



Big Ideas for Art

- **Colour-** Primary, secondary and tertiary colours, shade, temperature and intensity of colours.
- **Shape-** The outline or shape of something.
- **Texture-** The depth and substance to a surface or piece of work, rough, smooth, fine, course.
- **Line-** An outline of an object, sketch or shadow. Can be implied, way, straight, thick or thin.
- **Form-** 2D and 3D object and shapes.
- **Space-** The distance or areas around, between and within the components of work and the placement of items on a page.
- **Tone-** The light and dark values of colour and the spectrum of colour.

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn Term	Drawing & mark making line & space	Drawing Line, shape, space, tone	Drawing Line, shape, space, colour	Drawing shape & line	Painting colour and tone (powder paints)	Drawing line & space	Drawing Line, space, texture, tone
Spring Term	Sculpture form & shape (clay)	Painting Tone, Colour	Painting colour and line	Sculpture Shape, texture (clay)	Drawing shape line & space (pencil)	Sculpture shape, texture & space (clay)	Painting Colour, shape, form, tone (Pointillism)
Summer Term	Painting Colour, tone (colour mixing)	Sculpture Texture, form, shape (clay)	Printing form & shape (block printing)	Painting colour & tone	Printing Colour, shape, texture and space (pressprint + rollers)	Painting Colour, shape, line, space, form (cubism)	Sculpture Line, space, shape, form, (papier mâché & wire)



Big Ideas for Art

Unit	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
D r a w i n g	<p>use lines which are wavy, straight and curved</p> <p><i>Children can select appropriate tools and media to draw with.</i></p>	<p>To make different marks with a pencil for real objects.</p> <p><i>Children can use soft and hard pencils to create different types of line and shape.</i></p>	<p>develop skills using oil pastels and optical mixing</p> <p><i>Children can use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.</i></p>	<p>develop pencil and coloured pencil skills to draw facial features accurately.</p> <p><i>Children can add tone to a drawing by using linear and cross-hatching, scumbling and stippling.</i></p>	<p>mix colours using a pencil and coloured pencils.</p> <p>create different patterns, textures, tones and shades for objects in the foreground and background using a pencil.</p> <p><i>Children to use the properties of pen, ink and charcoal to create a range of effects in drawing.</i></p>	<p>to draw images using one-point perspective.</p> <p><i>Children can use pen and ink (ink wash) to add perspective, light and shade to a composition or model.</i></p>	<p>create different marks using charcoal.</p> <p>To evaluate their experience.</p> <p><i>Children to use line, tone or shape to draw observational detail or perspective</i></p>

Pa int in g	<p>Colour mixing, powder paint, Primary colour, Secondary colour</p> <p>To use powder paint to make paint of the correct consistency.</p> <p><i>Children can use primary and other coloured paint and a range of methods of application.</i></p>	<p>To explore how to make primary and secondary colours using powder paint.</p> <p>To mix colours of different tones and shades.</p> <p>To ensure the correct consistency of the powder paint.</p> <p>To know about, discuss and compare their works with the work of artists</p> <p><i>Children can identify and use paints in the primary colours.</i></p>	<p>To explore different consistencies of paint.</p> <p>To experiment with the different marks that paintbrushes can make.</p> <p>To explore colour spectrums.</p> <p>To know about, discuss and compare their works with the work of artists</p> <p><i>Children can identify and mix secondary colours.</i></p>	<p>To be able to mix colours in order to create different tones and shades.</p> <p>To be able to use background, middle ground and foreground when organising their work.</p> <p>To know about, discuss and compare their works with the work of artists</p> <p><i>Children can identify, mix and use contrasting coloured paints.</i></p>	<p>To make a flesh colour.</p> <p>To use observation to create pattern.</p> <p>to form the shape/structure of a face by looking back through their sketch books.</p> <p>To create a hard-edged image in the style of Lichtenstein.</p> <p>To be able to discuss and compare their work with that of artists – to also look at the backgrounds and discuss how the artists have painted them.</p> <p><i>Children can identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.</i></p>	<p>To be able to sketch objects and change form to suit the Cubist style.</p> <p>To be able to effectively mix colours using powder paint.</p> <p>To be able to evaluate my own work and compare with the works of artists such as Feininger.</p> <p>To be able to add detail to painted work with other media, e.g. pencils, coloured pencils.</p> <p><i>Children can mix and use tints and shades of colours using a range of different materials, including paint.</i></p>	<p>To understand the pointillism movement.</p> <p>To use powder paints and optical mixing techniques and to record this in their sketch books.</p> <p>To be able to paint directly from observation.</p> <p>To be able to discuss and evaluate their work and the work of others.</p> <p><i>Children can use colour palettes and characteristics of an artistic movement or artist in artwork.</i></p>
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Big Ideas for Art

