

Art

Each topic is listed, with an outline of what we would like children to *know*, *do* and *understand* within the unit.



Goldren Threads:

- Who are they?
- Would you display this in your home?
- What medium is being used?

Year 1

	<i>Know</i>	<i>Do</i>	<i>Understand</i>
Drawing- patterns, textures and tones	By the end of the unit children should know... <ul style="list-style-type: none">• How to draw lines of different thickness• How to colour a picture neatly, using the lines to guide them• How to add texture and pattern to a picture (dots, lines)• How to show different tones using coloured pencils	By the end of the unit children should have... <ul style="list-style-type: none">• Drawn a range of lines that are different sizes and thickness• Practised making different patterns and textures using dots and lines• Used different coloured pencils• Drawn a picture and coloured it within the lines	By the end of the unit children should understand... <ul style="list-style-type: none">• How to create a picture with different colours, tones, textures and patterns• How to successfully colour in a picture

	<i>Know</i>	<i>Do</i>	<i>Understand</i>
Painting- Georges Seurat (Pointillism)	By the end of the unit children should know: <ul style="list-style-type: none">• George Seurat was a painter who used tiny brush strokes of different colours known as pointillism• When he lived - 1859-1891• Whether or not it is a technique they like• What primary colours are:<ul style="list-style-type: none">- Red- Blue- Yellow• What secondary colours are:<ul style="list-style-type: none">- Purple- Orange- Green• To use black to make tones• To use white to make tints	By the end of the unit children should have... <ul style="list-style-type: none">• Studied the work of Georges Seurat• Used thick and thin brushes• Mixed primary colours to make secondary colours• Added white to colours to make tints• Added black to colours to make tones• Created a painting using pointillism	By the end of the unit children should understand... <ul style="list-style-type: none">• How to mix different primary colours to make secondary colours• How to make tints and tones using black and white• How to create a picture using pointillism and why this technique is used by artists

	<i>Know</i>	<i>Do</i>	<i>Understand</i>
Sculpture- Andy Goldsworthy	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • Andy Goldsworthy (born July 26, 1956, Cheshire, England) is a British sculptor and photographer who creates art outdoors from natural materials found on-site. • The materials he uses including: <ul style="list-style-type: none"> - Brightly coloured flowers - Icicles - Leaves - Mud - Pinecones - Snow - Stone - Twigs - Thorns • Goldsworthy aims to help people notice nature once again and ponder all of its magical mysteries. • How to create a piece of work in the style of Andy Goldsworthy 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Used a combination of shapes • Used a range of natural materials • Created their own sculpture in his style • Used a range of lines and texture within their sculpture 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • Why Andy Goldsworthy uses natural materials to make his work (to help people notice nature once again and ponder all of its magical mysteries) • How to combine materials to make a sculpture

Year 2/3 (Year A)

	<i>Know</i>	<i>Do</i>	<i>Understand</i>
Collage- Henri Matisse	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> Henri Matisse was a French artist born in 1869 He started as a painter and then decided to experiment with cut outs and made collages from different coloured paper How to use a combination of materials that are cut, torn and glued to make a collage What texture is and how to use it 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> Used a combination of materials that are cut, torn and glued Sorted and arranged materials Mixed materials to create texture Created their own collage 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> What a collage is and how to create one

	<i>Know</i>	<i>Do</i>	<i>Understand</i>
Print- Repeating patterns and use of objects (sponges, vegetables)	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> Printing is the process of making images that can be transferred onto other surfaces How to create different prints using things in the house (fruit, vegetables, sponges) How to press, roll and stamp to make prints. What a repeating pattern is 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> Used repeating or overlapping shapes. Mimicked print from the environment (e.g. wallpapers). Used objects to create prints (e.g. fruit, vegetables or sponges) Pressed, rolled, rubbed and stamped to make prints. 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> How to repeat patterns and overlap shapes How to create effective prints using different objects

	<i>Know</i>	<i>Do</i>	<i>Understand</i>
Digital Media- Picasso	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> Pablo Picasso was a Spanish artist born in 1881. Cubism is a style of art which aims to show all of the possible viewpoints of a person or an object all at once. How to use digital media to create and edit a piece of artwork in the style of Picasso 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> Created computer art using a computer/tablet Used a wide range of tools on a computer/tablet to create different textures, lines, tones, colours and shapes Edited their work 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> How to use a computer/tablet to recreate art That Picasso created art which aims to show all of the possible viewpoints of a person or an object all at once (Cubism)

Year 2/3 (Year B)

