

## Home is Where the Heart is - Digital Media/Collage

### Generate Ideas

**CORE**

Look/discover/imagine/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), preferably using sketch books/electronic sketchbooks to record/support work

### Make

**CORE**

Compulsory: Make for purpose (including exploration purpose); learn from any mistakes, refine/combine or modify ideas when necessary & finish the activity

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - using keynote to resize, rotate, copy and paste.

**WORKING DEEPER**

Show tenacity, risk taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

### Know, Understand & Evaluate

**CORE**

Identify key visual elements of their digital work from: line/dot, tone, colour, pattern, texture, shape, (virtual form, space – sculpture)

Know that we can use computers to make digital art, craft and design

Become vocab aware: software names/basic programme commands, photograph, video, sculpture, sculpt, animation, animate

Look/ask questions to develop/improve work assisted by peer review. Compare key features of stimuli (practices/disciplines of creative practitioners), making links with own work

# Colour

## Colour Specifics

### CORE

Become familiar with: primaries – red/yellow/blue; secondaries – orange/purple/green; tones – black/white/greys & dark/light colours

## Acquiring

### CORE

Over the year, understand from experience how colours are made through mixing & consider these in making, using a three-primary colour wheel as reference; have a colour focus in activities

## Nature's Mini Miracles - Drawing

### Generate Ideas

#### CORE

Look/discover/imagine/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), preferably using sketch books to record/support work

### Make

#### CORE

Draw; learn from any mistakes, rework when necessary & finish the activity

Experiment with line/dot/scribble/doodle, making marks of different sizes/types/colours on various surfaces with various tools - begin to fill in solid shapes if desired

Using these various types of mark-making, draw pictures/illustrations/ideas, even if only symbolic

Increase awareness of observation, developed through 'looking games'.

Engage in activities to strengthen hand muscles, hand-eye co-ordination & correct pencil grip (including tracing & dot to dot)

#### WORKING DEEPER

Show tenacity, risk taking and/or inventiveness when handling mistakes or the unexpected to find solutions

### Know, Understand & Evaluate

#### CORE

Vocab awareness: look, notice, draw, mark, pencil, pen, graphite, oil/chalk pastel, chalk, wax crayon, eraser, sharpener, line, dot, pattern, shape, tone (dark, light)

Identify key visual elements of medium: line/dot, tone, pattern, shape

Look/ask questions to develop/improve work assisted by peer review. Compare key features of stimuli (practices/disciplines of creative practitioners), making links with own work

## Winter Wonderland - Printing

### Know, Understand & Evaluate

#### CORE

Understand that we print to make a copy of something. Become vocab aware: monoprint (meaning 'one'), pattern, repeat, press down, comb, water, oil, marble/ marbling ink, stencil, stamp, transfer

Identify key visual elements of medium: line/dot, tone, colour, pattern, shape

Look/ask questions to develop/improve work assisted by peer review. Compare key features of stimuli (practices/disciplines of creative practitioners), making links with own work

### Generate Ideas

#### CORE

Look/discover/imagine/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), preferably using sketch books to record/support work

### Make

#### CORE

Print; learn from any mistakes, rework when necessary & finish the activity

Printing using: everyday objects, cardboard, printing blocks, cardboard etching blocks, plasticine engraving, table-top mono printing, rubber band printing.

#### WORKING DEEPER

Show tenacity, risk taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

## Christmas Market - Texture Work/Mosaic

### Mosaic

#### CORE

Create a design/image gluing pre-cut paper/card squares on a card base

Know that a mosaic is a picture made up of little pieces of paper/card/tile

### Generate Ideas

#### CORE

Look/discover/imagine/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), preferably using sketch books to record/support work

### Make

#### CORE

Make for decorative/pictorial purpose considering scale; learn from any mistakes, rework when necessary & finish the activity

Use a range of materials creatively to design and make products: mosaic-making, twig- weaving and collage.

