
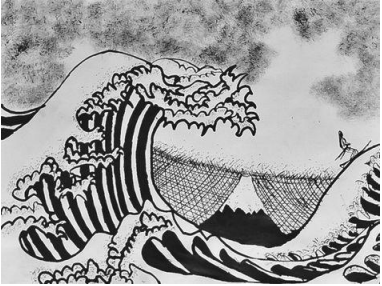





## Year 5 & 6 Art Objectives – Cycle A



National Curriculum		
<p>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.</p> <p>Pupils should be taught;</p> <ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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)</li> <li>• About great artists, architects and designers in history.</li> </ul>		
Autumn 1 & 2	Ancient Greeks	Skill: Sculpture
<p style="text-align: center;"><b><u>Hydria Vases</u></b></p> 	<p style="text-align: center;"><b><u>Substantive Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• The designs on their pottery told a story.</li> <li>• The colours were soothing and comfortable.</li> <li>• If the vase, pot, or pitcher had a handle, that handle had to be easy to hold and fit comfortably into the grip of your hand.</li> <li>• The Greeks considered themselves scientists as well as artists.</li> <li>• Everything had to be perfectly proportioned.</li> </ul>	<p style="text-align: center;"><b><u>Key Vocabulary</u></b></p> <p><b>Clay</b> - A stiff, sticky fine-grained earth that can be moulded when wet, and is dried and baked to make bricks, pottery, and ceramics.</p> <p><b>Paper Mache</b> - A substance made of pulled paper.</p> <p><b>Accuracy</b> - The quality or state of being correct or precise.</p> <p><b>Functional</b> - Of or having a special activity, purpose, or task.</p> <p><b>Terracotta</b> - A type of fired clay, typically of a brownish-red colour and unglazed, used as an ornamental building material and in modelling.</p> <p><b>Proportioned</b> - Having dimensions or a comparative relationship of parts of a specified type.</p> <p><b>Maquette</b> - a scale model or rough draft of an unfinished sculpture</p>
<p style="text-align: center;"><b><u>Famous Artists</u></b></p> <p><b>Kate Malone</b> is a ceramic artist who is known for her large sculptural vessels. She works with T material clay. Begins artwork as a coiled piece.</p>	<p style="text-align: center;"><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- Develop skills in using clay including slabs, coils and slips.</li> <li>- Produce intricate patterns and textures in a malleable media.</li> <li>- Refine their use of learnt techniques.</li> <li>- Evaluate their work against their intended outcome.</li> </ul>	<p style="text-align: center;"><b><u>Progression of Skills</u></b></p> <ul style="list-style-type: none"> <li>- Shape, form, model and construct from observation</li> <li>- Plan a sculpture through drawing</li> <li>- Produce intricate patterns and textures in a malleable material</li> <li>- Develop skills in using clay.</li> <li>- Present recorded visual images using software (Powerpoint)</li> </ul>
Spring 1 & 2	Raging Rivers And Monstrous Mountains	Skill: Printing

<p><b><u>Suggested Artist:</u></b> Katsushika Hokusai</p> 	<p><b><u>Substantive Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● Japanese Artist from Tokyo</li> <li>● He was a <b>printmaker</b> and painter</li> <li>● Hokusai influenced the <b>impressionism</b> movement</li> <li>● Best known work is Thirty-six views of Mount Fuji: <b>The great wave of Kanagawa</b></li> </ul>	<p><b><u>Key Vocabulary</u></b></p> <p><b>Carve</b> – Cutting into or shaping a solid material such a wood,  <b>Negative space</b> – The space around ad between the subjects of the image.  <b>Positive space</b> – The subject or object of the image.</p>
<p><b><u>Famous Artists</u></b></p> <p><b>Katsushika Hokusai</b> was a painter and printmaker known for blockprinting. From the young age of 6 his brush never stopped moving for the next 80 years.</p>	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- Research and discuss artists looking their processes and explain how these were used in the finished product.</li> <li>- Mix colours to express mood, divide foreground from background or demonstrate tones</li> <li>- Explain and justify preferences towards different styles and artists</li> <li>- Create intricate printing patterns by simplifying and modifying sketched designs</li> </ul>	<p><b><u>Progression of Skills</u></b></p> <ul style="list-style-type: none"> <li>- Plan a design through drawing</li> <li>- Improve mastery of art and design through a range of techniques</li> <li>- Create layered images from original ideas</li> </ul>
<p>Summer 1</p>	<p>How do we see?</p>	<p>Skill: Drawing</p>
<p><b><u>Suggested Artist:</u></b> Wassily Kandinsky</p> 	<p><b><u>Substantive Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● Kandinsky was a Russian <b>painter</b></li> <li>● Seen as the pioneer of <b>abstract</b> art</li> <li>● Believed colour expressed different moods</li> <li>● Several of his most famous works titled using musical terminology</li> </ul>	<p><b><u>Key Vocabulary</u></b></p> <p><b>Expression</b> – the communication of emotions and ideas through the creation of art  <b>Mood</b> – the atmosphere in a painting/drawing  <b>Blending</b> – a painting technique where two different colours are slightly mixed together when wet, giving a smooth transition from colour to the next.  <b>Stippling</b> - the creation of a pattern using small dots</p>
<p><b><u>Famous Artists</u></b></p> <p><b>Wassily Kandinsky</b> is generally credited as one of</p>	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- Develop different ideas which can be used and explain their</li> </ul>	<p><b><u>Progression of Skills</u></b></p> <ul style="list-style-type: none"> <li>- Create imaginary work from a range of sources</li> </ul>

