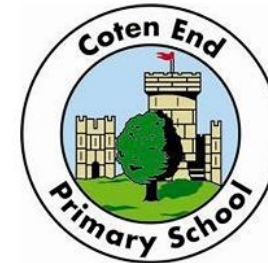


OUR COTEN END ART CURRICULUM



INTENT

Art is a way of stimulating children's creativity and imagination through visual, tactile and sensory experiences. It allows children to explore different ways in which mood can be expressed and the chance to study life in different cultures and times. It gives children the opportunity to understand and respond to the world in a unique way and develop their own interpretations. At Coten End, the children will develop an awareness of the key elements of art: line, shape, colour, texture, form, space and value. The children will then improve their ability to identify these elements through researching and appraising a wide range of artists and designers. Skills demonstrating these elements are then practised and honed and the children are given the opportunity to apply them, using a variety of media. This approach gives the children the subject knowledge and confidence to make autonomous decisions when creating their finished projects. Children are confident to discuss, debate and express their opinions about different artists and art forms.

National Curriculum

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
- 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.

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
- about great artists, architects and designers in history.

ART: KEY CONCEPTS/ELEMENTS OF ART

KEY CONCEPTS/ELEMENTS OF ART

Line	Line is the path left by a moving point. A line can take many forms (horizontal, diagonal, curved etc.) Lines are often used to show the shape and form of an object but they can also be used to create texture and value.	EYFS KS1 KS2
Shape	Shapes are a two dimensional, enclosed area. Shapes can be geometric or organic. Geometric shapes are man-made. Organic shapes are found in nature and are more likely to be irregular or asymmetrical.	EYFS KS1 KS2
Form	Forms take up space and volume. You can create actual form by working in three dimensions or implied form by making a 2D image appear 3D (usually by using value)	KS1 KS2
Value	Value is how light or dark something is. The difference between values is called contrast. A series of values from darkest to lightest is called a gradient.	EYFS KS1 KS2
Texture	Texture is how a surface or object feels. You can create actual texture when creating 3D art work or implied texture when creating 2D art work. Different media have different textures eg. watercolour paint has a different texture to oil pastel.	EYFS KS1 KS2
Space	Space is the distance or area around, between or within elements in a composition. Space can be positive or negative. Three-dimensional space can be represented in two dimensional art work through the use of perspective.	KS1 KS2
Colour	Colour is organised on a colour wheel. All colours around the wheel can be created by mixing different combinations of primary colours (blue, yellow and red) Hue is the colour name which is decided by its position around the colour wheel. Tints of a colour can be created by adding white to a hue. Shades of a colour can be created by adding black to a hue.	EYFS KS1 KS2
Expression	The purpose for making Art is an expression. The children will learn to communicate their emotions and feelings through Art and also in response to the Art that they see in front of them.	KS1 KS2
Communication	The children will learn to comment and ask questions within our Art and Design lessons when observing significant artists work. They will discuss and communicate using visual language and reasoning.	KS1 KS2
Interpretation	Interpretation in art refers to the attribution of meaning to a work. A point on which people often disagree is whether the artist's intention is relevant to the interpretation of the work.	KS1 KS2
Similarities and Difference	Creativity and beauty of many things in the world can be expressed in an artistic manner. Each created artwork within Art and Design is a unique, beautiful output of a creative mind. However, there is a distinct difference between each artist, style and technique.	KS1 KS2

ART: OVERVIEW AND END POINTS

Learning Theme	Heroes Among Us	Shining Bright	Space Explorers
EYFS Curriculum (statutory framework - Expressive Arts & Design)	<p>In Early Years we capitalise on children's natural excitement for and freedom to express their thoughts, ideas and inner feelings as artists by:</p> <ul style="list-style-type: none"> • Providing children with opportunities to explore and experiment with different media and materials • Encouraging children to be inventive and imaginative, allowing them to express their creativity in ways that are personal to them • Allowing children to use their own imagination to be uninhibited artists. We provide children with a purpose to design, make and evaluate products that move, are structurally sound and are healthy and safe • Opportunities are also provided for a variety of purposes. • The development of children's artistic and cultural awareness supports their imagination and creativity. • It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. • The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. • The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. 		
Knowledge I know...	<ul style="list-style-type: none"> • how to draw different types of lines • how to join lines to create shapes and make a picture • the names of a variety of colours • how to mix different colours • materials have different textures • combining materials can create different textures • how to use different materials to express my ideas • malleable materials can be moulded into different shapes • designs need to be thought about and planned • designs can be changed or modified • what different tools can be used for 	<ul style="list-style-type: none"> • about famous artists and their techniques • how to draw different types of lines • how to join lines to create shapes and make a picture • the names of a variety of colours • how to mix different colours • materials have different textures • combining materials can create different textures • how to use different materials to express my ideas • malleable materials can be moulded into different shapes • designs need to be thought about and planned 	<ul style="list-style-type: none"> • how to draw different types of lines • how to join lines to create shapes and make a picture • the names of a variety of colours • how to mix different colours • materials have different textures • combining materials can create different textures • how to use different materials to express my ideas • malleable materials can be moulded into different shapes • designs need to be thought about and planned • designs can be changed or modified • what different tools can be used for • how to evaluate my design

