



## Art and Design: Knowledge, Skills and Vocabulary Routeway

### National Curriculum Requirements

#### By the end of Key Stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

#### By the end of Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:

- to create sketch books 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 [for example, pencil, charcoal, paint, clay]
  - about great artists, architects and designers in history.

Year Group	Autumn	Spring	Summer
Reception	On Entry: Milestone 3 <b>Creating with Materials</b> My drawings are becoming more sophisticated and I can draw from memory. I can mix primary colours, print with a range of small shapes and manipulate malleable materials, to create my own patterns and designs. I notice when my work is similar/different to the art of others.  <b>Fine Motor Skills</b> I use smaller objects and implements in play with increasing control. I can manipulate a range of tools and equipment in one hand eg paintbrushes, scissors.		
	<b>Milestone 4</b> <b>Creating with Materials</b> <ul style="list-style-type: none"> <li>- I can mix primary colours to make secondary colours and show increasing detail in my work, self-correcting any mistakes. I can draw from my imagination, sometimes sharing ideas with peers and developing skills with them on a larger scale. I can construct a piece, using inspiration from other artists/designers, using my own choice of media and loose parts.</li> </ul> <b>Being Imaginative and Expressive</b> <ul style="list-style-type: none"> <li>- I represent some emotions in drawings of people e.g. happy, sad</li> </ul> <b>Fine Motor Skills</b> <ul style="list-style-type: none"> <li>- I use implements with increasing control and for an intended purpose, I know how much force to use to achieve fine movements.</li> </ul>	<b>Milestone 5</b> <b>Creating with Materials</b> <ul style="list-style-type: none"> <li>- I can produce my own artwork using a range of media and materials.</li> <li>- I can add light and shade to my work.</li> <li>- I usually use a tripod grip.</li> <li>- I can draw simple people, houses and landscapes, self-correcting mistakes.</li> <li>- I can work collaboratively with others to design something I can give meaning to.</li> </ul> <b>Fine Motor Skills</b> <ul style="list-style-type: none"> <li>- I can use a range of small tools, including pens, pencils, scissors, paint brushes and cutlery with confidence and increasing accuracy, and I often use a tripod grip.</li> </ul>	<b>Task: Looking at Henri Matisse and the piece 'The Snail'</b> <b>Milestone 6</b> <b>Creating with Materials</b> <ul style="list-style-type: none"> <li>- I can colour match and select tools and materials to use in my painting.</li> <li>- I can engage in collaborative art, inspired by the work of other artists.</li> <li>- I sometimes edit and improve my work.</li> <li>- I can draw a self-portrait, buildings, landscapes and animals, and include some detail.</li> <li>- I can construct a collaborative piece with others, planning, discussing and reflecting on our work.</li> </ul> <b>Fine Motor Skills</b> <ul style="list-style-type: none"> <li>- A fine motor movements I can hold a pencil effectively, using the tripod grip in almost all cases. I show a preference for a dominant hand. I can select and use a</li> </ul>

