

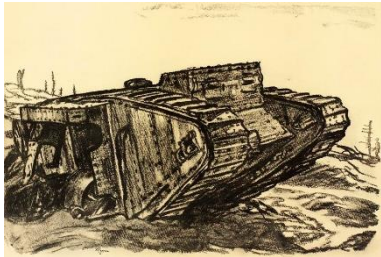

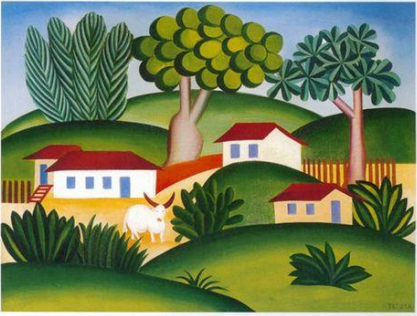


## Year 5 & 6 Art Objectives – Cycle B

Autumn 1	Amazing Africa	Skill: 3D Art/Collage (paper mâché)
		Suggested Art: Bringing illustrations of African animals to life
		 
		Artist: Michelle Reader or Megan Coyle
		<b><u>Objectives:</u></b> <ul style="list-style-type: none"><li>- Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within their work (Year 5)</li><li>- Add collage to a painted drawn or printed background using a range of media, different techniques, colours and textures (Year 5)</li><li>- Refine their learnt techniques (Year 6)</li><li>- Follow a design brief to achieve an effect for a particular function (Year 6)</li></ul>
		<b><u>Progression of Skills</u></b> <ul style="list-style-type: none"><li>- Add collage to a painted, printed or drawn background</li><li>- Use a range of media to create collages</li></ul>

		<ul style="list-style-type: none"> <li>- Use different techniques, colours and textures etc when designing and making pieces of work</li> <li>- Use collage as a means of extending work from initial ideas</li> <li>- Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</li> </ul>
		<p><b><u>Vocabulary</u></b></p> <p>Sculpture, figurative, perspective, complex, structured, intricate, coarse, proportion and multifaceted.</p>
Autumn 1 & Spring 1	<p>Is it right to fight?</p> <p>Local war heroes</p> <p>Significant turning point in British History</p>	Skill: Drawing (charcoal)
		<p>Suggested Artist: Muirhead Bone</p> 
		<p><b><u>Objectives:</u></b></p> <ul style="list-style-type: none"> <li>- Evaluate their work against their intended outcome (Year 5)</li> <li>- Use line, tone and shading to represent things seen, remembered or imagined in three dimensions (Year 5)</li> <li>- Adapt their own final work following feedback or discussion based on their preparatory ideas (Year 6)</li> <li>- Begin to develop an awareness of composition, scale and proportion in their work (Year 6)</li> <li>- Use simple perspective in their work using a single focal point and horizon (Year 6)</li> </ul>
		<p><b><u>Progression of Skills</u></b></p> <p>Lines, marks, tone, form and texture</p>

		<ul style="list-style-type: none"> <li>- Use dry media to make different marks, lines, patterns and shapes within a drawing</li> <li>- Use different techniques for different purposes i.e. shading hatching within their own work</li> <li>Perspective and composition</li> <li>- Begin to use simple perspective in their work using a single focal point and horizon</li> <li>- Begin to develop an awareness of composition scale and proportion</li> </ul>
		<p><b><u>Vocabulary</u></b></p> <p>Jagged, perspective, angular, broken, curvaceous, diffused, density, solid, harsh, midtone and shadow</p>
Summer 1	Biodiversity/dinosaurs	Skill: Drawing
	Evolution and inheritance	<p>Suggested Artist: Peter Doig</p> 
		<p><b><u>Objectives:</u></b></p> <ul style="list-style-type: none"> <li>- Use line, tone and shading to represent things seen, remembered or imagined in three dimensions (Year 5)</li> <li>- Begin to develop an awareness of composition, scale and proportion in their work (Year 6).</li> <li>- Use simple perspective in their work using a single focal point and horizon (Year 6).</li> </ul>
		<p><b><u>Progression of Skills</u></b></p> <p>Lines, marks, tone, form and texture</p> <p>Use dry media to make different marks, lines, patterns and shapes within a drawing.</p>

