
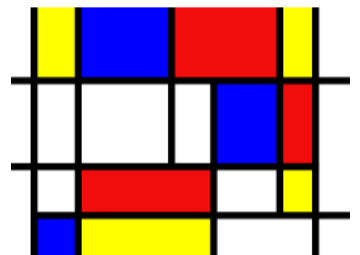


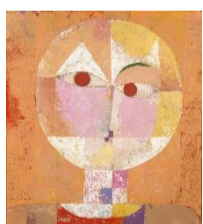




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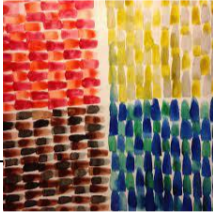



	AUTUMN	SPRING	SUMMER
NURSERY	<p>FORM</p> <ul style="list-style-type: none"> - Handling, feeling, enjoying and manipulating materials - Constructing - Building and destroying - Shape and model <p>Understand that artwork isn't always flat. Understand that materials may feel different. Understand that shapes can be used to create different effects. Recognise that an artist's work can inspire ours.</p> <p>Explore, build, construct, roll, shape, pattern, mod-roc, clay.</p> <p>Andy Goldsworthy</p> 	<p>COLOUR</p> <ul style="list-style-type: none"> - Experimenting with and using primary colours - Naming - mixing (not formal) - Learn the names of different tools that bring colour - Use a range of tools to make coloured marks on paper, e.g. straws, matchsticks, brushes, sponges <p>Understand we can use a variety of tools to make marks. Understand that colours can be mixed to create new colours.</p> <p>Colour names, draw, colour, paint, paintbrush, sponge, mix, pencil, pastel., chalk.</p> <p>Mondrian</p> 	<p>PRINTING</p> <ul style="list-style-type: none"> - Rubbings - Print with a variety of objects – plus hands, feet and found materials - Print with block colours <p>Recognise that prints are made by transferring an image from one surface to another.</p> <p>Print, pattern, repeat, rub, explore.</p> <p>Ablade Glover – Ghanain landscapes</p> 
RECEPTION	<p>DRAWING</p> <ul style="list-style-type: none"> - Enjoys making marks, signs and symbols with a variety of drawing tools - Is spontaneously expressive, using marks, lines and curves - Use drawings to tell a story - Encourage accurate drawings of people/faces <p>Understand that drawing is a physical activity to represent something. Understand that sometimes you need to observe details to draw. Draw, pencil, pen, crayon, paper, line, curve.</p> <p>Chuck Close Paul Klee</p>  	<p>TEXTURE</p> <ul style="list-style-type: none"> - Handling, manipulating and enjoying using materials - Sensory experiences - Simple collages - Simple weaving <p>Understand that materials can be combined to create artwork. Understand that materials can feel similar or different.</p> <p>Explore, collage, tissue paper, rip, scissors, feel, glue.</p> <p>Transient art</p> 	<p>PATTERN</p> <ul style="list-style-type: none"> - Repeating patterns - Irregular painting patterns - Simple symmetry <p>Understand that patterns can be found in our natural environment. Understand that we can use patterns to create our own artwork.</p> <p>Repeat, pattern, same, paint, explore, natural.</p> <p>Sonia Delaunay</p> 
	AUTUMN	SPRING	SUMMER

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Disciplinary knowledge – knowledge of how quality and value have been expressed by experts
Vocabulary

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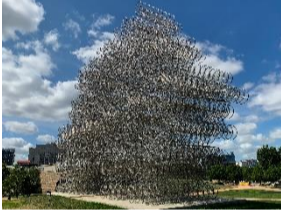



