

Art Unit Overview: Year 1 – Painting

Context: In this unit, you will begin to develop your painting skills. You will explore the work of famous artists, thinking about what you like or dislike about their work. You will experiment with colour mixing and painting techniques before applying these skills to paint pictures of trees in the different seasons. Once your painting is completed, you will evaluate how successful you have been and think about what you would do differently next time.

Previous steps:
 In Reception, you have experimented with mixing colours using watercolours and poster paint. You have experimented with different tools to see what effects they create in the paint and you have created paintings from observations and memory.

Current steps in learning:
 **Explore the work of an artist**
 - Investigate the work of David Hockney

Next steps:
 In Year 3, you will continue to build on your painting knowledge and understanding of mixing to create increasingly complex colours. You will draw on your knowledge of the colour wheel to mix with more precision to achieve a range of appropriate colours.

Artist to research, compare & evaluate

David Hockney is an English artist known for his paintings and photography.



Experiment with a range of painting tools and techniques

- Apply paint in different ways using a range of tools
- Create textured paint
- Experiment with different painting techniques

Supporting resources

PRIMARY COLORS



SECONDARY COLORS




Vocabulary

observation	texture
primary colours	secondary colours
experiment	technique
artist	evaluate

Draft final design using observations and memory
 - Develop ideas by trying things out and making changes
 - Sketch out final design

Paint final design
 - Use techniques, tools and colour mixing practised to paint final artwork

Evaluate completed artwork
 - Evaluate how successful you have been. What are you proud of? What would you do differently next time?

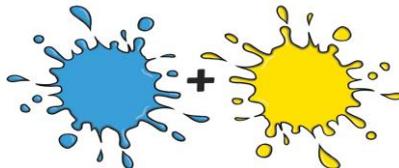
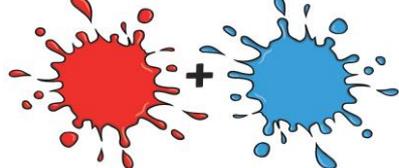
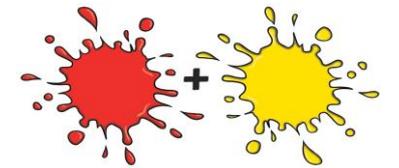
Teacher Assessment

You have painted a picture of trees in different seasons by mixing the correct colours	1	2	3
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Pupil Assessment

What secondary colours are made when you mix the primary colours below? Write the correct colour in the box

orange green purple

Art Unit Overview: Year 1 – Printing

Context: In this unit, you will make the most of the forest area as you begin to develop your printing skills. You will explore making marks with a range of textured, natural materials before creating your own simple repeating prints. You will explore the work of famous artists, thinking about what you like or dislike about their work. Once your work is completed, you will evaluate how successful you have been and think about what you would do differently next time.

Previous steps:
 In Reception, you have explored repeating patterns in the environment and created your own simple patterns. You have experimented with printing stamps to create images and you have used a range of found objects to create images.

Current steps in learning:
 **Explore the work of an artist**
 - Investigate the work of M.C. Escher

Next steps:
 In Year 3, you will continue to build on your printing skills. You will create your own printing blocks using card and string. You will explore and refine your printing technique whilst making links to contrasting and complementary colours for your final design.

Artist to research, compare & evaluate

M.C. Escher was a Dutch graphic artist known for his mathematically inspired artwork.



Explore repeating patterns
 - Explore and recognise repeating patterns in the environment

Make rubbings to collect textures and patterns
 - Create rubbings from the natural environment
 - Create repeating patterns using rubbings

Experiment with printing with textured objects using two colours
 - Using found objects, experiment with printing a repeating patterns
 - Experiment with using two different colours

Create final repeating pattern
 - Use techniques, colours and textures practised to paint final artwork

Evaluate finished artwork
 - Evaluate how successful you have been. What are you proud of? What would you do differently next time?

Supporting resources

Repeating patterns:







Vocabulary

printing	pattern
repeating pattern	texture
rubbings	natural
artist	evaluate

Teacher Assessment

You have printed a repeating pattern in two different colours using natural, textured materials	1	2	3
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Pupil Assessment

Tick two boxes that show a repeating pattern

Art Unit Overview: Year 1 – Textiles

Context: In this unit, you will begin to develop your textiles skills to create a forest image. You will experiment with different methods of colouring felt using natural dyes to create the desired colours. You will develop your skills of cutting and composition before attaching the material for your final design. You will explore the work of textile artists, thinking about what you like or dislike about their work. Once your artwork is completed, you will evaluate how successful you have been and think about what you would do differently next time.

Previous steps:
 In Reception, you have experimented with different textures and fabrics, using them to create pictures. You have used scissors to create shapes and snips in fabric and have used natural dyes to colour paper.

Current steps in learning:
 **Explore the work of an artist**
 - Explore the work of Andy Goldsworthy

Next steps:
 In Year 3, you will continue to improve your textile skills by learning simple stitching techniques. You will learn how to thread a needle and to achieve an accurate running stitch and cross stitch using Binca. You will also learn to tie off to secure your design.

Artist to research, compare & evaluate

Andy Goldsworthy is a British artist who uses natural materials such as leaves, ice, pebbles and boulders to create his artwork.