Unit			EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
U n i t	E Y F S	Y e a r 1	<p>experiment with clay and manipulate it to a desired effect.</p> <p><i>Children can manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</i></p>	<p>manipulate clay to make different shapes and then attaching other shapes with slip.</p> <p><i>Children can manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.</i></p>		<p>create the shape of a mask using clay.</p> <p>join clay, create different shapes and impress using clay.</p> <p><i>Children can press objects into a malleable material to make textures, patterns and imprints.</i></p> <p><i>Children can create a 3-D form using malleable or rigid materials, or a combination of materials.</i></p>		<p>develop knowledge of perspective. use previously learned skills to create a final piece.</p> <p>know about, discuss and compare with artists, such as Van Gough</p> <p><i>Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting.</i></p> <p><i>Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms.</i></p> <p><i>Children can use clay to create a detailed or experimental 3-D form.</i></p>	<p>use a caricature style to create a sculpture.</p> <p>draw a self portrait.</p> <p>use a thumbnail sketch (linked with drawing).</p> <p>use one piece of wire to create an outline and detail.</p> <p><i>Children can create a relief form using a range of tools, techniques and materials.</i></p> <p><i>Children can create a 3-D form using malleable materials in the style of a significant artist, architect or designer.</i></p>
			Year 2	Year 3	Year 4	Year 5	Year 6		



Big Ideas for Art

	<p>explore the texture of objects. To use textures and layering to create a relief printing block. To design and print a product. To explore the works Hokusai and Hiroshige and comparing with their own work.</p> <p><i>Children can use the properties of various materials, such as clay or polystyrene, to develop a block print.</i></p>		<p>draw on press print tiles. cut press print tiles accurately. explore drawing with printing rollers. use press printing to create an image.</p> <p><i>Children can make a two-colour print.</i></p> <p><i>Children can combine a variety of printmaking techniques and materials to create a print on a theme.</i></p>		
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Big Ideas for Art

Year- Foundation Stage	
Early Years Objectives	Key Knowledge and vocabulary
<p>Block One - (Drawing and mark making)</p> <p>3-4 Years</p> <ul style="list-style-type: none"> Use a comfortable grip when using good control when using pens and pencils Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail. Use drawing to represent ideas. Show different emotions in their drawings and paintings. <p>Reception</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. <p>ELG</p> <ul style="list-style-type: none"> Begin to show accuracy and care when drawing. 	<p><u>Big Ideas</u> Line, Space</p> <p><u>New Learning and Vocabulary</u> Line, wavy, straight, curve</p> <p>Children to experiment with a range of different art mediums- pencils, chalk, oil pastels, paint etc to make different marks and drawings.</p>
<p>Block Two - (Sculpture)</p> <p>3- 4 Year</p> <ul style="list-style-type: none"> Explore different materials freely to develop their ideas on how to use them and what to make. Join different materials and explore different textures. <p>Reception</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. <p>ELG</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations explaining the process they have used. 	<p><u>Big Ideas</u> Form, shape</p> <p><u>New Learning and Vocabulary</u> Clay, tool, pinch pot To experiment with clay to manipulate it to a desired effect. To create a pinch pot from clay and decorate with impressed patterns.</p>
<p>Block Three - (Colour mixing)</p> <p>3- 4 Years</p> <ul style="list-style-type: none"> Explore colour and colour mixing. <p>Reception</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently (paintbrushes) <p>ELG</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<p><u>Big Ideas</u> Colour, tone</p> <p><u>New Learning and Vocabulary</u> Colour mixing, powder paint, Primary colour, Secondary colour</p> <p>To use powder paint to make paint of the correct consistency.</p>