#### WORKING DEEPER

Show tenacity, risk taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

### Know, Understand & Evaluate

#### CORE

Identify and consider use of key visual elements of medium & consider these in making: colour, pattern, shape; describe the tactile properties of the textures they use

Look/ask questions to develop/improve work assisted by peer review. Compare key features of stimuli (practices/disciplines of creative practitioners), making links with own work

### Collage

#### CORE

Use a simple theme; select/manipulate various materials & consider their arrangement. Test layout on strong backing support (possibly photograph for reference), before permanently gluing collage pieces into place

Know that a collage is a picture that is made by sticking lots of bits together on a strong backing; know that historic artists Braque/Picasso/Matisse used collage (many artists still do today)

## Wild and Wonderful World - Sculpture

### Generate Ideas

#### CORE

Look/discover/imagine/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), preferably using sketch books to record/support work

### Make

#### CORE

Alone or in pairs/teams, construct, assemble or model (small or large) into 3D form using various materials; learn from any mistakes, rework when necessary & finish the activity

Modelling with soft stuff- use plasticine experiment with modelling/impressing tools – sometimes pulling apart and reconstructing.

To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. Sculpting with cardboard, clay or plasticine.

#### WORKING DEEPER

Show tenacity, risk taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

### Know, Understand & Evaluate

#### CORE

Notice the difference between a painting and a sculpture. Sculptures are 'fat not flat'

Become vocab aware: squeeze, press, roll, stick, fasten, cut, cover, glue, decorate, join, model, sculpt, pinch

Identify key visual elements of medium: texture, shape, form, space

Look/ask questions to develop/improve work assisted by peer review. Compare key features of stimuli (practices/disciplines of creative practitioners), making links with own work

## Secret Garden - Printing

### Generate Ideas

#### CORE

Look/discover/imagine/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), preferably using sketch books to record/support work

### Make

#### CORE

Print; learn from any mistakes, rework when necessary & finish the activity

To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.

Drawing outlines and patterns to make simple aluminium prints and shading using different pencils. Simple engraving in aluminium.

#### WORKING DEEPER

Show tenacity, risk taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

### Know, Understand & Evaluate

#### CORE

Remember that we print to make a copy of something. Notice where we use printing in everyday life

Become vocab aware: collagraph (made with collage materials), digital printing, original, master, printing ink/roller/tray/plate, rubbing

Identify key visual elements of medium: line/dot, tone, colour, pattern, shape

Look/ask questions to develop/improve work assisted by peer review. Compare key features of stimuli (practices/disciplines of creative practitioners), making links with own work

# Colour

## Colour Specifics

### CORE

Consolidation: Be confident with: primaries, secondaries, tones.

Familiarisation: Become familiar with: tertiaries (primary + secondary i.e. blue + green = turquoise; red + green = brown) and the effect of black and white have when added to other colours – darker (shade), lighter (tint)

## Acquiring Mastery

### CORE

Over the year, understand from experience how colours are made through mixing & consider these in making, using a three-primary colour wheel as reference; have a colour focus in activities



## Secret Garden - Drawing

### Generate Ideas

#### CORE

Look/discover/imagine/respond/express - generating ideas from (significant historical/contemporary creative practitioners' work/other), preferably using sketch books to record/support work

### Know, Understand & Evaluate

#### CORE

Experiment with shading techniques (e.g. smudging, hatching/cross hatching, using dots). Know H=hard, B=black, F=fine in drawing pencils

Vocab awareness: 9H-9B drawing pencils, hard, fine, black, shade (dark/light), smudge, hatching, cross-hatching, portrait, self-portrait, illustration

Identify key visual elements of medium: line/dot, tone, pattern, shape

Look/ask questions to develop/improve work assisted by peer review. Compare key features of stimuli (practices/disciplines of creative practitioners), making links with own work

### Make

#### CORE

Draw; learn from any mistakes, rework when necessary & finish the activity

Picture, illustration, portrait, self-portrait, plan, map. Use various marks on different surfaces with different tools, neatly fill in solid shapes when desired

Work with more speed, control & accuracy, representing intentions carefully, even if still symbolic

Sometimes use a viewfinder to select what to draw

#### WORKING DEEPER

Show tenacity, risk taking and/or inventiveness when handling mistakes or the unexpected to find solutions

## Mystery of God - Painting

### Generate Ideas

#### CORE

Look/discover/imagine/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), preferably using sketch books to record/support work

### Make

#### CORE

Practice holding painting tools correctly for purpose of marks desired. Respect brushes and stroke (not push against the bristles) across surfaces. Use a variety of different brushes, sponges, scrapers and materials to drag, splatter, push and pull paint around.

