

**Art curriculum intent**

At Nether Green Junior School, we encourage all children to be imaginative, experimental and independent learners. We offer a structure and sequence of lessons to ensure we have covered the practical, theoretical and disciplinary knowledge required to meet the aims of the national curriculum. Children have the opportunity to explore art movements, techniques and significant artists from across the world to develop their disciplinary and theoretical knowledge. The curriculum gives the children the opportunity to revisit practical knowledge in drawing every unit and painting, sculpture and printing each year. This enables them to become confident and proficient in their knowledge so they are able to use their imagination to independently experiment with their own creative ideas within these skills. Their final Y6 piece will give them the opportunity to choose and experiment their preferred medium to produce a final piece. Children will be given the opportunity to develop their interest and curiosity about art through sequenced lessons, which offer the opportunity to ask questions, demonstrate their skills and independently explore their own creative ideas so that they can express themselves as an artist. The children record their exploration of art movements, styles and artists; their ideas and experimentations and their reflective evaluations in their sketch book. Their sketchbook stays with them throughout their time at NGJS so they can reflect on their own progress as an artist.

The sequence of lessons for each year group will follow the same structure.

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| Explore the art movement, developing theoretical and disciplinary knowledge. | Develop practical skills. | Explore significant artists' work for inspiration and plan for own final piece. | Experiment with practical, theoretical and disciplinary knowledge to produce independent final piece. | Evaluate and explain the choices made in own artwork. |
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| <b>Practical Knowledge, Theoretical Knowledge/Disciplinary Knowledge</b> |                                             |                                               |                                           |                                          |
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|                                                                          | <b>Y3</b>                                   | <b>Y4</b>                                     | <b>Y5</b>                                 | <b>Y6</b>                                |
| <b>Autumn</b>                                                            | Painting<br>Portraiture                     | Sculpture<br>Ancient Greek sculpture          | Sculpture<br>Arts & Crafts                | Painting<br>Landscapes                   |
| <b>Spring</b>                                                            | Sculpture<br>Death masks                    | Printing (Block printing)<br>Adinkra textiles | Painting<br>Islamic Architecture          | Printing (Lino printing)<br>Activist Art |
| <b>Summer</b>                                                            | Printing (Mono printing)<br>Nature Printing | Painting<br>Expressionism                     | Printing (Mono printing)<br>Mono printing | Printing/Painting/Sculpture<br>Pop Art   |

| Year group                                                                                                              | Prior Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Practical Knowledge                                                                                                                                                                                                                                                                                                                                                                                                          | Theoretical Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Disciplinary Knowledge                                                                                                                                                                                                                                                                          | Vocabulary                                                                                                                                                                                                                                           |
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| <p><b>Y3 Autumn</b></p> <p><b>Autumn 2 –</b><br/>                     What is the UK and how do I fit in it?</p>        | <p><b>KS1 National Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make products.</li> <li>• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• Knowledge of 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.</li> </ul> | <p>Use line to draw shapes.</p> <p>Use line and shape to draw the facial features.</p> <p>Use line and shape to draw a face in proportion.</p> <p>Identify primary colours.</p> <p>Identify and mix secondary colours using paint.</p> <p>Paint the features of a face.</p> <p>Experiment with drawing and painting to create a cubist style self-portrait.</p> <p>Evaluate and explain the choices made in own artwork.</p> | <p>A portrait is a representation of a particular person.</p> <p>A self-portrait is a portrait of the artist by the artist.</p> <p>Portraiture can exist in different art forms and styles e.g. painting, sculpture, photography, video, realistic, contemporary, abstract etc.</p> <p>Pablo Picasso is a significant cubist portrait artist.</p> <p>Rembrandt is a significant realist portrait artist.</p> <p>Frida Kahlo is a significant portrait artists linked to realism, symbolism, and surrealism.</p> | <p>Portraiture has changed over time from being a way to accurately record appearances, to a creative expression in whatever way the artist pleases.</p> <p>The media of portraiture has changed over time from painting, sculpture or drawing to photography and video.</p>                    | <p>Drawing</p> <p>painting</p> <p>portraiture</p> <p>portrait</p> <p>self-portrait</p> <p>shape</p> <p>proportion</p> <p>cubism</p> <p>realism</p> <p>primary colour</p> <p>secondary colour</p> <p>colour mixing</p> <p>evaluate</p> <p>explain</p> |
| <p><b>Y3 Spring</b></p> <p><b>Spring 2 -</b><br/>                     What was life like for the Ancient Egyptians?</p> | <p><b>KS1 Art Curriculum</b></p> <p><b>Y3 Autumn 2 Portraiture</b></p> <p>Drawing – shapes, facial features, proportion.</p> <p>Painting- primary colours, secondary colours, colour mixing.</p> <p>Evaluation</p>                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Draw death masks in proportion.</p> <p>Explore clay skills- roll, squeeze, pull, pinch, carve, smooth, join.</p> <p>Experiment with clay, sculpture, form, shape to create a unique death mask that represents the artist.</p>                                                                                                                                                                                            | <p>Masks have been used in different cultures across the world and exist in different art forms e.g. sculpture, painting, photography, collage.</p> <p>Death masks were frequently used to cover the face of the deceased. Generally, their purpose was to represent the features of the deceased, both to</p>                                                                                                                                                                                                  | <p>Masks have been used for different purposes over time- funerals, theatre, rituals, protection, military, sport, festive etc.</p> <p>Masks exist in different forms and materials from Ancient Egyptian death masks and 19<sup>th</sup> century plaster masks to modern 3D printed masks.</p> | <p>Sculpture</p> <p>mask</p> <p>death mask</p> <p>shape</p> <p>form</p> <p>proportion</p> <p>texture</p> <p>colour</p> <p>symbolise</p>                                                                                                              |