		<ul style="list-style-type: none"> <li>-Experiment with wet media to make different marks, lines, patterns, shapes and textures.</li> <li>-Explore colour mixing and blending techniques for different purposes i.e. shading, hatching within their own work.</li> <li>-Start to develop their own style using tonal contrast and mixed media. Perspective and composition</li> <li>-Begin to use simple perspective in their work using a single focal point and horizon.</li> <li>-Begin to develop an awareness of composition, scale and background.</li> <li>-Show an awareness of how paintings are created i.e. composition.</li> </ul>
		<p><b><u>Vocabulary</u></b></p> <p>Background, middle-ground, foreground, pastel, flat, hue, harmonious, tinted, shade, diffused, complimentary, highlight and reflected.</p>
Summer 2	The Americas	<p>Skill: Batik</p> <p>Suggested Artist: Tarsila Do Amaral</p>  <p><b><u>Objectives:</u></b></p> <ul style="list-style-type: none"> <li>- Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within their work (Year 5)</li> <li>- Research and discuss various artists, architects and designers and discuss their processes and</li> </ul>

		<p>explain how these were used in the finished product (Year 5)</p> <ul style="list-style-type: none"> <li>- Refine their use of learnt techniques (Year 6)</li> <li>- Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts (Year 6)</li> </ul>
		<p><b><u>Progression of Skills</u></b></p> <ul style="list-style-type: none"> <li>- Experiment with Batik techniques</li> <li>- Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</li> </ul>
		<p><b><u>Vocabulary</u></b></p> <p>Harmonious, crackling, transparent, intricate, tessellation and vibrant.</p>



### National Curriculum states:

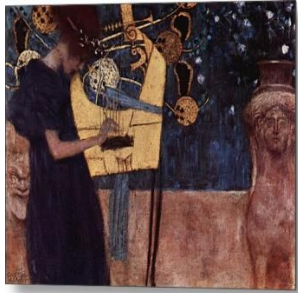
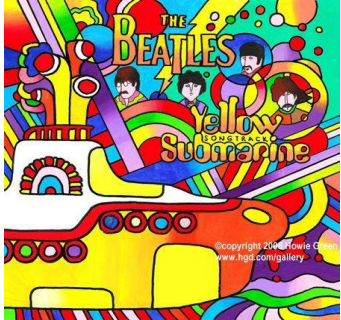
During years 5 and 6, pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.



Pupils should be taught;

- 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 and clay)
- About great artists, architects and designers in history.

## Year 3 & 4 Art Objectives – Cycle B

Autumn 2	Volcanoes and Earthquakes	Skill: Painting
		Suggested Artist: JMW Turner or Frank Bowling
		 
		<p><b><u>Objectives:</u></b></p> <ul style="list-style-type: none"> <li>- Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours (Year 3)</li> <li>- Use a variety of techniques e.g. marbling, silkscreen and cold water paste (Year 4)</li> <li>- Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes (Year 4)</li> </ul>
		<p><b><u>Progression of Skills</u></b></p> <ul style="list-style-type: none"> <li>-Experiment with different effects and textures, including blocking in colour, washes, thickened paint creating textural effects.</li> <li>-Work on a range of scales e.g. thin brush on small picture etc.</li> <li>-Create different effects and textures with paint</li> </ul>

		<p>according to what they need for the task. Colour</p> <ul style="list-style-type: none"> <li>-Mix colours and know which primary colours make secondary colours.</li> <li>-Use more specific colour language. Mix and use tints and shades.</li> </ul> <p><b><u>Vocabulary</u></b></p> <p>Shadow, contrast, faded, smooth, soft, harsh, gradient, shading, pastel, shade, dull, complimentary and focus</p>
Spring 1	<p>Sounds Amazing</p> <p>Sound: Sources and Changes</p>	<p>Skill: Drawing</p> <p>Suggested Artist: Gustav Klimt or Beatles album artwork</p>   <p><b><u>Objectives:</u></b></p> <ul style="list-style-type: none"> <li>- Explain what they like or dislike about their work (Year 3)</li> <li>- Explore shading, using different media (Year 3)</li> <li>- Articulate how they might improve their work using technical terms and reasons as a matter of routine (Year 4)</li> <li>- Draws familiar objects with correct proportions (Year 4)</li> </ul>