	<ul style="list-style-type: none"> • how to evaluate my design • how to join materials together • how to make a structure strong and stable • how to make a structure balance • materials can be used for different things and manipulated in different ways 	<ul style="list-style-type: none"> • designs can be changed or modified • what different tools can be used for • how to evaluate my design • how to join materials together • how to make a structure strong and stable • how to make a structure balance • materials can be used for different things and manipulated in different ways 	<ul style="list-style-type: none"> • how to join materials together • how to make a structure strong and stable • how to make a structure balance • materials can be used for different things and manipulated in different ways
Skills I am learning to...	<ul style="list-style-type: none"> • Manipulate and control tools • Make decisions and choices • Be creative and innovative • Be resourceful • Assemble and disassemble • Control and manipulate tools • Observe and ask questions • Think critically and solve problems • Notice and discriminate • Imagine • Connect ideas • Explore and investigate • Experiment • Mould and sculpt 	<ul style="list-style-type: none"> • Mix • Draw • Paint • Pull • Tear • Fold • Cut • Join • Stick • Roll • Explain and describe • Plan and organise • Review • Take pride in my work 	
Vocabulary	line, shape, colour, texture, straight, curved, zig-zag, spiral	artist, drawing, mix, materials, design	tools, imagination, sketching, primary colours, print
At the end of Year R, a great artist can: <ul style="list-style-type: none"> ✓ control and manipulate different tools ✓ explain the processes they use ✓ draw different types of lines and shapes with control ✓ evaluate work to make improvements 			

Learning Theme	Portraits (Vincent Van Gogh and Frida Kahlo)		Japanese Art (Yayoi Kusama and Aboriginal Australian)
Key Media	PAINTING /DRAWING	COLLAGE	MIXED MEDIA
Elements of Art	Colour Texture Line		Shape Space Pattern
Practical Knowledge and Skills	Children will learn to: <ul style="list-style-type: none"> To explore mark making to create texture To select and use a colour palette considering mood created by colour To control paintbrushes and drawing tools with increasing accuracy. To explore the effects of different media. To know how to mix primary colours to create secondary colours To draw from observation – using line to indicate key facial features. 		Children will learn to: <ul style="list-style-type: none"> Identify and create repeating patterns. Explore warm and cool colour palettes. Mix and select colours for a particular effect. Create images using positive and negative space. Apply paint using a range of tools (e.g. brushes, cotton buds, corks, sponges, sticks). Experiment with a variety of media including paint, collage and pastels. Build texture and pattern using repeated marks. Plan and create a final artwork inspired by an artist or artistic tradition.
Theoretical Knowledge	Children will know: <ul style="list-style-type: none"> A self-portrait is an artwork an artist creates of themselves. Artists make different choices about colour, style and background. Colours can be mixed to make new colours. Colours can communicate feelings and mood. Looking closely helps artists draw more accurately. Different art materials create different textures and effects. Vincent van Gogh used expressive colours and visible brushstrokes to show feeling. Frida Kahlo created many self-portraits that included meaningful objects, animals 	Children will know: <ul style="list-style-type: none"> A collage is an artwork made by arranging and sticking different materials together. Artists can create texture by layering different materials. Shapes can be combined to create pictures and objects. Colour and pattern help make artwork interesting. Different papers and materials have different textures and effects. Eric Carle created his illustrations using hand-painted tissue papers cut and layered into colourful collages. Megan Coyle creates detailed collages from recycled magazine pages and other found papers. 	Children will know: <ul style="list-style-type: none"> Patterns are created by repeating lines, shapes, colours or marks. Warm colours (red, orange, yellow) can create energetic or cheerful feelings. Cool colours (blue, green, purple) can create calm or peaceful feelings. Negative space is the empty space around or between objects and can be used as part of an artwork. Artists choose colours and patterns carefully to create different effects.