<p>the pioneers of abstraction in western art. Kandinsky often described colour as sound, with several of his most famous works titled using musical terminology.</p>	<p><b>choices for the materials and techniques used.</b></p> <ul style="list-style-type: none"><li>- Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.</li><li>- Select ideas based on first hand observations, experiences or imagination and develop these through open ended research.</li><li>- Use techniques, colours, tones and effects in an appropriate way to represent things seen</li><li>- brushstrokes.</li></ul>	<ul style="list-style-type: none"><li>- To mix and match colours to create atmosphere and light effects</li><li>- Identify primary, secondary, complementary and contrasting colours.</li></ul>
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## Year 3 & 4 Art Objectives – Cycle A



National Curriculum		
<p>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.</p> <p>Pupils should be taught;</p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>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)</li> <li>About great artists, architects and designers in history.</li> </ul>		
Spring 1 & 2	The Rotten Romans	Skill: Collage (Mosaics)
<p><b>Suggested Artist:</b> Sonia King</p> 	<p><b><u>Substantive Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Sonia King is from USA</li> <li>Sonia King is a <b>contemporary and abstract</b> artist</li> <li>Blends materials together</li> </ul>	<p><b><u>Key Vocabulary</u></b></p> <p><b>Mosaic</b> - picture or pattern produced by arranging together small pieces of stone, tile, glass, etc.</p> <p><b>Photograph</b> - A new composite image is created from a (usually) large number of image files</p> <p><b>Collection</b> - an accumulation of works</p>
<p><b><u>Famous Artist</u></b></p> <p>Sonia King's work presents a uniquely personal expression of the power of mosaic art to challenge the viewer and engage the senses: visual, tactile and emotional. The work is filled with the joy of discovery. Seemingly limitless blends of materials are woven together into complex compositions that are organic and familiar but stimulate the imagination.</p>	<p><b><u>Disciplinary Knowledge</u></b></p> <p>- Experiments with different materials to create a range of effects and use these techniques in the completed work</p> <p>- Use taught technical skills to adapt and improve their work</p>	<p><b><u>Progression of Skills</u></b></p> <p>- Experiment with paste resist</p> <p>- Plan, design and make models from observation or imagination</p> <p>- Record and collect visual information using digital cameras</p>
Summer 1 (Year 3)	Lights, Camera, Action	Skill: Printing and Shading
<p><b>Suggested Artist:</b> Andy Warhol</p> 	<p><b><u>Substantive Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Andy Warhol is from Pennsylvania, USA</li> <li>He is a <b>Visual Artist</b></li> <li>Warhol is a <b>Pop Artist</b></li> </ul>	<p><b><u>Key Vocabulary</u></b></p> <p><b>Overlay</b> -layer that is placed over another in a composition</p> <p><b>Relief</b> - a process consisting of cutting or etching a printing surface</p> <p><b>Impressed</b> - A method of printing where ink/paint is applied to a printing block (covering raised areas) and pressed onto paper</p>
<b><u>Famous Artist</u></b>	<b><u>Disciplinary Knowledge</u></b>	<b><u>Progression of Skills</u></b>