Make observations
 - Make observational drawings of the trees in the forest
 - Discuss their appearance in different seasons

Supporting resources



Vocabulary

textiles	colours
texture	fabric
dye	composition
artist	evaluate

Create natural dyes
 - Explore the qualities of the felt
 - Experiment with a range of natural dyes to colour felt

Cut and shape fabric
 - Using observations of trees as a guide, cut and shape the coloured felt
 - Develop final design by trying different compositions and making changes

Create final design
 - Attach coloured and shaped felt to background with glue to create final design

Evaluate finished artwork
 - Evaluate how successful you have been. What are you proud of? What would you do differently next time?

Teacher Assessment

You have created a forest image using felt that you have dyed, cut and attached to a background	1	2	3
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Pupil Assessment

Which of these natural materials could you use to dye your felt brown? (Tick 2)

Art Unit Overview: Year 2 – Drawing

Context: In this unit, you will draw a simple line portrait of an activist in the style of an artist you have studied. You will begin to develop control and precision with free-hand line drawing. When you have completed your portrait, you will evaluate how successful you have been and think about what you would do differently next time.

Previous steps:
In Reception, you have experimented with a range of different media from wax crayons, pastels, felt pens and pencils to draw with. You have experimented with drawing on different scales and from close observations as well as from memory.

Artist to research, compare & evaluate

Julian Opie is an artist best known for his portraits that reduce subjects to simple lines and blocks of colour.



Vocabulary

portrait	trace
free-hand	details
features	self-portrait
media	evaluate

Current steps in learning:
Explore the work of an artist
- Investigate the work of Julian Opie

Create Opie inspired self-portrait
- Trace a photo to create a simple self-portrait
- Explore how many lines/details to include for best effect
- Practice drawing the same image free-hand
- Experiment making lines in different media

Research activists
- Research activists to draw
- Find a portrait photo of them to trace

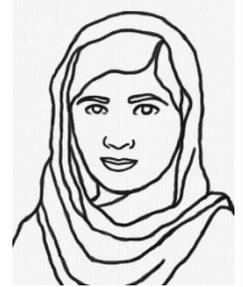
Create image of activist
- Develop final design, experimenting with how many lines/details to use for best effect.
- Experiment and make changes

Create final design
- Use traced image to guide free-hand drawing of activist

Evaluate completed artwork
- Evaluate how successful you have been. What are you proud of? What would you do differently next time?

Next steps:
In Year 4, you will continue to develop your drawing skills. You will build on your line drawing skills and develop an understanding of how to use tone and shading to create a detailed portrait.

Supporting resources



Teacher Assessment

You have developed your drawing accuracy and precision by creating a line drawing free-hand	1	2	3
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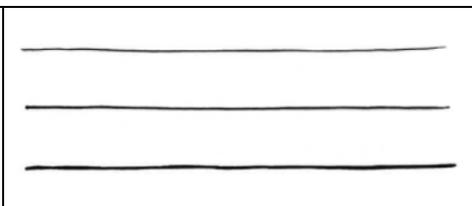
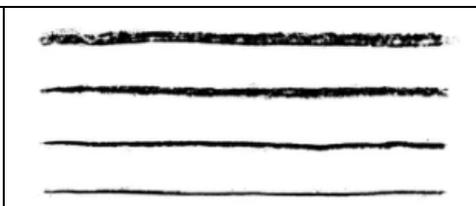
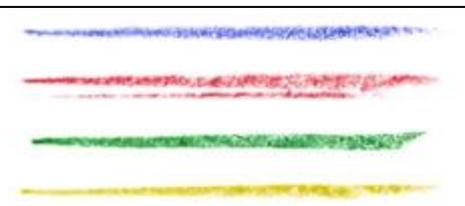
Pupil Assessment

Label the lines below with the media that made them:

Charcoal

Pencil

Crayon



Art Unit Overview: Year 2 – Sculpture

Context: In this unit, you will use wire to explore and create geometric mobiles. You will create 2D wire geometric shapes. You will then experiment with the placement and position of each shape on your mobile to create different effects before completing your sculpture. You will explore the work of famous artists, thinking about what you like or dislike about their work. Once your work is completed, you will evaluate how successful you have been and think about what you would do differently next time.

Previous steps:
In Reception, you have experimented with a range of malleable and recycled materials to create models. You have used play-dough and clay to create simple sculptures and have experimented with a range of junk modelling resources.

Current steps in learning:
Explore the work of an artist
- Investigate the work of Alexander Calder

Next steps:
In Year 4, you will build on your experience of sculpture to work in the medium of papier-mâché to create a 3D sculpture. Your design will be based on careful observation and detailed modelling to create a realistic sculpture.

Artist to research, compare & evaluate

Alexander Calder was an American sculptor known for his innovative mobiles.



