

Becoming an Artist at Kingsway Primary School

Our aim in Art & Design is that children who leave our school in Year 6 will be able:

- To produce creative, quality artwork and record their ideas in a variety of ways.
- To have their own ideas and to develop them to create their own artwork through the use of their sketchbooks and in final pieces of artwork.
- To be proficient in their drawing skills, painting skills, sculpture and design.
- To be able to talk about their artwork using subject specific vocabulary.
- To be able to evaluate and analyse their own work, the work of other artists and of their peers, using the language of art, craft and design.
 - To have a knowledge of Artists and how their work has impacted on society.
 - To be able to apply their art to everyday life.
 - To have a love of art and feel inspired to create and to appreciate others' artwork.

How our children learn to be an Artist

At Kingsway Primary we teach Art and Design with the aim to inspire pupils and develop their confidence to experiment and invent their own works of art. Our delivery of an Art and Design spiral curriculum is underpinned by the key skills needed to produce quality artwork and designs. Key skills are revisited again and again with increasing complexity throughout the key stages. This allows pupils to revise and build on their previous learning. The units are carefully built up across each year group and linked to other wider curriculum subjects to provide challenge and a clear progression. They build on prior knowledge which enables children to delve deeper as they move through their primary education. Within each unit children are taught subject-specific vocabulary so they can clearly explain their ideas and learning.

In Reception, KS1 and KS2 children will complete a range of units that cover key areas of Art and Design:

- Drawing
- Painting and mixed media
- Sculpture and 3D
- Craft and Design

Each unit enables children to build skills and techniques towards exciting outcomes.

Children use their sketchbooks to apply skills and knowledge throughout the whole process of creating art, practicing techniques learned and developing and evaluating their ideas towards an outcome.

At Kingsway Primary all of our children are provided with excellent resources, teaching and experiences to help them bring their own works of art to life. The children learn how to present their learning both orally and in sketchbooks. They are provided with the resources to apply the skills and techniques they have gained, to produce their own creative works of art.

The children are involved in the evaluation, dialogue and decision making about the quality of their outcomes and improvements they need to make. Through working together, our children are supported to give quality critiques of their work and that of their peers. By taking part in the discussions and the decision making process, our children are able to talk confidently about their own learning journey, are able to use subject specific vocabulary and have a growing understanding of the subject and have an understanding of how they can improve. This enables them to become confident, creative, purposeful and reflective artists.

Art Long Term Plan

		Autumn	Spring	Summer
EYFS		<p>I can produce lines of different thicknesses and tones.</p> <p>I can begin to show accuracy and care when drawing.</p> <p>I can use a range of drawing materials such as pencils/graphite pencils, chalk, felt tips, wax crayons in an exploratory way.</p> <p>I can make marks on different materials/surfaces of different textures: playground, bark or coloured paper.</p> <p>To experiment with and use primary colours.</p> <p>To name colours and mix them.</p> <p>To use a range of tools when making colours.</p> <p>I can push, squash, twist, roll and pinch clay or playdough.</p> <p>I can use tools safely and with confidence to slice, roll, chop.</p> <p>I can use my imagination to arrange natural loose parts (leaves, twigs, seeds, bark, stones and shells)</p> <p>I can experiment with design.</p> <p>I can design a sculpture. I can make a 3D sculpture, such as an animal using my design.</p> <p>I can share my creations and explain the process used.</p> <p>I can experiment with colour, design, texture and form.</p>		
Year 1/2	A	Explore and Draw	Expressive Painting	Monoprinting
	B	Spirals Drawing	Birds - Sculpture	Flora and Fauna Painting Mixed Media
Year 3/4	A	Gestural Drawing with Charcoal	Cloth Thread Paint	Printmaking and Pattern
	B	Storytelling Through Drawing	Nests - Sculpture	Exploring Still Life Painting
Year 5/6	A	2D Drawing to 3D Making	Painting - Mixed Media Land and Cityscapes	Fashion Design
	B	Self Portraits - Exploring Identity	Painting - Environments	Printmaking-Making Monotypes