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|                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Paint the sculpture using colours to symbolise the artist.</p> <p>Evaluate and explain the choices made in own artwork.</p>                                                                                                                                                                                                                       | <p>honour them and to establish a relationship through the mask with the spirit world.</p> <p>The use of colour in Ancient Egyptian painting was symbolic.</p> <p>Romuald Hazoumé is a significant artist who uses recycled materials to produce contemporary African masks.</p> <p>Tracey Emin is a significant British contemporary artist who has produced her own death mask.</p>                                         |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                           |
| <p><b>Y3 Summer</b></p> <p><b>Summer 1 – How do plants grow?</b></p> | <p><b>KS1 Art Curriculum</b></p> <p><b>Y3 Autumn 2 Portraiture</b><br/>                 Drawing – shapes, facial features, proportion.<br/>                 Painting- primary colours, secondary colours, colour mixing.<br/>                 Evaluation</p> <p><b>Y3 Spring 2 Death Masks</b><br/>                 Drawing<br/>                 Painting- colour, symbolise<br/>                 Evaluation</p> | <p>To create realistic observational drawings of natural objects.</p> <p>Use natural resources to create patterns, shapes and compositions.</p> <p>Use natural resources to print.</p> <p>Experiment with composition, colour, pattern, print to create a final nature print piece.</p> <p>Evaluate and explain the choices made in own artwork.</p> | <p>A print is an impression made by any method involving transfer from one surface to another.</p> <p>Different print making methods produce different styles of print.</p> <p>Mono printing is a form of printmaking where the image can only be made once, unlike most printmaking which allows for multiple originals.</p> <p>Nature printing is a type of mono print that uses natural resources to produce an image.</p> | <p>Printmaking methods have changed over time. Original methods include woodcut; later techniques include screen and digital printmaking.</p> <p>The invention of printmaking was very important to society as it is an affordable way for text and images to be reproduced and shared.</p> | <p>Print</p> <p>Mono print</p> <p>Nature print</p> <p>pattern</p> <p>shape</p> <p>colour</p> <p>composition</p> <p>tone</p> <p>pressure</p> <p>natural</p> <p>reverse</p> <p>printing</p> |