	and plants to represent her identity and experiences.		<ul style="list-style-type: none"> Yayoi Kusama is known for using repeated dots, bold colours and patterns to transform spaces and objects. Many Aboriginal Australian artists use pattern and repeated marks to communicate stories, Country and cultural knowledge. These artworks are culturally significant and are not simply decorative.
Disciplinary Knowledge	Children will learn to: <ul style="list-style-type: none"> Observe carefully before drawing. Explain why they have chosen particular colours, materials or techniques. Compare artworks by different artists, identifying similarities and differences. Develop ideas through experimenting before producing a final piece. Reflect on what they like about their own artwork and identify one way they could improve it. Understand there is no single "correct" way to create art and that artists make different creative choices. 		Children will learn to: <ul style="list-style-type: none"> Experiment with different ways of creating pattern using a range of tools and media. Make deliberate choices about colour combinations and repeated marks. Compare how different artists use pattern and colour. Develop ideas through exploration before creating a final piece. Explain the choices they have made when creating their artwork. Reflect on how colour, pattern and media affect the finished piece.
Vocabulary	media, texture, primary/secondary colours, self-portrait, colour palette, hue, foreground, background		colour wheel, warm colours, cool colours, media, aboriginal, mood

Year 2 Art Curriculum

Awesome Africa Topic Book Cover: (close up animal print – oil pastel) To use mark-making to create texture	Flames and Fireworks Topic Book Cover: (London sky line-collage) To explore shape and space	Blue Planet Topic Book Cover: (seascape – paint) To mix tints and shades of a colour	Steam, Soot and Splendour	Fantastic Mr Fox Topic Book Cover: (fox collage – Eric Carle) To combine pattern, texture and shape. To make links between an artist and my own work - Eric Carle (illustrator)	Castle Quest Topic Book Cover: (dragon eye – charcoal) To use value to create 3D form
Learning Theme	Awesome Africa		Blue Planet		Castle Quest

Key Media	PRINTING	SCULPTURE	PAINTING
Elements of Art	Colour Line Shape Space	Form Shape	Colour Line Shape
Practical Knowledge and Skills	To use line to create pattern To use printmaking to create a repeating pattern.	To use drawing to develop ideas To explore different joining and strengthening techniques with clay To understand how to use the technique score, slip and stick to attach pieces of clay together To use clay to create 3D form	To use line and colour to create pattern
Theoretical Knowledge	To explore how traditional Adinkra art has influenced modern print making – Eva Soniake (textiles designer)	To compare and contrast two artists working within the same discipline (Anthony Gormley and Giacometti)	To compare and contrast two artists working within the same discipline (William Morris and Georgia O’Keeffe)
Disciplinary Knowledge	To make links to artists’ work and my own	To make links to artists’ work and my own	To make links to artists’ work and my own
Vocabulary	repeat, pattern, symbol, line, printmaking, monochrome, Adinkra	sculpture, 3D, form, figure, join, sculptor, slip, score	line, colour, pattern, nature, artist, observe, shape, detail
At the end of Year 2 a great artist knows and understands: <ul style="list-style-type: none"> ✓ how to create a repeating pattern ✓ how to create a 3D sculpture using clay, using strategies to join and strengthen ✓ how to create a piece of artwork in the style of a given artist ✓ how to use different media 			