	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-To know that the primary colours are red, yellow and blue.</li> <li>-To know you can mix colours to make new colours</li> <li>-To know you can use your imagination in art</li> <li>-To know you can use different materials in art</li> <li>-To know you can show emotions in art</li> </ul> <p><b>Vocabulary</b></p> <p>Art, paint, mix, colour, primary colour, red, yellow, blue, imagination, create, draw, material</p> <p><b>Additional Skills</b></p> <ul style="list-style-type: none"> <li>-To begin to mix colours</li> <li>-To begin to draw using their imagination</li> <li>-To draw pictures that show emotions</li> <li>-To begin to show control using different tools</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-To know you can use different materials in art</li> <li>-To know you can make light and dark in art</li> <li>-To know how to hold a pencil or paintbrush correctly</li> <li>-To know that you can correct mistakes</li> <li>-To know there are different art tools</li> </ul> <p><b>Vocabulary</b></p> <p>Art, create, light, dark, pencil, paintbrush, materials</p> <p><b>Additional Skills</b></p> <ul style="list-style-type: none"> <li>-To begin to use light and dark in their work</li> <li>-To show how to use a tripod grip correctly</li> <li>-To begin to draw scenes including; houses, people and landscapes</li> <li>-To begin to self-correct mistakes</li> <li>-To begin to use scissors with increasing confidence and accuracy</li> </ul>	<p>range of small tools, including scissors, malleable materials, paint brushes and cutlery safely and with increasing control and intention. I can begin to show accuracy and care when drawing.</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-To know how to match colours</li> <li>-To know that art can be improved and changed</li> <li>-To know that a self-portrait is a painting of yourself</li> <li>-To know that there are lots of different things that you can draw</li> <li>-To know that you can plan a piece of art</li> <li>-To know which hand I prefer to use when holding a tool</li> </ul> <p><b>Vocabulary</b></p> <p>Art, create, colour, match, improve, self-portrait, building, landscape, animal, plan, prefer</p> <p><b>Additional Skills</b></p> <ul style="list-style-type: none"> <li>-To match colours</li> <li>-To talk about their ideas with others</li> <li>-To listen to the ideas of others</li> <li>-To talk about how they can edit and improve their work</li> <li>-To create a self-portrait</li> <li>-To show which hand they prefer to use (dominant hand)</li> </ul> <p><b>ELC: Creating with Materials</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function</li> <li>• Share their creations, explaining the process they have used</li> <li>• Make use of props and materials when role playing characters in narratives and stories</li> </ul> <p><b>ELC: Fine Motor Skills</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>• Begin to show accuracy and care when drawing</li> </ul>
Year 1	<p>Coventry, St. John's and Me!</p> <p><i>Task 1: Mixing paint colours to design and create new values artwork</i></p> <p><i>Task 2: Creating a self-portrait in the style of Pablo Picasso's 'Head of a Woman'</i></p>	<p>Time Travell</p> <p><i>Task: Using tints, shades and silhouettes to create 'The Fire of London' artwork</i></p> <p>National Curriculum</p>	<p>Exploring the world!</p> <p><i>Task: Using different applicators to paint in the style of Vincent Van Gogh's 'Seascape' (1888)</i></p> <p>National Curriculum</p>