Big Ideas for Art

Year 1 Block one – Drawing		Media = Pencil Final Piece = Observational drawing
These objectives were explored before in Foundation Stage		
National Curriculum Objectives	Key Knowledge and vocabulary	
<ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use sculpture to develop and share their ideas experiences and imagination. To develop a wide range of art and design techniques in using texture, shape and form <p>Big Questions Can you draw patterns? Can you explore different patterns? What kinds of patterns and textures can you copy from the real world? <i>What kinds of patterns can you copy?</i> What kinds of patterns and textures can you draw from the real world? <i>What kinds of patterns can you draw?</i> Can you draw a picture of the real world using the skills you have learnt? <i>Can you draw a picture of the real world?</i></p>	<p>Big Ideas Line, shape, space, tone</p> <p>New Learning and Vocabulary Cross hatching, stippling, scribble, sketching, pattern</p> <p>To develop skills with a pencil and explore marks that can be produced. To explore how to form shapes based on real objects with a pencil. To replicate patterns and textures from real objects.</p>	



Big Ideas for Art

Year 1 Block two - Painting	Media = Powder paints Final Piece – Elmer Paining
<ul style="list-style-type: none">● To use a range of materials creatively to design and make products.● To use drawing to develop and share their ideas experiences and imagination. To develop a wide range of art and design techniques in using line, shape and space.● To know about the work of artists and make links to their own work. <p>Big Questions</p> <p>Can you explore primary and secondary colours by mixing blue and yellow? What happens when you mix blue and yellow?</p> <p>Can you explore primary and secondary colours by using red and yellow? What happens when you mix red and yellow?</p> <p>Can you use the colour wheel to make colours? Can you explore colour ranges using the colour wheel? Can you produce a piece of artwork applying your knowledge of the colour wheel? Can you mix different colours to make a picture?</p>	<p>Big Ideas Tone, Colour</p> <p>New Learning and Vocabulary Primary colour, secondary colour, colour range, powder paint, saturation point, light and dark.</p> <p>To explore how to make primary and secondary colours using powder paint. To mix colours of different tones and shades. To ensure the correct consistency of the powder paint.</p>



Big Ideas for Art

Year 1 Block Three - Sculpture	Media = Clay Final piece = Clay Pot
<ul style="list-style-type: none">● To use a range of materials creatively to design and make products.● To use painting to develop and share their ideas experiences and imagination.● To develop a wide range of art and design techniques in using colour and tone.● To know about the work of artists and make links to their own work. <p>Big Questions</p> <p>Can you make different marks on clay? How many different types of shapes can you make out of clay? Can you roll coils, make strands and join pieces of clay together? Can you use the pinch technique to make a pot and then decorate it? Can you paint your clay pot?</p>	<p><u>Big Ideas</u> Texture, form, shape</p> <p><u>New Learning and Vocabulary</u> Slip, roll, impressed, apply, pattern, decoration, drag, technique,</p> <p>To experimenting with tools to make different marks with clay. To manipulate clay to make different shapes and then attaching other shapes with slip. To make a pinch pot – decorate with tools by impressing and applying shapes.</p>



Big Ideas for Art

Year 2 Block One - Drawing		Media = Oil Pastels	Final piece = Patterned fish
These objectives were met before in Yr1			
National Curriculum Objectives		Key Knowledge and vocabulary	
<ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use drawing to develop and share their ideas experiences and imagination. To develop a wide range of art and design techniques in using line, shape, space colour. To know about the work of artists and make links to their own work and describe similarities and differences. 		<p>Big Ideas Line, shape, space, colour</p> <p>Revision Cross hatching, stippling, scribble, sketching, pattern To explore how to form shapes based on real objects. To replicate patterns and textures.</p> <p>New Learning and Vocabulary Optical mixing, zig zag, ripple, crisscross, pastel, stormy, calm, rough, wavy.</p>	
Big Questions		To develop skills with an oil pastel and explore marks that can be produced.	
What different marks can we make with an oil pastel?		To create a range of colours using optical mixing.	
Can you use oil pastels to create patterns, textures and colour?		To use pattern to in-fill shapes.	
What patterns can you make using oil pastels?		To compare my work with that of Paul Klee.	
How can we replicate “The Goldfish” by Paul Klee?			
How can we copy “The Goldfish” by Paul Klee?			
How does my work compare to other artists?			
Does my work look like other artists?			