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|                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Arlene Bandes is an artist who uses natural resources to create nature prints.</p> <p>Andy Goldsworthy is an artist who use natural forms to create interesting patterns, shapes and composition.</p>                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                              |
| <p><b>Y4 Autumn</b></p> <p><b>Autumn 1 – Greece then and now...what's the difference?</b></p> | <p><b>KS1 Art Curriculum</b></p> <p><b>Y3 Autumn 2 Portraiture</b></p> <p>Drawing – shapes, facial features, proportion.</p> <p>Painting- primary colours, secondary colours, colour mixing.</p> <p>Evaluation</p> <p><b>Y3 Spring 2 Death masks</b></p> <p>Sculpture- shape, form, texture, proportion.</p> <p>Clay skills- roll, squeeze, pull, pinch, carve, smooth, join.</p> <p>Evaluation.</p> | <p>Use line, tone and shape to draw the human figure in proportion.</p> <p>Use line, tone, shape and proportion to draw the human figure in motion.</p> <p>Explore clay skills- roll, squeeze, pull, pinch, carve, smooth, join.</p> <p>Experiment with sculpture, form, shape and proportion to create a unique sculpture of the human figure out of clay.</p> <p>Evaluate and explain the choices made in own artwork.</p> | <p>Sculpture is the creation of artistic objects in three dimensions—length, width, and height. The main feature of a sculpture’s design is the way its forms extend through space.</p> <p>Sculpture of the human figure exists in different art styles e.g. realistic, abstract and classical.</p> <p>Ancient Greek sculpture was meant to show perfection. They wanted to create lifelike images of near perfect humans.</p> <p>Alberto Giacometti is a significant surrealist/cubist sculptor.</p> <p>Ben Enwonwu and Barbara Hepworth were significant modernist sculptors.</p> | <p>The human figure has appeared in art for thousands of years.</p> <p>The media of representing the human figure has changed over time from cave paintings and Greek statues to photography and abstract sculptures.</p> <p>Through the ages the human figure has been used in art to tell stories, express beliefs, or to explore what it is to be human.</p> | <p>Human figure</p> <p>Sculpture</p> <p>3D</p> <p>Proportion</p> <p>Form</p> <p>Space</p> <p>Statue</p> <p>Line</p> <p>Tone</p> <p>Shape</p> |

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| <p><b>Y4 Spring</b></p> <p><b>Spring 1 –</b><br/>What did the Romans do for me?</p>      | <p><b>KS1 National Art Curriculum</b></p> <p><b>Y3 Summer 1 Nature Printing</b><br/>Printing- pattern, shape, colour and composition.<br/>Evaluation.</p> <p><b>Y4 Autumn 1 Ancient Greek Sculpture</b><br/>Drawing- line, tone and shape<br/>Evaluation.</p> | <p>Practise and develop drawings skills by drawing Adinkra symbols.</p> <p>Use recycled materials to create Adinkra stamps that are five to eight cm<sup>2</sup>.</p> <p>Explore block printing skills using Adinkra stamps to create repeated patterns.</p> <p>Experiment with block printing to create a unique Adinkra inspired printed textile.</p> <p>Evaluate and explain the choices made in won artwork.</p> | <p>Block printing is the process of printing patterns by means of engraved wooden blocks.</p> <p>Block printing exists in different forms and styles all over the world: religious texts, calendars, artwork and textiles.</p> <p>Adinkra are visual symbols that represent concepts, used extensively in fabrics and pottery among the Ashantis in Ghana and Baoulés in Cote D’Ivoire.</p> <p>Adinkra cloth is made by block printing as well as screen printing.</p> <p>Katsushika Hokusai is a significant block print artist.</p> | <p>Examples of block printing are thought to stretch all the way back to ancient civilisations.</p> <p>The earliest examples originate from China nearly 4000 years ago, going on to spread through Egypt, Asia, and eventually the rest of the world.</p> <p>Since there is such a long history of block printing, there are many different techniques, but it is essentially using a carved material covered in ink to transfer an image on to paper or fabric. Block printing can be done with wood, linoleum, rubber, or many other materials.</p> | <p>Block printing</p> <p>Repeated patterns</p> <p>Adinkra Stamp</p> <p>Textile Symbol</p>                                                                             |
| <p><b>Y4 Summer</b></p> <p><b>Summer 1 –</b><br/>Why do people live where they live?</p> | <p><b>KS1 Art Curriculum</b></p> <p><b>Y3 Autumn 2 Portraiture</b><br/>Drawing – shapes, facial features, proportion.</p> <p>Painting- primary colours, secondary colours, colour mixing.</p> <p>Evaluation</p>                                               | <p>Practise and develop drawing skills- shading, blending, line, tone, shape, hatching, scumbling, stippling.</p> <p>Use perspective to draw a mountain landscape.</p> <p>Explore watercolour brushwork- faded wash, solid wash, stippling,</p>                                                                                                                                                                      | <p>Expressionism refers to art in which the image of reality is distorted in order to make it expressive of the artist’s inner feelings or ideas.</p> <p>Expressionism can exist in different art forms e.g. painting, drawing, literature, music and film.</p>                                                                                                                                                                                                                                                                       | <p>Although the term expressionist can be applied to artwork from any era, it is generally applied to art of the twentieth century. Artists were rejecting life-like artworks and emphasising feeling.</p>                                                                                                                                                                                                                                                                                                                                             | <p>Expressionism</p> <p>Perspective</p> <p>Brushwork</p> <p>Hatching</p> <p>scumbling</p> <p>Stippling</p> <p>Wash</p> <p>Layering</p> <p>Lifting</p> <p>Blending</p> |