Practise and refine wire techniques
- Explore the qualities of the wire
- Practise cutting, bending, twisting and looping the wire into simple shapes
- Explore how to fasten the ends of the wire securely

Supporting resources



Vocabulary

sculpture	sculptor
2D	wire
placement	positioning
geometric	template

Draft sculpture design
- Sketch out final design
- Develop design by trying ideas out and making changes
- Think about shapes to use on sculpture
- Think about placement and positioning of each shape

Make individual elements of sculpture
- Create a template for each shape on mobile
- Use the templates to create 2D wire shapes using the skills practised

Create final sculpture
- Create final sculpture by attaching shapes to frame
- Make changes to design and placement

Evaluate finished artwork
- Evaluate how successful you have been. What are you proud of? What would you do differently next time?

Teacher Assessment

You have create a wire sculpture with 2D shapes, thinking about each shapes placement for the greatest effect

1	2	3
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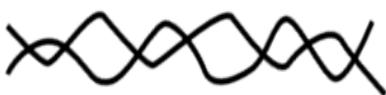
Pupil Assessment

Label the images below with the wire technique that they show:

looping

twisting

bending



Art Unit Overview: Year 2 – Collage

Context: In this unit, you will begin to develop your collage skills. You will use a variety of media to create a collage that represents the diverse heritage of the Windrush community. You will create a painted background before selecting from a range of materials, the media that you wish to use to create an image of the Empire Windrush. You will study the work of a famous artist, thinking about what you like or dislike about their work. Once your collage is completed, you will evaluate how successful you have been and think about what you would do differently next time.

Previous steps:
In Reception you used different collage materials to create images. You used a range of mixed media in different ways to create different effects. You experimented with natural and found objects as well as man-made.

Artist to research, compare & evaluate

Henri Matisse used brightly coloured paper and scissors to cut out shapes before arranging them.



Eric Carle was a famous author who used collage to illustrate his picture books.



Current steps in learning:
Explore the work of an artist
- Explore the work of Henri Matisse and Eric Carle

Research Empire Windrush and draft design

- Research the diversity of the Windrush community
- Using a photo of the Empire Windrush, draft a design to represent the diverse heritage of this community

Create background

- Replicate the techniques used by the studied artist to create a background for the collage
- Explore the effects created by using different techniques and colours

Add detail

- Use a variety of materials to collage Empire Windrush image
- Fold, cut, tear and overlap media to create desired shapes and effects
- Arrange shapes appropriately

Evaluate finished artwork

- Evaluate how successful you have been. What are you proud of? What would you do differently next time?

Vocabulary

collage	mixed media
overlap	fold
tear	cut

Next steps:
In Year 4, you will continue to develop your collage skills. You will use the technique of photo montage to create a collage. You will develop your understanding of composition including foreground, mid-ground and background.

Supporting resources



Eric Carle painting tissue paper to use in his collages



Teacher Assessment

You have created a collage using a range of media that incorporates a technique used by an artist you have studied

1

2

3

Pupil Assessment

Tick the media that has been used in the collage below:

		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

Art Unit Overview: Year 3 – Painting

Context: In this unit, you will build on your knowledge and understanding of colour mixing to create increasingly complex colours. You will draw on your knowledge of the colour wheel to mix with more precision and to achieve a range of appropriate colours for your cave painting. You will explore the work of a famous artist, thinking about what you like and dislike before evaluating how successful you have been.

Previous steps:
 In Year 1, you explored mixing the three primary colours to create secondary colours. You experimented with applying paint with a range of painting tools and techniques. You used the skills and techniques you had practised to create your final artwork.

Artist to research, compare & evaluate

Mark Rothko was an American abstract painter best-known for his colour block paintings.



Vocabulary

cave painting	primary colours
secondary colours	tone
tint	shade
charcoal	texture

Current steps in learning:
Explore the work of an artist and cave art

- Investigate the work of Mark Rothko
- Revisit colour mixing**
 - Revisit mixing of primary colours to make secondary colours
 - Explore using naturally found resources to create colours found in cave paintings (e.g. spices, mud etc.)
 - Experiment with adding black/white paint to change shades, tints and tones.

Draft design

- Make detailed sketches of animals found in cave paintings
- Experiment with using charcoal
- Develop ideas by trying things out and making changes

Create background

- Explore thickening paint to create different textures
- Paint a cave background

Create final design

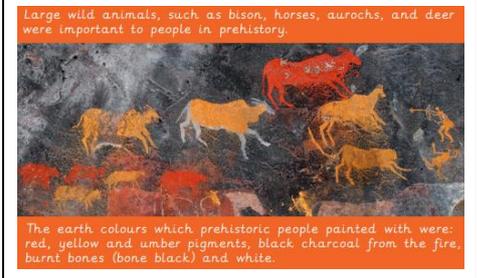
- Use sketches, techniques and colours practised to paint detail onto background

Evaluate completed artwork

- Evaluate how successful you have been. What are you proud of? What would you do differently next time?

Next steps:
 In Year 5, you will continue to build on your painting skills by progressing onto the challenging medium of watercolour. As you work towards a final piece, you will learn to create a wash, achieve depth of colour and to control colour mixing to avoid bleeding.

Supporting resources



Teacher Assessment

You have created a cave painting by mixing the correct colours and adding detail	1	2	3
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Pupil Assessment

Label each box to say if a **tone**, **tint** or **shade** of red has been created

Art Unit Overview: Year 3 – Printing

Context: In this unit, you will build on your printing skills from Year 1. You will create your own printing blocks from a base and string which you will use to create your own image. You will explore and refine your printing technique whilst making links to contrasting and complementary colours for your final design. You will explore the work of famous artists, thinking about what you like or dislike about their work. Once your work is completed, you will evaluate how successful you have been and think about what you would do differently next time.