Art and Design Long Term Plan Cycle A and B

Purpose of Study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

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

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

KS1

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

KS2

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

Drawing

Colour and

3D Form

Printing & Pattern

painting

<p><u>EYFS</u></p> <p><u>Expressive Arts and Design</u></p>	<p>I can produce lines of different thicknesses and tones. I can begin to show accuracy and care when drawing.</p> <p>I can use a range of drawing materials such as pencils/graphite pencils, chalk, felt tips, wax crayons in an exploratory way.</p> <p>I can make marks on different materials/surfaces of different textures: playground, bark or coloured paper.</p> <p>To experiment with and use primary colours. To name colours and mix them. To use a range of tools when making colours.</p> <p>I can push, squash, twist, roll and pinch clay or playdough. I can use tools safely and with confidence to slice, roll, chop. I can use my imagination to arrange natural loose parts (leaves, twigs, seeds, bark, stones and shells)</p> <p>I can experiment with design. I can design a sculpture. I can make a 3D sculpture, such as an animal using my design. I can share my creations and explain the process used.</p> <p>I can experiment with colour, design, texture and form.</p>
<p><u>Vocabulary</u></p>	<p><u>Observational Imagine Explore Long Rough Short Smooth Soft Straight Thick Thin Wavy Shape Marks/mark making Self-portrait Artist</u></p>

	<u>Autumn 2</u>	<u>Spring 2</u>	<u>Summer 2</u>
<p><u>Year 1 & 2 A</u></p>	<p><u>Explore and Draw</u></p> <ul style="list-style-type: none"> <u>I can use drawing exercises in a sketchbook to explore observational drawing (of objects above) combined with experimental mark making (show different lines and patterns</u> 	<p><u>Expressive Painting</u></p> <ul style="list-style-type: none"> <u>Sketchbook-I can explore primary colours and secondary colour mixing.</u> <u>I can explore colour mixing through gestural mark making.</u> 	<p><u>Simple Printmaking</u></p> <ul style="list-style-type: none"> <u>Sketchbooks - I can test out printmaking ideas.</u> <u>Sketchbook - I can practise observational drawing.</u> <u>Sketchbook-I can explore mark</u>

	<p><u>such as straight, curly, dotted, criss-cross, cross hatching, wavy and enclosed or overlapping shapes), using graphite, soft pencil and handwriting pen.</u></p> <ul style="list-style-type: none"> • <u>I can arrange objects to explore composition by cutting out drawings and making new artwork/composition and then drawing on the new image.</u> • <u>I can make close observational drawings of small objects, drawn to scale, by varying the marks to replicate texture.</u> 	<p><u>initially working without a subject matter to allow exploration of media.</u></p> <ul style="list-style-type: none"> • <u>I can create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above.</u> • <u>I can use a variety of tools and techniques including different brush sizes and types.</u> • <u>I can make many tones of one colour.</u> • <u>I can darken colours without using black.</u> 	<p><u>making.</u></p> <ul style="list-style-type: none"> • <u>I can collect textured objects and make rubbings, and press them ('impressed') into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image.</u> • <u>I can explore concepts like "repeat" "pattern" "sequencing".</u> • <u>I can use hands and feet to make simple prints, using primary colours (secondary colours).</u> • <u>I can experiment by arranging, folding and repeating regular and irregular patterns.</u>
<p><u>Knowledge</u> <u>e</u></p>	<p><u>I know that different media can be combined within one drawing.</u></p> <p><u>Drawing tools can be held in a variety of ways.</u></p>	<p><u>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting.</u></p> <p><u>Understand that the properties of the paint that you use, and how you use it, will affect your mark making.</u></p>	<p><u>Understand prints are made by transferring an image from one surface to another.</u></p> <p><u>Understand relief prints are made when we print from raised images (plates).</u></p>