Big Ideas for Art

Year 2 Block two - Painting

Media = powder paints

Final piece = painting linked to Paul Klee

- To use a range of materials creatively to design and make products.
- To use painting to develop and share their ideas experiences and imagination.
To develop a wide range of art and design techniques in using line and colour.
- To know about the work of artists and make links to their own work.

Big Questions

Can you make paint in different thicknesses?

What different marks can I make with a paintbrush?

How many different shades of blue can you make?

Can you produce a piece of artwork applying your knowledge of colour mixing?

Can you paint different shades of blue to make a background?

Can you produce a piece of artwork applying your knowledge of different brush marks?

Can you paint the Queen, using different brush marks?

Big Ideas

Colour, line

Revision

Primary colour, secondary colour, colour range, powder paint, saturation point, light and dark.

To explore how to make primary and secondary colours using powder paint.

To mix colours of different tones and shades.

To ensure the correct consistency of the powder paint.

Recap on previous years skill sheets – Yr 1 First Yr Sheets 5-6, 16.

New Learning and Vocabulary

Wash, stroke, duck's feet, tip, spectrum. Consistency, watery,

To explore different consistencies of paint.

To experiment with the different marks that paintbrushes can make.

To explore colour spectrums.



Big Ideas for Art

Year 2 Block Three - Printing

Media = Relief printing

Final piece = Print relief of an object

- To use a range of materials creatively to design and make products.
- To use drawing and printing to develop and share their ideas experiences and imagination.
To develop a wide range of art and design techniques in using form and shape.
- To know about the work of artists and make links to their own work.

Big Questions

Can I draw the shape of a wave?

How can I make a block for printing?

Can I glue layers of material to make a shape?

How can I add texture to my printing block?

Can I use my print block to produce a final piece of work?

Can I use my print block to make art?

Can I evaluate and compare my work to Hokusai's Wave?

Can I say what is good about my work?

Big Ideas

Form, Shape

Revision

Cross hatching, stippling, scribble, sketching, pattern, impressed and applied

To develop skills with a pencil and explore marks that can be produced.

To explore how to form shapes based on real objects with a pencil.

To replicate patterns and textures from real objects.

New Learning and Vocabulary

Relief, block, layering, ink,

To explore the texture of objects.

To use textures and layering to create a relief printing block.

To design and print a product.

To explore the works Hokusai and Hiroshige and comparing with their own work.



Big Ideas for Art

Year 3 Block 1 – Drawing	Media = Pencil & coloured pencil Final piece = Portrait
<p>These objectives were met before in year 1</p>	
<p>National Curriculum Objectives</p> <ul style="list-style-type: none"> ● To develop their techniques, including their control and their use of pencils and coloured pencils. ● To create sketch books to record their observations and use them to review and revisit ideas. ● To improve their mastery of drawing using pencils and coloured pencils. ● To know about great artists in history. <p>Big Questions</p> <p>What are the features of your face? What are the parts of your face? How can you use a pencil to draw an eye? Can you draw an eye? What drawing skills will you need to draw a nose accurately? How do you draw a nose? What drawing skills will you need to draw a mouth accurately? How do you draw a mouth? How can you draw facial features accurately and in proportion? Can you use the lines to draw a face?</p>	<p>Key Knowledge and vocabulary</p> <p><u>Big Ideas</u> Shape, line</p> <p><u>Review</u> Year 1, second year sheets 1-3</p> <p>To develop skills with a pencil and the marks that can be produced to develop art vocabulary, replicate patterns and textures from real objects.</p> <p><u>New Learning and Vocabulary</u> Proportion, guidelines, features, symmetry, oval, Sketch, tone</p> <ul style="list-style-type: none"> ● To develop pattern for facial features, ● To draw a face outline using good proportion. ● To explore different marks that can be made with a pencil. ● To use coloured pencils to create features. ● To know about and discuss the different styles of the work of Modigliani, Van Gough, Holbein, Hockney. ● To share and compare their work with that of others.