Use drawing, painting and sculpture to develop and share ideas, experiences and imagination. Colour Wheel (shades and tone), colour mixing and painting.

Learn how to create abstract pieces to explore a theme.

### Know, Understand & Evaluate

#### CORE

Think about why people paint. Become vocab aware: decoration, portrait, self-portrait, landscape, skyscape

Identify key visual elements of medium: line/dot, tone, colour, pattern, texture, shape

Look/ask questions to develop/improve work assisted by peer review. Compare key features of stimuli (practices/disciplines of creative practitioners), making links with own work

## Owl and the Pussy Cat - Sculpture

### Make

#### CORE

To use drawing, painting and sculpture to develop and share ideas - sculpting with paper and plasticine.

Learn about the work of a range of artists, describing similarities and differences and making links to own work (Judith Scott, James May)

#### WORKING DEEPER

Show tenacity, risk taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

### Know, Understand & Evaluate

#### CORE

Think about what sculptures can be made of & compare/contrast sculptural forms e.g. texture, pattern, weight, size, shape

Become vocab aware: sculptor, sculptress, fasten, thumb pot, plait, thread, twist, tie, knot, texture, form

Identify key visual elements of medium: texture, shape, form, space

Look/ask questions to develop/improve work assisted by peer review. Compare key features of stimuli (practices/disciplines of creative practitioners), making links with own work

### Generate Ideas

#### CORE

Look/discover/imagine/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), preferably using sketch books to record/support work

## Nature's Abundance - Digital Media/Collage

### Generate Ideas

#### CORE

Look/discover/imagine/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), preferably using sketch books/electronic sketchbooks to record/support work - Louise Watson, Art Inspirations.

### Make

#### CORE

Make for purpose (including exploration purpose); learn from any mistakes, refine/combine or modify ideas when necessary & finish the activity

Create/edit: images and/or patterns and/or photographs on iPad or digital camera.

Collage using paper, paint, fabric or modelling materials.

#### WORKING DEEPER

Show tenacity, risk taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

### Know, Understand & Evaluate

#### CORE

Digital art, craft and design is not physical – it exists inside computers. Become vocab aware: software names/basic programme commands

Identify key visual elements of their digital work from: line/dot, tone, colour, pattern, texture, shape, (virtual form, space – sculpture)

Look/ask questions to develop/improve work assisted by peer review. Compare key features of stimuli (practices/disciplines of creative practitioners), making links with own work

## The Wonder of Mass - Texture Work/Textiles

### Generate Ideas

#### CORE

Look/discover/imagine/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), preferably using sketch books to record/support work

### Make

#### CORE

Make for decorative/pictorial purpose considering scale; learn from any mistakes, rework when necessary & finish the activity

Use a range of materials creatively to design and make an alter cloth.

Learn more about using material - sticking it, weaving with it, tucks, beading and gathering.

#### WORKING DEEPER

Show tenacity, risk taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

### Know, Understand & Evaluate

#### CORE

Identify and consider use of key visual elements of medium & consider these in making: colour, pattern, shape; describe the tactile properties of the textures they use

Look/ask questions to develop/improve work assisted by peer review. Compare key features of stimuli (practices/disciplines of creative practitioners), making links with own work

## Water Wonder - Painting

### Generate Ideas

#### CORE

Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to support work

Consider creative practitioners' reasons for working (if a stimulus) & similarities/differences between the kinds of work they create

### Make

#### CORE

Create effects with watercolours - develop use of different types of brushes; impact of wet and dry, wax resistant, splattering, graphite sticks, pencil and ink, and gravity on the way paint affects the paper.