<p>An American visual artist, film director, producer, and leading figure in the pop art movement. His works explore the relationship between artistic expression, advertising, and celebrity culture that flourished by the 1960s.</p>	<ul style="list-style-type: none"> <li>- Uses sketches to produce a final piece of art</li> <li>- Identify the techniques used by different artist</li> <li>- Shows reflection in their art</li> <li>- Experiment with different styles used by other artists</li> </ul>	<ul style="list-style-type: none"> <li>- Draw for a sustained period of time at an appropriate level.</li> <li>- Use a sketchbook to collect and develop ideas.</li> <li>- Create repeated patterns</li> <li>- Print with two colour overlays</li> <li>- Use graphic package to create images and effects</li> </ul>
Summer 1	The British Empire	Skill: Batik
<p><b>Suggested Style:</b> Batik flags</p> 	<p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>• Traced back to Java in Indonesia</li> <li>• Batik involves a mixture of wax, dye, and cloth</li> <li>• Iwan Tirta was a Batik fashion designer</li> </ul>	<p><b>Key Vocabulary</b></p> <p><b>Batik</b> - wax-resist dyeing applied to the whole cloth  <b>Dye</b> - add a colour to or change the colour of something  <b>Resist</b> - preventing dye from permeating certain areas of a textile to create a pattern  <b>Wax</b> - malleable substance</p>
<p><b>Famous Artist:</b> Iwan Tirta  Iwan Tirta was an Indonesian batik fashion designer. Tirta trained as a lawyer but became an internationally known designer. He is credited with beginning the early revival of batik design during the 1970s and 1980s.</p>	<p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>- Print on fabrics using tie-dyes or batik</li> <li>- Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes</li> <li>- Explain what he/she likes or dislikes about their work</li> </ul>	<p><b>Progression of Skills</b></p> <ul style="list-style-type: none"> <li>- Become confident in applying colour with printing, tie dye. Create and use dyes. Use resist paste and batik.</li> <li>- Continue to gain experience in applying colour with printing.</li> <li>- To record textile explorations and experimentations as well as try out ideas.</li> </ul>
Summer 2	The Rainforest	Skill: Collage
<p><b>Suggested Artist:</b> Henri Rousseau</p> 	<p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>• Henri Rousseau is from France</li> <li>• He is a painter</li> <li>• Rousseau is a post impressionist artist</li> </ul>	<p><b>Key Vocabulary</b></p> <p><b>Montage</b> – creating a picture by piecing together multiple images  <b>Background</b> - The furthest element away from the main focus is the background  <b>Foreground</b> - The element of the photo closest to you makes up the foreground  <b>Middle ground</b> – The area between the background and foreground</p>
<p><b>Famous Artist</b>  A self-taught artist, Rousseau was unable to paint full time until his retirement in 1893. Rousseau was best known for his bold pictures of the jungle, teeming with flora and fauna. Yet</p>	<p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>- Creates collages using overlapping and layering</li> <li>- Explain what they like or dislike about their work</li> </ul>	<p><b>Progression of Skills</b></p> <ul style="list-style-type: none"> <li>- Experiment with a range of collage techniques such as overlapping, tearing and laying to create images and represent textures</li> </ul>

<p>this painter of exotic locales never left France.</p>	<p>- Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques</p>	<p>-Use collage as a means of collecting ideas and information and building a visual vocabulary.</p>
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## Year 1 & 2 Art Objectives – Cycle A