	<p style="text-align: center;"><u>National Curriculum</u> <u>Task 1</u></p> <ul style="list-style-type: none"> <li>Learn about the work of a range of designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.- (Knowledge that the 'school values' artwork was designed and created for a specific purpose by a specific person- Children to know about Brit Scott's purpose)</li> <li>to use drawing and painting to develop and share their ideas, experiences and imagination (knowledge that the 'school values' artwork was designed and created for a specific purpose and that their artwork can be created for a purpose)</li> </ul> <p style="text-align: center;"><u>Task 2</u></p> <ul style="list-style-type: none"> <li>Learn about the work of a range of Artists, describing the differences and similarities between different practices and disciplines, and making links to their own work- (Knowledge that Pablo Picasso painted in the style of Surrealism and that two of his famous paintings were 'Weeping Woman' and 'Head of a woman'. He also painted many more paintings.)</li> <li>to develop a wide range of art and design techniques in using colour, line, shape, form and space (Knowledge that lines of different thicknesses can be created with pencils and paint. To know the correct way to hold a pencil and paintbrush. To know that red, blue and yellow are primary colours and that these can mixed to make secondary colours- Green, Orange, Purple)</li> </ul> <p style="text-align: center;"><u>Vocabulary</u> primary, secondary, surrealism, Pablo Picasso, brushstroke</p> <p style="text-align: center;"><u>Additional Skills</u></p> <ul style="list-style-type: none"> <li>Draw lines of different sizes</li> <li>Investigate tone by drawing light and dark lines, patterns and shapes</li> <li>Mix primary colours to make secondary colours</li> <li>How to hold a paintbrush effectively</li> <li>Raising career aspirations through asking questions to a designer</li> </ul>	<ul style="list-style-type: none"> <li>to use drawing and painting to develop and share their ideas, experiences and imagination. (knowledge of a skyline and what that looks on paper. To know the difference between the background and the foreground in paintings and to know that a silhouette is the dark shape of something against a bright background)</li> <li>to develop a wide range of art and design techniques in using colour, line, shape and space (Knowledge that adding black or white paint can change the shades of a colour.)</li> <li>to use a range of materials creatively to design and make products (Knowledge that there are different types of paper and that these can be combined to achieve different effects)</li> </ul> <p style="text-align: center;"><u>Vocabulary</u> Material, image, foreground, background, shades, silhouette, light, dark</p> <p style="text-align: center;"><u>Additional Skills</u></p> <ul style="list-style-type: none"> <li>Add white paint to colours to make lighter shades (tints)</li> <li>Add black paint to colours to make darker shades (tones)</li> <li>Create images from different types of paper</li> <li>Sort and arrange materials using layering to add shape and form.</li> </ul>	<ul style="list-style-type: none"> <li>learn about the work of an artist, describing the differences and similarities between different practices and disciplines, and making links to their own work. (Knowledge that Vincent Van Gogh is a post-impressionist Artist and one of his famous paintings is Seascape. He also painted many more paintings including 'Sun-flowers')</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (knowledge that colour wheels help us to mix different colours. To know that different applicators (sponge, paintbrushes of different sizes) have a different effect on paintings)</li> </ul> <p style="text-align: center;"><u>Vocabulary</u> Vincent Van Gogh, Seascape, Sunflowers,</p> <p style="text-align: center;"><u>Additional Skills</u></p> <ul style="list-style-type: none"> <li>Create a colour wheel to identify colours to mix</li> <li>Apply paint using different applicators</li> </ul>
Year 2	<p style="text-align: center;"><b>Zoom! Soar! Whizz!</b></p> <p style="text-align: center;"><u>Task: Sketching and designing a bicycle using James Starley's designs as a stimulus</u></p> <p style="text-align: center;"><u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>Learn about the work of a designer- (Knowledge that James Starley was an English Bicycle designer and inventor who invented Penny Farthing bicycle designs.)</li> <li>describing the differences and similarities between different practices and disciplines and making links to their own work. (Knowledge of how to evaluate existing designs to create a new design)</li> <li>to use drawing to develop and share their ideas, experiences and imagination- using viewfinders to sketch (knowledge that viewfinders help designers and artists focus on a small part of an image in more detail. To know that pencils can be used to draw lines of different thickness)</li> </ul>	<p style="text-align: center;"><b>Saving the world</b></p> <p style="text-align: center;"><u>Task: Using block printing to create a piece of 'Pop Art' in the style of Andy Warhol's 'Soup Cans' (1962)</u></p> <p style="text-align: center;"><u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>Learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. (Knowledge that Andy Warhol is a 'Pop-Art' Artist and one of his famous paintings is 'Soup Cans' (1962). He also painted many more paintings. Knowledge that pop-Art is a style of Art based on simple, bold images of everyday items, painted in bright colours)</li> <li>to develop a wide range of art and design techniques in using colour, pattern, line, shape, form and space (knowledge that printing is an art technique that transfers images from one place to another.</li> </ul> <p style="text-align: center;"><u>Vocabulary</u> Pop Art, printing, Andy Warhol, press, roll, rub, stamp</p>	<p style="text-align: center;"><b>Happy Holidays</b></p> <p style="text-align: center;"><u>Task: Using natural outdoor materials to create an outdoor sculpture in the style of Andy Goldsworthy's 'Pebble Spiral' (1985)</u></p> <p style="text-align: center;"><u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>Learn about the work of a range of a craft maker describing the differences and similarities between different practices and disciplines, and making links to their own work.- (Knowledge that Andy Goldsworthy is an artist and craft maker in Contemporary Art and Pebble Spiral. (1985). He uses natural items in nature to create his work.)</li> <li>to use sculpture to develop and share their ideas, experiences and imagination (knowledge that Art can be presented in a variety of ways, including by sculpture. Knowledge that sculpture is a 3D form. To know that objects can be combined to create sculptures and nature can be used.)</li> </ul>