Big Ideas for Art

Year 3 Block 3 – Painting

Media = Powder paint

Final piece = Jungle scene

- To develop their techniques, including their control and their use of paint brushes.
- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of drawing using paintbrushes and powder paints.
- To know about great artists in history.

Big Questions

How can I develop my skills and knowledge of mixing colour?

How can I mix different colours?

How can I create realistic leaves, grass and flowers?

How can I make leaves, grass and flowers that look real?

What can I learn about painting a realistic tiger?

How can I paint a tiger that looks real?

How can I paint a realistic tiger?

How can I apply the skills that I have learned?

Big Ideas

Colour, tones

Review

Year 2, first year, sheets 8-9- and second-year sheet 7.

To explore different consistencies of paint.

To develop brush control and technique.

To explore colour and spectrum

New Learning and Vocabulary

Secondary colours, tertiary colours, colour range, background, middle ground, foreground, control.

- To be able to mix colours in order to create different tones and shades.
- To recreate different leaf shapes.
- To understand the terms background, foreground and middle ground.
- To be able to use background, middle ground and foreground when organising their work.
- To know about, discuss and compare their works with the work of Rosseau (Surprised! Storm in the Forest, Virgin Forest), Kirchner (Forest with brook), Klimt (The beech wood) and Shimomura (White fox).



Big Ideas for Art

Year 3 Block 2 – Sculpture		Median = Clay	Final piece = Egyptian death mask
These objectives were met before in year 1 (Also portrait work completed in year 3 Block 1)			
National Curriculum Objectives	Key Knowledge and vocabulary		
<ul style="list-style-type: none"> ● To develop their techniques, including their control and their use of clay, with experimentation and increasing awareness of different art and craft designs. ● 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 sculpture. <p style="padding-left: 20px;">What is a sculpture and what are masks used for? How can I experiment with clay and use it effectively in different ways? How can I use clay in different ways? Which clay techniques can I use to make my mask? What different ways can I use clay to make my mask? How can I make a clay mask? How can I use finishing techniques to decorate my mask? Can I use clay techniques effectively? How well can I use clay?</p>	<p><u>Big Ideas</u> Shape, texture,</p> <p><u>Review:</u> Year 1 Second year, sheet 9-10</p> <p>To join clay pieces together. To shape and manipulate clay to achieve a desired effect.</p> <p><u>New Learning and Vocabulary</u> Slab, coil,</p> <p>To discuss the use of artefacts. To design a mask in a sketchbook. To create the shape of a mask using clay To create features by coiling clay and manipulating in to a shape. To be able to join clay together to create a desired effect. To create different shapes from clay. To be able to use impressing and applying to create masks. To be able to discuss and compare their masks with the work of others.</p>		



Big Ideas for Art

Year 4 Block 1 – Painting		Media = Water colours	Final Piece = Portrait and hard edge painting
These objectives were met before in year 2 and 3 (Portrait work met in year 3)			
National Curriculum Objectives	Key Knowledge and vocabulary		
<ul style="list-style-type: none"> To develop their techniques, including their control and their use of paint brushes. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of drawing using paintbrushes and powder paints. To know about great artists in history. <p>Big Questions How do you develop flesh colours using paint? How do you mix flesh colours using paint? How do you paint a portrait? Who was Roy Lichtenstein and what was his art style? How do you create a ‘hard-edged’ painting? Can I create a ‘hard-edged’ painting? Can I make a ‘hard-edged’ painting?</p>	<p>Big Ideas Colour, tone</p> <p>Review Year 3, First year, sheets 3-4 Secondary colours, tertiary colours, colour range, background, middle ground, foreground, control.</p> <ul style="list-style-type: none"> To be able to mix colours in order to create different tones and shades. To recreate different leaf shapes. To understand the terms background, foreground and middle ground. To be able to use background, middle ground and foreground when organising their work. To know about, discuss and compare their works with the work of Rosseau, Kirchner, Klimt & and Shimomura <p>New Learning and Vocabulary Lighten, darken, portrait, guideline, infill, outline, features, hard edge.</p> <p>To be able to experiment with powder paints to make a flesh colour. To be able to use observations to create pattern. To know how to form the shape/structure of a face by looking back through their sketch books. To create a hard-edged image in the style of Lichtenstein. To be able to discuss and compare their work with that of Manet, Modigliani, Gauguin, Hockney, Lichtenstein (Whaam!) – to also look at the backgrounds and discuss how the artists have painted them.</p>		