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|                                                                                             | <p><b>Y4 Autumn 1 Ancient Greek Sculpture</b><br/>                 Drawing- line, tone and shape<br/>                 Evaluation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>lifting, layering, blending and brush choice.</p> <p>Explore how line work and colours can be used to express emotions.</p> <p>Experiment with watercolours, colour mixing and brushwork to create expressionist landscape painting.</p> <p>Evaluate and explain the choices made in own artwork.</p>                                                                                                                   | <p>In expressionist painting, colour in particular can be intense and non-naturalistic, brushwork is typically free and paint application tends to be generous and highly textured.</p> <p>Significant expressionist artists who painted landscapes include Vincent Van Gogh and Ernst Ludwig Kirchner.</p>                                                                                                                                                                            | <p>Expressionism evolved into different forms of expressionism as artists continued to innovate e.g. neo-expressionism and abstract expressionism</p>                                                                            | <p>Landscape</p>                                                                                                                                                        |
| <p><b>Y5 Autumn Autumn 1 – Raiders or Settlers? How should we remember the Vikings?</b></p> | <p><b>Y3 Autumn 2 Portraiture</b><br/>                 Drawing – shapes, facial features, proportion.</p> <p><b>Y3 Spring 2 Death masks</b><br/>                 Sculpture- shape, form, texture, proportion.<br/>                 Clay skills- roll, squeeze, pull, pinch, carve, smooth, join.<br/>                 Evaluation.</p> <p><b>Y4 Autumn 1 Ancient Greek Sculpture</b><br/>                 Drawing- line, tone and shape<br/>                 Evaluation.</p> <p>Clay skills- roll, squeeze, pull, pinch, carve, smooth, join.</p> <p>Evaluation</p> | <p>Practise and develop drawing skills- shading, blending, line, tone, shape, hatching, scumbling, stippling.</p> <p>Use drawing skills developed to draw arts and crafts and viking patterns.</p> <p>Use drawing skills to draw Viking jewellery and broaches.</p> <p>Explore and develop clay sculpting skills.</p> <p>Experiment with drawing and clay skills to design and sculpt broaches inspired by the Vikings</p> | <p>Arts and Crafts was a design movement initiated by William Morris in 1861 which aimed to improve the quality of design and make it available to the widest possible audience.</p> <p>Arts &amp; Crafts can exist in different art forms e.g. textiles, ceramics, architecture, furniture and jewellery.</p> <p>Arts and crafts designs often included natural motifs and patterns, particularly plant forms.</p> <p>Significant arts and crafts artists include William Morris.</p> | <p>The Arts and Crafts Movement emerged with the founding of the design firm Morris and Co. in 1861 by William Morris.</p> <p>The Arts and Crafts movement is often seen as the starting point for modern design approaches.</p> | <p>Arts and Crafts<br/>                 Ceramics<br/>                 Jewellery<br/>                 Motif<br/>                 Pattern<br/>                 Broach</p> |

