> <p><i>This unit builds appropriately on the dots and line work covered in Year One whilst studying the artist Paul Klee. Although pupils have previously used the vocabulary of horizontal and vertical, this unit focuses on teaching children to use a ruler correctly in order to draw <u>straight</u> horizontal, vertical and diagonal lines, with varying lengths. Children will understand the meaning of abstract art and, by mastering the correct use of a ruler, will draw lines to create pieces of abstract art based on the artist Piet Mondrian.</i></p> <p>Knowledge Content</p> <p>Know that Piet Mondrian was a Dutch artist best known for his abstract paintings.</p> <p>Know that Dutch means he was born in the Netherlands.</p> <p>Know where the Netherlands is in relation to the UK on a digital map.</p> <p>Know that art that is abstract does not show things that are recognisable such as people, objects or landscapes.</p> <p>Know that the word composition describes the way that different elements are put together in a work of art.</p> <p>Work to study - Composition with Red, Yellow, and Blue, Untitled, Composition C (No.III) with Red, Yellow and Blue</p>



Composition with Yellow, Blue and Red 1937–42

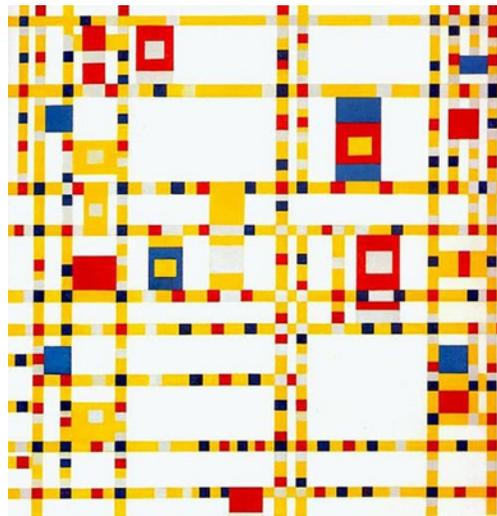


Composition C (No. III) with Red, Yellow and Blue

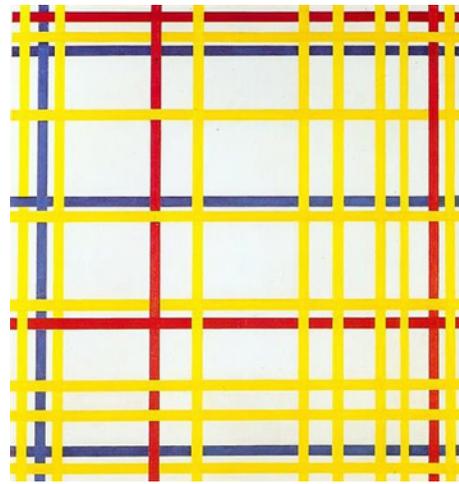


Untitled

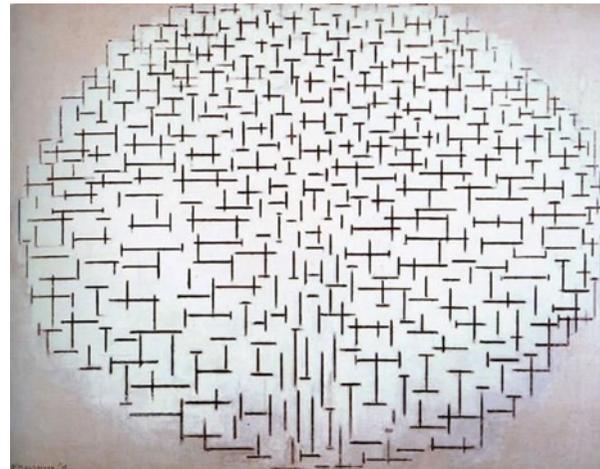
Know that sometimes artists don't give names to their works of art and these are then called 'untitled' - this is often to allow people to interpret the art in their own way.



Broadway Boogie Woogie (1943)

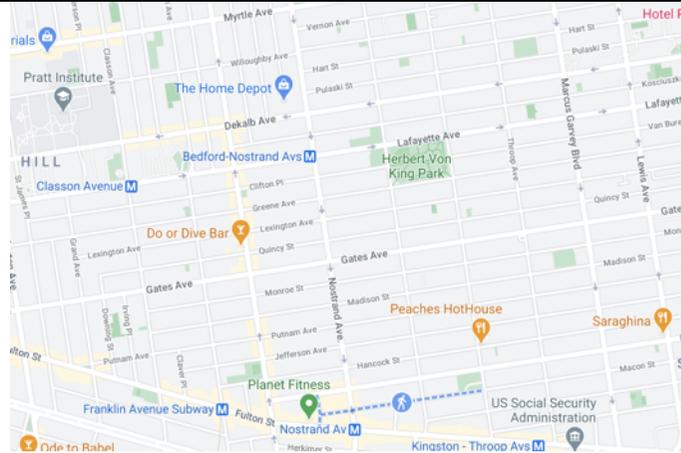


New York City I (1942)



Composition No. 10 (Pier and Ocean) (1915)

Know that New York City is a large city in the USA. Know that Mondrian's paintings called New York City and Broadway Boogie Woogie show the road networks from an aerial perspective.



Know how to compare an aerial view of New York on Google Maps with Mondrian's NY art work.

Know how to draw **straight** lines **horizontally** and **vertically** to create an asymmetric **grid** in the style of Mondrian.

Ruler Skills

Know how to hold a ruler in one hand and draw with the other

Know how to gently push your pencil against the ruler to draw straight lines.

Know how to draw horizontal, vertical and diagonal lines using a ruler

Know how to use thicker coloured pens to draw lines with a ruler to create work influenced by New York City 1 (1942)

Know how to use shorter lines with a ruler to create work influenced by 'Pier and Ocean'.

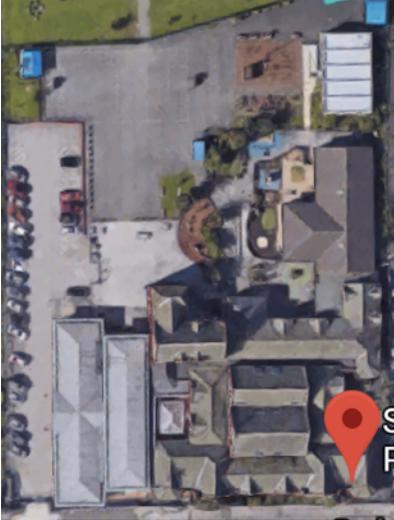
Know the terms **horizontal** and **vertical**

Know that Mondrian used **primary** colours of red, blue and yellow for much of his artwork.

Key Vocabulary - primary colour, line, horizontal, vertical,

Colour focus - Red, yellow, blue, black, white.

(Please see Stanley Road Colour Vocabulary Curriculum above)

	<p>End of Unit Outcome: To create a piece of art in the style of Mondrian using the bird's eye view of school as inspiration.</p> 
Term: Y2 T3	Focus of Study: <u>Art Focus - Sculpture - Barbara Hepworth</u>
NC Objectives	Key Knowledge and Vocabulary
<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different</p>	<p>Year 2 Term 3 – Sculpture (Artist focus: Barbara Hepworth)</p> <p><i>Context for study:</i></p> <p><i>This unit builds on the 3D artwork that children have encountered throughout EYFS through junk modelling and 3d artwork with plasticine, play-doh and clay. It introduces children to the artist Barbara Hepworth and builds on the notion of abstract art, but this time through a 3D world. It introduces children to the meanings of a ‘Sculptor’ and ‘Sculpture’ and, despite their similarity in sound, the importance of being able to distinguish between the two. Throughout this unit children learn terminology such as carving and shaping, and how they can apply these techniques to various materials such as stone, wood and clay. Children learn knowledge about some of the most famous works of Barbara Hepworth, alongside important skills such as how to mould, cut and shape clay, and the most appropriate tools to use to achieve desired outcomes.</i></p> <p>Know that Barbara Hepworth is a significant artist and sculptor from the UK.</p>

practices and disciplines, and making links to their own work.

Know that a sculptor is someone who creates sculptures - a work of art that is produced by **carving** or **shaping** stone, wood, clay, or other materials.

Know that a sculpture is an object you can pick up, turn around, upside down and feel.

Know that she Hepworth was born in 1903 and died in 1975.

Know that her work is known as **abstract** art.

Know that abstract art is art which does not attempt to look like any particular object in reality but rather a collection of shapes, colours and forms to express a feeling or idea.

Know that Barbara Hepworth said *'I rarely draw what I see. I draw what I feel in my body.'*

Know the following of Barbara Hepworth's works:



Monolith - Empyrean (1953)



Figure for Landscape (1960)



Sphere with Inner Form (1963)



Rock Form (1964)

Know that **sculpture** is a work of art that is produced by carving or shaping stone, wood, clay, or other materials.