Previous steps:
 In Year 1, you explored repeating patterns in the environment. You created rubbings from the natural environment and experimented with printing with found objects. You explored using more than one colour and then used what you had learnt to create your final artwork.

Artist to research, compare & evaluate

Andy Warhol was an American pop artist most famous for his brightly coloured images of famous figures or products



Vocabulary

print	printing block
hieroglyphics	repeating pattern
contrasting colour	complementary colours

Current steps in learning:
Explore the work of an artist
 - Investigate the work of Andy Warhol

Create a simple printing block
 - Design a simple printing block
 - Use card and string to create printing block

Experiment with printing block
 - Explore colour printing using two contrasting and complementary colours
 - Revisit repeating patterns
 - Refine printing technique

Draft final design
 - Research Egyptian hieroglyphics
 - Create printing block of first initial in hieroglyphs

Create final design
 - Use printing techniques, colour combinations and repeating patterns practised to print final artwork

Evaluate finished artwork
 - Evaluate how successful you have been. What are you proud of? What would you do differently next time?

Next steps:
 In Year 5, you will continue to develop your printing skills. You will create William Morris inspired relief prints. You will study the shapes, patterns and colours of Morris' well-known designs and develop your own pattern to turn into a relief printing block

Supporting resources



Teacher Assessment

You have created your own printing block and printed a repeating design in more than one colour using it	1	2	3
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Pupil Assessment

Label the colours below with their complementary colour

	<p>Yellow</p>	<p>Green</p>	<p>Red violet</p>	<p>Blue green</p>

Art Unit Overview: Year 3 – Textiles

Context: In this unit, you will learn simple stitching skills. You will learn to thread a needle and to achieve an accurate running stitch and cross-stitch using Binca. You will also learn to tie off the end of the thread to secure your final design. You will explore the work of textile artists, thinking about what you like or dislike about their work. Once your artwork is completed, you will evaluate how successful you have been and think about what you would do differently next time.

Previous steps:
 In Year 1, you observed the qualities of a fabric before creating natural dyes to be used to colour it. You used observational drawings you made to aid you as you cut and shaped the felt before you glued it onto a background.

Current steps in learning:
Explore the work of an artist
 - Explore the work of Lucienne Day
 Day

Practise and refine sewing skills
 - Learn how to thread a needle
 - Practise different types of stitches on the Binca
 - Experiment how to securely attach beads and buttons
 - Practise tying off the ends of the thread

Next steps:
 In Year 5, you will further build on your sewing skills to design, create and decorate a sustainable tote bag. Your sewing will be both functional and decorative as you attach a closing mechanism and apply adornments such as appliqué to decorate.

Artist to research, compare & evaluate

Lucienne Day was one of the most influential British textile designers of the 1950's and 60's.



Sketch a design
 - Sketch a simple design to stitch
 - Label sketch with thread colour, stitch type and where any decorations will be

Supporting resources



Vocabulary

needle	thread
Binca	tying off
running stitch	cross-stitch

Create artwork
 - Use sketched design and techniques practiced and refined to create final design

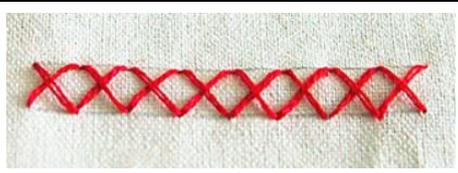
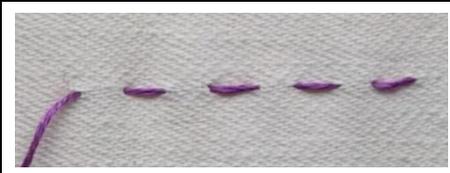
Evaluate finished artwork
 - Evaluate how successful you have been. What are you proud of? What would you do differently next time?

Teacher Assessment

You have used the sewing techniques you have learnt to create an image of your design	1	2	3
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Pupil Assessment

Label the pictures below to say if it is showing a **running stitch**, **cross-stitch** or **tying off a stitch**



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Art Unit Overview: Year 4 – Collage

Context: In this unit, you will be inspired by your learning to create a collage. You will use the technique of photomontage to create an Alps inspired mountain range collage. You will develop your understanding of composition including foreground, middle ground and background. You will explore the work of famous artists, thinking about what you like and dislike about their work before evaluating how successful you have been.

Previous steps:
 In Year 2, you used a variety of media to create a collage that represented the diverse heritage of the Windrush community. You created a painted background before selecting from a range of materials, the media that you wanted to use to collage an image of the Empire Windrush.

Artist to research, compare & evaluate
Hannah Höch was a German artist best known as being one of the originators of photomontage.
Ansel Adams was an American photographer famously known for his black and white photographs of American National Parks.