		<u>Understand that primary colours can be mixed together to make secondary colours of different hues</u>	
<u>Vocabulary</u>	<p><u>Explore, Collect, ReSee, Imagine, Curious, Present, Re-present, arrange, composition</u></p> <p><u>Photograph, Focus, Light, Shade, Colour, Pattern</u></p> <p><u>Observational Drawing, Close study, Draw slowly, Intention,</u></p> <p><u>Pressure, Line, Mark, Page</u></p> <p><u>Sense of Touch</u></p> <p><u>Wax resist, Graphite, Watercolour, Brusho, Pencil,</u></p> <p><u>Mark making, Line, Tone, Shape,</u></p> <p><u>Reflect, Present, Share, Discuss, Feedback</u></p>	<p><u>Gesture, Gestural, Mark making, Loose, Evocative, Emotion,</u></p> <p><u>Intention, Exploration, Reaction, Response</u></p> <p><u>Personal, Imagination,</u></p> <p><u>Energy, Impression, Colour, Life, Shape, Form, Texture, Line</u></p> <p><u>Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues,</u></p> <p><u>Medium, Surface, Texture, Impasto</u></p> <p><u>Brush, Mark making Tools, Palette Knife, Home-Made Tools,</u></p> <p><u>Abstract, Explore, Invent, Discover, Reflect, Focus, Detail, Dissect, Imagine, Intention</u></p> <p><u>Still Life,</u></p> <p><u>Line, Rhythm, Gesture, Mark</u></p> <p><u>Composition, Positive shapes, Negative shapes</u></p> <p><u>Present, Share, Reflect,</u></p> <p><u>Discuss, Feedback</u></p>	<p><u>Print, Press, Pressure, Paint</u></p> <p><u>Primary colours: Red, Yellow, Blue</u></p> <p><u>Shape, Line, Arrangement</u></p> <p><u>Rubbing, Texture,</u></p> <p><u>Wax crayon, Pencil Crayon, Cut, Collage, Stick, Arrange</u></p> <p><u>Explore, Try, Test, Reflect</u></p> <p><u>Artwork, Artist: Printmaker</u></p> <p><u>Relief print, Plasticine, Plate, Impression,</u></p> <p><u>Colour Mixing, Secondary Colours: Green, Orange, Purple</u></p> <p><u>Pattern, Sequence, Picture, Image</u></p> <p><u>Reflect, Discuss, Share, Crit</u></p>
<u>Year 1 & 2 B</u>	<u>Spirals Drawing</u>	<u>Birds Sculpture</u>	<u>Flora and Fauna Painting mixed media</u>
	<ul style="list-style-type: none"> <u>Sketchbooks - I can explore mark making made by drawing tools, made by moving fingers, wrist, elbow, shoulder and</u> 	<ul style="list-style-type: none"> <u>Sketchbooks - I can explore mark making</u> 	<ul style="list-style-type: none"> <u>Sketchbooks - I can develop experience of primary and secondary colours to mix</u>

	<p><u>body. Work at a scale to accommodate exploration.</u></p>	<ul style="list-style-type: none"> • <u>Sketchbooks - I can practice observational drawing.</u> • <u>Drawing - I can draw from paused film, observing detail using pencil, graphite, handwriting pen.</u> • <u>Making - I can use a combination of two or more materials to make sculpture.</u> • <u>Making - I can use construction methods to build.</u> 	<p><u>different shades (hues) of a secondary colour.</u></p> <ul style="list-style-type: none"> • <u>Sketchbooks - I can practice observational drawing.</u> • <u>Sketchbooks - I can explore mark making. (show different lines and patterns such as straight, curly, dotted, criss-cross, cross hatching, wavy and enclosed or overlapping shapes)</u> • <u>I can collage with painted papers exploring colour, shape and composition.</u>
<p><u>Knowledge</u> <u>e</u></p>	<p><u>I know that different drawing media can be combined in one drawing.</u> <u>I know that the way I hold a drawing tool will affect the pressure, grip and speed of the lines that I make.</u></p>	<p><u>I know that 2D drawing can be developed into 3D objects.</u></p>	<p><u>Understand collage is the art of using elements of paper to make images.</u></p> <p><u>Understand we can create our own papers with which to collage.</u></p>
<p><u>Vocabulary</u> <u>ry</u></p>	<p><u>Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful</u> <u>Hand, Wrist, Elbow, Shoulder</u></p>	<p><u>Lines, Shapes, Mark Making, Texture</u> <u>Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil</u> <u>Observation, Close study.</u></p>	<p><u>Flora</u> <u>Fauna</u> <u>Line, Shape, Colour, tones, hues, tints</u></p>