Know how to **sculpt materials** to include **lines** and **texture**.

Know how to use a variety of techniques such as **rolling, cutting, moulding** and **carving**.

	<p>Know how to use tools safely to cut/mould desired shapes. Know a range of joining/combining techniques to join chosen materials together.</p> <p>End of Unit Outcome: To produce a small clay sculpture inspired by the Barbara Hepworth’s sculptures studied throughout the unit.</p> <p>Example of pupil work</p> 
Term: Y2 T4	Focus of Study: Art focus - Drawing and Painting – Seurat
NC Objectives	Key Knowledge and Vocabulary
<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Year 2 Term 4 – Drawing and Painting Artist Focus: Georges Seurat (soo·ruh)</p> <p>Context for study:</p> <p><i>This unit follows on from the drawing and painting work covered in Year One whilst studying the artists Paul Klee, L.S Lowry and Bruegel. The work reconsolidates the use of a range of brush types to create different brush strokes, with varying thicknesses; as well as extending children’s knowledge to understand how they can vary the thickness of paint to match a specific task and gain different desired outcomes. Building appropriately on the colour work covered throughout EYFS and Year One, it helps children to reconsolidate knowledge of primary colours and how to mix these to create secondary colours; extending their knowledge of the colour wheel and how contrasting colours can be used to create effects of light and dark. The unit re-visits work covered on tints and tones and extends children to think about combining this knowledge to mix secondary colours in a range of tones. Children also learn a new style ‘Pointillism’, which has not previously been covered throughout</i></p>

To 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.

the curriculum, in addition to how they can show different shades of light and dark using varying pressures with other media such as pastels.

Know that **Georges Seurat** was born in 1859 in **Paris** and he died in 1891.



Photograph of George Seurat 1888

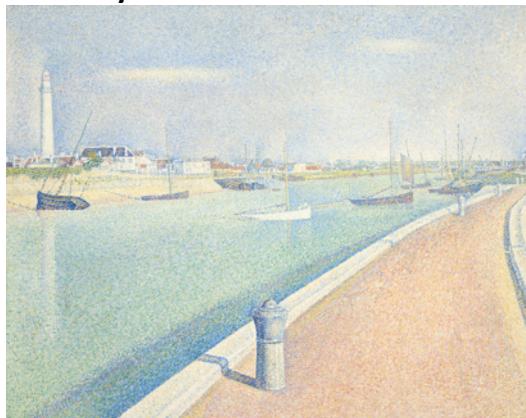
Significant works to study - Bathers at Asnières, A Sunday Afternoon on the Island of La Grande Jatte, The Channel of Gravelines, Petit Fort Philippe, La tour Eiffel



Bathers at Asnières



A Sunday Afternoon on the Island of La Grande Jatte



The Channel of Gravelines



La tour Eiffel

	<p>Know how to use thick and thin brushes to create different brush strokes focusing on pointillism style.</p> <p>Know how to select from a range of brushes (thick, thin, flat and round) to suit a given task.</p> <p>Know how to apply paint in a range of strokes, dots, lines and washes.</p> <p>Know how to use powder paint to mix colours</p> <p>Know how to mix the primary colours and other colours to create secondary colours.</p> <p>Know how to create colour wheels.</p> <p>Know how to mix secondary colours in a range of tones - using red, blue, yellow and white.</p> <p>Know how to mix paint to match a given colour sample.</p> <p>Know how to vary the thickness of paint to match the task – thin paint for washes, thick for painting a box sculpture.</p> <p>Know how to use white colours to create different tints (a small hint of colour)</p> <p>Know how to describe the effect of adding white paint.</p> <p>Know how to use black colours to create different tones.</p> <p>Know that tones are lighter or darker shades of a colour e.g., light / dark blue.</p> <p>Know how to describe the effect of adding black colours.</p> <p>Know how to show different shades of light and dark using varying pressures with pastels.</p> <p>Know how contrasts in colours can create effects of light and dark.</p> <p>Key Vocabulary - primary colour, secondary colour, light, dark, thick, thin, tone, warm, cold, shade, bright, dull,</p> <p>Colour focus - Blue, Indigo, Turquoise, Navy, Azure, Cobalt, Green, lime, emerald, mint, Olive. (See Colour Vocabulary Curriculum above)</p> <p>End of Unit Outcome: To create a painting using pointillism inspired by the work of Georges Seurat.</p>
Term: Y2 T5	Focus of Study:
NC Objectives	Key Knowledge and Vocabulary
	D&T Focus

Term: Y2 T6	Focus of Study:
NC Objectives	Key Knowledge and Vocabulary
	D&T Focus

Year 3

Term: Y3 T1	Focus of Study: The Blue Planet						
NC Objectives	Key Knowledge and Vocabulary						
	D&T Focus						
Term: Y3 T2	Focus of Study: Art Focus – Drawing						
NC Objectives	Key Knowledge and Vocabulary						
<p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint, clay).</p> <p>To learn about great artists, architects and designers in history.</p>	<p>Year 3 Term 2 – Drawing (Lessons 1-7 from Drawing Programme – You Can Draw In 30 Days by Mark Kistler)</p> <p>Context for study:</p> <p><i>Building on their drawing experiences in previous years, throughout this unit children learn the specific drawing techniques of ‘foreshortening, placement, size, overlapping, shading and shadow’ to add depth to their drawings. They recap previously learned knowledge of pencil grades and learn how to choose and use them with increasing accuracy to show line, tone and texture. Children are taught to select different shades to add light and shadow to their drawings, and progress their annotation skills to explain and elaborate ideas further.</i></p> <p>Know the following drawing techniques to create depth</p> <table border="1"> <thead> <tr> <th>Technique</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Foreshortening</td> <td>Distorting an object to create the illusion that one part of it is closer to the eye</td> </tr> <tr> <td>Placement</td> <td>Place an object lower on the surface of a picture to make it appear closer to your eye</td> </tr> </tbody> </table>	Technique	Description	Foreshortening	Distorting an object to create the illusion that one part of it is closer to the eye	Placement	Place an object lower on the surface of a picture to make it appear closer to your eye
Technique	Description						
Foreshortening	Distorting an object to create the illusion that one part of it is closer to the eye						
Placement	Place an object lower on the surface of a picture to make it appear closer to your eye						

Size	Draw an object larger to make it appear closer to your eye
Overlapping	Draw an object in front of another object to create the illusion that it is closer to the eye
Shading	Draw darkness on an object opposite the positioned light source to create the illusion of depth
Shadow	Draw darkness on the ground next to the object, opposite the positioned light source to create the illusion of depth.

Lesson 1

Know how to draw a sphere

Know how to position the light source in a picture

Know how to use this technique to draw a piece of spherical fruit from observation

Lesson 2

Know how to draw overlapping spheres

Know how to draw two sports balls which are overlapping from observation

Lesson 3

Know how to draw a collection of spheres

Know how to draw a collection of pebbles from observation

Lesson 4

Know how to draw a cube

Know how to draw multiple dice from observation

Lesson 5

Know how to draw hollow cubes

Know how to draw an open box full of items

Lesson 6

Know how to draw stacking tables

Know how to create a 'box robot' using the techniques learned

Lesson 7

Know how to draw cubes with archways cut into them

Know how to draw a building using cube techniques and arches

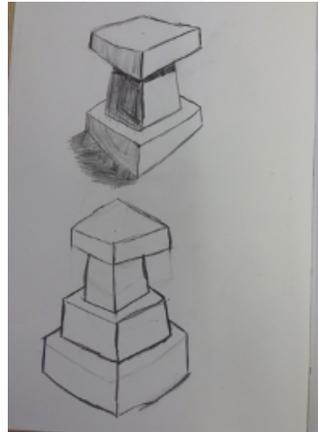
To know how to use different hardness of pencils to show line, tone and texture (see diagram below from Y1 T3).

To know how to **annotate sketches** to explain and elaborate ideas.

To know how to use different **shades to show light and shadow.**

End of unit outcome: Sketch a building using cube and shading techniques covered throughout the unit.

Example of pupil work:



Term: Y3 T3

Focus of Study: **Art Focus - Painting - JMW Turner**

NC Objectives

Key Knowledge and Vocabulary

To create sketchbooks to record their observations and use them to review and revisit ideas.

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint, clay).

To learn about great artists, architects and designers in history.