	<i>Know</i>	<i>Do</i>	<i>Understand</i>
Drawing- LS Lowry	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • L.S. Lowry is one of Britain's most famous artists from the 19th Century (1887-1976) • L.S. Lowry is particularly well known for creating industrial scenes and matchstick characters. • How to draw buildings • How to draw matchstick people • How to shade • How to sketch • How to hatch 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Used pencils with different degrees of hardness to show line, tone and texture • Used shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • That a number followed by 'h' or 'b' on a pencil refers to the hardness of a pencil • How to use pencils to create different shades, textures and tones

	<i>Know</i>	<i>Do</i>	<i>Understand</i>
Painting- Paul Klee	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • Paul Klee was born in Switzerland in 1879. His father was a music teacher and his mother was a singer. As a child, Paul Klee was a talented violin player. • When he was 17 he decided he wanted to be an artist. But he was worried that he wasn't good enough at painting because he couldn't make his pictures look realistic. • Eventually Paul Klee realised that if he painted in a more abstract style he could express complicated feelings through simple shapes and colours. • How to use tints to make different shades of a colour • How to use a mixture of colours (light and dark) to create different effects. 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Used a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mixed colours effectively. • Used watercolour paint to produce washes for backgrounds then add detail. • Experimented with creating mood with colour. 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • How use dark and light colours, as well as tints to create a mood • How to use watercolour paints correctly and effectively

	<i>Know</i>	<i>Do</i>	<i>Understand</i>
Sculpture- Barbara Hepworth	By the end of the unit children should know... <ul style="list-style-type: none"> • Barbara Hepworth is one of the most famous female artists and is known all over the world. • She made modern sculptures and experimented with new techniques. • She is most famous for her abstract sculptures. • Hepworth made some of her sculptures by carving into stone and wood. • Hepworth is most famous for her large-scale bronze sculptures. • Hepworth has designed large sculptures to be exhibited outdoors. • Hepworth made abstract people inspired by the connection between people and nature. Although it is not obvious that they are people, the shapes that the artist has used remind us of people. • How to use everyday materials to create a sculpture • What abstract means 	By the end of the unit children should have... <ul style="list-style-type: none"> • Created and combined shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Added materials to provide interesting detail. • Used boxes to create their own abstract person thinking about the size and shape of the box needed for different body parts. 	By the end of the unit children should understand... <ul style="list-style-type: none"> • How sculptures can be created out of any material • How to create an abstract piece of art using a variety of materials

Year 4/5/6 (Year A)

	<i>Know</i>	<i>Do</i>	<i>Understand</i>
Collage- coiling, overlapping, tessellation, mosaic and montage	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • How to collage using techniques • How to combine materials to make a striking effect • How to mix textures and what different textures are/feel like • What the difference between a mosaic and montage are • How to coil and overlap • What tessellation is 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Selected and arranged materials for a striking effect • Ensured work is precise • Used coiling, overlapping, tessellation, mosaic and montage • Mixed textures (rough and smooth, plain and patterned) • Combined visual and tactile qualities 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • How to use coiling, overlapping, tessellation, mosaic and montage to create an effective piece of artwork

	<i>Know</i>	<i>Do</i>	<i>Understand</i>
Print- William Morris	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • William Morris was a poet, artist and manufacturer • He made stain glass windows, tapestries and patterned wallpaper • William Morris is very famous for his wallpaper designs. He created some beautiful designs, the likes of which had never been used before. In fact, wallpaper before his day was quite plain. • William Morris, who was also an environmental campaigner, created designs of floral patterns (patterns inspired by flowers and plants) which were repeated many times by block printing. • How to make a precise repeating pattern using printing blocks • How to replicate natural patterns 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Used layers of two or more colours • Replicated patterns observed in natural or built environments • Made printing blocks (e.g. from coiled string glued to a block) • Made precise repeating patterns. 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • How to create a large piece of artwork using a repeating pattern • How to make different types of printing blocks using a range of materials such as coiled string and polystyrene

	<i>Know</i>	<i>Do</i>	<i>Understand</i>
Digital Media- Photography	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • Understand what shallow focus is • How to use the rule of thirds, focus and colour to create a focal point • How to use the horizontal and vertical lines to divide the image in a pleasing way • How to place objects where the lines intersect to create points of interest (or focal points) that naturally draw the eye 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Taken photos with control • Selected and applied filters when editing photos • Made decision and been creative 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • How to use a camera and/or iPad to take controlled photos • How to focus a camera to create points of interest

Year 4/5/6 (Year B)