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|                                                                                    | <p><b>Y4 Summer 1 Expressionism</b></p> <p>Drawing skills- shading, blending, line, tone, shape, hatching, scumbling, stippling, perspective.</p> <p>Evaluation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>and the Arts and Crafts movement.</p> <p>Evaluate and explain the choices made in own artwork.</p>                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                      |
| <p><b>Y5 Spring</b></p> <p><b>Spring 1 - What was the Golden Age of Islam?</b></p> | <p><b>Y3 Autumn 2 Portraiture</b></p> <p>Drawing – shapes, facial features, proportion.</p> <p>Painting- primary colours, secondary colours, colour mixing.</p> <p>Evaluation</p> <p><b>Y4 Summer 1 Expressionism</b></p> <p>Drawing skills- shading, blending, line, tone, shape, hatching, scumbling, stippling, perspective. Expressing emotions through line work.</p> <p>Evaluation.</p> <p>Watercolour skills- watercolour brushwork- faded wash, solid wash, stippling, lifting, layering, blending and brush choice. Colour mixing, expressing emotions through colour.</p> <p>Evaluation</p> <p><b>Y5 Autumn 1 Arts &amp; Crafts</b></p> | <p>Use line and shape to draw a simple building in perspective.</p> <p>Use drawing and develop perspective skills to draw Islamic architecture.</p> <p>Use drawing skills to draw geometric, vegetal and floral patterns.</p> <p>Practise watercolour brushwork skills.</p> <p>Experiment with drawing and painting skills to design and paint own piece of Islamic architecture.</p> <p>Evaluate and explain the choices made in own artwork.</p> | <p>Islamic art includes a range of artistic fields including architecture, calligraphy, painting, glass, ceramics, and textiles, among others</p> <p>Islamic religious art differs from Christian religious art in that it is non- figural because many Muslims believe that the depiction of the human form is idolatry and thereby a sin against God, forbidden in the Qur’an. Calligraphy and architectural elements are given important religious significance in Islamic art.</p> <p>There are repeating elements in Islamic architectural design, such as the use of stylized, geometrical floral or vegetal designs in a repetition known as the arabesque.</p> | <p>Islamic art encompasses the visual arts produced from the seventh century onward (some 1400 years) by both Muslims and non-Muslims who lived within the territory that was inhabited by, or ruled by, culturally Islamic populations.</p> <p>Islamic architecture has changed over time. There is a delicate balance to strike between tradition and modernity- one aspect of this fusion is the incorporation of traditional Islamic patterns and motifs in contemporary architectural forms.</p> | <p>Architecture</p> <p>Islamic art</p> <p>Calligraphy</p> <p>Geometric pattern</p> <p>Floral design</p> <p>Vegetal design</p> <p>Repeated pattern</p> <p>Arabesque</p> <p>Mosque</p> <p>Mihrab</p> <p>Minaret</p> <p>Perspective</p> |