	<p><u>Vocabulary</u> James Starley, viewfinders, design, lines, thickness, evaluate, similar, different, designer</p> <p><u>Additional Skills</u></p> <ul style="list-style-type: none"> <li>• Draw lines of different thickness</li> <li>• Investigate tone by drawing light/dark lines and shapes</li> </ul>	<p><u>Additional Skills</u></p> <ul style="list-style-type: none"> <li>• Print with a range of hard and soft materials</li> <li>• Mimic prints from the environment- using Andy Warhol's Pop Art designs</li> <li>• Press, roll, rub and stamp to make prints</li> </ul>	<p><u>Vocabulary</u> craft maker, sculpture, 3D, Andy Goldsworthy, digital, photography, nature, natural</p> <p><u>Additional Skills</u></p> <ul style="list-style-type: none"> <li>• Use digital media (ipads) to create textures, line, tone, colours and shape</li> <li>• Use basic cropping on digital media to create an intended effect</li> <li>• Use a combination of shapes to create sculptures</li> </ul>
Year 3	<p><b>Set in Stone!</b></p> <p><u>Task: Using shading to create the illusion of depth in Stone Age Cave Art</u></p> <p><u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>• to improve their mastery of art and design techniques, including drawing with pencils and charcoal (Knowledge that shading allows for darkness and lightness to create the illusion of depth on paper. Knowledge that it is believed that people living in the Stone Age ground up coloured rock into a powder. They used yellow ochre and red oxide rocks, as well as charcoal (burnt wood). This powder was mixed to a paste using spit, water, or animal fat, which helped the paint stick to the cave walls.)</li> <li>• to use sketch books to record their observations and use them to review and revisit ideas (Knowledge that sketch books are used by artists for drawing or painting as a part of their creative process, experimenting with art and design techniques)</li> </ul> <p><u>Vocabulary</u> charcoal, shading, Stone Age, Cave Art, darkness, lightness</p> <p><u>Additional Skills</u></p> <ul style="list-style-type: none"> <li>• Use shading to show light and shadow</li> </ul>	<p><b>Going Global</b></p> <p><u>Task: Creating Rainforest Art in the style of Henri Rousseau's 'Tiger in a tropical storm' (1891)</u></p> <p><u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>• Learn about great artists in history- (Knowledge that Henri Rousseau is a post-impressionist Artist and one of his famous paintings is 'Tiger in a Tropical Storm.' (1891). This was the first of many jungle rainforest paintings he created. The Artists had learned about using light, shadows, and colours in their art from the Impressionists. They wanted to add their own new ideas to art. They began to try new subjects, techniques, perspectives, and shapes to express their thoughts and emotions in art.)</li> <li>• to improve their mastery of art and design techniques, including drawing and painting with- pencils, chalk pastels, watercolours (Knowledge that oil pastels are soft, oily and designed to be mixed to create tints and shades)</li> <li>• to use sketch books to record their observations and use them to review and revisit ideas (Knowledge that sketch books are used by artists for drawing or painting as a part of their creative process, experimenting with art and design techniques)</li> </ul> <p><u>Vocabulary</u> Tint, shade, chalk pastels, water colour</p> <p><u>Additional Skills</u></p> <ul style="list-style-type: none"> <li>• Mix and use tints and shades</li> <li>• Use water colour paints to produce washes for backgrounds then add the detail.