Year 3 Term 3 – Painting (Artist Focus: Joseph Mallord William Turner)

Context for study:

Throughout this unit children learn about one of the best-known painters from the United Kingdom – Joseph Mallord William Turner. The unit has History links with children’s early knowledge of London and St Paul’s Cathedral, studied in Year One (the Great Fire of London History unit), as children learn that only very important people, JMW Turner being one of them, are buried at the Cathedral. Children learn that throughout his later pieces of Art, JMW Turner focussed on a style known as ‘Romantic’; within this, children learn to focus on the emotions and moods that can be portrayed throughout artwork. Children study the artist’s landscape paintings showing varying scenery and learn how looser/less precise brushwork was used for the romantic art. Revisiting colour wheel work, where each of the primary and secondary colours sit on the colour wheel, children recap knowledge of how to mix tones by focussing on creating a range of tones from one colour using watercolour sets. The unit has strong links with English, History and Geography units about ‘Ernest Shackleton’ studied throughout the same term. Children learn that JMW Turner died a few years before Shackleton’s expedition; they apply their knowledge, skills and creativity to paint an image of ‘Shackleton’s Endurance’ sailing on the ocean inspired by Turner’s own paintings of similar scenes. Within this work, children are encouraged to discuss how the artist might have recreated the scene of the ‘Endurance’ sailing across the Weddell Sea or trapped in the ice.



Know that **Joseph Mallord William Turner** is one of the best-known painters from the UK - his name is usually abbreviated to JMW Turner

Know that he was **born in 1775 in London** and he **died in 1851**.

Know that he is buried in St Paul's Cathedral in London (studied previously in Y1 for the Great Fire of London) Know that only very important people are buried here.

Know that Turner said: *'I know of no genius but the genius of hard work'*

Know that his later style was known as **Romantic**

Know that Romantic art focused on emotions, feelings, and moods of all kinds. The subject matter varied widely including landscapes.

Know that landscape paintings are those which show **natural scenery** such as mountains, valleys, trees, rivers, and forests, especially where the main subject is a wide view—with its elements arranged carefully.

The brushwork for romantic art became looser and less **precise**.

Know the following works of art by Turner



Sunrise (1825-30)



Helvoetsluys, The City Of Utrecht, 64, Going To Sea (1832)



Peace, Burial At Sea (1842)



Slavers, Throwing Overboard The Dead And Dying (1840)



The Fighting Temeraire (1839)

Know where each of the **primary** and **secondary** colours sit on the **colour wheel**.
Know how to mix a range of **tones** from one colour using watercolour sets.

Turner's Water colours – link removed

Use watercolours to paint an image of Shackleton's Endurance sailing on the ocean inspired by Turner's own paintings of similar scenes. Know that Turner died a few years before Shackleton's expedition. How would Turner have recreated the scene of the Endurance sailing across the Weddell Sea or trapped in the ice?



Know how to predict colours from mixing with increasing accuracy.

	<p>Know how to apply paint in a range of controlled strokes, dots, lines and washes (experiment by adding water and using different brushes).</p> <p>Know that pure colours can only be created using clean brushes and materials.</p> <p>Know that objects look smaller in the background and the whole object may not be seen.</p> <p>Know how to create the effect of objects looking smaller in the background of a piece of work.</p> <p>Know how to make notes in their sketchbooks about techniques used by artists.</p> <p>Know how to suggest improvements to their work by using ongoing notes in their sketchbooks.</p> <p>Colour focus - Orange, Bronze, Rust, Ginger, Apricot, Brown, Caramel, Brunette, Grey, Silver, Charcoal, Pewter. (see Colour Vocabulary Curriculum above)</p> <p>End of unit outcome: Create a painting of Shackleton’s Endurance in the style of Turner.</p>
Term: Y3 T4	Focus of Study: Drawing
NC Objectives	Key Knowledge and Vocabulary
<p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint, clay).</p> <p>To learn about great artists, architects and designers in history.</p>	<p>Year 3 Term 4 – Drawing (Review of Drawing Lessons 1-7, Lessons 9-13) Please refer to our drawing programme – You Can Draw in 30 Days by Mark Kistler for further information</p> <p>Context for study:</p> <p><i>Throughout this unit, children review the work covered throughout term two. Focussing on the vocabulary learned, children practise their drawing skills using the specific techniques and language learned throughout the earlier unit; with the addition of how to draw a horizontal reference line to give the illusion that objects in their pictures are at varying distances from the eye of the observer. Children then combine elements taught to create a landscape of cylinders and house structures, adding their own creativity to the knowledge and skills that they have practised throughout the two focussed drawing units. Building on their drawing experiences in previous years, throughout this unit children learn the specific drawing techniques of ‘foreshortening, placement, size, overlapping, and shadow’ to add depth to their drawings. They recap previously learned knowledge of pencil grades and learn how to choose and use them with increasing accuracy to show line, tone and texture. Children are taught to</i></p>

select different shades to add light and shadow to their drawings, and progress their annotation skills to explain and elaborate ideas further.

Review of Drawing Lessons 1-7
Review of vocabulary

Technique	Description
Foreshortening	Distorting an object to create the illusion that one part of it is closer to the eye
Placement	Place an object lower on the surface of a picture to make it appear closer to your eye
Size	Draw an object larger to make it appear closer to your eye
Overlapping	Draw an object in front of another object to create the illusion that it is closer to the eye
Shading	Draw darkness on an object opposite the positioned light source to create the illusion of depth
Shadow	Draw darkness on the ground next to the object, opposite the positioned light source to create the illusion of depth.
Horizon Line	Draw a horizontal reference line to create the illusion that objects in the picture are varying distances from your eye

Lesson 9

Know how to draw a bowl shape

Know how to draw a curved flag and rose using the bowl shape

Lesson 10

Know how to draw a cylinder

	<p>Know how to draw overlapped cylinders Know how to draw tins of food from observation</p> <p>Lesson 11 Know how to draw multiple overlapped cylinders. Know how to draw holes in the ground using the same techniques.</p> <p>Lesson 12 Know how to use a horizon line to show depth. Know how to draw a house.</p> <p>Lesson 13 Know how to combine houses to create more complicated structures.</p> <p>End of unit outcome: Create a landscape of cylinders and house structures using drawing techniques covered throughout the unit.</p>
Term: Y3 T5	Focus of Study:
NC Objectives	Key Knowledge and Vocabulary
	D&T Focus
Term: Y3 T6	Focus of Study:
NC Objectives	Key Knowledge and Vocabulary
	D&T Focus

Year 4

Term: Y4 T1	Focus of Study: African art - Textiles and Sculpture
NC Objectives	Key Knowledge and Vocabulary

To create sketchbooks to record their observations and use them to review and revisit ideas.

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint, clay).

To learn about great artists, architects and designers in history.

Year 4 Term 1 – (African Art – textiles and sculpture)

Context for study:

The African theme throughout this unit links to the history unit studied throughout the same half term. It is separated into two main parts – ‘African textiles’ and ‘African sculpture’. Throughout the unit children learn how to research and explore art from other cultures and periods of time. When looking at African textiles, children are encouraged to use previous knowledge of materials, pattern and stitch types that they have explored during previous years and become increasingly capable of describing their work and giving their opinions on textiles. Children are taught to develop accuracy in producing stitch types and use shape, colour and texture to represent work from other cultures. Children’s annotation skills are developed by extending topic related vocabulary and encouraging them to use this to describe the visual and tactile qualities of textiles. Within this, children are encouraged to compare and comment on different approaches used by artists in different cultures and periods of time.

When looking at African sculpture, children recap over previously learnt knowledge and skills gained throughout earlier design work; revisiting how the design process and 2D exploration is the starting point for any 3D work. Children expand their knowledge of compare and contrast whilst looking at sculptures from different times and cultures. They build upon previous knowledge from Year two of how to select and use the correct tools (safely) to sculpt clay and other moldable materials. Children revisit how to make clay attachments and apply this to a larger scale.

Work to study - [Link removed](#)

Art Focus - Textiles (Approximately 4 weeks)

Know how to **research and explore work from other periods of time and cultures.**

Know how to use previous knowledge of materials, pattern and stitch types to **describe and give opinions on given textiles.**

Know how to use **stitches, shapes, colours and textures** to represent work studied.

Know how to annotate work using appropriate language to describe the visual and tactile qualities of textiles.

Know how to compare and comment on different approaches used by artists in different cultures and periods of time.

Key vocabulary - Daub, stamp, emblem, motif, ornamentation, geometric, stylised, abstract.

End of unit outcome: To create a piece of artwork that combines patterns and textures covered throughout the unit using the following Tinga Tinga Artwork for inspiration.

Images removed

Art Focus - Sculpture (African masks- approximately 4 weeks)

Know that the **design process** is a necessary **starting point** for any sculpture - using 2d form in sketchbooks.

Know how to **compare** and **contrast** sculpture from different times and cultures.

Know how to use the correct tools (safely) to sculpt clay and other moldable materials (papier mache etc).

Know how to use a range of specific **clay techniques** to create a finished product.

Know how to make attachments with clay, using slip e.g. noses to faces etc.

Know how to select the correct materials for different projects.

Know that clay must be kept damp, takes time to dry and may not be suitable for some tasks.

