




	Term 1	Term 2	Term 3
<b>Artwork focus and theme</b>	Antoni Gaudi, <i>Park Guell</i> , 1900-14 Theme – Architecture 	Vincent Van Gogh, <i>Starry Night</i> , 1889 Theme – Post-Impressionism 	Alberto Giacometti, <i>Man Pointing</i> , 1947 Theme – Bodies 
<b>Additional projects</b> – linked to events and subjects			
Link to Programme of study	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an <b>increasing awareness of different kinds of art, craft and design</b> . Pupils should be taught: <ul style="list-style-type: none"> <li>to create <b>sketch books to record their observations</b> and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including <b>drawing, painting and sculpture</b> with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about <b>great artists, architects and designers</b> in history.</li> </ul>		
<b>Composite knowledge</b> (questions to be answered)	- How has Gaudi used line and shape to design a building? -How can we use line and geometric shapes to create an architectural drawing for a particular purpose? - Can you use pattern and colour to decorate a building?	- How has Van Gogh used line to create his paintings? - How can we use paint and tools to add texture to our paintings? - Can you use impressionist techniques to create a space inspired painting?	- How has Alberto Giacometti created the human form through sculpture? - How can we sculpt materials (wire, Modroc) to create the human form? - What tools and techniques can we use to add texture to our sculptures?
<b>Component Knowledge</b> (Intentional knowledge they need to understand)	<p><b>Making Skills:</b>  <u>DRAWING</u>                      To continue drawing from observation moving to more complex studies (movement, reflections, architecture).                      To draw using perspective and mathematical processes.                      To add in greater detail to drawings.</p> <p><b>Formal Techniques:</b>  <u>COLOUR AND TONE</u>                      To develop confidence when applying tone when drawing and painting – thinking about highlights and shadows.</p>	<p><b>Making Skills:</b>  <u>PAINTING</u>                      To control brush strokes and apply tints (light) and shades (dark) when painting.                      To paint with greater skill and expression (show moods and emotions).</p> <p><b>Formal Techniques:</b>  <u>COLOUR AND TONE</u>                      To analyse and describe colour and painting techniques in artists’ work.                      To select and mix more complex colours to show thoughts and feelings.</p>	<p><b>Making Skills:</b>  <u>PRINTING, SCULPTURE AND COLLAGE</u>                      To create sculptures and prints using a range of materials.                      To use photography to inspire their art (experiment with photography apps and photomontage).                      To practise different types of making sculpture – Modroc, wire, clay, paper mâché, sticks, found materials.</p> <p><b>Formal Techniques:</b>  <u>LINE</u>                      To continue to use line to show geometric and organic forms and shapes as well as shading.</p>

	<p><b><u>LINE</u></b> To analyse and describe how artists use line in their work. To continue to use line to show geometric and organic forms and shapes as well as shading. To add line to use precise detailing to own art.</p> <p><b><u>SPACE</u></b> To begin to create realistic three-dimensional spaces in their artwork considering perspective and scale.</p> <p><b><u>PATTERN</u></b> To construct patterns through various methods with both organic and geometric shapes.</p> <p><b><u>SHAPE AND FORM</u></b> To create geometric compositions using mathematical shapes. To analyse and evaluate artists' use of shape. To analyse and describe how artists use and apply form in their work.</p> <p><b>Evaluation Skills:</b> To develop a greater understanding of vocabulary when discussing their own and others' work To regularly analyse and reflect on their purpose and choices in creating their art – skills, materials, techniques.</p> <p><b>Exploration and Creation</b> -To make personal investigations and record observations in sketchbooks. -To record experiments with media and try out new techniques and processes in sketchbooks. -To use literary sources to inspire art. -To express thoughts, feelings, and ideas through the creation of art (messages, graphics, text, images). -To create and invent art for different purposes (architectural designs, fashion, branding)</p>	<p>To develop confidence when applying tone when drawing and painting – thinking about highlights and shadows.</p> <p><b><u>LINE</u></b> To analyse and describe how artists use line in their work. To continue to use line to show geometric and organic forms and shapes as well as shading.</p> <p><b><u>PATTERN</u></b> To construct patterns through various methods with both organic and geometric shapes.</p> <p><b><u>SHAPE AND FORM</u></b> To create geometric compositions using mathematical shapes. To analyse and evaluate artists' use of shape.</p> <p><b><u>TEXTURE</u></b> To develop an understanding of texture through practical making activities.</p> <p><b>Evaluation Skills:</b> To develop a greater understanding of vocabulary when discussing their own and others' work To regularly analyse and reflect on their purpose and choices in creating their art – skills, materials, techniques.