Year 3 Art Curriculum

Tribal Tales Topic Book Cover: (cave painting stencils – chalk pastel) To use negative space.	The Firework Maker’s Daughter Topic Book Cover: (firework reflection – chalk pastel) To evaluate different media to create a specific artistic effect	Fossil Hunters Topic Book Cover: (negative fossil printing) To use printing techniques.	Viva Espana Topic Book Cover: (Picasso head – oil pastels) To mix and use complementary colours.	Tomb Raiders Topic Book Cover: (pharaoh headdress – oil pastel) To use pattern.
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	To make comparisons between my own work and the work of an artist.			
Learning Theme	The Firework Maker’s Daughter Sketching skills: elephant drawings	Fossil Hunters Henri Matisse Nature collages and prints (styrofoam sheets)	Viva Espana Cubism	
Key Media	DRAWING (PENCIL)	COLLAGE AND PRINTING	PAINTING/PASTELS	
Elements of Art	Line Value Shape Texture Form	Line Form Shape Colour	Shape Colour Line Form	
Practical Knowledge and Skills	To explore use of line to create shape To use value to create 3D form To know that using light and dark colours next to each other creates contrast To draw different types of lines to create dark, light, depth and texture I understand that the grade of a pencil effects how dark/light the line is To use a range of shading techniques to add texture To use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process	To explore organic and geometric shape To cut organic and geometric shapes to use in a collage To use positive and negative space in a collage To create and use a Styrofoam print To use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process	To understand that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). To explore the use of line to create organic and geometric shape To mix and use complementary colours To identify and mix analogous colour palettes To mix and use tints and shades of a colour To consider how colours can be used expressively	
Theoretical Knowledge	To use subject vocabulary to describe and compare creative works To use my own experiences to explain how pieces of art may have been made	To confidently discuss the work of Henri Matisse To discuss why Matisse chose to use a given media To identify key features of the Fauvist style To use subject vocabulary to describe and compare creative works To use my own experiences to explain how pieces of art may have been made	To confidently discuss the work of Picasso and Braque To identify key features of the Cubist style To compare and contrast two artists from the same artistic movement (Picasso and Braque) To use subject vocabulary to describe and compare creative works To use my own experiences to explain how pieces of art may have been made	
Disciplinary Knowledge	To confidently explain my ideas and opinions about my own and other’s art work, giving reasons	To describe how an artists’ style can change over time To confidently explain my ideas and opinions about my own and other’s art work, giving reasons	To appraise and artists’ use of line, space, shape and colour to create different effects To confidently explain my ideas and opinions about my own and other’s art work, giving reasons	

	To use my sketchbook as part of the problem-solving process and make changes to improve my work	To use my sketchbook as part of the problem-solving process and make changes to improve my work	To use my sketchbook as part of the problem-solving process and make changes to improve my work
Vocabulary	line, shape, texture, value, space, colour, shadows, shading, cross-hatching, horizontal, vertical	collage, fauvism, geometric shapes, organic shapes, negative space, positive space, roller	abstract, complementary colours, cubism, hue, shade, texture, tint, portrait, self-portrait, analogous colours, tertiary colours
At the end of Year 3 a great artist knows and understands: <ul style="list-style-type: none"> ✓ how to mix colours with greater accuracy and begin to consider how colours can be used expressively ✓ how to use value to make artwork appear 3D ✓ how to use a sketchbook effectively to develop ideas ✓ how to compare the work of different artists from the same artistic movement 			

Year 4 Art Curriculum				
Groovy Greeks Topic Book Cover: (Greek vases – pen line drawing) To experiment with using line to create pattern	The Big Freeze Topic Book Cover: (penguins – oil pastels) To create texture through mark making	The Variety of Life Topic Book Cover: (minibeasts positive and negative space – like previous monsters) To use positive and negative space.	Hugo Cabret Topic Book Cover: (recreate illustration from Hugo Cabret) To use value to indicate form.	Celts and Conquerors Topic Book Cover: (mosaics) To mix and combine colour palettes (look at analogous colours)