<p>YEAR 1</p>	<p>COLOUR</p> <ul style="list-style-type: none"> - Name the primary colours - Mixing of colours - Find collections of colours - Applying colour with a range of tools - Make as many tones of one colour as possible (using white) - Use colour to express feelings <p>Understand that a sketchbook is for experimentation and exploration. Understand that colours can be used to express feelings.</p> <p>Paint, primary colour, mix, 2D, sketchbook, tones, colour names.</p> <p>Hokusai</p> 	<p>FORM</p> <ul style="list-style-type: none"> - Use materials to construct known objects for a purpose - Carve, pinch and roll coils and slabs, using a modelling tool - Make simple joins - Awareness of natural and man-made forms - Expression of personal experiences and ideas - Identify work of famous sculptors <p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Know that Giacometti is a sculptor. Express responses about the work of artists and recognise that this may be different from someone else's.</p> <p>Coil, carve, pinch, roll, model, construct, material, clay, mod-roc, join, manipulate, layer, knead, sculpture, 3D, figure.</p> <p>Giacometti</p> 	<p>PRINTING</p> <ul style="list-style-type: none"> - Create patterns and pictures by printing from objects using more than one colour. - Develop impressed images - Relief printing – string, card - Print with a growing range of objects (carbon paper) <p>Understand prints are made by transferring an image from one surface to another. Understand relief prints are made when we print from raised images (plates).</p> <p>Print, pattern, relief printing, impress printing, roller, ink, polystyrene tile, scrape, layer.</p> <p>Alma W. Thomas</p> 
<p>YEAR 2</p>	<p>DRAWING</p> <ul style="list-style-type: none"> - Extend the variety of drawings tools - Use line to represent objects seen, remembered or imagined - Observe and draw landscapes - Observe patterns - Observe anatomy (faces, limbs) - Explore tone using different grades of pencil, pastel and chalk <p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we want to portray. Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Talk about the work of Van Gogh and understand how he takes his inspiration from around his surroundings and experiences. Pastel, charcoal, crayon, drawing, illustration, sketch, sketchbook, detail, tone, shade.</p> <p>Vincent Van Gogh</p> 	<p>PATTERN</p> <ul style="list-style-type: none"> - Awareness and discussion of patterns - Repeating patterns - Symmetry - Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning - Natural and manmade patterns <p>Know that pattern is a repetition of specific visual elements. Understand that patterns may be natural or manmade. Understand that the way each persons' sketchbook looks is unique to them.</p> <p>Repeat, symmetry, pattern, overlap, regular patterning, irregular patterning.</p> <p>Henri Matisse</p> 	<p>TEXTURE</p> <ul style="list-style-type: none"> - Weaving - Collage - Sort according to specific qualities - How textiles create things - Overlapping and overlaying to create effects - Use large eyed needles - Running stitches - Start to explore other simple stitches <p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Understand how running stitches are useful in the wider world.</p> <p>Mosaic, stitch, knot, manipulate, embroidery, join, material, sew, trim.</p> <p>Yayoi Kusama</p> 
<p></p>	<p>AUTUMN</p>	<p>SPRING</p>	<p>SUMMER</p>
<p>YEAR 3</p>	<p>COLOUR</p> <ul style="list-style-type: none"> - Colour mixing - Make colour wheels - Use different types of brushes and techniques - Apply colour using dotting, scratching, splashing - Colour mixing and matching; tint, tone, shade - Explore primary and secondary colours 	<p>PATTERN</p> <ul style="list-style-type: none"> - Pattern in the environment - Design - Using ICT - Make patterns on a range of surfaces - Explore environmental and manmade pattern. 	<p>PRINTING</p> <ul style="list-style-type: none"> - Recording textures/patterns using relief and impressed printing processes. - Monoprinting e.g. carbon paper - Colour mixing through overlapping colour prints - Symmetrical/asymmetrical prints - Modify and adapt print <p>Understand monoprints are prints made by drawing through an inked surface, transferring the marks on to another sheet.</p>