Hold paint tools correctly to suit mark intended (without damaging brushes); know brush part: ferrule (silver section). Outline/fill in, create visual or tactile texture where desired

#### WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

### Know, Understand & Evaluate

#### CORE

Identify key visual elements of medium: line/dot, tone, colour, pattern, texture, shape

Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

## Mud Magic - Printing/Digital

### Generate Ideas

#### CORE

Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to support work - Andy Goldsworthy, Katsushika Hokusai

Consider creative practitioners' reasons for working (if a stimulus) & similarities/differences between the kinds of work they create

### Make

#### CORE

Print, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity

For purpose create an incised (polystyrene or clay tile) printing plate; print simple pattern repeats (square/rectangle/brick) inspired by fossils and microbes.

Attempt some tessellating pattern rotation: clockwise or anticlockwise  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  or full turns

Keep inked plate still once pressed on printing surface. Rest inked roller correctly when not printing & use dry roller & clean paper to cover over plate for pressing

#### WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

### Know, Understand & Evaluate

#### CORE

Become vocab aware: incise (dig into), pattern repeat (square/rectangle/brick), clockwise/anticlockwise  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  or full turns

Notice the background is printed (in reverse), not the incised image. Identify key visual elements of medium: line/dot, tone, colour, pattern, shape

Evaluate to improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

# Hail Mary - Textiles

## Generate Ideas

### CORE

Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to support work

Consider creative practitioners' reasons for working (if a stimulus) & similarities/differences between the kinds of work they create

## Make

### CORE

Make for more decorative/pictorial purposes considering scale; demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity

Develop working with fabrics, textiles - learning how to create effects with stitching: tucks, beading, gathering, pleats, patchwork, embroidery, ruffles, applique, couching.

### WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

## Know, Understand & Evaluate

### CORE

Identify and consider use of key visual elements of medium & consider these in making: colour, pattern, shape; describe the tactile properties of the textures they use

Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings)



# Colour

## Colour Specifics

### CORE

Consolidation: Be confident with primaries, secondaries, tones (darker=shade; lighter=tint), tertiaries

Familiarisation: Become familiar with six colour primaries to gain a greater range of colour temperature when mixing: (warm: cadmium red, cadmium yellow, cobalt blue; cool: crimson, lemon yellow, ultramarine) and metallics (gold, silver, bronze)

### WORKING DEEPER

Consider and discuss how different (warm/cool) colours can make you feel or what ideas or memories they may spark

## Acquiring Mastery

### CORE

Over the year, understand from experience how colours are made through mixing & consider these in making, using a three-primary colour wheel as reference; have a colour focus in activities

## Rock Pool Treasures - Drawing

### Generate Ideas

#### CORE

Observe/experiment/imagine/research/respond/express - generating ideas from (significant historical/contemporary creative practitioners' work/other), using sketch books to support work

Consider creative practitioners' reasons for working (if a stimulus) & similarities/differences between the kinds of work they create

### Make

#### CORE

Draw, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity

Observe closely and notice more detail. Work with more speed, control and accuracy, sometimes using shading techniques

Sometimes use a viewfinder to select what to draw. Do a first draft 'light touch' rough sketch of idea/observation

Develop sketching and shading - become even more skilled at pencil drawings and making things seem 3D.

Create effects with different pencil marks - hatching, cross-hatching, blending and stippling.

#### WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

### Know, Understanding & Evaluate

#### CORE

Consider why drawing is useful. Vocab awareness: composition, foreground, middle ground, background, main subject/focus, rough sketch, diagram, symbol

Identify key visual elements of medium: line/dot, tone, pattern, shape

Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

## Reconciliation - Sculpture

### Generate Ideas

#### CORE

Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to support work - Allan Sumner, Margaret Adams Parker, Amos Supuni, Helen Denerley.

