

Art and Design Year 3	Autumn	Spring	Summer
	<p style="text-align: center;">Still Life (photography)</p> <p style="text-align: center;">Unit: Photography KS2 Art and design Oak National Academy (thenational.academy)</p>	<p style="text-align: center;">William Morris (Printing/drawing)</p>	<p style="text-align: center;">Famous buildings (drawing)</p>
<p style="text-align: center;">Final outcome</p>	<p style="text-align: center;">Develop an understanding of famous photographers and photography techniques</p>	<p style="text-align: center;">Create a pattern in the style of William Morris</p>	<p style="text-align: center;">To draw a famous building using cross hatching. E.g. St Pauls Cathedral,</p>
<p style="text-align: center;">Key skills taught</p>	<ul style="list-style-type: none"> • Investigate and Irving Penn (focus on medium, colour, composition, lighting) • Develop understanding camera knowledge: camera use and how to use • Understand the impact of light: explore the impact of natural and artificial light on photo outcomes • Understand effects using everyday items: explore how to use everyday materials for different effects on photo outcomes • Produce photography outcomes that explore light, effects, angles. • Evaluate final outcome- using reflection 	<ul style="list-style-type: none"> • Investigate and interpret William Morris's wallpaper and the industrial revolution (focus on medium, formation, pattern, colour, history): • Develop understanding of observational drawing (natural items- flowers, plants, fruit): shadow, form, graphite • Understand repeating patterns: using observational drawings/tracing paper to create repeating patterns • Understand block printing: understand the history of block printing and produce own block prints to use in final outcome • Produce wallpaper design with repeating patterns on natural objects: use block printing, repeating patterns and objects from observational drawings of natural items • Evaluate final outcome- using reflection 	<ul style="list-style-type: none"> • Investigate and interpret famous cathedrals across the world(focus on history, structures, cultural impact on design, pattern, architects) • Develop understanding of pencil types for shadow and light in drawing: explore pressure, layering, pencil types • Develop understanding of cross hatching in sketching: understanding for the use of different pencil types to add shadow and light as well as the use of cross hatching to support this • Understand sketching to produce outlines: develop understanding for sketching- rough outlines, shapes, proportion and refining throughout • Produce observational drawing of a local cathedral/church: focus on sketching and pencil techniques • Evaluate final outcome- using reflection
<p style="text-align: center;">Key Vocabulary</p>	<p>Subject, capture, angle, lens, flash, viewfinder, natural, artificial, luminate, manipulate, monochrome, crop</p>	<p style="text-align: center;">Design, templates, floral, pattern, mass produced, Victorian, industrial printing, commercial</p>	<p style="text-align: center;">Templates, buildings, impact, skyline, plan, model, architecture, sketching, perspective, shading, cross hatching, blending</p>
<p style="text-align: center;">N.C</p>		<p style="text-align: center;">(B, E, G) DRAWING - LIVE, PATTERN AND TEXTURE</p> <ul style="list-style-type: none"> • I can recreate a wallpaper pattern in the style of William Morris • I can explain what still life sketching is 	<p style="text-align: center;">(A, B, C, D, F) DRAWING - LIVE, PATTERN AND TEXTURE</p> <ul style="list-style-type: none"> • I can create areas of light and dark in my sketches using different shading methods such as hatching, cross-hatching, stippling and scumbling

<p>A) to create sketch books to record their observations and use them to review and revisit ideas</p> <p>B) to improve their mastery of art and design techniques, including drawing with a range of materials</p> <p>C) to improve their mastery of art and design techniques, including painting with a range of materials</p> <p>D) to improve their mastery of art and design techniques, including sculpture with a range of materials experiences and imagination</p> <p>E) to learn about great artists in history</p> <p>F) to learn about great architects in history</p> <p>G) to learn about great designers in history</p>		<ul style="list-style-type: none"> • I can use soft, light sketching techniques to create a still life sketch • I can adjust my pencil grip when sketching • I can use careful observation skills to create a still life sketch • I can make observations about different sketching mediums • I understand how shading is linked to the light source in a drawing • I can identify repeating patterns in wallpaper designs <p><u>PAINTING, PRINTING AND COLOUR</u></p> <ul style="list-style-type: none"> • I can describe the process of block printing • I can explain how different colours are achieved when using block printing to create a design • I can design and create a relief printing tile to be used for block printing • I can use a printing tile I have made to create a repeating pattern • I can identify why a print may not have come out correctly • I can create a half drop pattern with my printing <p><u>RESPONDING TO ARTWORK AND USING A SKETCHBOOK</u></p> <ul style="list-style-type: none"> • I can find similarities and differences between the different works