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	<p>- Colour to reflect mood Know the secondary colours. Understand how to create tints, tones and shades. Understand that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them. Hue, shade, tint, media, medium, tone, composition, colour match, wash, watercolour, acrylic, bleed, cool/warm colours, secondary colours, neutral colours, contrast.</p> <p>Henri Rosseau</p>	<p>Understand that artists use patterns as decoration, as a technique of composition, or as an entire piece of artwork. Understand that artists develop their own artistic styles. Know some facts about French Post-Impressionist painter Henri Rosseau. Record, media, medium, pattern, features, composition, colour match, contrast, opaque, translucent, transparent, palette, harmonious colours.</p> <p>Yayoi Kusama</p> 	<p>Understand we may all have different responses in terms of our thoughts and the things we make. Recognise prints are used in our environment – books, pictures, wallpaper, fabrics.</p> <p>Composition, monoprint, relief prints, impressed printing, texture, pattern, modify, adapt, overlap, symmetrical, asymmetrical</p> <p>Sarah Jameson</p> 
YEAR 4	<p>DRAWING</p> <ul style="list-style-type: none"> - Explore shading, use of media - Uses line and tone to represent things seen, observed or remembered - Initial sketches as a preparation for painting - Draw familiar things from different viewpoints - Scale and proportion - Accurate drawings of whole people including proportion and placement <p>Understand how to portray scale and proportion in art. Know and describe the scale and proportion of objects in our immediate environment. Understand what inspired L.S.Lowry and be able to describe his unique style. Pencil grade, record, tone, composition, line, horizontal, vertical, scale, proportion, placement, vanishing point, features, silhouette.</p> <p>L.S.Lowry</p>  	<p>TEXTURE</p> <ul style="list-style-type: none"> - Use smaller eyed needles and finer threads - Weaving - Use a wider variety of joining techniques, plaiting, pinning, stapling and sewing - Experimenting with creating mood, feeling and movement, using embellishments - Compare different fabrics <p>Know how to thread a needle and use it to connect two or more materials. Understand that weaving is interlacing two sets of yarns so that cross each other, normally at right angles.</p> <p>Needle, thread, button, embellish, textiles, stitch, function, weave, fabric.</p> <p>Sheila Hicks</p> 	<p>FORM</p> <ul style="list-style-type: none"> - Shape, form, model and construct (malleable and rigid materials) - Plan and develop - Understanding of different adhesives and methods of construction - Experience surface patterns/textures - Discuss own work and work of other sculptors - Analyse and interpret natural and manmade forms of construction <p>Understand that when we make sculpture by moulding with our fingers it is called modelling. Know that clay and Modroc are soft materials which finally dry/set hard. Understand that sculptures are challenging to construct and it's ok to take creative risks. Shape, form, model, construct, medium, texture, sculptor, natural sculptures, man-made sculptures.</p> <p>Ai Weiwei</p> 
	AUTUMN	SPRING	SUMMER
YEAR 5	<p>COLOUR</p> <ul style="list-style-type: none"> - Explore hue, tint, tone and shade - Explore the use of texture in colour - Colour for purposes - Colour to express feelings - Explore tertiary colours on the colour wheel <p>Know the primary, secondary and tertiary colours. Understand that colour is the visual element that has the strongest effect on our emotions and used to create mood/atmosphere. Understand that processes, intentions and visual notes made in a sketchbook help to consolidate own learning and inform choices. Light, shade, harmonious colours, complementary colours, hue, shade, tint, tone.</p> <p>Nike Davies Okundaye</p> 	<p>PRINTING</p> <ul style="list-style-type: none"> - Combine prints from different objects to produce an end piece - Discuss and evaluate own work and that of others - Build up drawings and images of whole or parts of items using various techniques e.g. card relief - Explore printing techniques used by various artists <p>Understand that printing techniques can be combined to create textured effects and that printing involves transferring a design to another surface. Know and describe the work of the artist Peter Thorpe. Monoprint, impressed print, relief print, layering print, alter, modify, combine.</p> <p>Peter Thorpe</p> 	<p>PATTERN</p> <ul style="list-style-type: none"> - Create own abstract patterns to reflect personal experiences and expression - Create pattern for purposes - Use knowledge of regular/irregular/symmetrical/overlapping patterns to compose authentic patterns <p>Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry.</p> <p>Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural.</p> <p>Composition, regular, irregular, symmetry, overlap, tessellation, abstract patterns, repetition, sequencing.</p> 

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			Anni Albers
YEAR 6	<p>FORM</p> <ul style="list-style-type: none"> - Plan and develop ideas - Shape, form, model and join - Discuss and evaluate own work and that of other sculptors - Make imaginative use of acquired knowledge about tools and techniques and materials to express own ideas and feelings - Look at 3D work from a variety of genres and cultures and develop own response through experimentation <p>Understand that an armature is an interior framework which support a sculpture. Know the materials Giacometti used for his sculptures, to make informed decisions with own work. Understand how to shape, form, model and join malleable and rigid materials. Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</p> <p>Manipulate, experiment, mod roc, armature, layer, figures, sculpture, shape, form, model, join.</p> <p>Alberto Giacometti</p> 	<p>TEXTURE</p> <ul style="list-style-type: none"> - Stitching using various needles to produce more complex patterns - Select and use materials - Embellish work - Artists using textiles - Develops experience in embellishing - Applies knowledge of different techniques to express feelings <p>Understand that artists and designers add colour, texture, meaning and richness to our lives. Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future.</p> <p>Pin, running stitch, blanket stitch, applique, needle, thread, cotton, textiles.</p> <p>Vivienne Westwood</p> 	<p>DRAWING</p> <p><u>2D to 2D</u></p> <ul style="list-style-type: none"> -Explore graphic design - Use typography, line, tone, colour, shape and composition to recreate food packaging. - Turn flat graphics into 3D nets. - Explore typography and design lettering which is fit for purpose. - Select appropriate media and techniques to achieve a specific outcome - Talk about intention and outcome, - Giving and receiving positive feedback from peers <p>Understand that drawing and making have a close relationship. Know that drawing can be manipulated to transform a 2D surface to a 3D object. Understand how line, tone, colour, shape and composition can be used to inform a final product.</p> <p>Typography, purpose, graphic design, two-dimensional, three-dimensional, composition, net, depth, focal point, emphasis, foreground.</p> <p>Aaron Douglas</p> 

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