Vocabulary

layers	composition
photomontage	media
background	middle ground
foreground	evaluate

Current steps in learning:
 **Explore the work of an artist**
 - Investigate the work of Hannah Höch and Ansel Adams

Explore the technique of photomontage
 - Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures
 - Think about the contrast between different images
 - Identify the foreground, middle ground and background in images

Create background
 - Collect black and white images
 - Create background

Add detail
 - Fold, cut, tear and overlap media to create desired shapes and effects in the middle ground
 - Think about the contrast between different images
 - Select key features for the foreground
 - Arrange shapes appropriately, rearranging to perfect composition

Evaluate completed artwork
 - Evaluate how successful you have been. What are you proud of? What would you do differently next time?

Next steps:
 In Year 6, you will draw on a range of skills to create a collage. You will use your watercolour skills to create a fiery background before using a wide range of materials to create a Blitz scene. You will carefully consider the composition and the placement of each element of the London skyline.

Supporting resources



Hannah Höch



Ansel Adams



Teacher Assessment

You have created a collage of an Alps inspired mountain range. You have carefully considered the placement of each element to create the greatest effect.

1	2	3
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Pupil Assessment

Label the **background**, **middle ground** and **foreground** in this image



Art Unit Overview: Year 4 – Sculpture

Context: In this unit, you will further build on your experience of sculpture to work in the medium of papier-mâché to create a 3D sculpture. Your design will be based on careful observation and detailed modelling to create a realistic sculpture. You will explore the work of a sculptor, thinking about what you like or dislike about their work. Once your artwork is completed, you will evaluate how successful you have been and think about what you would do differently next time.

Previous steps:
 In Year 2, you learnt to use wire to explore and create geometric mobiles. You created 2D wire geometric shapes. You then experiment with the placement and position of each shape to create different effects before completing your sculpture.

Current steps in learning:
Explore the work of an artist
 - Explore the work of Anish Kapoor and Barbara Hepworth
Investigate the medium of papier-mâché
 - Explore how to use papier-mâché to get the greatest effect
 - Investigate the size and amount of different paper types, the consistency of the glue and how best to apply it

Next steps:
 In secondary school you will continue to develop your sculpture skills. You will show form, scale and proportion through sculpture and gain a sense of realism. You will use a range of sculpting tools, to create texture, form and 3D effects and you will use wire, moulds and supporting materials to create your sculptures.

Artist to research, compare & evaluate

Anish Kapoor is a British-Indian sculptor who designed the Arcelor Mittal Orbit in the Olympic Park. **Barbara Hepworth** was an English sculptor most famous for her abstract designs.

Supporting resources

Supporting resources

Vocabulary

sculpture	papier-mâché
3D	observation
realistic	appendages
model	evaluate

Sketch a design
 - Using careful observation, sketch bird design thinking about size, colour, placement of appendages and how to attach

Create sculpture
 - Use papier-mâché techniques practiced and refined to cover small balloon
 - Attach appendages securely

Add detail
 - Use sketched design to guide colour placement
 - Add features

Evaluate finished artwork
 - Evaluate how successful you have been. What are you proud of? What would you do differently next time?



Teacher Assessment

You have designed, created and decorated a papier-mâché sculpture	1	2	3
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Pupil Assessment

Label the images from 1- 6 to show the process you took to create your sculpture

Art Unit Overview: Year 4 – Drawing

Context: In this unit, you will continue to develop your drawing skills. You will build on your line drawing skills and develop an understanding of how to use tone and shading to create a half-photo, half-drawn portrait of a Tudor monarch. You will explore the work of famous artists, thinking about what you like or dislike about their work. Once your work is completed, you will evaluate how successful you have been and think about what you would do differently next time.

Previous steps:
 In Year 2, you drew a simple line portrait of an activist in the style of an artist that you studied. You began to develop control and precision with free-hand line drawing.

Artist to research, compare & evaluate

Frida Kahlo was a Mexican painter best known for her portraits and self-portraits.



Vocabulary

portrait	line drawing
tone	shading
features	3D
sketch	evaluate

Current steps in learning:
Explore the work of an artist
 - Investigate the work of Frida Kahlo

Experiment with tone and shading
 - Experiment with ways in which surface detail can be added to drawings using shading
 - Experiment with different grades of pencil to create lines and variations in tone to create a 3D effect

Explore portrait techniques
 - Practise sketching face shapes and features
 - Think about the scale, position and proportion of each feature

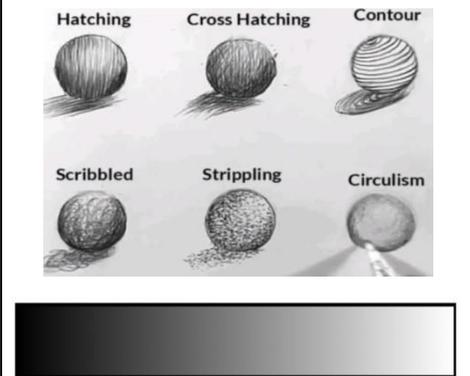
Sketch outline of final drawing
 - Using the photo as a guide, sketch the outline and features of the subject

Add detail using tone and shading
 - Use the techniques practised to add tone and shading to portrait

Evaluate finished artwork
 - Evaluate how successful you have been. What are you proud of? What would you do differently next time?