	<p>To be able to work on large, and small, scale projects- both individually and as part of a group.</p> <p>Key Vocabulary - Form, shape, texture, composition, profile, stylised, proportion, decoration, ornate, symbolic, perspective.</p> <p>End of unit outcome: To create an African mask (papier mache or clay) using joining techniques covered throughout the unit.</p>
Term: Y4 T2	Focus of Study:
NC Objectives	Key Knowledge and Vocabulary
	D&T Focus
Term: Y4 T3	Focus of Study: <u>Art Focus - Drawing with Pastels -Monet</u>
NC Objectives	Key Knowledge and Vocabulary
<p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint, clay).</p> <p>To learn about great artists, architects and designers in history.</p>	<p>Year 4 Term 3 – Drawing with Pastels Artist Focus: Oscar Claude Monet (klawd mo·nay)</p> <p><i>Context for study:</i></p> <p><i>Throughout this unit children learn of the impressionist work of the artist Oscar Claude Monet. They learn of the importance of colour and light throughout these studies and explore many of Monet’s varying light and weather work. Children are taught how to use oil pastels using a range of pastel techniques such as ‘finger blending’ and ‘adding colour highlights’ to show how various weather types can change the mood and feel of a piece of art. Children build on previous knowledge of developing ideas through sketchbook work and develop their ability to express their feelings – sharing their likes and dislikes about different pieces of art. Children use their sketchbook work to suggest improvement to their artwork.</i></p> <p>Know that Oscar Claude Monet is a very significant French painter whose paintings are now very valuable.</p>

Know that we often use an artist's surname when we talk about them so Claude Monet is simply known as Monet.

Know that Monet was born in **1840** in **Paris, France** and he died in **1926** in **Giverny, France**.

Know that in the 1860s a group of French painters started to work in a **radical** new way.

Know that radical means a big change from what has gone before.

Know that this group became known as **Impressionists** and Claude Monet was one of the **key figures** in this **movement**.

Know that, before the impressionists, most painters painted in the '**Grand Manner**' which means that they tried to make very lifelike pictures with lots of detail and shading to create a more 3d image.

Know that the Impressionist painters painted quickly in the open air rather than working in a studio from sketches which is what other painters did.

Know that people describe this approach as '**en plein air**' which is the French term for in the open air.

Know that this approach was only possible because of the invention of tubes of paint and portable **easels** so that artists could paint outside more easily.

Know that they used bold marks and bright colours to capture everyday life without trying to produce a precise likeness.

Know that the impressionists struggled to get their work displayed at **exhibitions** because it was so different from what had gone before so they created their own exhibition to show members of the public and the art world their work.

Know that an exhibition is a public event at which pictures, sculptures, or other objects of interest are displayed, for example at a museum or art gallery.

Know that Monet's painting 'Impression, Sunrise' (1872) gives this style of art its name.



Impression, Sunrise (1873) by Claude Monet

Compare this with a Grand Manner painting by Sir Joshua Reynolds *Colonel Acland and Lord Sydney: The Archers* (1769) below



Know that the impressionists were mostly interested in the effects of light and changing weather and this was reflected in their paintings of landscapes and scenes of everyday life. Know that using new bright colours that were being developed and were sold in ready mixed tubes they were able to work outside in front of what they were actually painting. Know that Monet often painted the same scene many times at different times of day and in different weather conditions.

Know that he is known to have said *'The real subject of every painting is light'*

Know further paintings from Monet as shown here

<https://learnodo-newtonic.com/claude-monet-famous-paintings>

including Water lilies (nymphs), Rouen Cathedral Series, Haystacks Series, Poplar Series)

Study this work and identify the subject matter of the **Houses of Parliament** as studied in Y2. Look at the three different versions painted by Monet showing different light effects at different times of day.



The Houses of Parliament, Sunset (1901)



Houses of Parliament (Sunlight Effect)



Houses of Parliament (Stormy Sky)

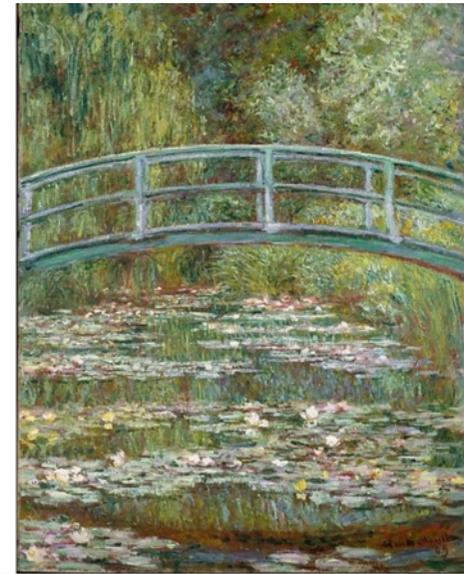
Know that at the time this building had only just been built so it captured Monet's attention. Know that, near the end of his life, Monet moved to a house with a beautiful garden and **lily pond**.

Know that he spent the last twenty years of his life painting scenes from his garden.

Know that he is understood to have said that '*My most beautiful masterpiece is my garden*'.

Watch this video clip - <https://www.youtube.com/watch?v=rjWx2WNXFF4>

Know that Monet produced a **sequence** of 250 paintings called Water Lilies from 1840–1926 showing similar scenes in different light and weather conditions



Study the above images (all painted between 1904 and 1920) to use as inspiration for own work and compare to photographs of Monet's garden e.g.



Know how to use **oil pastels** to create pictures inspired by Monet's Water Lilies
Follow the tutorial here - <https://www.youtube.com/watch?v=vUFero-6QBU>

Know how to **blend** colours with your finger

Know how to add **highlights** in lighter colours to show how the sun catches on the lilies.
Know how to use a sketchbook to develop ideas and practice before creating the finished picture.

Know how to use sketchbooks to **express feelings** about a subject - **describing likes and dislikes.**

Know how to make notes in their sketchbooks about techniques used by artists.

Know how to **suggest improvements** to their work by using ongoing notes in their sketchbooks.

End of unit outcome: Use a viewfinder to re-create a close up, detailed oil pastel piece of artwork based on Monet's Water Lilies.

Term: Y4 T4

Focus of Study: **Egyptian Art - Painting and Sculpture**

NC Objectives

Key Knowledge and Vocabulary

To create sketchbooks to record their observations and use them to review and revisit ideas.

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint, clay).

To learn about great artists, architects and designers in history.

Year 4 Term 4 – (Egyptian Art – Painting and Sculpture)

Context for study:

This unit has strong links to the history unit ‘Ancient Egypt’ studied throughout the same half term. It is separated into two main parts – ‘Egyptian Paintings’ and ‘Egyptian sculpture’. Throughout the unit children learn the depths of Egyptian Art, looking at painting, sculpture, architecture and other arts produced by the civilization of ancient Egypt in the lower Nile Valley from 3000 BC to 30 AD. They learn all about artwork associated with Egyptian tombs and monuments and how many paintings were made with the intent of making a pleasant afterlife for the deceased. Children learn the significance of papyrus material and its use during ancient Egyptian times. They focus on tomb paintings and their messages relating to life activity, along with learning the importance of profile and frontal views of people and animals throughout Egyptian art. Children are taught the six Egyptian artist colours and their meanings and apply their knowledge to create a painting inspired by the Egyptian art studied, including hieroglyphic backgrounds.

Whilst learning about various iconic statues amongst Egyptian sculpture, children learn of the associated rules. Children build upon their drawing skills from previous year groups to complete the specific focus of how to draw a pyramid. They then apply their knowledge and skills to draw a landscape piece of artwork featuring multiple pyramids.

Art Focus - Painting

Know that **Ancient Egyptian art** is the painting, sculpture, architecture and other arts produced by the **civilization** of ancient Egypt in the lower **Nile Valley** from about 3000 BC to 30 AD

Know that much of the art comes from **Ancient Egyptian tombs** and **monuments**

Know that **Egyptian wall art** was never meant to be seen by people other than the afterlife.

Know that many of the paintings were made with the intent of making a pleasant **afterlife** for the deceased.

Know that some **tomb paintings** show activities that the deceased were involved in when they were alive.

Know that Egyptian paintings are painted in a way that shows both a **profile view** and a **frontal view** of an animal/person at the same time.

Know what is meant by a **profile view**.

Know what is meant by a **frontal view**.

Know that Egyptian artwork focuses more on people/animals as opposed to landscape and location.

Know that **Egyptian artists used six colours** in their paintings (**red, green, blue, yellow, white and black**).

Red - the colour of power (symbolised life and victory, anger and fire)

Green - symbolises new life, growth, and fertility.

Blue - symbolised creation and rebirth

Yellow - symbolised the eternal, such as the qualities of the sun and gold.

White - the colour of purity, symbolising all things sacred, and was typically used in religious objects and tools used by the priests.

Black - fertility but also the colour of death and represented the underworld and the night.

Know the rules associated with Egyptian God/humans in paintings (**the sizes of figures were calculated purely by reference to the person's social status, rather than by the normal artistic rules of linear perspective**).