Consider a sculptor's reasons for working (if a stimulus) & similarities/differences between the kinds of work they create

### Make

#### CORE

Construct, assemble or model (small or large) into 3D form using various materials/ceramics; show finer motor skills, learn from any mistakes, rework when necessary, and finish the activity

3D sculpting - use plasticine, clay and wire, focussing on recycled materials.  
Consider scale suitable for purpose/location for display

#### WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

### Know, Understand & Evaluate

#### CORE

Know that sculptures are 3D and this means 'three dimensional'. Become vocab aware: sculpt, deconstruct, scale. Ceramics: incise, impress, coil pot

Identify key visual elements of medium: texture, shape, form, space

Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

## Colour

### Acquiring Mastery

#### CORE

Over the year, understand from experience how colours are made through mixing & consider these in making, possibly with mood or message in mind, using a three-primary colour wheel as reference; have a colour focus in activities

### Colour Specifics

#### CORE

Consolidation: Increase in confidence with: six colour primaries (warm/cool), secondaries, tones (tints/ shades), tertiaries, metallics

Familiarisation: Become familiar with: monochrome - using only one colour (or shades/tints of it); and name tints/shades of primaries and secondaries - e.g. red (pink/burgundy); blue (pale blue/navy); yellow (lemon/dark yellow); green (pale green/bottle green); orange (pale orange/dark orange); purple (lilac/dark purple).

## What does love look like? - Drawing/Digital Art

### Generating Ideas

#### CORE

Observe/experiment/imagine/research/respond/express - generating ideas from (significant historical/contemporary creative practitioners' work/other), using sketch books to support work - Hilma af Klint, Kandinsky, Mark Rotho, Paul Klee

Consider creative practitioners' reasons for working (if a stimulus) & similarities/differences between the kinds of work they create

#### WORKING DEEPER

Extend thinking from the 'what' & 'how' to the 'why'

### Make

#### CORE

Draw, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity

Abstract Art - painting - using water to create different effects. Different sizes, types, colours and shapes of paper; different sizes and types of brushes; things that can be used to sprinkle, dab, daub, spread, smudge or drag paint.

Use different types of paint - liquid/solid watercolour, ink, acrylic.

Develop techniques - take a line for a walk, structure and stencils, ice art.

#### WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

### Know, Understand & Evaluate

#### CORE

Identify key visual elements of medium: line/dot, tone, pattern, shape

Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

## Called - Painting

### Generate Ideas

#### CORE

Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to support work - Edward John Poynter

Consider creative practitioners' reasons for working (if a stimulus) & similarities/differences between the kinds of work they create

#### WORKING DEEPER

Extend thinking from the 'what' & 'how' to the 'why'

### Make

#### CORE

Paint (wet) marks of different sizes/types/colours on various surfaces (thicker are best) with various tools. Demonstrate fine motor skills, learn from any mistakes, rework when necessary, and finish the activity

Hold paint tools correctly with increasing control/accuracy to suit marks intended (without damaging brushes), outline/fill in/create some visual texture

Develop painting techniques - trompe l'oeil - create a life size doorway calling us through to another place.

#### WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

### Know, Understand & Evaluate

#### CORE

Plan composition (main subject/focus, foreground, middle ground, background) before painting

Identify key visual elements of medium: line/dot, tone, colour, pattern, texture, shape

Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

## Contrast - Printing

### Generate Ideas

#### CORE

Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to support work

Consider creative practitioners' reasons for working (if a stimulus) & similarities/differences between the kinds of work they create

### Make

#### CORE

Print, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity

Develop mastery in lines and shape: contrast, symmetry and geometry.

Make a collagraph

#### WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

### Know, Understand & Evaluate

#### CORE

Understand that the background is printed (in reverse), not the incised image. Identify key visual elements of medium: line/dot, tone, colour, pattern, shape

Evaluate to improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

## Communion - Textiles/Mosaic

### Generate Ideas

#### CORE

Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to support work - Kandinsky

Consider creative practitioners' reasons for working (if a stimulus) & similarities/differences between the kinds of work they create

### Make

#### CORE

Make for more decorative/pictorial purposes considering scale; demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity

Study fabric painting and simple finger crochet techniques to add textured features.

Make a simple mosaic, creating a painted tesserae out of clay.

Study bubble painting.

#### WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

### Know, Understand & Evaluate

#### CORE

Identify and consider use of key visual elements of medium & consider these in making: colour, pattern, shape; describe the tactile properties of the textures they use

Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings)



# Fear Not - Sculpture

## Generate Ideas

### CORE

Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to support work - Alexander Calder, Alberto Giacometti

Consider a sculptor's/architect's reasons for working (if a stimulus) & similarities/differences between the kinds of work they create

## Make

### CORE

Construct, assemble or model (small or large) into 3D form using various materials/ceramics; show finer motor skills, learn from any mistakes, rework when necessary & finish the activity

Study 3D sculpting - learn how to make a figure out of wire - kinetic sculptures with pipe cleaners/wire; making figures from pieces of paper, card or foil; salt dough for modelling, wire figures.

### WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

## Know, Understand & Evaluate

### CORE

Identify what the 3 dimensions are of '3D': length, width, depth (using a swimming pool analogy). Become vocab aware: architect, architecture, substructure, surface. Ceramics: incise, impress, coil pot

Identify key visual elements of medium: texture, shape, form, space

Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

**Colour**

**Colour Specifics**

**CORE**

Consolidation: Increase in confidence with: six colour primaries (warm/cool), secondaries, tints & shade names of primaries/secondaries, tertiaries, metallics, monochrome, tones (tints/shades)

Familiarisation: Become familiar with: neutrals - brown, beige, fawn, peach, khaki, olive, camel, salmon

**Acquiring Mastery**

**CORE**

Over the year, understand from experience how colours are made through mixing & consider these in making, possibly with mood or message in mind, using a three-primary colour wheel as reference; have a colour focus in activities

# The Crying Forest - Drawing

## Generate Ideas

### CORE

Observe/experiment/imagine/research/respond/express - generating ideas from (significant historical/contemporary creative practitioners' work/other), using sketch books to support work - John Dyer, Nixiwaka Yawnanwa

Consider creative practitioners' reasons for working (if a stimulus & if known) & the historical/cultural development of their art forms

### WORKING DEEPER

Extend thinking from the 'what' & 'how' to the 'why'

## Make

### CORE

Draw, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity

Draw for a longer period of time what is intended with increasing independence, speed, control & accuracy

Consider scale, tone/shading, visual texture, pattern, shape & composition. Use a viewfinder/mask off areas if required

### WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

## Know, Understand, Evaluate & Analyse

### CORE

Identify key visual elements of medium: line/dot, tone, pattern, shape, visual texture

Know how art, craft & design reflect & shape our history

Evaluate/analyse to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

## In the Beginning was the Word - Painting

### Generate Ideas

#### CORE

Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to support work - Andy Goldsworthy, Sayaka Ganz

#### WORKING DEEPER

Extend thinking from the 'what' & 'how' to the 'why'

### Make

#### CORE

Paint (wet) marks of different sizes/types/colours on various surfaces (thicker are best) with various tools. Learn from any mistakes, rework when necessary, and finish the activity

Research different painting techniques using different types of paint - water colour, acrylic, inks - Possibly mask off an area which won't receive paint. Hold paint tools with control/accuracy to suit marks intended (without damaging brushes). Outline/fill in/create some visual texture & finer details

#### WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

### Know, Understand, Evaluate & Analyse

#### CORE

Plan composition (main subject/focus, foreground, middle ground, background) before painting. Paint background first, moving to middle ground and foreground - main subject/focus last

Consider what paintings may tell us about inner selves. Become vocab aware: religious icon, triptych, still life, realistic, abstract, symbolic, paint types

Identify key visual elements of medium: line/dot, tone, colour, pattern, texture, shape

Evaluate/analyse to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

## Mayan Mysteries - Printing

### Generate Ideas

#### CORE

Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to support work - Picasso

Consider creative practitioners' reasons for working (if a stimulus & if known) & the historical/cultural development of their art forms

### Make

#### CORE

Print, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity

Explore printing - create printing blocks by etching designs into rubber. Use them to print onto fabric.

#### WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

### Know, Understand, Evaluate & Analyse

#### CORE

Understand that the card pieces 'in relief' are what are printed not the background, and that this differs from incised printing

Become vocab aware: collagraph (using collage materials) - from Greek: 'kolla' (glue) & 'graphe' (writing), digital printing, original, master, printing ink/roller/tray/plate, relief

Discuss printing's ecological downfalls (paper use/harmful chemicals). Identify key visual elements of medium: line/dot, tone, colour, pattern, shape

Evaluate/analyse to improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

## Come Back to Me - Textiles/Mosaic

### Generate Ideas

#### CORE

Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to support work

Consider creative practitioners' reasons for working (if a stimulus & if known) & the historical/cultural development of their art forms

### Make

#### CORE

Make for more decorative/pictorial purposes considering scale; demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity

Weave using the 'over/under-under/over' method (warp is vertical, weft is horizontal) - Know about the process of weaving on a loom (historic & modern)

Create a mosaic tile and a collage of different materials and textiles to explore background, mid ground and foreground in putting a picture together.

#### WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

### Know, Understand & Evaluate

#### CORE

Identify and consider use of key visual elements of medium & consider these in making: colour, pattern, shape; describe the tactile properties of the textures they use

Evaluate to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings)

# Be the Change - Sculpture

## Generate Ideas

### CORE

Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to support work - Alfie Bradley, Anthony Gormley

Consider a sculptor's/architect's reasons for working (if a stimulus & if known) & the historical/cultural development of their art forms

### WORKING DEEPER

Extend thinking from the 'what' & 'how' to the 'why'

## Make

### CORE

Construct, assemble or model (small or large) into 3D form using various materials/ceramics; show fine motor skills, learn from any mistakes, rework when necessary, and finish the activity

Study collage in 3D - papier colle, montage, photomontage, dada

### WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

## Know, Understand, Evaluate & Analyse

### CORE

Know about viewpoints and how something 3D looks different from these viewpoints: side view, front view, back view, aerial view

Become vocab aware: maquette, armature, slab pot, viewpoint, aerial, evoke, mood. Identify key visual elements of medium: texture, shape, form, space

Evaluate/analyse to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

## Antifragile Earth - Digital Media

### Generate Ideas

#### CORE

Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books/electronic sketchbooks to support work - Jan Walle, Fulraw Fibrecrafts

Consider creative practitioners' reasons for working (if a stimulus & if known) & the historical/cultural development of their art forms

### Make

#### CORE

Make for purpose; demonstrate increasingly fine hand-eye co-ordination, learn from any mistakes, refine/combine or modify ideas when necessary, and finish the activity

ANIMATION: create a short stop motion animation telling part of a story (with other teams telling their part, together making a whole story). Assemble scenes/characters; use a camera (plus tripod & shutter release cable if possible); use software such as iStopMotion

Study felt-making - stress fibres and agitate them, making a stronger fabric.

#### WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

### Know, Understand, Evaluate & Analyse

#### CORE

Identify key visual elements of their digital work from: line/point, tone, colour, pattern, texture, shape, (virtual form, space – sculpture)

Evaluate/analyse to develop/improve work assisted by peer review (using stage review), making links to stimuli with own work (ideas/feelings/possible symbolism)



## Who Are You? - Painting

### Generate Ideas

#### CORE

Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary historical/contemporary creative practitioners' work/other), using sketch books to support work - George Seurat, Andy Warhol

#### WORKING DEEPER

Extend thinking from the 'what' & 'how' to the 'why'

### Make

#### CORE

Paint (wet) marks of different sizes/types/colours on various surfaces (thicker are best) with various tools. Learn from any mistakes, rework when necessary, and finish the activity

Study the way paints can be used to transform tone (light/dark, light/shadows) - monochrome, graffiti tones, painting light.

Know about hues and tints

#### WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

### Know, Understand, Evaluate & Analyse

#### CORE

Consider the value of paintings when finding out about history. Become vocab aware: figurative, graffiti, impressionistic, natural landscape, industrial landscape, paint types

Identify key visual elements of medium: line/dot, tone, colour, pattern, texture, shape

Evaluate/analyse to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

#### WORKING DEEPER

Use symbolism or attempt to evoke a mood or use one/two point perspective

# Metamorphosis - Printing

## Generate Ideas

### CORE

Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to support work - Tavar Zawacki, M.C. Escher

Consider creative practitioners' reasons for working (if a stimulus & if known) & the historical/cultural development of their art forms

