




	Term 1	Term 2	Term 3
Artwork focus and theme	<p>Albrecht Durer, <i>A Greyhound</i>, 1500</p>  <p>Theme – Animals</p>	<p>Barbara Jones-Hogu, <i>Oh Freedom</i>, 1971</p>  <p>Theme – Messages in Art</p>	<p>Frida Kahlo, <i>Self-Portrait with Thorn Necklace and Hummingbird</i>, 1940</p>  <p>Theme – Symbolism</p>
Additional projects – linked to events and subjects			
Link to Programme of study	<p>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:</p> <ul style="list-style-type: none"> 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. 		
Composite knowledge (questions to be answered)	<ul style="list-style-type: none"> - How can we use line to create a detailed animal form like Albrecht Durer? - How can we use different grades of pencils to create tone (highlights and shadow)? - How can we make our drawings look realistic? 	<ul style="list-style-type: none"> - How has Barbara Jones-Hogu used art to spread a message? How can we use our art to spread a message? - How can we use lino prints and collographs to create pattern and form? - Can you use colour to create emotions in your art? 	<ul style="list-style-type: none"> - How has Frida Kahlo used symbolism in her art? Can you add objects in your paintings that symbolise who you are? - How can we use line and shape to create likeness in our self-portraits? - Can you mix and apply colours to represent objects you have drawn from observation?
Component Knowledge (Intentional knowledge they need to understand)	<p>Making Skills: <u>DRAWING</u> To learn and apply new drawing techniques such as gestural drawing (figures moving), tonal drawings (light and dark) and still life.</p> <p>Formal Techniques: <u>COLOUR AND TONE</u> To mix and apply colours to represent still life objects from observation. To increase awareness of using tone to describe light and shade, contrast, highlight and shadow.</p>	<p>Making Skills: <u>PRINTING, SCULPTURE AND COLLAGE</u> To create prints using a range of materials. To use photography to inspire their art (experiment with photography apps and photomontage). To practise different types of printing –screenprint, collagraph, monoprinting, relief printing (lino printing).</p> <p>Formal Techniques: <u>COLOUR AND TONE</u> To express feelings and emotions through colour.</p>	<p>Making Skills: <u>PAINTING</u> To paint with greater skill and control. To apply tone and more complex colour theory to own work. To explain why they have chosen specific painting techniques in their work.</p> <p>Formal Techniques: <u>COLOUR AND TONE</u> To mix and apply colours to represent still life objects from observation.</p>

	<p><u>LINE</u> To confidently use line to create human and animal forms considering thickness, length, and shape. To add line to create precise detailing to own art.</p> <p><u>SPACE</u> To create realistic three-dimensional spaces in their artwork considering perspective and scale.</p> <p><u>SHAPE AND FORM</u> To fluently sketch key shapes of objects when drawing. To analyse and describe how artists use and apply form in their work.</p> <p><u>TEXTURE</u> To understand how artists manipulate materials to create texture and echo in their own art – how to create implied texture</p> <p>Evaluation Skills: -To use key art vocabulary with greater sophistication when discussing own and others’ art. -To give reasoned evaluations of their own and others work which takes account of context and intention of their art.</p> <p>Creation and Exploration -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).</p>	<p>To increase awareness of using tone to describe light and shade, contrast, highlight and shadow.</p> <p><u>LINE</u> To confidently use line to create human and animal forms considering thickness, length and shape.</p> <p><u>PATTERN</u> To create complex artwork using their knowledge of pattern.</p> <p><u>SHAPE AND FORM</u> To create abstract compositions using shape.</p> <p><u>TEXTURE</u> To understand how artists manipulate materials to create texture and echo in their own art – how to create implied texture.</p> <p>Evaluation Skills: -To use key art vocabulary with greater sophistication when discussing own and others’ art. -To give reasoned evaluations of their own and others work which takes account of context and intention of their art.</p> <p>Creation and Exploration -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).</p>	<p><u>LINE</u> To deepen knowledge and understanding of using line when drawing portraits (to create likeness). To add line to create precise detailing to own art.</p> <p><u>SHAPE AND FORM</u> To fluently sketch key shapes of objects when drawing. To analyse and describe how artists use and apply form in their work.</p> <p><u>SPACE</u> To create realistic three-dimensional spaces in their artwork considering perspective and scale.</p> <p><u>TEXTURE</u> To understand how artists manipulate materials to create texture and echo in their own art – how to create implied texture.</p> <p>Evaluation Skills: -To use key art vocabulary with greater sophistication when discussing own and others’ art. -To give reasoned evaluations of their own and others work which takes account of context and intention of their art.</p> <p>Creation and Exploration -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).</p>
<p>Key Vocabulary</p>	<p>Drawing – preliminary study, pencil grades, 4B pencil, B pencil Colour and tone–Monochromatic, refined, graduated, gradient Line – Precise, curvaceous, flowing, loose, confident, contour Pattern – Cross hatch, hatching, stippling, scrumbling</p>	<p>Printing –Collagraph, etching, lino print, lino cut, carve, relief printing Line – Precise, curvaceous, flowing, loose, confident, contour Pattern – cross-hatch, hatching, Intricate, regular, irregular Shape and Form–Solid, fluid, proportion</p>	<p>Painting – Dilute, wash, round brush, flat brush Colour and tone-Refined, graduated, hue, gradient Line – Precise, curvaceous, flowing, loose, confident, contour Shape and Form–Bulky, mass, solid, fluid, proportion Space – Perspective, scale, proportion, focal point Texture –Glossy, matt, silky, grainy, engraved</p>