Know that the same formula for painting humans was used over hundreds/thousands of years (**Head and legs always in profile - eyes and upper body viewed from the front**)

Know that **Papyrus is a material** similar to **thick paper** (from the pith of the papyrus plant) used in ancient times as a writing surface.

Study the following pictures

Images removed

End of unit outcome: Create an Egyptian profile drawing/painting inspired by the Egyptian art studied, using hieroglyphics work as a background/border.

Example images removed

Art Focus - Sculpture

Work to study -



Rameses II



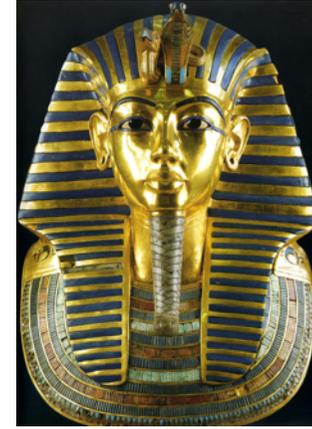
Great Sphinx of Giza



Ka Statue



Ushabti figures



The Gold Mask of Tutankhamun

Know the rules associated with Egyptian sculpture/statues (that male statues should be darker than female ones - when seated, the subject's hands should be on knees. Gods too were depicted according to their position in the hierarchy of deities, and always in the same guise).

Additional drawing lesson

Lesson 19 (Drawing Lessons sequence)

Know how to draw a pyramid

End of unit outcome: Draw a landscape featuring multiple pyramids.

Term: Y4 T5

Focus of Study: **Art Focus - Drawing and Printing (Tessellation focus - MC Escher)**

NC Objectives

Key Knowledge and Vocabulary

To create sketchbooks to record their observations and use them to review and revisit ideas.

Year 4 Term 5 – Drawing and Printing Tessellation Focus – MC Escher (eh-shuh)

Context for study:

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint, clay).

To learn about great artists, architects and designers in history.

Throughout this unit children review previous drawing related vocabulary from Year 3 and 4 and recap how to draw a sphere and how contour lines can be used to create volume and depth. Children practise their drawing skills using the specific techniques relating to how to draw contour lines on a cylinder and apply these to draw a shower hose using contour lines from observation. They also learn how to draw a wave, rippling flags a scroll. Children learn important facts about the artist Maurits Cornelis Escher and the mathematical elements throughout his artwork. Children study the tessellation of shape and pattern, and use their sketchbooks to record ideas about the three related rules of translation, rotation and glide reflection. Using artwork from Mc Escher as stimuli, children learn how to use cardboard tile templates to make their own tessellation images and combine the techniques learned to create a piece of artwork using tessellation and shading.

Review previous vocabulary from Year 4

Know that contour lines can be used to create volume and depth.

Lesson 15 (from You Can Draw in 30 Days by Mark Kistler)

Know how to draw contour lines on a cylinder

Know how to draw a shower hose using contour lines from observation

Lesson 16, 17, 18

Know how to draw a wave

Know how to draw rippling flags

Know how to draw a scroll

Review how to draw a sphere (Lesson 1,2,3 in Drawing Scheme)

Maurits Cornelis Escher (known as MC Escher)

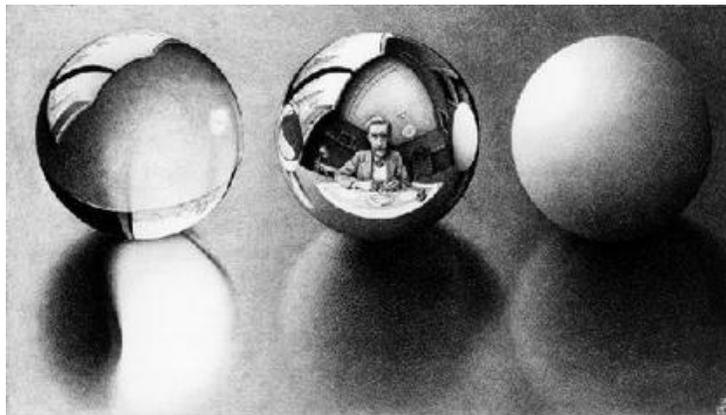
Know that he was **born in 1898 in Netherlands** and he **died in 1972**.

His artwork is often seen as having many mathematical elements.

Work to study - Hand with Reflecting Sphere (link removed) Relativity Waterfall (link removed), Snakes, Drawing hands, also see - <http://www.mcescher.com/>



Hand with Reflecting Sphere (1935)



Three Spheres II (1946)

Know that the picture depicts three spheres resting on a flat surface.

Know that the sphere on the left is **transparent** with a **photorealistic** depiction of the light cast through it towards the viewer and onto the flat surface.

Know that the sphere in the centre is reflective. Its reflection is an image of Escher in his studio drawing the three spheres.

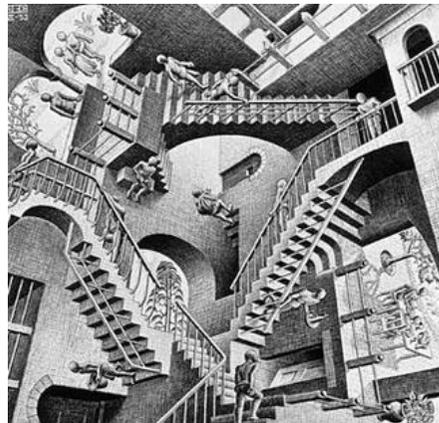
The sphere on the right is **opaque**, not **reflective** or transparent.

Know that opaque means you cannot see through it.

Know how to use a sketchbook to record their ideas.

Know how to use shading and lines to represent basic curved surfaces.

Know the following two pictures as examples of impossible structures.



Relativity (1953)



Waterfall (1961)

Know that 'Relativity' depicts a world in which the normal laws of gravity do not apply

Know that 'Waterfall' shows a **perpetual motion machine** where water from the base of a waterfall appears to run downhill along the water path before reaching the top of the waterfall.

Example of an impossible structure (not Escher)

Image removed

Tessellation Focus

Know that tessellation means 'to fit together exactly'. In art it is used to create patterns.

In real life you might see tessellation on paths and in nature e.g.



Know that Escher was interested in tessellating shapes to create patterns.

<https://www.youtube.com/watch?v=7GiKeeWSf4s>

Know that there are three basic shapes which tessellate - triangles, squares and hexagons.

Know that there are three rules for transforming shapes to ensure they tessellate.

1. Translation
2. Rotation
3. Glide Reflection (see video above for examples)

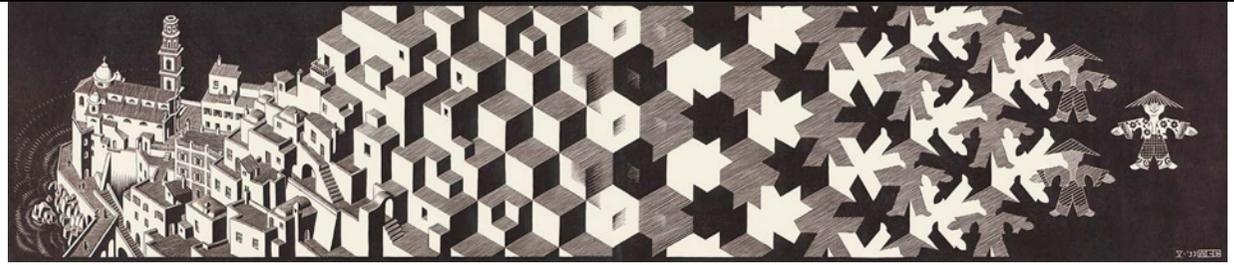
<https://www.youtube.com/watch?v=GtG4Jnbpomk> Tessellation Tips Video

(Useful background info for teachers on Escher's tessellations -

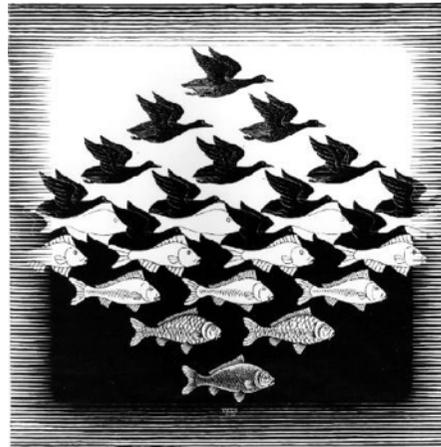
<https://www.youtube.com/watch?v=Kcc56fRtrKU>)

Study the following Escher's Tessellation pictures

(<https://www.youtube.com/watch?v=njp6yexWbfw> shows a useful video montage for an overview)



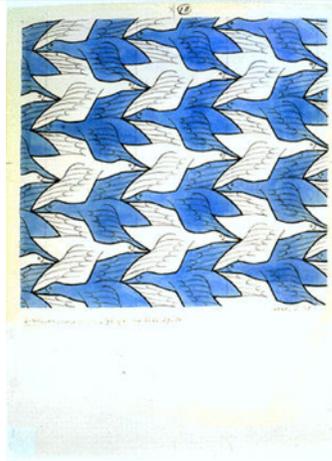
Metamorphosis (1937)



Sky and Water (1938)



Eagle (1938)



Two Birds (1938)



Lizard (1939)



Winged Lion (1945)

Know how to make own tessellation images using cardboard **tile** templates (see Tips video clip above)

Know how to use a sketchbook to **record their ideas, observations and imaginative drawings**
 Know how to use **shading and lines** to represent basic **curved surfaces**.