Next steps:
 In Year 6 you will revise your line drawing, tone and shading skills. You will develop your skill of drawing with perspective and scale creating a final still-life drawing that showcases your progress in drawing skills.

Supporting resources

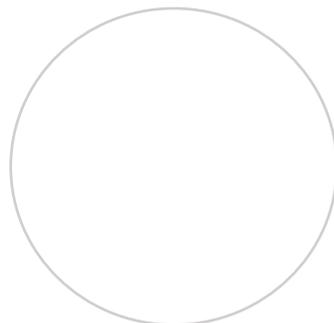


Teacher Assessment

You have created a portrait of a Tudor monarch using tone and shading to create a realistic effect	1	2	3
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Pupil Assessment

Use the shading techniques you have learnt to make this circle appear 3D



Art Unit Overview: Year 5 – Painting

Context: In this unit, you will progress onto the challenging medium of watercolour. You will work towards a final space scene and learn to create a wash, achieve depth of colour and control colour mixing to avoid the colours bleeding into each other. You will explore the work of famous artists, thinking about what you like and dislike before evaluating how successful you have been.

<p>Previous steps:  In Year 3, you built on your knowledge and understanding of colour mixing to create increasingly complex colours. You drew on your knowledge of the colour wheel to mix with more precision to achieve a range of appropriate colours for your final cave painting.</p>	<p>Current steps in learning:  Explore the work of an artist - Investigate the work of Wassily Kandinsky and Chesley Bonestell</p> <p>Revisit colour mixing - Be able to identify primary, secondary, complementary and contrasting colours - Revisit adding black, white or grey paint to change the shade, tint or tone of a colour</p> <p>Experiment with a range of painting techniques - Carry out preliminary studies using watercolour paints - Experiment how to create effects using different techniques - Explore mixing and matching colours to create atmosphere and light effects</p> <p>Draft final design - Develop ideas by trying things out and making changes - Sketch out final design showing an awareness of composition, scale and proportion</p> <p>Paint final design - Use techniques, tools and colour mixing practised to paint final artwork</p> <p>Evaluate completed artwork - Evaluate how successful you have been. What are you proud of? What would you do differently next time?</p>	<p>Next steps:  In Secondary school you will continue to develop your painting skills. You will use watercolours and acrylic paints to develop your understanding of colours and their relation to each other. You will understand more about tone and hue and their relevance and you will develop your use of texture by using a range of media.</p>
<p>Artist to research, compare & evaluate</p>		<p>Supporting resources</p>
<p>Wassily Kandinsky was a Russian painter who has been credited as the pioneer of abstract art. Chesley Bonestell was an American painter, designer and illustrator who's paintings helped to popularise space travel.</p>		<div data-bbox="1037 862 1340 1176" data-label="Image"> </div> <p data-bbox="1356 851 1484 929">Wassily Kandinsky</p> <div data-bbox="1173 1198 1484 1534" data-label="Image"> </div> <p data-bbox="1037 1243 1157 1321">Chesley Bonestell</p>
<p>Vocabulary</p>		
<p>complementary colours</p>	<p>contrasting colours</p>	
<p>shade</p>	<p>tint</p>	
<p>tone</p>	<p>composition</p>	
<p>scale</p>	<p>proportion</p>	

Teacher Assessment

You have created a watercolour space scene that conveys mood and atmosphere through controlled colour mixing	<p>1</p>	<p>2</p>	<p>3</p>
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Pupil Assessment

Match the vocabulary below with the correct definitions

<p>composition</p>	<p>scale</p>	<p>proportion</p>
The overall physical size of the artwork or the objects within it	The relationship, based on size, between different elements within a work of art	The arrangement of elements within a work of art

Art Unit Overview: Year 5 – Printing

Context: In this unit, you will build on your printing skills from Year 3. You will create a William Morris inspired relief print. You will study the shapes, patterns and colours of Morris’ well-known designs and develop your own pattern to turn into a relief printing block. You will explore the work of famous artists, thinking about what you like or dislike about their work. Once your work is completed, you will evaluate how successful you have been and think about what you would do differently next time.

Previous steps:
 In Year 3, you created your own printing blocks from a base and string. You explored and refined your printing technique whilst making links to contrasting and complementary colours for your final design.

Current steps in learning:
Explore the work of an artist
 - Investigate the work of William Morris

Next steps:
 In secondary school you will continue to develop your printing skills. You will use templates and layers to create more complex prints. You will develop more complex patterns and understand how to repeat patterns using a range of different printing techniques.

Artist to research, compare & evaluate

William Morris was an artist and designer who changed the fashions of Victorian Britain with his nature inspired designs.

Revisit previous print making skills
 - Create a relief printing block using polystyrene using drawings as a guide
 - Explore contrasting and complementary colours to overlay
 - Revisit repeating patterns and symmetry
 - Refine printing technique

Supporting resources



Vocabulary

printing block	repeating pattern
relief print	observational drawing
overlay	symmetrical
contrasting colours	complementary colours

Draft final design and printing block
 - Develop final design by trying different compositions and making changes
 - Create printing block by simplifying an initial sketchbook idea.