Big Ideas for Art

Year 4 Block 2 – Drawing		Media = Pencil and coloured pencil	Final piece = Landscape & observational sketch
These objectives were met before in year 3			
National Curriculum Objectives		Key Knowledge and vocabulary	
<ul style="list-style-type: none"> ● To develop their techniques, including their control and their use of pencils and coloured pencils. ● To create sketch books to record their observations and use them to review and revisit ideas. ● To improve their mastery of drawing using pencils and coloured pencils. ● To know about great artists in history. 		<p><u>Big Ideas</u> Shape, line, space</p> <p><u>Review</u> Proportion, guidelines, features, symmetry, oval, Sketch, tone</p> <ul style="list-style-type: none"> ● To develop pattern for facial features, ● To draw a face outline using good proportion. ● To explore different marks that can be made with a pencil. ● To use coloured pencils to create features. ● To know about and discuss the different styles of the work of Modigliani, Van Gough, Holbein, Hockney. <p>To share and compare their work with that of others.</p>	
<p>Big Questions</p> <p>How can we use pencils in different ways? How can we use pencils to develop depth and texture? How can we show different patterns in our drawings? How do different artists show depth and distance in their work? How do artists show that something is close or far away? How can we sketch what we see outside? How can we use pattern and texture with colour pencils in our drawing? How can we use the skills we have learnt in our drawing?</p>		<p><u>New Learning and Vocabulary</u> Depth, tone, landscape, size, shape, texture, pattern, thumbnail sketch.</p> <ul style="list-style-type: none"> ● To be able to mix colours using pencils. ● To be able to draw objects to create depth. ● To create pattern and texture of objects and landscapes by using different pencil techniques. ● To create different tones and shades for objects in the foreground and background with a pencil. ● To know about and discuss the works of Brueghel, Cezanne, Van Gough. 	



Big Ideas for Art

Year 4 Block 3 – Print making

Media = Block printing ink

Final piece = Landscape

- To develop their techniques, including their control and their use of their materials, with experimentation and increasing awareness of different art and craft designs.
- 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 sculpture.

Big Ideas

Colour, shape, texture, space,

Review

Year 2, Second Year, sheets 17-18.

New Learning and Vocabulary

Block print, press print, impressed, image.

- To be able to draw on press print tiles.
- To be able to cut press print tiles accurately.
- To explore drawing with printing rollers.
- To be able to use press printing to create an image.
- To be know about and discuss the works of Matisse, Derain, Hikussai, Hiroshige.

Big Questions

How do we use a roller to print?

How do artists use colour?

How can you print your landscape?

How can you evaluate and display your prints?

How can you use a roller to draw?



Big Ideas for Art

Year 5 Block 1 – Drawing		Media = Pencil	Final outcome = 1 point perspective street drawing
These objectives were met before in year 4			
National Curriculum Objectives		Key Knowledge and vocabulary	
<ul style="list-style-type: none"> To develop their techniques, including their control and their use of pencils and coloured pencils. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of drawing using pencils and coloured pencils. To know about great artists in history. <p>Big Questions</p> <p>What different types of marks can you make with a pencil? What marks can you make with a pencil? Can you draw a road using a one point perspective? Can you add detail to your road using mark making techniques? Can you add detail to your road? Can you add detail to bricks using mark making techniques? Can you add detail to your bricks? How can you use the skills you have learnt to make a one point perspective street scene? Can you make a one point perspective street drawing?</p>		<p>Big Ideas Line, space,</p> <p>Review Year 4, Second Year, Sheets 10 – 11 Depth, tone, landscape, size, shape, texture, pattern, thumbnail sketch.</p> <ul style="list-style-type: none"> To be able to mix colours using pencils. To be able to draw objects to create depth. To create pattern and texture of objects and landscapes by using different pencil techniques. To create different tones and shades for objects in the foreground and background with a pencil. To know about and discuss the works of Brueghel, Cezanne, Van Gough. <p>New Learning and Vocabulary One point perspective, vertical, horizontal, vanishing point.</p> <ul style="list-style-type: none"> To be able to create images based on one point perspective. To use their knowledge of portraits and apply this to a piece which incorporates a vanishing point. To be able to create pattern, texture, shadow and tone in their work. To know about and discuss the works of Utrillo, Canaletto. To be able to compare their work with others. 	