End of unit outcome: Create a tessellation picture inspired by MC Escher using the tessellation techniques taught throughout the unit.

Term: Y4 T6

Focus of Study:

NC Objectives

Key Knowledge and Vocabulary

D&T Focus

Year 5

Term: Y5 T1	Focus of Study:				
NC Objectives	Key Knowledge and Vocabulary				
	D&T Focus				
Term: Y5 T2	Focus of Study: Drawing - Trees in Art				
NC Objectives	Key Knowledge and Vocabulary				
<p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint, clay).</p> <p>To learn about great artists, architects and designers in history.</p>	<p>Year 5 Term 2 – Drawing (Lessons 19-21)</p> <p>Context for study:</p> <p><i>This unit brings together many aspects of children’s previous art knowledge and experiences. Children review drawing lessons 1-19 studied throughout previous drawing units, focussing on the drawing related vocabulary of foreshortening, placement, size, overlapping, shading, shadow, and horizontal line. Children continue to build upon their drawing skills, drawing cylinders (as in previous drawing unit Year four, term 5) and learn, through real-life observation and photographs, how to draw a tree. Within this work children draw upon artists previously studied such as Piet Mondrian (studied in Year two), Vincent Van Gogh (studied in Reception and Year One) and Claude Monet (studied in Year 4, term three) and are encouraged to compare the work of these familiar artists.</i></p> <p>Review previous drawing lessons 1- 19 from You Can Draw in 30 Days by Mark Kistler</p> <p>Review vocabulary from previous drawing units.</p> <table border="1"> <thead> <tr> <th>Technique</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Foreshortening</td> <td>Distorting an object to create the illusion that one part of it is closer to the eye</td> </tr> </tbody> </table>	Technique	Description	Foreshortening	Distorting an object to create the illusion that one part of it is closer to the eye
Technique	Description				
Foreshortening	Distorting an object to create the illusion that one part of it is closer to the eye				

Placement	Place an object lower on the surface of a picture to make it appear closer to your eye
Size	Draw an object larger to make it appear closer to your eye
Overlapping	Draw an object in front of another object to create the illusion that it is closer to the eye
Shading	Draw darkness on an object opposite the positioned light source to create the illusion of depth
Shadow	Draw darkness on the ground next to the object, opposite the positioned light source to create the illusion of depth.
Horizon Line	Draw a horizontal reference line to create the illusion that objects in the picture are varying distances from your eye

Lesson 20

Know how to draw multiple cylinder from previous drawing units

Know how to draw a mug using a cylinder

Know how to draw a mug from observation

Lesson 21

Know how to draw a tree

Know how to draw a tree from a photograph (may be a photo of a tree in the school grounds that children can study first outside and then come inside to draw)

Know the following paintings based on the subject matter of trees.



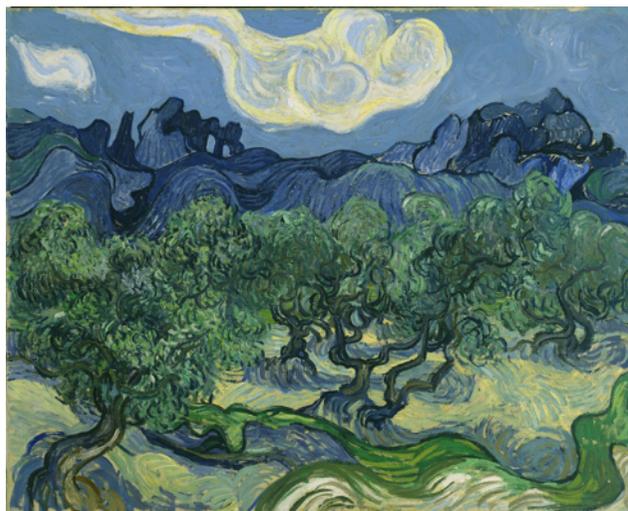
Grey Tree by Piet Mondrian (1911)



Evening - Red Tree by Piet Mondrian (1910)



Almond Blossom by Vincent van Gogh (1890)



The Olive Trees by Vincent van Gogh (1889)

Know how to make comparisons between the work of van Gogh and Mondrian.



Poplars in the sun by Claude Monet (1887)

End of unit outcome: Draw a tree from a photograph (preferably a photograph of a tree within the school grounds that children can study first-hand outside and then come inside to draw) using drawing and shading techniques covered throughout the unit.

Example of pupil work:



Term: Y5 T3	Focus of Study:
NC Objectives	Key Knowledge and Vocabulary
	D&T Focus
Term: Y5 T4	Focus of Study: Victorian Art - William Morris
NC Objectives	Key Knowledge and Vocabulary
<p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint, clay).</p> <p>To learn about great artists, architects and designers in history.</p>	<p>Year 5 Term 4 – Victorian Art: Painting (Artist Focus: William Morris)</p> <p>Context for study:</p> <p><i>Throughout this unit children learn important information about the artist William Morris. Whilst studying his famous textile work, children learn that a motif is a single image, shape or symbol, and are taught the importance of a pattern, repetition and organisation of a motif. Within this work, children recap their knowledge of repetition, reflection, rotation and tessellation (work studied in Year four, unit 5) and study many examples of these techniques. Children are taught how to create mosaic effects and create patterns using ideas from William Morris, including using half drop patterns.</i></p> <p>Art Focus - Painting</p> <p>Know that William Morris was born in 1834 in Essex, UK and he died in 1896. He was most famous as a textile designer during the Victorian era - someone who creates designs for woven, knitted or printed fabric.</p> <p>Intro to Morris Powerpoint – Link removed</p> <p>Significant works to study – https://www.vam.ac.uk/collections/william-morris</p>

Motifs and Patterns

Know that a **motif** is a single image, shape or symbol. Identify different motifs e.g. in snowflakes and honeycomb

Know that a pattern relies on three things:

1. A motif
2. Repeating of the motif
3. How the repeats of the motif are organised

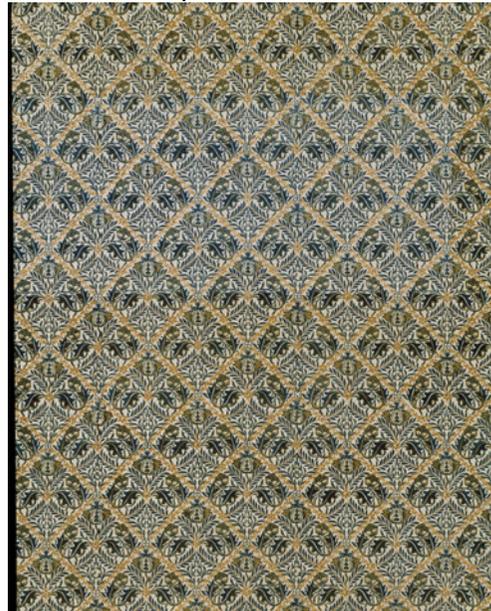
Show examples of repeats, reflection and rotation

Example images removed

Know that a 'half drop' is a pattern where a motif is staggered

Example images removed

Look at examples of the use of motif and patterns in Morris's work including



Indian Diaper (1875)



Snakeshead (1876)



Strawberry Thief (1883)



Detail of Strawberry Thief

Know what **tessellation** is and how to use it.
 Know how to create **mosaic effects**.

Colour focus - Tan, Beige, Sand, Fawn, Sepia, Pink, Peach, Magenta, Rose, Coral.
(Please see Stanley Road Colour Vocabulary Curriculum above)

End of unit outcome - Create patterns using ideas from William Morris including using half drop patterns.

Term: Y5 T5	Focus of Study:
NC Objectives	Key Knowledge and Vocabulary
	D&T Focus
Term: Y5 T6	Focus of Study: Art Focus - Architecture Gaudi (gau-dee) Focus
NC Objectives	Key Knowledge and Vocabulary
To create sketchbooks to record their observations and use them to review and revisit ideas.	Year 5 Term 6 – Drawing (Architecture and design) Context for study:

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint, clay).

To learn about great artists, architects and designers in history.