</li> </ul>	<p><b>Egyptian Discovery</b></p> <p><u>Task: Using Hemiuni's design of Giza's Great Pyramid to sculpt a pyramid out of clay</u></p> <p><u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>• Learn about great architects in history- (Knowledge- Many people believe that Hemiunu was the architect of the Great Pyramid in 2560BC. It was built as part of a complex of 3 large pyramids and is now found in modern Cairo, Egypt. How the pyramids were built has been a mystery that archaeologists have been trying to solve for many years. Scientists estimate it took at least 20,000 workers over 23 years to build the Great Pyramid of Giza)</li> <li>• to improve their mastery of art and design techniques, including sculpting with clay (Knowledge that clay can be sculpted by rolling, pulling, pinching, scratching, smoothing. Clay pieces can be added together to create a more detailed sculpture. Knowledge of how pyramids were constructed. It is believed that thousands of slaves were used to cut up the large blocks and then slowly move them up the pyramid on ramps. The pyramid would get slowly built, one block at a time)</li> <li>• to use sketch books to record their observations and use them to review and revisit ideas (Knowledge that sketch books are used by artists for drawing or painting as a part of their creative process, experimenting with art and design techniques)</li> </ul> <p><u>Vocabulary</u> clay, sculpting, sculpture, rolling, pulling, pinching, scratching, smoothing</p> <p><u>Additional Skills</u></p> <ul style="list-style-type: none"> <li>• Sculpting clay by rolling, pulling, pinching, scratching, smoothing</li> <li>• Join clay adequately and construct a simple base for extending and modelling other shapes</li> </ul>
Year 4	<p><b>White Water Adventure</b></p> <p><u>Task 1: Creating a painting in the style of Claude Monet's 'Water Lily Pond' (1899)</u></p> <p><u>Task 2: Designing and sketching a bridge (cross-reference with the DT Curriculum)</u></p> <p><u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>• learn about great artists in history- (Knowledge that Claude Monet was an impressionist Artist and one of his famous paintings is 'The Water Lily Pond' (1899). Impressionism is a style of painting that began in France when artists started painting pictures outside,</li> </ul>	<p><b>I minute to Midnight</b></p> <p><u>Task: Use sketching, crayons and different materials to create an abstract emotive piece of art, taking inspiration from Jackson Pollock and a local artist</u></p> <p><u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>• to improve their mastery of art and design techniques, in particular, collage, sketching and paints (Knowledge that abstract art uses colours, shapes, forms and materials to show a subject, not as an accurate representation. Knowledge that emotive art helps us to feel a certain way when viewing a piece of art.)</li> </ul>	<p><b>Under Attack</b></p> <p><u>Task: Designing and creating a ceramic mosaic tile in the style of Romans, taking further inspiration from Antoni Gaudi</u></p> <p><u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>• Learn about great designers in history- comparison of Antoni Gaudi with 'Sosus of Pergamon' (Knowledge that Antoni Gaudi was a famous modern history mosaic designer and architect who designed ceramic mosaics made of waste pieces in original and imaginative combinations. 'Sosus of Pergamon' is the earliest known Mosaic designer who was around in 2<sup>nd</sup> Century BC)</li> </ul>