	<u>Graphite, Chalk, Pen</u> <u>Drawing Surface (Paper, Ground)</u> <u>Oil Pastel, Dark, Light, Blending</u> <u>Mark Making</u> <u>Colour, Pattern</u> <u>Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places"</u> <u>Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour</u> <u>Reflect, Discuss, Share, Think</u>	<u>Blending, Texture</u> <u>Explore, Discover</u> <u>Transform,</u> <u>Fold</u> <u>Tear</u> <u>Crumple</u> <u>Collage</u> <u>Sculpture, Structure,</u> <u>Balance</u> <u>Texture, Personality, Character,</u> <u>Installation</u> <u>Flock</u> <u>Collaboration</u> <u>Present, Reflect, Share, Discuss</u>	<u>Observe, Graphite, Handwriting Pen</u> <u>Oil Pastel, Graphite, Handwriting Pen</u> <u>Collage, Painted paper, cut, tear, arrange, play, composition, elements,</u> <u>Minibeast/Insect</u> <u>Author, Illustrator</u> <u>Present, Reflect, Share, Discuss</u>
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	<u>Autumn 2</u>	<u>Spring 2</u>	<u>Summer 2</u>
<u>Year 3 & 4 A</u>	<u>Gestural Drawing with Charcoal</u> <ul style="list-style-type: none"> <u>Sketchbooks - I can explore the qualities of charcoal (and various pens and pencils).</u> <u>I can work on different scales.</u> 	<u>Cloth Thread Paint</u> <ul style="list-style-type: none"> <u>Sketchbooks - I can make visual notes using a variety of media / techniques such as 'dotting, splashing, impasto (paint is laid on a surface thickly leaving an imprint of the</u> 	<u>Printmaking</u> <p><u>Sketchbooks: Use sketchbook for recording textures/patterns</u> <u>Use relief and impressed printing processes.</u></p> <p><u>I can make a printing block or poly</u></p>

	<ul style="list-style-type: none"> • <u>I can explore qualities of marks using charcoal and hands as tools. (Option to explore making gestural drawings with charcoal using the whole body link to dance).</u> • <u>I can make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama).</u> 	<p><u>brush/tool used) and scratching' when looking at other artists.</u></p> <ul style="list-style-type: none"> • <u>I can continue to develop colour mixing tints, tones and shades using a range of media for a purpose (colour wheel).</u> • <u>I can explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric.</u> • <u>I can use different types of brush in a piece of work.</u> 	<p><u>print to make a two colour print.</u></p> <p><u>I can make an accurate repeating pattern</u></p> <p><u>Explore colour mixing through overlapping colour prints deliberately.</u></p> <p><u>I can recreate texture through deliberate selection of materials wallpaper, string, polystyrene etc.</u></p>
<u>Knowledge</u>	<p><u>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale</u></p> <p><u>Understand charcoal and earth pigment were our first drawing tools as humans.</u></p> <p><u>Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings</u></p>	<p><u>I know that paint acts differently on different surfaces.</u></p> <p><u>I know the concept of 'still life' and landscape painting.</u></p>	<p><u>I know patterns can be natural or man-made.</u></p> <p><u>I know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</u></p> <p><u>I know that symmetry can be used to make repeating patterns.</u></p> <p><u>I know that patterns can be irregular.</u></p>
<u>Vocabulary</u>	<p><u>Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body.</u></p>	<p><u>Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle, Test, Experiment, Try Out, Reflect.</u></p>	<p><u>refine, mono print, controlled marks, pattern, motif, ink block, transfer, press, roll, textures, negative space, pressure, master printing.</u></p>