## Make

### CORE

Print, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity

Create a one-off three-colour monoprint using the incised polystyrene tile method. Mark the plate back with a T for 'top' before inking

From the same tile: 1st print pale colour from unincised tile; 1st simple incise, then 2nd print a mid-tone colour; 2nd deeper/greater number incisions, then 3rd print a darker/brighter colour (ink up only certain areas with a small sponge or dabbed brush if desired)

### WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

## Know, Understand, Evaluate & Analyse

### CORE

See where intaglio and relief printing occurred in printing history; know about Gutenberg's printing press & its importance

Become vocab aware: monoprint (meaning 'one'), intaglio (incise, dig in), relief print, Gutenberg, printing press

Identify key visual elements of medium: line/dot, tone, colour, pattern, shape (+ form & space for 3D printing)

Evaluate/analyse to improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

Deepen knowledge of Trompe l'oeil.

# Peaceful Warrior - Sculpture

## Generate Ideas

### CORE

Observe/experiment/imagine/research/respond/express - generating ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to support work - Han Mellin, Iyad Sabbah, Josefina de Vasconcellos

Consider sculptors/architects' reasons for working (if a stimulus & if known) & the historical/cultural development of their art forms

### WORKING DEEPER

Extend thinking from the 'what' & 'how' to the 'why'

## Make

### CORE

Construct, assemble or model (small or large) into 3D form using various materials/ceramics; show fine motor skills, learn from any mistakes, rework when necessary, and finish the activity

Explore different sculpting techniques (wire, plasticine, cardboard, paper)

Research different ways of creating 3D pieces.

### WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

## Know, Understand, Evaluate & Analyse

### CORE

Evaluate/analyse to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

# Transformation - Drawing

## Generating Ideas

### CORE

Observe/experiment/imagine/research/respond/express - generating ideas from (significant historical/contemporary creative practitioners' work/other), using sketch books to support work - Shawn Hunt

Consider creative practitioners' reasons for working (if a stimulus & if known) & the historical/cultural development of their art forms

### WORKING DEEPER

Extend thinking from the 'what' & 'how' to the 'why'

## Make

### CORE

For a sustained period of time draw what is intended with increasing independence, speed, control, accuracy & intricacy

Consider scale, tone/shading, visual texture, pattern, shape & composition. Use a viewfinder, mask off areas if required

Draw, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity

Create a Triptych

Study the way line and perspective can be used to transform space - positive space and negative space. Learn about one and two point perspective and other simple ways of creating depth.

Explore continuous line drawing.

### WORKING DEEPER

Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions

## Know, Understand, Evaluate & Analyse

### CORE

Know about/attempt the 'continuous line' drawing technique to improve observation/hand-eye coordination and consider its usefulness

Vocab awareness: thumbnail sketch, continuous line, technical/figurative drawing, exploded diagram, perspective

Identify key visual elements of medium: line/dot, tone, pattern, shape, visual texture

Know how art, craft & design contribute to the culture, creativity & wealth of our nation

Evaluate/analyse to develop/improve work assisted by peer review, making links to stimuli with own work (ideas/feelings/possible symbolism)

# Colour

## Acquiring Mastery

### CORE

Over the year, understand from experience how colours are made through mixing & consider these in making, possibly with mood or message in mind, using a three-primary colour wheel as reference; have a colour focus in activities

## Colour Specifics

### CORE

Consolidation: Continue to increase in confidence with: primaries, secondaries, tints/shades of primaries/secondaries (and their names), tertiaries, metallics, monochrome, neutrals.

Familiarisation: Know some names of tints & shades of tertiaries e.g. purply red: tint - mauve, shade - plum. Create new ways of describing colour e.g. using paint manufacturers' paint names as ideas for describing - also using similes to describe colours and the mood or ideas they evoke e.g. 'as black as a moonless night in winter'

### WORKING DEEPER

Study colour as an aspect of light in science ('chromatics'): the primary colours of light are red, green & blue ('additive' colour - as opposed to 'subtractive' colour we use in painting with pigments whose primaries are red, yellow & blue)