




	Term 1	Term 2	Term 3
Art Work focus and theme	 <p>Theme – Early Painting Various artists, <i>Lascaux Cave Paintings</i>, 17,000BC</p>	 <p>Theme – Printing Elizabeth Catlett, <i>Sharecropper</i>, 1952</p>	 <p>Theme – Illustrations Dapo Adeola, <i>Various Illustrations</i>, 2010s</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)	<p>-How can you mix natural pigments to make paints? - What story can you paint using line, shape and colour? - Why would humans over 20,000 years ago paint in caves?</p>	<p>- How has Elizabeth Catlett used line to create shape, space and emotion? - Can you use a relief printing techniques to create a portrait? - How can line be used to create pattern and texture?</p>	<p>- How has Dapo Adeola illustrated his character using line, shape and colour? - Can you illustrate yourself, your family and friends using line, shape and colour? - Can you build a story through drawings creating a background and characters?</p>
Component Knowledge (Intentional knowledge they need to understand)	<p>Making Skills: PAINTING To increase skill and control when painting using a range of different medias (watercolour, acrylic, poster paint, natural paints). To use a range of brushes to create different effects.</p> <p>Formal Techniques: COLOUR AND TONE To build the understanding of mixing and applying colour – natural and synthetic paints. To use tints (add white) and shades (add black) when mixing colours for different purposes. To begin to understand colour theory and use the colour wheel.</p>	<p>Making Skills: PRINTING To use a range of materials to design and make products including printmaking, clay and collage. To practise different types of printing – To practise different types of printing –screenprint, collagraph, relief printing (lino).</p> <p>Formal Techniques: LINE To show organic and geometric shapes and forms through different types of line and understand the purpose of using specific lines in art.</p>	<p>Making Skills: DRAWING To develop drawing skills by drawing from observation, using some geometry and shading when drawing. To use a range of drawing media confidently (charcoal, different grades of pencils, pastels, colouring pencils, ink and biro). To sketch a design and use it to make a final piece.</p> <p>Formal Techniques: COLOUR AND TONE To continue to use simple shading rules and link to creating form and shape in art.</p>

	<p><u>LINE</u> To show organic and geometric shapes and forms through different types of line and understand the purpose of using specific lines in art.</p> <p><u>PATTERN</u> To construct a variety of more complex patterns through various methods – printing, photography, painting.</p> <p><u>SHAPE AND FORM</u> To identify geometric and organic shapes within images and objects and begin to use these to create their own images.</p> <p><u>TEXTURE</u> To develop an understanding of texture through practical experiments with materials to link with a purpose.</p> <p>Evaluation Skills: To discuss own and other’s work using an increasingly sophisticated use of art language (focusing on the formal elements). To compare other’s artwork (peers and original artist) and identify similarities and differences. To reflect on their own work in order to make improvements.</p> <p>Exploration and creation: -To use sketchbooks for planning and refining work. - To record observations, thoughts and ideas and to develop skill and technique. -To develop ideas through sketches and annotations. - To develop personal and imaginative responses to a theme. -To use literary sources to inspire art.</p>	<p><u>SPACE</u> To understand the use of positive and negative space in art. To create an illusion of 3D space using line, colour and tone.</p> <p><u>PATTERN</u> To construct a variety of more complex patterns through various methods – printing, photography, painting.</p> <p><u>SHAPE AND FORM</u> To develop ability to create and describe 3D form in a range of materials.</p> <p><u>TEXTURE</u> To develop an understanding of texture through practical experiments with materials to link with a purpose.</p> <p>Evaluation Skills: To discuss own and other’s work using an increasingly sophisticated use of art language (focusing on the formal elements). To compare other’s artwork (peers and original artist) and identify similarities and differences. To reflect on their own work in order to make improvements.</p> <p>Exploration and creation: -To use sketchbooks for planning and refining work. - To record observations, thoughts and ideas and to develop skill and technique. -To develop ideas through sketches and annotations. - To develop personal and imaginative responses to a theme. -To use literary sources to inspire art.</p>	<p><u>LINE</u> To show organic and geometric shapes and forms through different types of line and understand the purpose of using specific lines in art.</p> <p><u>SPACE</u> To understand the use of positive and negative space in art. To create an illusion of 3D space using line, colour and tone.</p> <p><u>SHAPE AND FORM</u> To identify geometric and organic shapes within images and objects and begin to use these to create their own images. To develop ability to create and describe 3D form in a range of materials.</p> <p>Evaluation Skills: To discuss own and other’s work using an increasingly sophisticated use of art language (focusing on the formal elements). To compare other’s artwork (peers and original artist) and identify similarities and differences. To reflect on their own work in order to make improvements.</p> <p>Exploration and creation: - To use sketchbooks for planning and refining work. - To record observations, thoughts and ideas and to develop skill and technique. -To develop ideas through sketches and annotations. - To develop personal and imaginative responses to a theme. -To use literary sources to inspire art.</p>
<p>Key Vocabulary</p>	<p>Painting - Brush size, palette, dry brush, pigments Colour and tone– Colour wheel, tone, tint, complimentary, contrasting, warm, cool, solid, dull, deep</p>	<p>Printing etching, carve, relief printing Line – Detail, vertical, horizontal, diagonal, broad, fine, broken, bold</p>	<p>Drawing – Pastel, sketch, control, illustrate Colour and tone– tone, tint, complimentary, contrasting, warm, cool, solid, dull, deep</p>