Create final design
 - Use printing techniques, colour combinations and patterns practised to print final artwork
 - Add detail by working into prints with a range of media e.g. pens, colour pens and paints

Evaluate finished artwork
 - Evaluate how successful you have been. What are you proud of? What would you do differently next time?



Teacher Assessment

You have created artwork using a relief printing block inspired by your observational drawings and the work of William Morris	1	2	3
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Pupil Assessment

Explain the steps you took to create your printing block and your final artwork

Art Unit Overview: Year 5 – Textiles

Context: In this unit, you will further build on your sewing skills to design, create and decorate a sustainable tote bag. Your sewing will be both functional and decorative as you attach a closing mechanism and apply adornments such as appliqué. You will explore the work of textile artists, thinking about what you like or dislike about their work. Once your artwork is completed, you will evaluate how successful you have been and think about what you would do differently next time.

Previous steps:
 In Year 3, you learnt to thread a needle and to achieve an accurate running stitch and cross stitch using Binca. You learnt to tie off the end of the thread to secure your final design and how to attached adornments.

Current steps in learning:
Explore the work of an artist
 - Explore the work of El Anatsui and Faith Ringgold
Practise and refine sewing skills
 - Revisit threading a needle
 - Practise stitches previously taught
 - Practise attaching adornments and different closing mechanisms

Next steps:
 In secondary school you will continue to develop your textile skills. You will develop your hand sewing techniques and learn how to use a sewing machine. You will develop your understanding of pattern and decorative techniques and investigate a range of fabrics and sewing techniques.

Artist to research, compare & evaluate

El Anatsui is a Ghanaian artist who transforms everyday items into large-scale artwork. **Faith Ringgold** is an American artist best known for her narrative quilts.



Sketch a design

- Sketch a simple design of tote bag
 - Annotate sketch with thread colour, stitch type and where any adornments will be

Create artwork
 - Use a simple pattern to create template pieces of tote bag
 - Use techniques practiced and refined to sew template pieces together

Decorate finished artwork
 - Use sketched design and techniques practiced to attach adornments and closing mechanism

Evaluate finished artwork
 - Evaluate how successful you have been. What are you proud of? What would you do differently next time?

Supporting resources



Vocabulary

adornments	template
sustainable	tote bag
tying off	evaluate

Teacher Assessment

You have designed, created and decorated a sustainable tote bag	1	2	3
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Pupil Assessment

Label the pictures below with the fastening that they show

button

snap fastener

hook & eye

ties

Art Unit Overview: Year 6 – Collage

Context: In this unit, you will draw together a range of techniques to create your collage. You will use your watercolour skills to create a fiery background before using a wide range of materials to create a Blitz scene. You will carefully consider the composition and the placement of each element of the London skyline. You will explore the work of famous artists, thinking about what you like and dislike about their work before evaluating how successful you have been.

<p>Previous steps: In Year 4, you were inspired by your learning to create a collage. You used the technique of photo montage to create an Alps inspired mountain range collage. You developed your understanding of composition including foreground, middle ground and background.</p>	<p>Current steps in learning: Explore the work of an artist - Investigate the work of Pablo Picasso, Georges Braque and Kurt Schwitters</p> <p>Revisit painting skills - Revisit watercolour painting skills - Experiment how to create appropriate effects using different techniques - Explore mixing and matching colours to create atmosphere and light effects - Revisit adding black, white or grey paint to change the shade, tint or tone of a colour</p> <p>Create background - Replicate the techniques practised and refined to create a background for the collage</p> <p>Add detail - Use a variety of materials to collage the London skyline - Experiment with photomontage to add detail - Fold, cut, tear and overlap media to create desired shapes and effects - Arrange shapes appropriately</p> <p>Evaluate completed artwork - Evaluate how successful you have been. What are you proud of? What would you do differently next time?</p>	<p>Next steps: In Secondary school you will continue to develop your collage skills by combining textures, patterns and surfaces to give visual interest. You will work with a range of tactile materials and select those appropriate to the subject matter. You will use a range of ceramic mosaic patterns, material, media and techniques to create texture.</p>
<p>Artist to research, compare & evaluate</p>		<p>Supporting resources</p>
<p>Pablo Picasso and Georges Braque were two of the first artists who worked with different mediums in an attempt to make art. Kurt Schwitters explored the idea further by using the thrown away materials of everyday life to make collages.</p>		 <p>Pablo Picasso</p>
<p>Vocabulary</p>		 <p>Georges Braque</p>
<p>collage</p>	<p>composition</p>	 <p>Kurt Schwitters</p>
<p>texture</p>	<p>mixed-media</p>	
<p>photomontage</p>	<p>layers</p>	
<p>the Blitz</p>	<p>evaluate</p>	

Teacher Assessment

You have created a collage of the blitzed London skyline using a range of techniques. You have carefully considered the placement of each element to create the greatest effect.

1

2

3

Pupil Assessment

Write a definition of each of the terms below

<p>photomontage</p>	<p>mixed-media</p>	<p>composition</p>

Art Unit Overview: Year 6 – Drawing

Context: In this unit, you will revise your line drawing, tone and shading skills. You will develop your skill of drawing with perspective and scale creating a final still-life drawing that showcases your progress in drawing skills. You will explore the work of famous artists, thinking about what you like or dislike about their work. Once your work is completed, you will evaluate how successful you have been and think about what you would do differently next time.