	<p>Space – perspective, scale, proportion</p> <p>Texture –Matt, grainy</p> <p>Shape and Form– Bulky, mass, solid, fluid, proportion</p> <p>Evaluation – Reflect, analyse, evaluate, contrast, likeness, opinion, intention, context</p> <p>Type of art –realism</p>	<p>Texture –Glossy, matt, silky, grainy, engraved</p> <p>Evaluation – Reflect, analyse, evaluate, contrast, likeness, opinion, intention, context</p> <p>Type of art –Abstract art, propaganda, figurative</p>	<p>Evaluation – Reflect, analyse, evaluate, contrast, likeness, opinion, intention, context</p> <p>Type of art –Symbolism, portraiture</p>
Resources	Drawing paper, 4B, 2B, HB pencils	Lino, carving tools, found materials, cardboard, printing ink	Still life objects, watercolours, acrylic paints, round and flat paintbrushes of various sizes
Links to prior knowledge	Children will use observation skills gained from studying the human figure. Children will recall their use of line to add detail from self-portrait topics.	Children will use their previous knowledge of printing techniques in year 1 and year 3.	Children will use their observation skills from year 4 to paint symbolic objects. Children will use their knowledge in colour mixing to make their own palette. Children will use the skills they have gained in year 4 to create a self-portrait.
Key knowledge/skills for assessment	Children will be able to confidently control a pencil to create lines of various lengths, thickness and shape in order to create a form. Children are to see how Albrecht Durer adds detail and tone and will apply this to their own drawings. Children will think about space and form to create proportion and scale in their drawings.	Children will be able to see how art can be used to spread a message/as propaganda. Children will choose a social, personal or global cause they wish to make a comment on through their art. Children will be able to confidently carve lines and shapes in lino to create an image to print. Children to use colours to express emotions and feelings.	Children will be able to identify key symbols in Frida Kahlo’s paintings and will be able to say why the artist has used them. Children will be able to use line and shape to paint a self-portrait that has some likeness to themselves. Children to complete smaller still life studies to add in objects that symbolise their personality. Children to consider space in their painting to create proportion and perspective.
Art Capital /Experiences	Children can have the chance to sketch animals in real life or in a museum?	Children will be inspired by a cause that they wish to illustrate with their art – this may require them to research current news and affairs	Children will look into objects and their significance and symbolism – can look at other key artists who use symbols. Children bring in objects from home to use as their still life.
Cross-curricular links	Science – animals	Talk time/PSHE – current affairs History	PSHE Geography – art from Central/South America