	Know	Do	Understand
Drawing- movement, perspective, shadows and reflection	By the end of the unit children should know... <ul style="list-style-type: none"> • How to create shadows using shading • How to show perspective in a picture • How to depict movement using lines • How to use different mediums to create different effects 	By the end of the unit children should have... <ul style="list-style-type: none"> • Used a choice of techniques to depict movement, perspective, shadows and reflection • Used lines to represent movement • Used different mediums such as pencils and charcoal 	By the end of the unit children should understand... <ul style="list-style-type: none"> • How to create a picture using a range of drawing techniques to show movement, perspective, shadows and reflection

	<i>Know</i>	<i>Do</i>	<i>Understand</i>
Abstract art	By the end of the unit children should know... <ul style="list-style-type: none"> • Abstract art is a form of art with no recognisable subject, it doesn't represent images of our everyday lives. It has form, so it has colours, lines and shapes, but they are not designed to represent living things or actual objects • Who Kandinsky is and some of his famous artwork • Who Dali is and some of his famous artwork • How to create a picture in the style of Kandinsky • How to create a picture in the style of Dali 	By the end of the unit children should have... <ul style="list-style-type: none"> • Built up layers of colours • Used a range of visual elements to reflect the purpose of the work • Combined colours, tones and tints to enhance the mood of a piece • Studied the lives and works of Kandinsky and Dali • Created artwork in the style of Kandinsky and Dali 	By the end of the unit children should understand... <ul style="list-style-type: none"> • Abstract art is a form of art with no recognisable subject, it doesn't represent images of our everyday lives. It has form, so it has colours, lines and shapes, but they are not designed to represent living things or actual objects • How to create a piece of abstract art

	<i>Know</i>	<i>Do</i>	<i>Understand</i>
Sculpture- Henry Moore, clay	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • Henry Moore was a British artist known for his sculptures, most of which were made from bronze • Moore studied the work of artists, such as Rodin, as well as sculpture from ancient Egypt, the Etruscan civilisation, Africa and South America. He became interested in a method of sculpting called direct carving, where the artist worked straight on material without using moulds. Marks left from carving tools can be seen on the material • How to recreate a sculpture like Henry Moore using clay • How to successfully use tools 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Used clay and other mouldable materials • Used tools to carve and add shapes, texture and pattern • Combined visual and tactile qualities 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • How to use clay and tools to create a sculpture

Year 4/5/6 (Year C)

	Know	Do	Understand
Painting- Frida Kahlo and Leonardo Da Vinci, portraits	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • Frida Kahlo is considered to be one of the most important artists of modern times. She was famous for painting self-portraits (pictures of herself) but she was particularly famous for painting women as strong people • She used lots of bright colours in her self-portraits which reminded her of the vibrant colours of the hot country where she lived. Frida was very proud of her Mexican heritage • Leonardo da Vinci was an artist, scientist and inventor who lived in Italy in the 1400's • This time period in Europe is known as the Renaissance. It was a time when many advances were made in education, science, art, literature and music • Da Vinci is sometimes called a 'Renaissance Man'. This is because he was a master of many different areas. He was an expert painter, sculptor, architect, engineer, scientist, inventor and writer! • About the Mona Lisa (when it was painted, how, where etc) • How to create an accurate portrait using guide lines to add key features • How to add colour and shading to a portrait 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Studied the lives and work of Frieda Kahlo and Leonardo Da Vinci • Created a portrait in the style of Freida and/or Leonardo • Sketched (lightly) before painting to combine line and colours • Created a colour palette based upon colours observed in the natural or built world. • Used brush techniques and the qualities of paint to create texture 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • How to successfully create a portrait, positioning key features accurately

	Know	Do	Understand
Digital media- Logos	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • What complementary colours are • How to use complementary colours next to one another to make each colour appear brighter • What layers are and how to use them in a digital artwork • How shapes and symbols can create meaning 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Used layers within their digital art • Used drawing tools with more control • Created a mood and communicate meaning; 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • How to use digital media to create an effective logo, thinking about design and colour

	Know	Do	Understand
Painting- Georgia O'Keefe	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • Georgia Totto O'Keefe is an American artist who lived 1887-1986 • Georgia began experimenting with painting close up views of flowers. She used oil paints in vibrant, bold colours • How to create a bold, colourful picture of a flower in O'Keefe's style 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Sketched (lightly) before painting to combine line and colour • Created a colour palette based upon colours observed in the natural or built world • Used the qualities of acrylic paints to create visually interesting pieces • Combined colours, tones and tints to enhance the mood of a piece • Used brush techniques and the qualities of paint to create texture 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • How to combine colour, texture and lines to create an image in O'Keefe's style