	<p><u>Mark Making, Sweeping, Fast, Slow, Gentle, Energetic.</u></p> <p><u>Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint.</u></p> <p><u>Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette.</u></p> <p><u>Drama, Lighting, Shadow, Atmosphere, Narrative</u></p> <p><u>Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance.</u></p> <p><u>Photograph, Film, Composition, Focus, Lighting</u></p> <p><u>Present, Share, Reflect, Respond, Feedback</u></p>	<p><u>Background, Foreground, Detail, Gesture, Impasto, Dilute, Colour Mixing.</u></p> <p><u>Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash</u></p> <p><u>Present, Review, Reflect, Process, Outcome</u></p>	<p><u>layer, colour, complementary, contrasting, pale, pastel, bold, earthy, vibrant, subtle, patterns, repeated, criss-cross, symmetrical, spaced, busy, complex, share, review, reflect, evaluate</u></p> <p><u>Draw, sketch, design, plan, inspire, polystyrene, block printing, mono print, printing ink</u></p> <p><u>printing plate, roller, engrave, carve, embossed, over lay, two colour overlay, remove, cut away, emphasise, fabric, master printing, material, design, make print, colour, complementary, contrasting, pale, bold, earthy, vibrant, subtle, patterns, repeated, criss-cross, symmetrical, spaced, busy, c</u></p>
<p><u>Year 3 & 4 B</u></p>	<p><u>Self Portrait / Storytelling through Drawing</u></p> <ul style="list-style-type: none"> <u>Sketchbooks - I can experiment with various pencils</u> <u>I can make accurate drawings of people or objects.</u> <u>I can use the effect of light and dark in compositions of objects and people by using hatching.</u> <u>I can introduce scale and proportion into my drawings and compositions.</u> 	<p><u>Exploring Still Life Painting</u></p> <ul style="list-style-type: none"> <u>I can explore colour (and colour mixing), line, shape, pattern and composition in creating a still life.</u> <u>I can consider lighting, surface, foreground and background.</u> <u>I can use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets).</u> 	<p><u>Nests Sculpture</u></p> <ul style="list-style-type: none"> <u>Sketchbook - I can take visual notes to record ideas and processes discovered through looking at other artists.</u> <u>I can respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.</u> <u>I can use tools to explore line, shape, form, balance and structure.</u>

	<u>I have an awareness of how patterns can be used to create texture.</u>	<ul style="list-style-type: none"> <u>Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foam board.</u> 	<ul style="list-style-type: none"> <u>I can explore how different materials can be shaped including surface texture and joined, using more complex techniques such as carving.</u>
<u>Knowledge</u>	<u>I know that artists and illustrators interpret narrative texts and create sequenced drawings.</u>	<p><u>I know that the 'still life' name is given to the genre of painting (or making) a collection of objects/elements.</u></p> <p><u>I know that 'still life' is a genre which artists have enjoyed for hundreds of years and which contemporary artists still explore today.</u></p>	<p><u>I know that sculptures can combine lots of materials.</u></p> <p><u>I know that I can take creative risks by experimenting to see what happens.</u></p>
<u>Vocabulary</u>	<u>Illustration, Inspiration, Interpretation, Original Source, Respond, Response</u> <u>Graphic Novel, Illustrator,</u> <u>Poetry, Prose, Stage, Arrange</u> <u>Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble,</u> <u>Composition, Sequencing, Visual Literacy, Narrative</u> <u>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences</u>	<u>Still Life, Genre, Traditional, Contemporary, Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground,</u> <u>Light, Dark, Tone, Shadow, Colour, Hue, Tint, Elements, Pattern, Texture, Colour, Relationship, Mark Making, Appearance, 2D, 3D</u> <u>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</u>	<u>Personality Traits</u> <u>Explore, Inventive, Challenge,</u> <u>Discover</u> <u>Construct, Experiment, Imagine, Rethink, Stand Back, Reflect, Understand, Analyse,</u> <u>Tools, Pliers, Scissors, Glue Guns,</u> <u>Construction Materials, Fastening Materials, Balance, Creative Risk,</u> <u>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</u> <u>Photograph, Lighting, Focus, Composition</u>

	<u>Autumn 2</u>	<u>Spring 2</u>	<u>Summer 2</u>
<u>Year 5 & 6 A</u>	<u>2D Drawing to 3D making</u> <u>I can apply drawing techniques to improve my mastery of materials and techniques such as chiaroscuro or by drawing on clay, layering media, incorporating digital drawing techniques or using wet media to Make marks, lines, patterns, textures and shapes.</u> <u>I can use the drawing technique 'chiaroscuro' (effect of contrasted light and shadow in drawing and painting).</u>	<u>Painting-Mixed media Land and cityscapes</u> <u>I can confidently use hues, tints, tones and shades within a painting.</u> <u>I can confidently use texture within my painting/colour.</u> <u>I can use colour for a purpose.</u> <u>I can confidently use hues, tints, tones and shades.</u> <u>I can research and analyse paintings by artists and test and develop ideas.</u>	<u>Fashion design</u> <u>I can use my sketchbook to make visual notes to capture key ideas about how designers work.</u> <u>I can respond to a design brief.</u> <u>I can make my 2-D designs 3-D.</u> <u>I can evaluate my work.</u>
<u>Knowledge</u>	<u>I know that there are technical processes we can use to help us see, draw and scale up our work.</u> <u>I know that there is often a close relationship between drawing and making. Understand that we can</u>	<u>I know that there is a tradition of artists working from land, sea or cityscapes.</u> <u>I know that artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this.</u>	<u>I know that fashion designers use their interests and experiences in their work.</u> <u>I know that I can use colour, pattern, shape, form, material, and texture in my design.</u>