	<p>Line – Detail, vertical, horizontal, diagonal, broad, fine, broken, bold</p> <p>Texture – Surface, uneven, coarse, cracked, wet, dry</p> <p>Pattern – Cross-hatch, plain, complicated, continuous</p> <p>Shape and Form – Organic, geometric, angular, pointed</p> <p>Evaluation – Reflect, improve, identify, discuss, compare, similar, different, likeness</p> <p>Type of art – cave painting</p>	<p>Space – Three-dimensional, composition, background, foreground, negative space, positive space, distance</p> <p>Texture – Surface, uneven, coarse, cracked, wet, dry</p> <p>Pattern – Cross-hatch, plain, complicated, continuous</p> <p>Shape and Form – Organic, geometric, symmetrical, angular, pointed</p> <p>Evaluation – Reflect, improve, identify, discuss, compare, similar, different, likeness</p> <p>Type of art – portrait</p>	<p>Line – Detail, vertical, horizontal, diagonal, broad, fine, broken, bold</p> <p>Space – Three-dimensional, composition, background, foreground, middle-ground, negative space, positive space, distance</p> <p>Shape and Form – Organic, geometric, angular, pointed</p> <p>Evaluation – Reflect, improve, identify, discuss, compare, similar, different, likeness</p> <p>Type of art – illustrations</p>
Resources	Natural pigments – charcoal, beetroot, turmeric, mustard, blackberries, mud, paprika, spirulina, glycerine, honey, water, paintbrushes	Styrofoam, pencils, printing ink, paper	HP pencils, colouring pencils, pastels
Links to prior knowledge	Children will use their knowledge of mixing paints from year 1 and 2. Children will use their experience using line and colour to create animal and human forms.	Children will use their knowledge of printing from year 1. Children will use their knowledge of portraiture from the Picasso topic in year 2.	Children will use their knowledge of creating a figures using shapes and line from the year 2 Lowry topic.
Key knowledge/skills for assessment	Children will be able to mix natural pigments to create the colours they need. Children will use lines of various lengths, thicknesses and shape to create human and animal forms. Children will be able to show greater control using paintbrushes.	Children will be able to describe how the use of line and colour in Elizabeth Catlett’s prints, tells a story and shows emotion. Children will use line to create shapes and texture. Children will carve lines and shapes into Styrofoam and print.	Children will be able to use line and shape to illustrate characters and backgrounds. Children will be able to tell a story through their drawings. Children will be able to use pencils and colouring pencils with greater control and confidence.
Art Capital /Experiences	Children will be given the chance to experiment with different pigments and can paint outside and on ground/walls.	Children can take pictures or bring in pictures of their family or friends they wish to print.	Possibly having an illustrator visiting the school or having a session on zoom
Cross-curricular links	History – Stone Age Science - animals	Maths – perspective History PSHE	Literacy – illustrating a story