of William Morris • I can analyse an existing piece of artwork using language associated with Art and Design • I can describe what the Arts and Crafts movement was and explain why it was founded • I can comment on why I had to make changes to my design 	<ul style="list-style-type: none"> • I can vary my shading further through my use of pressure • I can comment on the patterns created in the architecture of St Basil's Cathedral • I can recreate patterns using oil pastels and ink • I can spot symmetry in the designs of famous buildings • I can use tracing to create a symmetrical piece of art • I can create texture in my artwork to reflect real-life buildings <p><u>PAINTING, PRINTING AND COLOUR</u></p> <ul style="list-style-type: none"> • I can comment on the colours in the design of St Basil's Cathedral and the effect it has on the design • I can change the value of a colour by creating tints and shades • I can create colour blocks using oil pastels <p><u>COLLAGE, SCULPTURE AND 3-D ART</u></p> <ul style="list-style-type: none"> • I can choose materials I think would be suitable to make a sculpture or collage of a famous building • I can use my folding and cutting skills to recreate a simplified sculpture of a building <p><u>RESPONDING TO ARTWORK AND USING A SKETCHBOOK</u></p> <ul style="list-style-type: none"> • I understand the role of an architect • I can discuss the shapes and structures of famous buildings around the world • I can say if I like or dislike the design of a building • I can explore the work of Sir Christopher Wren and his design of St Paul's Cathedral • I can choose elements of a building's design to fit a purpose • I can follow a design brief in my own design of a building
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Art and Design Year 4	Autumn	Spring	Summer
	Seurat and Pointillism (drawing and painting)	Plant Art (Sculpture)	Sonia Delaunay (painting)
Final outcome	To create a piece of artwork in the style of Seurat, using a still life subject - fruit- objects	To create a flower sculpture (clay slab) in the style of Kaori Tatebayashi	To create a image/ design in the style of Sonia Delaunay using abstract colouring techniques , painting and sketching
Key skills	<ul style="list-style-type: none"> • Investigate and interpret work of Georges Seurat (focus on medium, style, imagery, colour, application): <i>Eiffel Tower, Port-au-Bessin, Corner of the Harbour of Honfleur, Young Women Powdering Herself, A Sunday Afternoon on the Island of La Grande Jette, The Circus</i> 	<ul style="list-style-type: none"> • Investigate and interpret the works of Kaori Tatebayashi : (focus on: sculpture, colour, form, structure): • Develop understanding of observational drawing: drawings of flowers- explore historical images and modern images, • Understand preparing clay slab: kneading, rolling, cutting, • Understand joining techniques: slabbing, slip, score and slip, pinching 	<ul style="list-style-type: none"> • Investigate and interpret the works of Sonia Delaunay: (focus on: abstract design, colour, expression, emotion):, <i>Triptych, Rhythm, Abstract composition with semicircles, Rythme colore</i> • Develop geometric abstraction: natural and geometric shapes and contrast between these, how can these be used to express emotion? How can these be used to express movement?

	<ul style="list-style-type: none"> • Develop understanding of pointillism: explore history, different tools to stipple • Develop understanding of creating light and dark with stippling: develop understanding for creating shadow and highlight with a stippling technique (dots closer together to produce darker shade) • Understand primary, secondary and tertiary colours: layering primary colours using a stippling technique to create secondary and tertiary colours • Produce final outcome: still life image using pointillism style: stippling, use of shadow and highlight using stippling technique, ability to produce secondary and tertiary colours using stippling technique • Evaluate final outcome- using reflection 	<ul style="list-style-type: none"> • Produce 3D clay tile with flower design on clay tile: modelling, joining, smoothing, cutting, rolling • Evaluate final outcome- using reflection 	<ul style="list-style-type: none"> • Understand how colour is used to express emotion: look at different cultural meanings of colour and the impact/communication they have on the viewer. • Understand orphism: complementary colours, harmonious colours- create illusion of light and dark shades through use of harmonious and complementary colours and their placement with paint • Produce abstract geometric outcome: orphism, geometric abstraction, emotion • Evaluate final outcome- using reflection
<p>Key Vocabulary</p>	<p>Primary, secondary and tertiary colours, pointillism, media, stipple, shadow, highlight</p>	<p>Tint, shape, texture, botanist, tone, 3D, sculptor, decorative, functional</p>	<p>Abstract , orphism, brushstrokes colour illusion , complimentary, harmonious,</p>