		<p><b><u>Progression of Skills</u></b></p> <ul style="list-style-type: none"> <li>- Experiment with the potential of various pencils</li> <li>- Identify and draw the effect of light</li> <li>- Scale and proportion</li> <li>- Accurate drawings of whole people including proportion and placement</li> <li>- Work on a variety of scales</li> <li>- Computer generated drawings</li> </ul> <p><b><u>Vocabulary</u></b></p> <p>Angular, wavy, broad, loose, faint, confident, short, flowing, cast, blended, solid, deep, vibrant, bright, background, foreground and abstract</p>
Spring 2	<p>Passion for plants</p> <p>Desert Life – Plants and Adaptations</p>	<p>Skill: Textiles</p> <p>Suggested Artist: Georgia O'Keefe or Gunta Stolzl</p>   <p><b><u>Objectives:</u></b></p> <ul style="list-style-type: none"> <li>- Compare and recreate form of natural and manmade objects (Year 3)</li> </ul>



		<ul style="list-style-type: none"> <li>- Experiment with different materials to create a range of effects and use these techniques in the completed piece of work (Year 3)</li> <li>- Add detail to work using different types of stitch, including cross-stitch (Year 3)</li> <li>- Use taught technical skills to adapt and improve their work (Year 4).</li> <li>- Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques (Year 4)</li> </ul> <p><b><u>Progression of Skills</u></b></p> <ul style="list-style-type: none"> <li>- Use smaller eyed needles and finer threads</li> <li>- Weaving</li> <li>- Tie dying, batik</li> <li>- Observation and design of textural art</li> <li>- Experimenting with creating mood, feeling, movement</li> <li>- Compare different fabrics</li> </ul> <p><b><u>Vocabulary</u></b></p> <p>Cross hatch, zig, zag, tessilation, irregular, structured, symmetrical and intricate.</p>
--	--	---

### National Curriculum states:


During years 3 and 4, 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;


- 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 and clay)
- About great artists, architects and designers in history.

## Year 1 & 2 Art Objectives – Cycle B

Autumn 2	Investigating India  Human and physical features – a comparison	Skill: Printing
		Suggested Art: Rangoli Patterns Printing Artists – William Morris
		
		<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Know the names of tools techniques and elements that they use (Year 1)</li> <li>- Make marks in print using found objects and basic tools and use these to create repeating patterns (Year 1)</li> <li>- Select particular techniques to create a chosen product and develop some care and control over materials and their use (Year 2)</li> <li>- Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings (Year 2)</li> </ul> <p><b>Progression of Skills</b></p> <ul style="list-style-type: none"> <li>- Create simple printing blocks with press printing</li> <li>- Design more repetitive patterns</li> </ul> <p><b>Vocabulary</b></p> <p>Printing, plain, repeat, simple, stamped, symmetrical, bright, dark and square.</p>

Spring 2	Plants	Skill: Painting
		Suggested Artist: Vincent Van Gogh
		 <p>Sunflowers</p>  <p>Almond blossom</p>
		<p><b><u>Objectives:</u></b></p> <ul style="list-style-type: none"> <li>- Explain what they like about the work of others (Year 1)</li> <li>- Explore mark making using a variety of tools (Year 1)</li> <li>- Give reasons for their preferences when looking at art/craft or design work (Year 2)</li> <li>- Represent things observed, remembered or imagined using colour/tools in two and three dimensions (Year 2)</li> </ul>
		<p><b><u>Progression of Skills</u></b></p> <ul style="list-style-type: none"> <li>- Use a variety of tools and techniques including different brush sizes and types</li> <li>- Mix and match colours to artefacts and objects</li> <li>- Work on different scales</li> <li>- Experiment with tools and techniques e.g. layering, mixing media, scrapping through</li> <li>- Name different types of paint and their properties</li> </ul>

		<ul style="list-style-type: none"> <li>- Colour = Identify primary colours by name, Mix primary shades and tones</li> <li>- Texture = Create textured by adding sand and plaster</li> </ul>
		<p><b><u>Vocabulary</u></b></p> <p>Painting, dark, bright, light, soft, shade, pastel, simple, focus, portrait and landscape</p>
Summer 1 & 2 (Art and DT)	<p>The Seaside</p> <p>Comparison of a seaside location and here. Use of land and geographical features.</p>	Skill: Collage
		Suggested Art: Eileen Downes
		