Big Ideas for Art

Year 5 Block 2 - Sculpture		Media = Clay	Final Piece = Model of bedroom or classroom
These objectives were met before in year 3			
National Curriculum Objectives		Key Knowledge and vocabulary	
<ul style="list-style-type: none"> To develop their techniques, including their control and their use of clay, with experimentation and increasing awareness of different art and craft designs. 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 sculpture. 		<p><u>Big Ideas</u> Shape, texture, space</p> <p><u>Review</u> Slab, coil,</p> <ul style="list-style-type: none"> To discuss the use of artefacts. To design a mask in a sketchbook. To create the shape of a mask using clay To create features by coiling clay and manipulating in to a shape. To be able to join clay together to create a desired effect. To create different shapes from clay. To be able to use impressing and applying to create masks. To be able to discuss and compare their masks with the work of others. 	
<p>Big Questions</p> <p>What is Van Gogh's perspective like? How do I sculpt with clay? What will my tile look like? How do I impress and apply? How do I use paint to highlight my clay tile? What worked well and what would I improve?</p>		<p><u>New Learning and Vocabulary</u> Perspective, interior, vanishing, points, shape, structure, pattern, texture, line, outline.</p> <ul style="list-style-type: none"> To be able to develop knowledge of perspective. To be able to draw an outline of your bedroom, including all the furniture and create notes on details that they can see. (Ideal homework) To be able to use previously learned skills to create a final piece. To know about, discuss and compare with artists, such as Van Gough 	



Big Ideas for Art

Year 5 Block 3 – Painting	Media = Power paint Final Piece = Painting in cubist style
These objectives were met before in year 4	
National Curriculum Objectives	Key Knowledge and vocabulary
<ul style="list-style-type: none"> ● To develop their techniques, including their control and their use of paint brushes. ● To create sketch books to record their observations and use them to review and revisit ideas. ● To improve their mastery of drawing using paintbrushes and powder paints. <p>To know about great artists in history.</p> <p>How can I mix colours and develop brush control? <i>How can I mix colours and use my brush?</i></p> <p>What is Cubism and who were the artists?</p> <p>How can I experiment in sketchbooks with street scenes as Cubism?</p> <p><i>Can I make a street scene as Cubism?</i></p> <p>How can I paint an experimental street in my sketchbook?</p> <p><i>Can I paint a street scene?</i></p> <p>Can I create a painting on white heavyweight sugar paper?</p>	<p><u>Big Ideas</u> Colour, shape, line, space, form</p> <p><u>Review</u> Lighten, darken, portrait, guideline, infill, outline, features, hard edge.</p> <ul style="list-style-type: none"> ● To be able to experiment with powder paints to make a flesh colour. ● To be able to use observations to create pattern. ● To know how to form the shape/structure of a face by looking back through their sketch books. ● To create a hard-edged image in the style of Lichtenstein. ● <u>To be able to discuss and compare their work with that of Manet, Modigliani, Gauguin, Hockney, Lichtenstein (Whaam!) – to also look at the backgrounds and discuss how the artists have painted them.</u> <p><u>New Learning and Vocabulary</u> Cubism, aspect, viewpoints, penetration, transparent.</p> <ul style="list-style-type: none"> ● To be able to sketch objects and change form to suit the Cubist style. ● To be able to effectively mix colours using powder paint. ● To be able to evaluate my own work and compare with the works of artists such as Feininger. ● To be able to add detail to painted work with other media, e.g. pencils, coloured pencils.



Big Ideas for Art

Year 6 Block 1 – Drawing

Media = Charcoal Final piece = mural

These objectives were met before in year Skills met in yr5 with pencil, charcoal is a new medium.