	<u>transform 2d drawings into 3d objects.</u>		<u>I know that designers have to imagine what it might feel like to wear the clothes or how would they change the person wearing or seeing them?</u> <u>I know how to make 2-D shapes into 3-D forms.</u>
<u>Vocabulary</u>	<u>2D Drawing</u> <u>3D Object</u> <u>Packaging</u> <u>Negative space</u> <u>Grid method</u> <u>Scaling up</u> <u>Net, Typography, Graphic Design</u> <u>Collage</u> <u>Structure</u> <u>Balance</u> <u>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences</u>	<u>Landscape, Cityscape, Working from Life, Mixed Media,</u> <u>Senses, Spirit, Energy, Capture, Composition, Format</u> <u>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</u>	<u>Contemporary</u> <u>Historical</u> <u>Fashion Design</u> <u>Designers</u> <u>Design Brief</u> <u>Colour, Texture, Shape, Form, Texture, Material,</u> <u>Body</u> <u>Wearable</u> <u>Fit for Purpose</u> <u>Present</u> <u>Share</u> <u>Reflect</u> <u>Respond</u> <u>Articulate</u> <u>Feedback, Crit, Similarities, Differences,</u>
<u>Year 5 & 6 B</u>	<u>Self-portraits - exploring identity Aut 2</u> <ul style="list-style-type: none"> <u>I can layer media to create texture.</u> <u>I can make independent decisions as to which materials are best to use for my portrait.</u> 	<u>Painting - Environments Spr 2</u> <ul style="list-style-type: none"> <u>I can create an abstract landscape using my own paint style inspired by an artist.</u> 	<u>Making monotypes Sum 2</u> <ul style="list-style-type: none"> <u>I can combine mono type with painting and collage to make an "artists book" inspired by poetry or prose.</u>

	<ul style="list-style-type: none"> • <u>I can use the drawing technique 'chiaroscuro' (effect of contrasted light and shadow in drawing and painting).</u> 	<ul style="list-style-type: none"> • <u>I can use colour theory to help me choose harmonious and impactful color combinations.</u> • <u>I can mix my own colours</u> 	<ul style="list-style-type: none"> • <u>I can explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks.</u>
<u>Knowledge</u> e	<u>I know how artists use visuals in art to show their identity.</u>	<u>I know that images can be scaled up.</u> <u>I know how to change the texture and consistency of paint.</u> <u>I know about abstract art and how to create it.</u> <u>I know that light and dark colours create contrast.</u> <u>I know that artists use colour to create an atmosphere or to represent feelings in their art.</u>	<u>I know that 'mono types' are single prints.</u> <u>I know that artists sometimes use printmaking to create larger artwork called 'an installation.'</u>
<u>Vocabulary</u> ry	<u>Identity, Layer, Composition, observation</u> <u>Portraiture</u> <u>Layering</u> <u>Collage</u> <u>Present, Share, Reflect, Respond, Articulate,</u> <u>Feedback, Crit, Similarities, Differences.</u>	<u>Abstract</u> <u>Composition</u> <u>Mood</u> <u>Shape</u> <u>Application</u> <u>Scale</u> <u>Contrast</u> <u>Texture</u> <u>Hue</u> <u>Consistency</u>	<u>Monotype, Artists Book, Installation</u> <u>Poetry, Evoke, Response, Translate,</u> <u>Mood, Sense,</u> <u>Layer, Combine, Multi Media</u> <u>Present, Share, Reflect, Respond, Articulate,</u> <u>Feedback, Crit, Similarities, Differences.</u>