Learning Theme	Groovy Greeks Greek Vases (clay)	Hugo Cabret Escher and Dali Mechanical Drawing / Surrealism
Key Media	SCUPLTURE	DRAWING AND COLLAGE
Elements of Art	Form Shape Line	Form Shape Line Value Space
Practical Knowledge and Skills	<p>To explore hand building and joining techniques To identify the skills and techniques required to create a specific 3D form</p> <p>To develop a design based on geometric shape To apply hand-building techniques to create a desired form (clay) To generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. To use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome</p>	<p>To explore distortion and perspective To use value to indicate form and shape To select and combine different media To try out multiple arrangements of cut images to decide on their composition To generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome To use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome</p> <p>To create several pencil tones when shading and create a simple 3D effect To create a selection of sketches that show idea exploration To produce a final design with a clear purpose To use colours and materials appropriately, showing an understanding of effective composition</p>
Theoretical Knowledge	<p>To make comparisons between ancient and modern art To use subject vocabulary to confidently describe and compare creative works To use my own experiences to explain how pieces of art may have been made</p>	<p>To describe and identify the characteristics of surrealism To use subject vocabulary to confidently describe and compare creative works To use my own experiences to explain how pieces of art may have been made</p>
Disciplinary Knowledge	<p>To evaluate mastery of skills and overall effectiveness of a final piece To confidently explain their ideas and opinions about their own and other's artwork, giving reasons To use sketchbooks as part of the problem-solving process and make changes to improve their work To use more complex vocabulary when discussing my own and others' art To evaluate my work more regularly and independently during the planning and making process</p>	<p>To make links between my own art work and that of the artists I have studied To discuss and evaluate the process and outcome of their work To confidently explain their ideas and opinions about their own and other's artwork, giving reasons To use sketchbooks as part of the problem-solving process and make changes to improve their work To use more complex vocabulary when discussing my own and others' art To evaluate my work more regularly and independently during the planning and making process</p>
Vocabulary	geometric, pattern, hand building, slip and score, coiling, ancient, modern, ceramic	value, Surrealism, collage, media, distortion, gradient, observational drawing, contrast, composition, mixed-media
At the end of Year 4 a great artist knows and understands: <ul style="list-style-type: none"> ✓ how to identify and use specific hand building techniques to create a desired 3D form ✓ how to describe the key themes and elements of Surrealism ✓ how to use a range of shading techniques to add value and texture to a piece of art ✓ how to use a sketchbook purposefully to improve understanding, develop ideas and plan for an outcome, evaluating throughout the process 		



Year 5 Art Curriculum				
Marvellous Mayans Topic Book Cover: (Central American patterns – lino cut) To explore different printmaking techniques.	Magical Muggles Topic Book Cover: (Patronus charms – chalk pastels) To use line to indicate shape.	The Truth is Out There Topic Book Cover: Planets (using chalk pastels on black paper to create value) To use value to indicate 3D form.	The Explorer Topic Book Cover: (rainforest animals) To use mark making to create texture.	Traders and Raiders Topic Book Cover: (long ship carvings) To create shape and pattern using line
Learning Theme	Marvellous Mayans		The Truth is out There Taudalpoi, Anton Brzezinski, M. Vasiljev, Karen Rose	

	Calixte Dakpogan, Romuald Hozume, Jozef Mrva and Bertjan Pot 3D masks (children select style and purpose)	Retro-futurism inspired mixed media piece of a view in Space
Key Media	SCULPTURE (wire armatures and Modroc/papier-mâché)	DRAWING/PAINTING/PASTELS/COLLAGE (CHOICE)
Elements of Art	Shape Colour Form Texture	Shape Space Colour Texture Line
Practical Knowledge and Skills	To use line to indicate shape To use accurate measurements within a design To create a wire template To use accurate and safe cutting skills to cut out a wire armature To use Modroc or papier-mâché to create a solid armature To use clay to add embellishments to my mask To understand how to combine different media for a given effect	To accurately mix and use colour to create different tones to match a desired colour, explaining my choices To apply paint using stencils To experiment with different painting techniques To create a selection of drawings and visual notes that demonstrate my ideas using sketchbooks To use compositional techniques to create the illusion of space and distance To generate a clear composition idea for a final piece that shows how it will be drawn To choose which media/tools I want to use independently To confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently
Theoretical Knowledge	To confidently discuss the work of some contemporary mask designers: Calixte Dakpogan, Romuald Hozume, Jozef Mrva and Bertjan Pot. To explore the significance of masks throughout history To understand the significance of masks in Ancient Mayan culture To use subject vocabulary to confidently describe and compare creative works To use my own experiences to explain how pieces of art may have been made To research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work	To explain what Retro-Futurism is and identify aspects typical of the genre To understand the historical context that made Retro-Futurism prevalent from 1950's-1970's. To look at how architecture can be inspired by Retro-Futurism To use subject vocabulary to confidently describe and compare creative works To use my own experiences to explain how pieces of art may have been made To research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work
Disciplinary Knowledge	To discuss the effectiveness of different media to create 3D form for a purpose. To discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. To use sketchbooks as part of the problem-solving process and make changes to improve their work	To be inspired by another artist's style to influence my work To discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. To use sketchbooks as part of the problem-solving process and make changes to improve their work To use more complex vocabulary when discussing my own and others' art