National Curriculum Objectives

- To develop their techniques, including their control and their use of charcoal.
- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of drawing using pencils and coloured pencils.
- To know about great artists in history.

Big Questions

How can you use charcoal to create different effects?
How can you use charcoal to create a piece of art?
Are there different styles of mural paintings?

Key Knowledge and vocabulary

Big Ideas

Line, space, texture, tone

Review: Year 5, second year, sheets 1-3

One point perspective, vertical, horizontal, vanishing point.

- To be able to create images based on one point perspective.
- To use their knowledge of portraits and apply this to a piece which incorporates a vanishing point.
- To be able to create pattern, texture, shadow and tone in their work.
- To know about and discuss the works of Utrillo, Canaletto.

To be able to compare their work with others.

New Learning and Vocabulary

Mural, muralist, charcoal, smudge

- To be able to create different marks with charcoal.
- To be able to smudge charcoal to achieve grey tones.
- To work as a class to complete a mural.
- To be able to compare and discuss with the work of other muralists, e.g. Rivera
- To be able to evaluate their experience.
- To research murals and record findings in their sketch books.



Big Ideas for Art

Year 6 Block 2 - Painting		Media = powder paint Final piece = Observational painting using pointillism
These objectives were met before in year 5		
National Curriculum Objectives	Key Knowledge and vocabulary	
<ul style="list-style-type: none"> ● To develop their techniques, including their control and their use of paint brushes. ● To create sketch books to record their observations and use them to review and revisit ideas. ● To improve their mastery of drawing using paintbrushes and powder paints. ● To know about great artists in history. <p>Big Questions</p> <p>What is pointillism? How do you use the pointillism technique? Can you paint like a pointillist? How do you paint an object using pointillism? (L3&4) Can you paint an object using pointillism?</p>	<p><u>Big Ideas</u> Colour, shape, form, tone</p> <p><u>Review:</u> Year 5, Second Year, Sheets 7-9 Cubism, aspect, viewpoints, penetration, transparent.</p> <ul style="list-style-type: none"> ● To be able to sketch objects and change form to suit the Cubist style. ● To be able to effectively mix colours using powder paint. ● To be able to evaluate my own work and compare with the works of artists such as Feininger. To be able to add detail to painted work with other media, e.g. pencils, coloured pencils. <p><u>New Learning and Vocabulary</u> Pointillism, optical mixing, primary and secondary colours</p> <ul style="list-style-type: none"> ● To be able to describe what they can see in the works of Seurat and Signat, and answer questions on how they painted their pictures. ● To understand the pointillism movement. ● To use powder paints and optical mixing techniques and to record this in their sketch books. ● To be able to paint directly from observation. ● To be able to discuss and evaluate their work and the work of others. 	



Big Ideas for Art

Year 6 Block 3 – Sculpture		Media = Wire Final piece = Caricature using wire and papier mache	
These objectives were met before in year 3 (Death masks with clay)			
National Curriculum Objectives		Key Knowledge and vocabulary	
<ul style="list-style-type: none"> ● To develop their techniques, including their control and their use of papier mache and wire, with experimentation and increasing awareness of different art and craft designs. ● 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 sculpture. <p>Big Questions</p> <p>What is a caricature? How can you represent yourself as a caricature? Can you draw a caricature of yourself? How can paper mâché be used to create a 3D object?</p>		<p><u>Big Ideas</u> Line, space, shape, form,</p> <p><u>Review:</u> Year 3, First Year, Sheets 5-6 Slab, coil,</p> <p>To discuss the use of artefacts. To design a mask in a sketchbook. To create the shape of a mask using clay To create features by coiling clay and manipulating in to a shape. To be able to join clay together to create a desired effect. To create different shapes from clay. To be able to use impressing and applying to create masks. To be able to discuss and compare their masks with the work of others.</p> <p><u>New Learning and Vocabulary</u> Caricature, feature, distortion, papier mache, shape, line, space, model.</p> <ul style="list-style-type: none"> ● To be able to manipulate different materials to create a planned effect. ● To use a caricature style to create a sculpture. ● To be able to draw a self-portrait ● To be able to use thumbnail sketches to aid planning. ● To use one piece of wire (to remain in one piece) to create an outline and detail. 	