</p> <p><b>Exploration and Creation</b> -To make personal investigations and record observations in sketchbooks. -To record experiments with media and try out new techniques and processes in sketchbooks. -To use literary sources to inspire art. -To express thoughts, feelings, and ideas through the creation of art (messages, graphics, text, images). -To create and invent art for different purposes (architectural designs, fashion, branding)</p>	<p><b><u>SHAPE AND FORM</u></b> To extend ability to describe and model form in 3D using a range of materials. To analyse and describe how artists use and apply form in their work.</p> <p><b><u>SPACE</u></b> To begin to create realistic three-dimensional spaces in their artwork considering perspective and scale.</p> <p><b><u>TEXTURE</u></b> To develop an understanding of texture through practical making activities.</p> <p><b>Evaluation Skills:</b> To develop a greater understanding of vocabulary when discussing their own and others' work To regularly analyse and reflect on their purpose and choices in creating their art – skills, materials, techniques.</p> <p><b>Exploration and Creation</b> -To make personal investigations and record observations in sketchbooks. -To record experiments with media and try out new techniques and processes in sketchbooks. -To use literary sources to inspire art. -To express thoughts, feelings, and ideas through the creation of art (messages, graphics, text, images). -To create and invent art for different purposes (architectural designs, fashion, branding)</p>
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<b>Key Vocabulary</b>	<p><b>Drawing</b> - Study, design, architectural</p> <p><b>Colour and tone</b>– Shadow and highlight, monochromatic</p> <p><b>Line</b> – Precise, angular, faint, sharp</p> <p><b>Space</b> – Perspective, scale, proportion, symmetrical, asymmetrical</p> <p><b>Pattern</b> – Intricate, symmetrical, spiral</p> <p><b>Shape and Form</b>– Organic, geometric, height, width, proportion</p> <p><b>Evaluation</b> – Reflect, analyse, evaluate, contrast, likeness, opinion, purpose</p> <p><b>Type of art</b> – architecture, mosaic</p>	<p><b>Painting</b>- Impasto, palette knife, wet-on-wet, sgraffito</p> <p><b>Colour and tone</b>– Shadow and highlight, faded, density, vibrant, flat,</p> <p><b>Line</b> –loose, free, faint, sharp</p> <p><b>Space</b> – Perspective, scale, proportion, focal point</p> <p><b>Pattern</b> – Intricate, symmetrical, spiral</p> <p><b>Shape and Form</b>– Organic, geometric, proportion</p> <p><b>Evaluation</b> – Reflect, analyse, evaluate, contrast, likeness, opinion, purpose</p> <p><b>Type of art</b> - Abstract art, post-impressionism impressionism</p>	<p><b>Sculpture</b> – Score, slip, additive, subtractive, surface texture, glaze, metal wire</p> <p><b>Line</b> –loose, free, angular, sharp</p> <p><b>Space</b> – Perspective, scale, proportion</p> <p><b>Shape and Form</b>– Organic, geometric, height, width, proportion</p> <p><b>Evaluation</b> – Reflect, analyse, evaluate, contrast, likeness, opinion, purpose</p> <p><b>Type of art</b> - Abstract art, figurative</p>
<b>Resources</b>	HP pencils, 2B pencils, rulers, compasses, paper	Acrylic paints, paintbrushes, palette knives, palettes	Metal wire and tools, Modroc, pencils, ipads
<b>Links to prior knowledge</b>	Children will use their knowledge of line from previous years and apply it to an architectural drawing. Children will use their D&T knowledge to design for a purpose.	Children will use their knowledge from year 1, 2 and 4 of the colour wheel and blending to make their own palette.	Children will use their knowledge of sculpting materials and techniques from year 2 and 4 to make a human form.
<b>Key knowledge/skills for assessment</b>	Children will be able to understand why architects design buildings for a certain purpose. Children will understand why architecture can be considered art. Children will be use line and shape to create their own architectural design. Children will be able to design their own patterns that could adorn their own building.	Children will be able to understand the meaning of an post-impressionist technique. Children will apply paint using different techniques and tools in order to create texture inspired by the post-impressionists. Children will use line in their artwork to build an image. Children will research images of space to inspire their own Van Gogh style painting.	Children will understand how the human form can be represented through sculpture. Children will take photographs that will inspire their sculptures. Children will create a human form sculpture using wire and Modroc.
<b>Art Capital /Experiences</b>	Explore the architecture of the school and local area.	Children can research images of space to inspire their art.	Children can model for their friend’s sculpture and use PE balances to make work more interesting, they can take photos of each other
<b>Cross-curricular links</b>	Maths – using ruler to precisely measure D&T – designing for a purpose Geography - Europe	Science – Space Geography – European artists	Science - the human body PE – using the body to make shapes