Previous steps:
 In Year 4, you continued to develop your drawing skills. You built on your line drawing skills and develop an understanding of how to use tone and shading to create a half-photo, half-drawn portrait of a Tudor Monarch.

Current steps in learning:
 **Explore the work of an artist**
 - Investigate the work of Paul Cézanne
Revisit shading techniques
 - Revisit shading techniques to add surface detail to drawings
 - Experiment with different grades of pencil to make variations in tone
Explore composition, perspective, scale and proportion

Next steps:
 At secondary school you will continue to improve your drawing skills by learning more about cross hatching and use of a rubber to create light. You will continue to develop your understanding of perspective and proportion and use a range of styles to create different moods, situations and feelings when drawing.

Artist to research, compare & evaluate

Paul Cézanne was a French artist who painted many still lifes during his career.

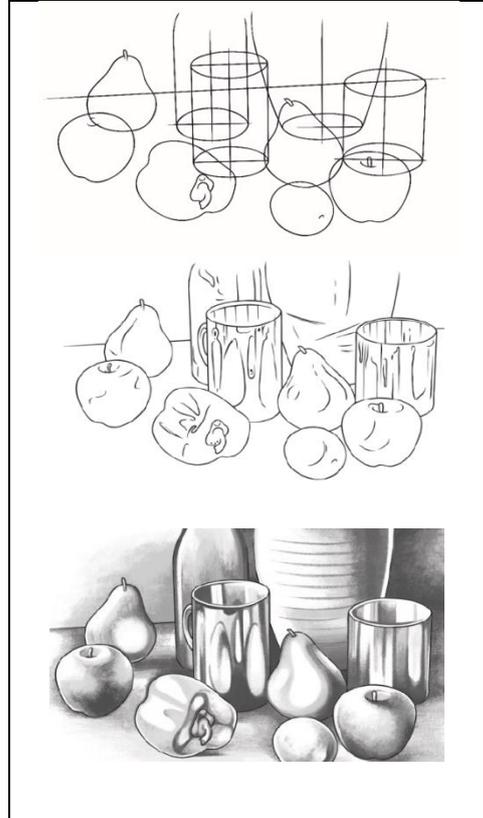


Vocabulary

still-life	perspective
scale	composition
tone	shading
proportion	perspective

Sketch final composition
 - Draw the objects as if they are transparent wire frames
 - Make adjustments until happy with the shape, proportion and composition of the still life
Add detail
 - Mark out areas of light or reflection
 - Begin to add detail by adding shading and tone
Evaluate finished artwork
 - Evaluate how successful you have been. What are you proud of? What would you do differently next time?

Supporting resources



Teacher Assessment

You have created a still-life drawing showcasing you drawing and shading skills	1	2	3
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Pupil Assessment

Show an example of each of the following shading technique in the boxes below

cross hatching	contouring	hatching	stippling	circulism

Art Unit Overview: Year 6 – Sculpture

Context: In this unit, you will further build on your sculpture skills and you will explore the medium of clay. You will learn three different techniques for creating pots: pinch, coil and slab. Once your pot is dry, you will decorate it with a design of their choice. You will explore the work of a sculptor, thinking about what you like or dislike about their work. Once your artwork is completed, you will evaluate how successful you have been and think about what you would do differently next time.

<p>Previous steps: In Year 4, you learnt to work in the medium of papier-mâché to create a 3D sculpture. Your design was based on careful observations and detailed modelling to create a realistic sculpture.</p>	<p>Current steps in learning: Explore the work of an artist - Explore the work of Clarice Cliff</p> <p>Explore different clay techniques - Investigate the different methods of creating a pot – pinch, coil & slab - Explore different methods of making marks and creating texture</p> <p>Create design - Sketch a design for pot - From investigations with clay, decide on technique to use - Think about size, shape and decoration of pot</p> <p>Create pot - Use skills practised to create pot - Add marks and texture</p> <p>Decorate pot - When dry, decorate pot following sketched design</p> <p>Evaluate finished artwork - Evaluate how successful you have been. What are you proud of? What would you do differently next time?</p>	<p>Next steps: In secondary school you will continue to develop your sculpture skills. You will show form, scale and proportion through sculpture and gain a sense of realism. You will use a range of sculpting tools, to create texture, form and 3D effects and you will use wire, moulds and supporting materials to create your sculptures.</p>
<p>Artist to research, compare & evaluate</p>		<p>Supporting resources</p>
<p>Clarice Cliff was an English ceramic artist who is well known for the colourful, art deco style of pottery she designed</p>		  
<p>Vocabulary</p>		
<p>clay</p>	<p>pinch</p>	
<p>coil</p>	<p>slab</p>	
<p>slip</p>	<p>evaluate</p>	

Teacher Assessment

You have designed, created and decorated a clay pot	1	2	3
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Pupil Assessment

Label the definitions below with the technique for joining clay		
	<p>slip score blend</p>	
Join edges by rubbing together gently to form one piece of clay	Lumps of clay mixed into a small amount of water to create a thick cream like texture	Cross hatched lines created with a sharp tool