Throughout this unit children learn the role of an architect; studying the fundamentals of what it means to be an architect – including the specific aspects of work that they study and must consider when planning a project. Children are taught the key features of architecture and study work created by famous architects such as Sir Christopher Wren, Antoni Gaudi, Zaha Hadid and Frank Gehry. They learn of the main features of various styles of architecture and the specific time periods to which they belong. Children use their sketchbooks to record notes and annotations on different architectural styles and draw details from the designs studied. They then apply this knowledge to identify architectural features around the school building and develop their ideas. Children study the work of Antoni Gaudi in further detail, learning important information about him as a designer, and focus on Mosaic design to imitate his work in Park Guell, Barcelona. Children create a clay/mosaic tile using tumbled glass pieces to create a Gaudi-inspired design.

Know that an **architect** is a person who designs buildings

Read the page below to understand the role of the architect further (see bottom of plan)

Know that architects must consider the following when planning a project

- What will the building used for?
- How many people will be using it?
- What type of activity will take place in the building (**function**)?
- How will it be safe to use?
- How will it last for a long time?
- What will it be made from?
- How will it look?
- How will it fit into the buildings in the surrounding area?

Know some of the key features of **architecture** -

a dome (a rounded roof of a building with a circular base),

a pillar (a tall, straight part of a building that often holds up another part of the building)

an arch (a curved part of a building that you can walk under and sometimes holds up a bridge/roof),

a tower (a tall, narrow building, or part of a building)

Know the work of the following architects -

- Sir Christopher Wren (b. 1632) -St Paul's Cathedral London
- Antoni Gaudi (b. 1852) – Sagrada Familia Church in Barcelona
- Zaha Hadid (b. 1950) – London Aquatics Centre
- Frank Gehry (b. 1929) – Guggenheim Museum Bilbao, Dancing House Prague.

Recognise the following styles of architecture and identify the main features

Style	Time Period	Features
Gothic	12th to 14th Century	Medieval period Painted arches Large individual windows Tall tower/ spire Flying buttresses Gargoyles Ornate decorative style

Baroque (buh·rok)	17th Century	17 th Century style (1601 - 1700) Highly decorated Pediments on top of doors and windows Chunky sash windows Symmetrical buildings Dome features
Regency	19th Century	Windows gradually get smaller as you move up the building. Large windows at the bottom, smaller windows at the top (where the servants would have lived) Front doorway elevated with steps leading up to it Doorway usually arched
Victorian	mid 19th Century	Decorated roof line and slates Porches A date stone Houses built in terraces with the kitchen at the back Triangular wooden panels on the roof Bay windows
Roman	Originating from 500BC to 4th Century AD	Domes Columns Arches

Know that although these architectural styles originate in specific time periods it is possible that they were built after then using that style as inspiration.

Use a sketchbook page to record notes and annotations on different architectural styles.
Draw details from these designs

Identify architectural features around the school building and use details of these to develop ideas in the sketchbook. Use photos of these features as stimulus in sketchbooks

In depth study of Antoni Gaudi's work



Photograph of Gaudi in 1878

Know that Gaudi was a Spanish architect who has become very famous for his designs for buildings. He was born in 1852 and died in 1926 (identify that this overlaps with the period when William Morris was working in the late 1800s)

Each of Gaudi's buildings has a **distinct** design so that each building is **unique**.

Work to study - The church of the Sagrada Família, Casa Milà, Casa Batlló

His most famous design the Sagrada Família in Barcelona is Spain's most visited **monument**.

He was **influenced** by the shapes and patterns of nature and this can be seen in his work.

He developed a technique called **trencadis** which used broken **ceramic** pieces to create mosaics.

Know that a mosaic is a design which consists of small pieces of coloured glass, pottery, or stone set in concrete or plaster.

Know that Gaudi was run over by a tram one night on his way to visit the Sagrada Família. He died later in hospital from his injuries. His funeral was held at the Sagrada Família and thousands of people turned up to the ceremony lining the streets of Barcelona.

Use ripped coloured paper to imitate details of Gaudi's work in Park Guell, Barcelona.

Know the location of **Spain** in **Europe** and the location of **Barcelona** within Spain.

Text to share with pupils

What Does an Architect Do?

Architects design all kinds of buildings. They design schools and skyscrapers. They design hospitals and hotels. They also design churches, train stations and plain old regular houses.

Any building that is used by people was probably designed by some architect.

Okay then, but what does the word "design" mean? A design is simply a plan. Before constructing a building, an architect needs to draw a plan of the building. Sometimes architects will make a cardboard or plastic model of the building.

The building is then built by a construction company which follows the directions of the plans for the building. The architect will closely supervise the construction company to make sure that the building is built according to the plans.

Okay then, but what does an architect do when he or she draws up a plan?

Architects have to think of many things before they draw up the plans for a building. First, they have to think about what the building will be used for. How many people are going to use the building at the same time? What types of activities will these people do in the building?

An office building will need lots of small rooms for offices. A school will need many medium-sized rooms for classrooms. And a train station will need one larger room for hundreds of people to pass through at the same time.

All of these buildings must be built so that they can be used efficiently by everyone who walks through their doors. When architects discuss what the building will be used for, they talk about the "function" of the building.

But the function of a building is just one of many things an architect has to think about when designing a building. Good architects also spend a lot of time making sure a building is safely designed, and making sure the building will last for many years.

A building that is not safely designed could catch on fire or fall down on itself.

Architects have to design buildings so that people can escape from the building in an emergency. Of course, some emergencies, such as earthquakes or tornadoes, destroy even the safest buildings.

A few years ago, an architect had a real surprise when one of the buildings he designed collapsed under the weight of a foot of wet snow. The building was a sports arena with a large, curved roof. The heavy snow put so much pressure on the roof that the roof collapsed. Luckily nobody was in the sports arena at the time.

Besides thinking about the function and safety of a building, architects also spend time creatively thinking about how they want the building to look. Just as a painter decides which paints to put where in a painting, an architect decides where to put the rooms, walls, and open spaces in a building.

	<p>Just as different painters have different styles of painting, different architects have different styles of designing. One architect might like to use a lot of circles and curves in his or her buildings. Another architect might like to design buildings that look sleek and flat.</p> <p>So, architects have to be good artists and good scientists when they design a building. The building must be pleasant to look at, pleasant to work in and strong enough to be safe from most natural disasters.</p> <p>Trying to do all these things at the same time is part of the challenge and excitement of being an architect.</p> <p>End of unit outcome: Design and make a mosaic tile. Create a clay tile to build the mosaic on and use assorted tumbled glass pieces to create a Gaudi-inspired design.</p> <p>(see blog post – http://experimentsinarteducation.blogspot.com/2013/04/clay-tile-mosaics.html)</p>
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Year 6

Term: Y6 T1	Focus of Study: <u>Drawing and Painting - Images of War including Thomas Lea</u>
NC Objectives	Key Knowledge and Vocabulary
<p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint, clay).</p> <p>To learn about great artists, architects and designers in history.</p>	<p>Year 6 Term 1 – Drawing (Lessons 28-29, Thomas Lea’s 2000 Yard Stare)</p> <p>Context for study:</p> <p><i>This unit has very close links with the History unit of World War Two that children study throughout the same term. Children learn important information about the author/artist Thomas Lea and how he was influenced by his time working as a war artist travelling around the world during World War 2. Children study further drawing tutorials of how to draw a forward-facing figure featuring proportion, position and movement and practice how to draw facial features with increasing accuracy through studying and re-creating Thomas Lea’s ‘Two-thousand-yard stare’. Children are taught to reflect upon the emotional attributes of the painting and how colour and shadow, facial expressions and backgrounds are used to convey this. By studying the works ‘Washington Crossing the Delaware’ by Emanuel Leutze and</i></p>

'Guernica' by Picasso, children learn the difference between a stylised and an accurate drawing and how pictures can depict war in contrasting ways.

Know that **Thomas Lea** was **born in 1907 in Texas** and he **died aged 93 in 2001**.

Know that Thomas Lea was an author and artist and was influenced by his time working as a war artist travelling around the world during World War 2 between 1941 and 1945.

Know that Thomas Lea described the picture thus - "Two thirds of his **company** has been killed or wounded but he is still standing. So, he will return to attack this morning. How much can a human being **endure?**"

Know that if you endure a painful or difficult situation, you experience it and do not avoid it or give up, usually because you cannot.

Work to Study



Marines Call It That 2,000 Yard Stare by Thomas Lea

Know that the **thousand-yard stare** (or **two-thousand-yard stare**) is a phrase often used to describe the blank, unfocused **gaze** of soldiers who have become **emotionally detached** from the horrors around them.

Drawing Lesson 28 (from You Can Draw in 30 Days by Mark Kistler)

Know how to draw a figure facing forward – paying attention to proportion, position and movement.

Drawing Lesson 29

Know how to draw an eye

Know how to draw correct **proportions** for a face

<http://rapidfireart.com/2015/12/07/how-to-draw-a-face-in-8-steps/>

Know how to put these **elements** together to draw a portrait

Know how to draw a face from the eyes outward

Practice drawing faces

Know how to use a **grayscale** image to help analyse the painting components

Use sketchbook to record notes and ideas to support composition



Know how to draw **backgrounds** to complement the image of the marine.