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|                                                                          | Drawing- shading, blending, line, tone, shape, hatching, scumbling, stippling.                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | A significant historical Islamic architect is Mimar Sinan.<br><br>Significant contemporary Islamic architects combining traditional and modern architecture are Rasem Badran, Zaha Hadid and Basil Al Bayati.                                                                                                                     |                                                                                                                                                                                                                                                                                                                                |                                                                                      |
| <p><b>Y5 Summer 1</b></p> <p>Where in the world is the most extreme?</p> | <p><b>Y3 Autumn 2 Portraiture</b><br/>Drawing – shapes, facial features, proportion.</p> <p>Painting- primary colours, secondary colours, colour mixing.</p> <p>Evaluation</p> <p><b>Y3 Summer 1 Nature Printing</b><br/>Printing- pattern, shape, colour and composition.<br/>Evaluation.</p> <p><b>Y4 Spring 1 Block Printing</b><br/>Printing- repeated patterns, block printing.</p> <p><b>Y5 Autumn 1 Arts &amp; Crafts</b> Drawing- shading, blending, line, tone, shape, hatching, scumbling, stippling.</p> | <p>Practise drawing skills by drawing small objects focusing on adding texture and lines. Challenge- create continuous line drawings and blind drawings.</p> <p>Use drawing skills to draw animals.</p> <p>Explore carbon paper printing skills and adding paint on top of carbon prints.</p> <p>Experiment with drawing, mono printing and painting skills to design and create own mono print of animals from extreme Earth.</p> <p>Evaluate and explain the choices made in own artwork.</p> | <p>The mono print is a form of printmaking where the image can only be made once, unlike most printmaking which allows for multiple originals.</p> <p>Mono printing can exist in different artforms and styles.</p> <p>Xgaoc’o X’are, Paul Klee and Prunella Clough are significant modernist artists who create mono prints.</p> | <p>Monoprinting was first experimented with by 16<sup>th</sup> century Dutch painters.</p> <p>Monoprinting has changed over time from richly complex landscape prints by the Dutch artists, to impressionist prints of the 19<sup>th</sup> century to modernist prints of the 20<sup>th</sup> and 21<sup>st</sup> century.</p> | <p>Mono printing</p> <p>Texture</p> <p>Pattern</p> <p>Line</p> <p>Shape</p>          |
| <p><b>Y6 Autumn Autumn 2 –</b></p> <p>What impact did</p>                | <p><b>Y3 Autumn 2 Portraiture</b><br/>Drawing – shapes, facial features, proportion.</p>                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Use drawing skills and a viewfinder to find and draw interesting features in a landscape e.g. texture, pattern, man-made, natural, light and shadow.</p>                                                                                                                                                                                                                                                                                                                                     | <p>Landscape art is artwork whose primary focus is usually natural scenery.</p>                                                                                                                                                                                                                                                   | <p>The appreciation of landscape for its own sake, and its choice as a specific subject for art, is a relatively recent phenomenon. Until the</p>                                                                                                                                                                              | <p>Landscape</p> <p>Classical</p> <p>Naturalistic</p> <p>Industrial</p> <p>Media</p> |



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| <p>the Victorians have on Sheffield?</p>                                     | <p>Painting- primary colours, secondary colours, colour mixing.</p> <p>Evaluation</p> <p><b>Y4 Summer 1 Expressionism</b></p> <p>Drawing skills- shading, blending, line, tone, shape, hatching, scumbling, stippling, perspective. Expressing emotions through line work.</p> <p>Landscapes. Evaluation.</p> <p>Watercolour skills- watercolour brushwork- faded wash, solid wash, stippling, lifting, layering, blending and brush choice. Colour mixing, expressing emotions through colour.</p> <p>Evaluation</p> <p><b>Y5 Autumn 1 Arts &amp; Crafts</b></p> <p>Drawing- shading, blending, line, tone, shape, hatching, scumbling, stippling.</p> | <p>Use perspective skills to draw a small sketch of a simple landscape.</p> <p>Use perspective skills to draw buildings.</p> <p>Use drawing and proportion skills to draw people.</p> <p>Experiment with drawing and painting skills to draw and paint an industrial landscape.</p> <p>Evaluate and explain the choices made in own artwork.</p> | <p>Landscapes exists across the world in different art forms and styles - painting, videography, photography, classical, modern, abstract and impressionist.</p> <p>Significant landscape artists in history are Wang Wei, John Constable, Van Gogh, Georgia O’Keefe.</p> <p>LS Lowry and Song Wenzhi are significant industrial landscape artists.</p> | <p>seventeenth century landscape was confined to the background of portraits or paintings.</p> <p>Landscape art has changed over time from artificial classical landscapes in the 17<sup>th</sup> century, to naturalistic landscapes in the 19<sup>th</sup> century to urban and industrial landscapes in the 20<sup>th</sup> century.</p> <p>The media of landscapes has changed over time from paintings to videography and photography.</p> |                                                                                            |
| <p><b>Y6 Spring</b></p> <p><b>Spring 1 – Why do we need rainforests?</b></p> | <p><b>Y3 Autumn 2 Portraiture</b></p> <p>Drawing – shapes, facial features, proportion.</p> <p>Painting- primary colours, secondary colours, colour mixing.</p> <p>Evaluation</p> <p><b>Y3 Summer 1 Nature Printing</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Practise drawing skills.</p> <p>Explore what children’s message to the world about the rainforest might be.</p> <p>Draw rainforest activist art to be used as plan for lino printing.</p>                                                                                                                                                     | <p>Activist art is a term used to describe art that is grounded in the act of ‘doing’ and addresses political or social issues.</p> <p>Artists acting as activists often use print because it allows them to duplicate and distribute their message.</p>                                                                                                | <p>Artists can use art as a way to express their opinions, using their skills to speak for sectors of society.</p> <p>It is difficult to establish a history for activist art because many variations of it can be found throughout history.</p>                                                                                                                                                                                                | <p>Activist art<br/>Message<br/>Protest<br/>Activism<br/>Lino printing<br/>Composition</p> |