	<p>rather than in their studios. The artists wanted to capture moments in time.)</p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing with pencils and painting with watercolours</li> <li>Learn about great architects in history- (Knowledge that Isambard Kingdom Brunel was a famous bridge architect and engineer who designed bridges. One of his most famous bridges is the Clifton Suspension Bridge which was built in 1831.) This architect will also be looked at as part of DT- please cross-reference.</li> <li>to create sketch books to record their observations and use them to review and revisit ideas (Knowledge that sketch books are used by artists for drawing or painting as a part of their creative process, experimenting with art and design techniques)</li> </ul> <p><u>Vocabulary</u> Petit-tache, Claude Monet, Impressionist, watercolours, architect</p> <p><u>Additional Skills</u></p> <ul style="list-style-type: none"> <li>Use the brush technique of Claude Monet- petit-tache</li> <li>Mix and use tints and shades</li> <li>Linking colour to mood through colour charts</li> <li>Evaluate the art and design techniques by a famous artist as well as own pieces of artwork</li> </ul>	<ul style="list-style-type: none"> <li>learn about great artists in history (Jackson Pollock is an American expressionist artist who created Abstract Art based on how he was feeling)</li> <li>to create sketch books to record their observations and use them to review and revisit ideas (Knowledge that sketch books are used by artists for drawing or painting as a part of their creative process, experimenting with art and design techniques)</li> </ul> <p><u>Vocabulary</u> abstract, emotive, collage</p> <p><u>Additional Skills</u></p> <ul style="list-style-type: none"> <li>Using different mediums to create a large scale piece of Art.</li> </ul>	<ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing and sculpture with Mosaic tiles (knowledge that Mosaic is the art of decorating a surface with pictures and patterns made of little pieces of stone, glass or ceramic tiles of different colours)</li> <li>to create sketch books to record their observations and use them to review and revisit ideas (Knowledge that sketch books are used by artists for drawing or painting as a part of their creative process, experimenting with art and design techniques)</li> </ul> <p><u>Vocabulary</u> Mosaic</p> <p><u>Additional Skills</u></p> <ul style="list-style-type: none"> <li>Create surface patterns that convey feeling and expression</li> </ul>
Year 5	<p><b>Back to the dark ages</b></p> <p><u>Task: Designing and creating a 'Norse Art' pattern in the style of the Vikings, experimenting with depth through line, tone and hatching</u></p> <p><u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing (Knowledge that Vikings art is called Norse Art. Their art was ornate, with complicated patterns that were used to decorate everyday items. Knowledge that depth can be created with pencil using line, tone and hatching)</li> <li>to create sketch books to record their observations and use them to review and revisit ideas (Knowledge that sketch books are used by artists for drawing or painting as a part of their creative process, experimenting with art and design techniques)</li> </ul> <p><u>Vocabulary</u> Norse Art, line, tone, hatching, depth</p> <p><u>Additional Skills</u></p> <ul style="list-style-type: none"> <li>Demonstrate the illusion of depth using line, tone and hatching techniques</li> </ul>	<p><b>On your marks, get set, go</b></p> <p><u>Task: Using screen printing in the style of LeRoy Neiman's '1976 Montreal Olympics Track Serigraph', to create human form sport art</u></p> <p><u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>Learn about great artists in history (Knowledge that LeRoy Neiman is an expressionist Artist who was known for his brilliantly coloured sport paintings and screen prints. One of his famous pieces of artwork is '1976 Montreal Olympics track serigraph.'</li> <li>to improve their mastery of art and design techniques, including use of ink and sketching. <ol style="list-style-type: none"> <li>Knowledge that size and proportion are linked to perspective. Proportion is important when sketching human form to ensure a realistic outcome.</li> <li>Knowledge that Screen Printing is a printing technique where a mesh is used to transfer ink onto paper using a blocking stencil.</li> </ol> </li> <li>to create sketch books to record their observations and use them to review and revisit ideas (Knowledge that sketch books are used by artists for drawing or painting as a part of their creative process, experimenting with art and design techniques)</li> </ul> <p><u>Vocabulary</u> screen printing, impressionist, serigraph, mesh</p> <p><u>Additional Skills</u></p> <ul style="list-style-type: none"> <li>Using pencil to experiment with perspective and proportion with human form</li> <li>Build up layers of colour</li> </ul>	<p><b>Building our Future</b></p> <p><u>Task: Painting 'Landscape Art' in the style of David Hockney's 'Carrowby Hill' (1998)</u></p> <p><u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>Learn about great artists in history- (Knowledge that David Hockney is a landscape Artist who is known as one of the most influential British Artists of the 20<sup>th</sup> century. In the 1990s, he painted 'Plein Air' (painting outside) landscapes using oils and watercolours. One of his paintings is Carrowby Hill (1998) His largest piece of artwork is 'Bigger trees near warter' (2007)</li> <li>to improve their mastery of art and design techniques, including painting with watercolours</li> <li>to create sketch books to record their observations and use them to review and revisit ideas (Knowledge that sketch books are used by artists for drawing or painting as a part of their creative process, experimenting with art and design techniques)</li> </ul> <p><u>Vocabulary</u> Watercolours, landscape, 'Plein Air', tone, tint, light, foreground, background, perspective</p> <p><u>Additional Skills</u></p> <ul style="list-style-type: none"> <li>Compose pictures with a foreground and background to show perspective</li> <li>Mix and match colour, tones and tints to create light effects</li> <li>Mixing colours appropriately</li> </ul>
Year 6	Catastrophel	Operation: Moonlight Sonata	I will shine!