<p>N.C</p> <p>A) to create sketch books to record their observations and use them to review and revisit ideas</p> <p>B) to improve their mastery of art and design techniques, including drawing with a range of materials</p> <p>C) to improve their mastery of art and design techniques, including painting with a range of materials</p> <p>D) to improve their mastery of art and design techniques, including sculpture with a range of materials experiences and imagination</p> <p>E) to learn about great artists in history</p> <p>F) to learn about great architects in history</p> <p>G) to learn about great designers in history</p>	<p>(A, C, E)</p> <p>DRAWING - LIVE, PATTERN AND TEXTURE</p> <ul style="list-style-type: none"> • I can give a good description of what pointillism is • I can experiment with a range of pointillism techniques • I can apply pointillism techniques using different mediums • I can evaluate techniques and mediums and say which one I prefer <p>PAINTING, PRINTING AND COLOUR</p> <ul style="list-style-type: none"> • I can use a variety of tools to create a pointillism painting • I can use a variety of mediums to create a pointillism painting • I can identify primary and secondary colours and explain how secondary colours are made • I can identify tertiary colours on the colour wheel • I can identify complementary colours on the colour wheel • I can mix colours using the pointillism method • I can make decisions about the subjects and colours of <p>RESPONDING TO ARTWORK AND USING A SKETCHBOOK</p> <ul style="list-style-type: none"> • I can explain who George Seurat was and why he was famous • I can state how I feel about a piece of artwork and justify my thoughts • I can experiment with a range of techniques and methods for creating Pointillism • I can state which method I prefer and why • I can name some Pointillist artists • I can identify Pointillism in pieces of art • I can give reasons for my choices of colour and subject in my artwork • I can apply what I have learnt about Pointillism to create my own piece of artwork • I can evaluate my finished artwork and compare it to that of my peers 	<p>(A, B, C, D, E)</p> <p>DRAWING - LIVE, PATTERN AND TEXTURE</p> <ul style="list-style-type: none"> • I can use my observational skills to create a detailed sketch of part of a plant • I understand that constant observation is important when creating a detailed sketch of a plant • I understand that attention to detail is important when creating a detailed sketch of a plant • I understand that patience is important when creating a detailed sketch of a plant • I can discuss how to represent a plant as a piece of art • I can follow simple instructions to create a more realistic sketch of a tree • I can compare a sketch from my imagination, and a visually informed sketch and evaluate the differences <p>PAINTING, PRINTING AND COLOUR</p> <p>I understand the difference between tints, shades and tones</p> <ul style="list-style-type: none"> • I can create tints, shades and tones to match a given colour • I can use tints, shades and tones to create a piece of artwork • I can transfer a sketching method into the medium of painting effectively • I understand what depth in an artwork is • I can use colour and size to create the illusion of depth in my artwork <p>COLLAGE, SCULPTURE AND 3-D ART</p> <ul style="list-style-type: none"> • I understand what a sculpture is and what different materials they can be made from • I can define the differences between decorative and functional sculpture • I understand how slip can be used to join two pieces of clay • I can use tools to make marks in the clay for decorative purposes • I can add or remove bits of clay to create detail • I can make my own simple sculpture from clay • I can use layers of different colour paper to create a collage with depth <p>RESPONDING TO ARTWORK AND USING A SKETCHBOOK</p> <ul style="list-style-type: none"> • I can identify an artwork that is visually pleasing to me • I can give my personal opinion of different artwork • I can listen to others' opinions of artworks, and try to see their point of view • I can describe what a botanical illustration is and why they were first created • I can discuss and respond to Georgia O'Keeffe's artwork and how she used tones in her artwork • I understand how artists create the illusion of depth in their artwork • I can design my artwork and give reasons for my choices • I can use my previous experience of different mediums to make decisions about my artwork 	<p>(A, B, E, G)</p> <p>PAINTING, PRINTING AND COLOUR</p> <ul style="list-style-type: none"> • I can explain the difference between complementary and harmonious colours • I can experiment with the use and effect of colours in their own artwork • I can choose colours to use in my artwork based on if they are complementary or harmonious <p>COLLAGE, SCULPTURE AND 3-D ART</p> <ul style="list-style-type: none"> • I can experiment with coloured paper to create a collage • I can make careful choices of the colours I use in my collage to create a complementary or harmonious effect <p>RESPONDING TO ARTWORK AND USING A SKETCHBOOK</p> <ul style="list-style-type: none"> • I can remember facts about Sonia Delaunay • I can express my opinion about an artist or artwork • I can discuss and answer questions about an artist and their artwork • I can describe what Orphism art is • I can discuss and explain how Sonia Delaunay created a feeling of movement in her artwork • I can explain my opinion of Sonia Delaunay's fashion designs • I can create my own designs in the style of Sonia Delaunay • I can recognise the influence Sonia Delaunay's work has had on both fashion and modern art
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(drawing / painting / sculpture / collage / textiles / printing / 3D art)