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|                                                                                                        | <p>Printing- pattern, shape, colour and composition.<br/>Evaluation.</p> <p><b>Y4 Spring 1 Block Printing</b><br/>Printing- repeated patterns, block printing.</p> <p><b>Y4 Summer 1 Expressionism</b><br/>Drawing skills- shading, blending, line, tone, shape, hatching, scumbling, stippling, perspective. Expressing emotions through line work.<br/>Evaluation.</p> <p><b>Y5 Summer 1 Mono printing</b><br/>Drawing skills- continuous line drawings and blind drawings.<br/>Printing- mono printing, carbon paper, adding colour to prints</p> | <p>Explore and develop lino printing technique.</p> <p>Explore lino printing, colour, composition and message to create activist art about the rainforest.</p> <p>Evaluate and explain the choices made in own artwork.</p>                                               | <p>Lino Printing is a form of block printing that involves carving a pattern or design into a linoleum, rubber or vinyl surface.</p> <p>A carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language.</p> <p>Activist art can exist in different art forms and styles e.g. print, performance art, sculpture etc. Important activist artists include Guerilla Girls, Abel Rodríguez, Pablo Picasso and</p> | <p>Many cases of activist art can be found during the early 1900s, like Picasso's Guernica in 1937 and the number of artists adopting protest art as a style continues to significantly increase.</p>  |                                                                                     |
| <p><b>Y6 Summer</b></p> <p><b>Summer 2 –</b><br/>Where do we come from?<br/>Where are we going to?</p> | <p><b>Drawing-</b> Y3, 4, 5, 6</p> <p><b>Printing –</b> Y3, 4, 5, 6</p> <p><b>Sculpture –</b> Y3, 4, 5</p> <p><b>Painting –</b> Y3, 4, 5, 6</p>                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Practise painting, printing and sculpting skills so that children can independently choose the medium for their final piece.</p> <p>Explore clay, painting or printing skills to produce clay pop art sculpture to represent the artist using the medium that they</p> | <p>Pop art draws inspiration from sources in popular and commercial culture.</p> <p>Pop art can exist in different mediums e.g. print, painting and sculpture.</p>                                                                                                                                                                                                                                                                                             | <p>Pop art is an art movement that emerged in the 1950s and flourished in the 1960s in America and Britain, Different cultures and countries contributed to the movement during the 1960s and 70s.</p> | <p>Pop art<br/>Modern art<br/>Revolt<br/>Popular culture<br/>Commercial culture</p> |

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|  |  | <p>Evaluate and explain the choices made in own artwork.</p> <p>Showcase artwork in Y6 art exhibition during Y6 performance.</p> | <p>Andy Warhol, Roy Lichenstein and David Hockney are significant pop art artists who used painting and printing.</p> <p>Takashi Murakami and Yayoi Kusama are significant artists that combine pop art and sculpture.</p> | <p>Pop art began as a revolt against the dominant approaches to art and culture and traditional views on what art should be. Young artists felt that what they were taught at art school and what they saw in museums did not have anything to do with their lives or the things they saw around them every day. Instead they turned to sources such as Hollywood movies, advertising, product packaging, pop music and comic books for their imagery.</p> |  |
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