		<p><b><u>Objectives:</u></b></p> <ul style="list-style-type: none"> <li>- Experiments with different materials to design and make products in two and three dimensions (Year 1)</li> <li>- Cut, glue and trim material to create images from a variety of media e.g photocopies, fabric, crepe paper, magazines (Year 1)</li> <li>- Select particular techniques to create a chosen product and develop some care and control over materials and their use (Year 2)</li> <li>- They are able to make textured collages from a variety of media and by folding, crumbling and tearing materials (Year 2)</li> </ul>
		<p><b><u>Progression of Skills</u></b></p> <ul style="list-style-type: none"> <li>- Create images from a variety of media e.g. photocopies, materials, fabric, crepe paper, magazines etc</li> </ul>

		<ul style="list-style-type: none"> <li>- Arrange and glue materials to different backgrounds</li> <li>- Sort and group materials for different purposes e.g. colour and texture</li> <li>- Fold, crumple, tear and overlap papers</li> <li>- Work on different scales</li> <li>- Colour = collect, sort, name match colours appropriate for an image</li> <li>- Shape = create and arrange shapes appropriately</li> <li>- Texture = create, select and use textured paper for an image</li> </ul>
		<p><b><u>Vocabulary</u></b></p> <p>Collage, rough, smooth, hard, soft, overlap and design</p>

### National Curriculum states:

Pupils should be taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

About 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.

## Some suggested Artists

<u>Artist</u>	<u>Genre</u>	<u>Description</u>
Dame Barbara Hepworth	Sculptures	She was part of the modernism movement – a group who wanted to experiment with new techniques and draw attention to the process involved in making a work of art. She is one of the most famous women artists and is known all over the world. She is known for her modern sculptures, made from materials such as stone, wood and bronze.
Frank Bowling	Painting	Bowling mixes abstract art with personal memories to create vibrant, colourful, experimental art. To ensure that his paintings are unique every time, he uses free-hand dripping and spilling and pouring techniques.
Gunta Stolz	Textiles	She wanted to make weaving more popular and modern, she did not want it to be seen as solely 'women's work'. She encouraged her students to experiment and explore using new materials. She taught maths as well as weaving
Gustav Klimt	Painting	His work began to include lots of symbolism. Symbolist painters used a wide variety of subjects including heroes, women, animals, and landscapes. They gave these subjects deep meanings such as love, death, sin, religion, or disease. They would use metaphors (or symbols) rather than real life to represent something
Henri Matisse	Painting	At first, Matisse painted in a traditional style. In 1896, he visited his artist friend John Peter Russell in France, where he was introduced to Impressionism, and to the work of Van Gogh. Matisse changed his style completely.
Joan Miro	Sculptures and Printing	The Surrealist idea of drawing and painting from your subconscious helped to fuel his imagination. Miró began painting organic forms and creating dream-like paintings. He was inspired by Surrealist poets and enjoyed illustrating poetry in his artist's books. Miró painted his first Surrealist painting, The Tilled Field, in 1924
Jill Townsley	3D Art	Although she is most famous for her sculptures and installations, she also uses drawing, photography, video and animation in her work. She uses materials that are common and everyday, such as staples, plastic spoons, bristles, plastic balls, brass wire, fishing wire and polystyrene beads.
Marc Quinn	Sculptures and Painting	His sculptures, paintings and drawings explore the link between art and science. Quinn became famous in 1991 when he made a sculpture called Self, which was a cast of the artist's head made from eight pints of his own frozen blood. He often uses unusual materials in his sculptures, such as ice and bread. In 2000 he created a whole garden of frozen plants that could never grow.
Michelle Reader	3D Art	Reader reuses waste materials to create unique figurative sculptures. She reuses household and industrial waste in her work, combined with found objects from charity shops and scrapyards. She hopes that her artwork might make other people think about the environment, and encourage them to recycle more and waste less. She makes sculptures of people and animals, and also makes some moving sculptures, such as a wind turbine made out of old oil cans.
Steve McQueen	Portraits	McQueen received the Turner prize for his artwork Queen and Country.