Know that the artist conveys the horror of war by using-

- The facial expression of the soldier
- The shadow used on the facial features
- The background features used to show the **chaos** and **trauma** of war

Know that works of art can depict war in contrasting ways -



Washington Crossing the Delaware by Emanuel Leutze, 1851

Know how 'Washington Crossing the Delaware' shows a glorified view of war with a heroic central figure.

Know the difference between a **stylised** and an **accurate** drawing.

Study 'Guernica' by Picasso (1937)

Contrast this with the previous images

Know that it was inspired by the Nazis bombing of a small Spanish town called Guernica as the second World War approached.

Watch video clip - <https://www.youtube.com/watch?v=VSixma864>



Colour focus - Red, Ruby, Scarlet, Crimson, Maroon, Burgundy, Brown, Caramel, Brunette.

(see Colour Vocabulary Curriculum above)

End of Unit Outcome: A sketch based on 'The One Thousand Yard Stare', applying all facial feature drawing skills and shading covered throughout the unit.

Term: Y6 T2

Focus of Study:

NC Objectives

Key Knowledge and Vocabulary

D&T Focus

Term: Y6 T3

Focus of Study: Drawing - Perspective in Van Gogh

NC Objectives

Key Knowledge and Vocabulary

To create sketchbooks to record their observations and use them to review and revisit ideas.

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint, clay).

To learn about great artists, architects and designers in history.

Year 6 Term 3 – Drawing (Lessons 22-27)

Context for study:

Throughout this unit children re-visit their knowledge of the artist Vincent Van Gogh (studied in Reception and year One) and review all previous drawing lessons from the drawing scheme that they have studied throughout their art lessons in school. They learn how to draw doorways and windows and become to understand that 'one-point perspective' is a drawing technique involving alignment of all objects to a single focal point in a picture. Children apply

their drawing skills to draw one of our school corridors using a photograph and perspective techniques. They study Van Gogh's work 'Bedroom in Arle' and 'Cafe Terrace at Night' to identify perspectives and learn how to draw in two-point perspective. Studying some of his most famous pieces of work, Children recap important artist information about Van Gogh, including how he didn't become famous until after his death, how he only sold one painting in his lifetime, and how his paintings are now worth millions of pounds.

Review all previous drawing lessons from drawing scheme

Review vocabulary from previous units

Lesson 22

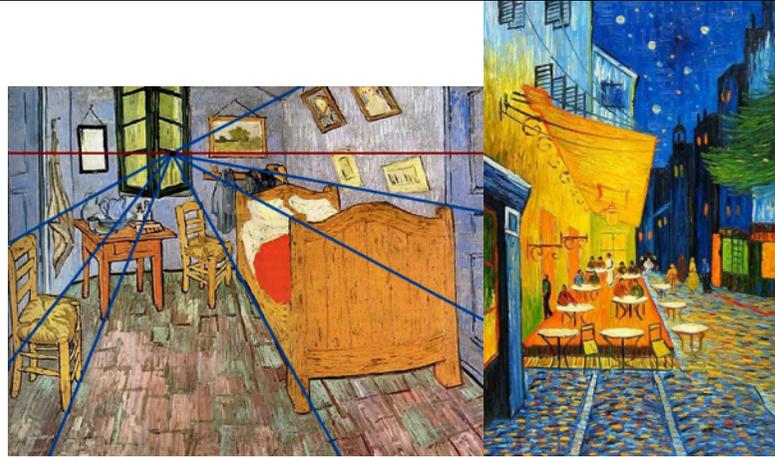
Know how to draw a room in **one-point perspective**

Know that one-point perspective is a drawing technique involving alignment of all objects to a single **focal point** in a picture.

Know how to create doorways and windows



Study Van Gogh's Bedroom in Arle (1888) picture and identify perspective



Study use of perspective in Van Gogh's Cafe Terrace at Night (1888)

Lesson 23 (from You Can Draw in 30 Days by Mark Kistler)

Know how to use perspective to draw a city street

Lesson 24, 25, 26, 27

Know how to draw in **two-point perspective**

Know that Vincent van Gogh was **born in 1853 in the Netherlands (often known as Holland)** and he **died in 1890 in France.**

His significant works -



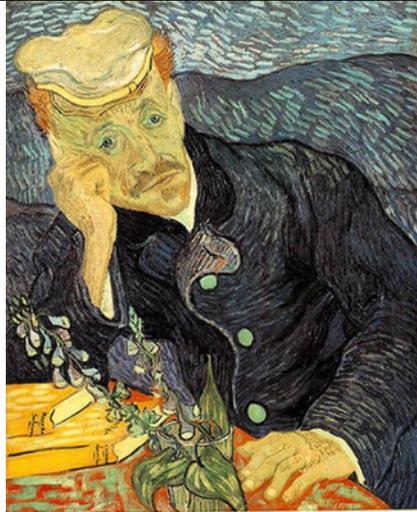
Starry Night (1889)



Iris (1889)



Self portrait with bandaged ear (1889)



Portrait of Dr Gachet (1890)



Wheatfield with Cypresses (1889)

Know that van Gogh didn't become famous until after his death and he only sold one painting in his lifetime but now his paintings are worth millions of pounds.

https://www.youtube.com/watch?v=FEddulqITo8&t=0s&list=PLcvEcrsF_9zKPKGiAwNF9rmmT7Vx2FzZG&index=8

	<p>End of Unit Outcome: Produce a drawing of the school corridor using the perspective techniques covered throughout the unit.</p> 
Term: Y6 T4	Focus of Study:
NC Objectives	Key Knowledge and Vocabulary
Term: Y6 5	Focus of Study:
NC Objectives	Key Knowledge and Vocabulary
	D&T Focus
Term: Y6 T5 and T6	Focus of Study: Art Focus - Painting - Nature and O’Keeffe
NC Objectives	Key Knowledge and Vocabulary
To create sketchbooks to record their observations and use them to review and revisit ideas.	<p>Year 6 Term 6 – Drawing and Painting (Georgia O’Keeffe Nature and Plants)</p> <p><i>Context for study:</i></p>

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint, clay).

To learn about great artists, architects and designers in history.

Throughout this unit children study the artist Georgia O'Keeffe and learn how she was an award-winning artist recognised as 'the mother of American modernism'. Children learn her famous quote "I decided that if I could paint that flower on a huge scale, you could not ignore its beauty" and study many paintings by the artist using sketchbooks to record their ideas. Within this work children re-visit their previous knowledge of how to mix specific colours, tones and shades to match those present within artwork studied and build appropriately upon this by using tints and tones to create dark and light in contrast to create mood and feeling in a painting. They apply their knowledge and skills to produce a painting of a flower by observing it carefully from a very close distance.

Know that **Georgia O'Keeffe** was born in 1887 in USA and died aged 98, in 1986.

Know that she was recognized as 'the mother of American modernism'.

Know that **Modernism** is an approach to art that tried to move away from the old ways of doing things and better reflect the lives of the people living at the time.

Know that Modernism began to develop in the early 1900s.

Know that Georgia O'Keeffe was an award-winning artist.

Know that she is famous for very close-up paintings of flowers.

Know the following Georgia O'Keeffe quote - *"I decided that if I could paint that flower on a huge scale, you could not ignore its beauty."* (Georgia O'Keeffe, 1924)

Work to study –



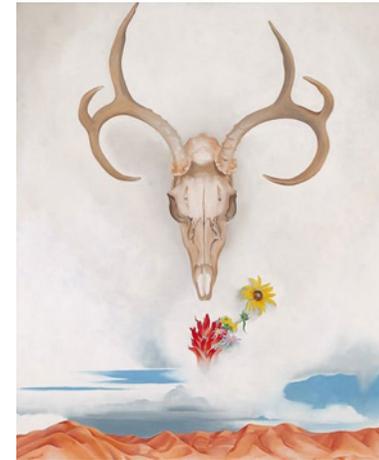
Oriental Poppies (1928)



Ram's Head White Hollyhock and Little Hills (1935)



Jimson Weed, White Flower No. 1 (1932)



Summer Days (1936)

Use sketchbooks to record ideas for painting.

Know how to look close up at a flower to draw and then paint a flower (consider taking photos of flowers close up to use as a stimulus for own drawings/paintings)

Know how to **mix specific colours, tones and shades to match those present in the artwork studied.**

Know how to use tints and tones to create **dark and light in contrast to create mood and feeling** in a painting. (For example, the use of lots of darker tones with little light may give a sombre feel, and the use of lots of lighter tints/brighter hues may give a more elevating feel)

End of Unit Outcome: To produce a painting of a flower by observing it carefully from a very close distance, using Georgia O'Keeffe's style for inspiration.