National Curriculum		
Pupils should be taught: <ul style="list-style-type: none"> <li>● To use a range of materials creatively to design and make products</li> <li>● To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>● To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>● 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.</li> </ul>		
Autumn 1	Fire	Skill: Textiles
<p><b><u>Suggested Artist:</u></b> Grayson Perry</p> 	<p><b><u>Substantive Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● Grayson Perry is from the UK</li> <li>● He is best known for <b>3D art</b></li> <li>● He is a <b>contemporary artist</b></li> </ul>	<p><b><u>Key Vocabulary</u></b></p> <p><b>Stitch</b> – a movement of a threaded needle through a fabric or material</p> <p><b>Running stitch</b> - needle 'runs' along the material</p> <p><b>Needle</b> – A tool to attach two pieces of material together</p> <p><b>Knot</b> - a fastening made by looping a piece of string</p> <p><b>Fray</b> – threads become apart from each other</p> <p><b>Fringe</b> - a decorative edge</p>
<p><b><u>Famous Artist</u></b></p> <p>He is known for his ceramic vases, tapestries and his observations of the contemporary arts scene, and for dissecting British "prejudices". Perry created the 15m x 3m <i>The Walthamstow Tapestry</i> in 2009. The large woven tapestry bears hundreds of brand names surrounding large figures in the stages of life from birth to death.</p>	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- Experiment with different materials to design and make products in two and three dimensions</li> <li>- Sort, cut and shape fabrics and experiment with ways of joining them</li> <li>- Select particular techniques to create a chosen product and develop some care and control over materials and their use</li> <li>- Develop techniques to join fabrics and apply decorations such as running or over stitch</li> </ul>	<p><b><u>Progression of Skills</u></b></p> <ul style="list-style-type: none"> <li>- Match and sort fabrics and threads for colour, texture, length, size and shape</li> <li>- Cut and shape fabric using scissors/snips</li> <li>- Apply shapes with glue or by stitching</li> <li>- Explore ideas using digital sources</li> </ul>
Spring 1 & 2	Circle of Life	Skill: 3D Art/Printing
<p><b><u>Suggested Artist:</u></b> Andy Goldsworthy</p>	<p><b><u>Substantive Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● Andy Goldsworthy is an artist from the UK</li> <li>● His genre is <b>3D art</b></li> </ul>	<p><b><u>Key Vocabulary</u></b></p> <p><b>Press print</b> – creates an even impression of a design</p>

	<ul style="list-style-type: none"> <li>● He is a <b>contemporary artist</b></li> </ul>	<p><b>Mono print</b> – a print that only can be used once</p>
<p><b><u>Famous Artist</u></b></p> <p>British artist known for his site-specific installations involving natural materials and the passage of time. Working as both sculptor and photographer, Goldsworthy crafts his installations out of rocks, ice, leaves, or branches.</p> <p>“It's not about art,” he has explained. “It's just about life and the need to understand that a lot of things in life do not last.”</p>	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- Know the names of tools, techniques and elements that they use</li> <li>- Make marks in print using found objects and basic tools and use these to create repeating patterns</li> <li>- Know that different artistic works are made by craftspeople from different cultures and times</li> <li>- Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings</li> </ul>	<p><b><u>Progression of Skills</u></b></p> <ul style="list-style-type: none"> <li>- Build and repeating patterns and recognise pattern in the environment</li> <li>- Understand the safety and basic care of materials and tools</li> <li>- Form and experiment with constructing and joining recycled, natural and manmade materials</li> <li>- Record visual information using digital cameras, video recorders</li> </ul>
<p>Summer 1 &amp; 2</p>	<p>What makes this place special</p>	<p>Skill: Painting/Digital Media</p>
<p><b><u>Suggested Artist:</u></b> Friedensreich Hundertwasser</p> 	<p><b><u>Substantive Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● Friedensreich Hundertwasser is an Austrian artist</li> <li>● He is a <b>painter</b></li> <li>● Hundertwasser is a <b>modern artist</b></li> </ul>	<p><b><u>Key Vocabulary</u></b></p> <p><b>Pallet</b> – Flat surface to mix and place paints on</p> <p><b>Mix</b> – combine and put together</p> <p><b>Primary colours</b> – colours used to mix and create secondary colours</p> <p><b>Secondary colour</b> – a colour created by mixing two primary colours</p> <p><b>Shade</b> – colours that black has been added to/ darkens the colour</p> <p><b>Tint</b> – add white to lighten a colour</p> <p><b>Warm</b> – colours that give off warmth/remains you of fire</p> <p><b>Cool</b> – colours that give off coolness/colours that remain you of grass, sky and water</p> <p><b>Multi-coloured</b> – different patches of bright colours</p>
<p><b><u>Famous Artist</u></b></p> <p>Hundertwasser painted wherever he was, at home, in nature and on the road, in cafés and restaurants, on the train or on aeroplanes, in hotels or at the homes of</p>	<p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- Use artwork to record ideas, observations and experiences</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> </ul>

friends or acquaintances he was visiting. He had no studio and did not paint at an easel, but instead spread the canvas or sheet of paper flat in front of him. Hundertwasser made many of his paints himself. He painted with watercolours, in oil and with egg tempera, with shiny lacquers and ground earth. He used various paints in one painting and put them next to each other, so that they contrasted not only in their colour but also in their texture.

- Explain what they like about the work of others
- Use a variety of tools including pencils, rubbers, crayons, pastel, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines
- Try out different activities and make sensible choices about what to do next
- Give reasons for their preferences when looking at art/craft or design work

- Name different types of paint and their properties
- Use simple graphics package to create images and effects