Task: Following the comparison of JMW Turner and Andy Warhol, children to create a 'Volcano' painting in the style of JMW Turner.

National Curriculum

- about great artists in history
  1. Knowledge that JMW Turner was a famous Artist specialising in Romanticism. Romanticism is artwork with a greater focus on expression of emotion and imagination. A famous painting is 'Eruption of Vesuvius'
  2. Building on Year 2 knowledge of Pop Art, knowledge that Andy Warhol is a very different style of painter to JMW Turner. He also created a volcano painting called 'Vesuvius'
- to improve their mastery of art and design techniques, including drawing, with a range of materials (pencil, oil pastels, watercolours)
  1. Knowledge that mixing and matching colours and using tones and tints help create an atmosphere in watercolour paintings. Knowledge that layering is using more than one layer of paints in order to create a rich depth and atmosphere in paintings.
  2. Knowledge that complementary and contrasting colours can be used to create emotion in oil pastel art. Knowledge that oil pastels produce a paint-like effect achieving depth in colour.
- to create sketch books to record their observations and use them to review and revisit ideas (Knowledge that sketch books are used by artists for drawing or painting as a part of their creative process, experimenting with art and design techniques)

Vocabulary

complementary, contrasting, layering, atmosphere, depth, Romanticism, comparison, emotion,

Additional Skills

- Develop a personal style of painting using ideas from other artists
- Identify and work with complementary and contrasting colours
- Mix and match colour, tones and tints and through layering, create atmosphere

Task: Using Basil Spence's design of Coventry Cathedral to design a floor plan of a new cathedral

National Curriculum

- about great artists, architects and designers in history (Knowledge that Basil Spence was a Scottish architect who is most known for his design of Coventry Cathedral which began 1956 and was completed in 1962. In 1960, he received a Knighthood for his work on the cathedral. His design has been the subject of controversy due to its unorthodox style. It was a brand-new approach and a break away from traditional style cathedrals)
- to improve their mastery of drawing (knowledge that sketches are important when designing buildings and that drawing needs to be appropriate to the style of work)
- to create sketch books to record their observations and use them to review and revisit ideas (Knowledge that sketch books are used by artists for drawing or painting as a part of their creative process, experimenting with art and design techniques)

(Design of Coventry Cathedral- birds eye view)

Vocabulary

Architect, architecture, design, suitability

Additional Skills

- Consider the structure of buildings
- Evaluate suitability of materials
- Design a cathedral effectively, considering the use of space

Task: Using digital media to create moving art for the end of year play

National Curriculum

- to improve their mastery of art and design techniques, including using digital media (knowledge that digital media can enhance outcomes and give a wider range of final outcomes including moving art)
- to create sketch books to record their observations and use them to review and revisit ideas (Knowledge that sketch books are used by artists for drawing or painting as a part of their creative process, experimenting with art and design techniques)

(Tour of Belgrade Theatre/ Bluecoat School- Inspirational people)

Vocabulary

digital media, editing, sound, video, animation, audience, structure, atmosphere

Additional Skills

- Enhance digital media by editing- including: sound, video, animation and still images
- Create original pieces that show a range of influences and styles
- When planning a particular outcome, consider audience, atmosphere and structure