	<p>To use more complex vocabulary when discussing my own and others' art</p> <p>To evaluate my work regularly and independently during the planning and making process</p> <p>To be inspired by another artist's style to influence my work</p> <p>To use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>To evaluate my work regularly and independently during the planning and making process</p> <p>To use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>
Vocabulary	flexible, pliable, mould, armature, mask, layering, malleable, wire, contour, mesh, template	architecture, retro-futurism, culture, science-fiction, composition, stencil, acrylic paint, foreground, background

At the end of Year 5 a great artist knows and understands:

- ✓ how art can often be influenced by the historical context of the time
- ✓ how to create a wire armature to create a 3D object
- ✓ how to mix hues accurately to match a desired colour
- ✓ how to use sketchbooks as part of the problem-solving process and make changes to improve their work

Year 6 Art Curriculum

Year 6 Art Curriculum				
<p>Toil and Trouble Topic Book Cover: (Tudor House line drawing)</p> <p>To use line and mark marking</p>	<p>Darwin's Discoveries Topic Book Cover: (draw natural objects in the style of scientific illustrations in Origin of Species).</p> <p>To draw from observation</p>	<p>Battle of Britain Topic Book Cover:</p> <p>n/a –brown paper – Evacuee style</p>	<p>Kensuke's Kingdom Topic Book Cover: (Hokusai-The Wave)</p> <p>To compare elements of an artists' work with my own</p>	<p>Lights, Camera, Action: (Summer Show Posters)</p> <p>To explore value, texture, line and shape</p>

Learning Theme	Darwin's Discoveries Monet, Van Gogh, Constable, Turner, Friedrich, Pissaro Landscape Paintings	Kensuke's Kingdom Hokusai, Sharaku, Utagawa Toyokuni Japanese Art
Key Media	PAINTING	PRINTING/DRAWING
Elements of Art	Colour Shape Space Line Texture	Shape Space Line Colour
Practical Knowledge and Skills	<p>To use perspective to create depth</p> <p>To use value to effectively indicate 3D form</p> <p>To generate an idea for a final piece, demonstrating inspiration from their chosen artist</p> <p>To produce a final piece of work, selecting appropriate tools and materials to create an intended effect</p> <p>To use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks</p> <p>To mix colours with confidence and apply my knowledge of colour theory to my artwork</p> <p>To experiment with different painting techniques to provide texture</p>	<p>To explain how a woodblock print is made</p> <p>To create their own version of a woodblock print using linocut</p> <p>To know about the importance of light and dark in artwork (Notan)</p> <p>To create my own piece of artwork, following the principles of Notan</p> <p>To follow instructions to make an origami kimono</p> <p>To draw accurately from observation (figure drawing)</p> <p>To combine media (pen and ink figure drawing, watercolour wash background, collage kimono for Utagawa style art work)</p> <p>To create pattern through printmaking (make patterned paper to use as kimono of figure)</p> <p>To use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks</p>
Theoretical Knowledge	<p>To confidently discuss the work of Monet, Van Gogh, Constable, Turner, Friedrich, Pissaro</p> <p>To know how to be creative and imaginative in finding their own meaning in a painting</p> <p>To describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>	<p>To explore the visual elements of different Japanese art styles</p> <p>To explore the Japanese art of ukiyo-e</p> <p>To learn about the Japanese art of origami</p> <p>To confidently discuss the work of Hokusai, Sharaku, Utagawa Toyokuni.</p> <p>To describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>
Disciplinary Knowledge	<p>To identify different features within a painting and use the formal elements to describe it</p> <p>To suggest ideas for the meaning behind a picture</p> <p>To give reasoned evaluations of their own and others' work which takes account of context and intention</p> <p>To independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work</p>	<p>To identify and compare elements of art (Sharaku, Utagawa Toyokuni)</p> <p>To give reasoned evaluations of their own and others' work which takes account of context and intention</p> <p>To independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work</p>
Vocabulary	perspective, scale, composition, hue, geometric shape, organic shape, vanishing point, impasto, horizon	proportion, Ukiyo-e art, woodblock printing, linocut, origami, Notan, positive space, negative space, calligraphy
At the end of Year 6 a great artist knows and understands: ✓ how to select appropriate tools, media and techniques to create artwork in the style of another chosen artist		

- ✓ how to use perspective to create depth in a painting
- ✓ how to describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work
- ✓ how to use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks