

Shoreham Village School

National Curriculum – Art

EY - Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Key stage 1

Pupils should be taught to:

- Use experiences and ideas as the inspiration for artwork.
- Share ideas using drawing, painting and sculpture.
- Explore a variety of techniques.
- Learn about the work of a range of artists, artisans and designers

Key stage 2

Pupils should be taught to:

- Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
- Develop and share ideas in a sketchbook and in finished products.
- Improve mastery of techniques.
- Learn about the great artists, architects and designers in history.

In addition, at Shoreham Village School, we teach pupils:

- Art and design vocabulary

Progression throughout the school

	Drawing	Painting	Printing	Textiles	3D Modelling	Digital Art
	Artists/ Architects/ Designers:	Artists/ Architects/ Designers:	Artists/ Architects/ Designers:	Artists/ Architects/ Designers:	Artists/ Architects/ Designers:	Artists/ Architects/ Designers:
Reception	Know that drawing tools create marks. Name some drawing tools. Know the names of different drawing tools including chalk, charcoal and pencils. Know where chalk and pencils come from. Artists/ Architects/ Designers: Lowry	Recognise and name primary and secondary colours, white and black Know that paint can be applied in different ways. Understand that paint can create different textures. Understand how to change properties of paint using water. Artists/ Architects/ Designers: Jackson Pollock, Wassily Kandinsky	Know how to take rubbings: leaf, brick, coin. Know that objects can be used to make prints. Know what a pattern is and how to make one. Know what a stencil is and how to use it. Know how to talk about what they have produced, describing simple techniques and media used. Artists/ Architects/ Designers: Matisse	Know the names of a range of common textiles and fabrics. Know how to weave with paper, grass and twigs. Know how to layer fabric to make a collage. Artists/ Architects/ Designers: Andy Goldsworthy	Know that 3D pieces of art work are known as sculptures. To have experienced creating sculptures for art work using a range of different materials. To have worked as part of a team to create a sculpture. Artists/ Architects/ Designers: Sol Lewitt	Investigate and explore a range of art mediums and tools, including digital drawing. Explore and use photography, digital imaging and design tools for self-expression. Artists/ Architects/ Designers: Wassily Kandinsky
Palmer Cycle A	Know that lines are used to create linear drawings. Know that lines are used by many artists to create final pieces. Know how to use a variety of media to invent new lines, marks and shapes of different sizes and thickness. Show pattern and texture by adding dots and lines. Artists/ Architects/ Designers: Paul Klee, Boris Schmitz, Jon Burgerman	Know primary and secondary colours Create a colour wheel with support Name some warm and cold colours Artists/ Architects/ Designers: Joan Miro, Georgia O’Keeffe			Know that sculptures can be made from anything (man-made or natural materials). To have had experiences creating sculptures using man-made materials. Artists/ Architects/ Designers: Robert Bradford Know about famous sculptors who used natural materials. Have had experience using natural materials to create sculptures.	

					<p>Have worked as part of a group to create a sculptures.</p> <p>Understand the importance of communicating reasons, thoughts, observations and feelings about work created.</p> <p>Artists/ Architects/ Designers: Andy Goldsworthy, Heather Jansch</p>	
Palmer Cycle B	<p>Know how show perspective and distance in drawings.</p> <p>Know how to draw a landscape with a foreground and background.</p> <p>Know how to use and look after oil pastels.</p> <p>Artists/ Architects/ Designers: David Hockney, Claude Monet, Harold Copping (from Shoreham)</p>	<p>Know how to create tones and tints with paint.</p> <p>Be confident with different painting effects</p> <p>Be able to discuss artist's use of painting effects.</p> <p>Designers: Paul Klee, Claude Monet</p>	<p>Know that printing is the process of making images that can be transferred onto other surfaces</p> <p>Print with a selection of objects eg sponges, fruit.</p> <p>Print onto various materials.</p> <p>Create a repeating pattern.</p> <p>Know what impressed printing is and design a polystyrene tile/printing block.</p> <p>Create a print using pressing, rolling, rubbing & stamping.</p> <p>Artists/ Architects/ Designers: Yves Klein</p> <p>Know what a pattern is, what it can do and what makes. It interesting.</p> <p>Know how to build repeating patterns</p>			

			<p>Know how to make a cardboard print block for relief printing.</p> <p>Know how to use a roller to print from a cardboard print block.</p> <p>Know to use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.</p> <p>Artists/ Architects/Designers: Hiroshige, Escher</p>			
Moore Cycle A	<p>Know different pencil grades and can select these for purpose showing line, tone and texture.</p> <p>Annotate sketches to explain and elaborate ideas.</p> <p>Sketch lightly (no need to use a rubber to correct mistakes).</p> <p>Use shading to show light and shadow.</p> <p>Use hatching and cross hatching to show tone and texture.</p> <p>Artists/ Architects/ Designers: Giorgio Morandi</p>	<p>Create a colour wheel independently.</p> <p>Be able to identify complementary colours.</p> <p>Name key artists that use complementary colours.</p> <p>Artists/ Architects/ Designers: Vincent Van Gogh, Theresa Paden</p>		<p>Identify different types and textures of fabrics and materials.</p> <p>Know how to colour textiles with different mediums.</p> <p>Know how to thread a needle and use more than one type of stitch.</p> <p>Artists/ Architects/ Designers: Kaffe Fassett,</p> <p>Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</p> <p>Know how to change and modify threads and fabrics, knotting,</p>	<p>Understand that clay has been used for many years to create sculptures as well as important historical artefacts.</p> <p>Know different techniques when working with clay and other sculpting materials. Artists/ Architects/ Designers: Noriko Kuresumi, Barbara Hepworth</p> <p>Know that paper can be used in a range of different ways to create a sculpture.</p> <p>Know the process of how to create a paper maché sculpture</p>	

				<p>fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Know how to create and use dyes i.e. onion skins, tea, coffee.</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Apply decoration using beads, buttons, feathers etc.</p> <p>Explore using resist paste and batik</p> <p>Demonstrate experience in looking at fabrics from other countries.</p> <p>Artists/ Architects/Designers: Adire art.</p> <p>Know the difference between sewing and embroidery.</p> <p>Know different techniques for stitch embroidery.</p> <p>Know how to apply decoration using needle and thread.</p> <p>Artists/ Architects/Designers: Kazuhito Takadoi</p>	Artists/ Architects/ Designers: Li Hongbo, Brian Dettmer	
Moore Cycle B	Know how to show light and shadows in drawings.	Be able to mix colours with accuracy to match objects	Know how printing is different from painting. Know the difference			Understand focal points in a photocomposition and

	<p>Know how to draw from first-hand experience.</p> <p>Know how to select graded pencils for purpose.</p> <p>Artists/ Architects/ Designers: Paul Caulfield</p>	<p>Mix a range of skin colours</p> <p>Be confident when combining colours to create tints, tone and shades</p> <p>Artists/ Architects/ Designers: Pablo Picasso, Bridget Riley</p>	<p>between impressed and relief printing.</p> <p>Know how to make a string printing block.</p> <p>Know how to choose suitable materials for printing on.</p> <p>Artists/ Architects/Designers: Morris, Palmer (from Shoreham) Atta Kwami,</p> <p>Know how to compare prints of two different artists.</p>			<p>use digital photography and photo editing software.</p> <p>Review knowledge of complementary colours.</p> <p>Artists/ Architects/ Designers: Anna Atkins, Charles Jones</p> <p>Explore the importance of space, size and scale in design;</p> <p>Know that shapes, symbols and colours convey meaning.</p> <p>Understand and use layers in an image editing app.</p> <p>Understand various elements of different architectural styles and design a building aligned with a particular architectural style.</p> <p>Artists/ Architects/ Designers: Ruth Kedar, Ictinus (Ancient Greek Architect)</p>
Cameron Cycle A	<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p>	<p>To be able to discuss inspirations for their own art work</p> <p>Be able to discuss colours that depict moods in paintings</p> <p>To be able to discuss famous artists' inspirations</p> <p>Artists/ Architects/</p>		<p>Know different weaving techniques and create a 3D weave.</p> <p>Know how to colour fabrics using different techniques and create a two colour tie dye.</p> <p>Know how to choose embroidery stitches to decorate fabric</p>	<p>Be able to use tools safely to create wire sculptures.</p> <p>Know about famous wire sculptors. Artists/ Architects/ Designers: Antony Gormley, Alexander Calder</p>	

	<p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Know that many designers use drawings to plan final pieces.</p> <p>Artists/ Architects/ Designers: William Morris, Antoni Gaudi, Zaha Hadid</p>	<p>Designers: David Hockney, Piet Mondrian</p>		<p>Artists/ Architects/Designers: Michael Phelan.</p> <p>Know how to design, plan, pattern-make, create and decorate a fabric bag.</p> <p>Recognise different forms of textiles and express opinions on them (natural, synthetic, woven knitted, silk, crepe, chiffon, wool, denim, lace, leather, cotton, linen, satin, silk, velvet, synthetics).</p> <p>Show awareness of the skills involved in aspects such as knitting, lace making.</p> <p>Artists/ Architects/ Designers: Christian Dior, Cath Kidston</p>	<p>To have had a range of experiences working with different types of sculpture.</p> <p>To know a range of sculpting artists.</p> <p>Artists/ Architects/ Designers: Henry Moore, Jeff Koons</p>	
Cameron Cycle B	<p>Know and apply drawing techniques to show detail in drawings eg movement, perspective, shadows and reflection.</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Know about the work of famous drawing artists and be able to discuss their work.</p>	<p>Know the positions of primary, secondary, complementary and tertiary colours in relation to each other on the colour wheel</p> <p>Be able to discuss art work confidently</p> <p>Demonstrate an understanding of how paintings are created (composition)</p>	<p>Know how printing is different from painting. Know the difference between impressed and relief printing.</p> <p>Know how to make a relief string printing block.</p> <p>Know how to choose suitable materials for printing on.</p> <p>Know about the work of Samuel Palmer, William Morris and Atta Kwami.</p> <p>Know how to compare prints of different artists.</p>			<p>Use a range of multimedia tools to create artworks inspired by famous contemporary artists.</p> <p>Understand how to take focused close-up photographs and use editing tools to create art.</p> <p>Artists/ Architects/ Designers: Banksy, Deniz Akerman</p> <p>Understand what a tessellation is and</p>







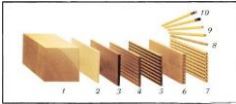




	Know that drawing can lead to a range of different jobs. Artists/ Architects/ Designers: Hector Gonzalez, Leonardo Da Vinci	Know and understand the elements of design. Artists/ Architects/ Designers: Paul Cezanne				be able to find repeating patterns and symmetry in a design; Design a pattern repeat and use digital tools to create own tessellations Make decisions, solve problems and be Creative. Artists/ Architects/ Designers: William Morris, M. C. Escher, Islamic and Persian art
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Assessment

Drawing	Painting	Printing	Textiles	3D Modelling	Digital Art
Artists / Architects / Designers	Artists / Architects / Designers	Artists / Architects / Designers	Artists / Architects / Designers	Artists / Architects / Designers	Artists / Architects / Designers
Line	Line	Line	Line	Line	Line
Colour	Colour	Colour	Colour	Colour	Colour
Pattern and texture	Pattern and texture	Pattern and texture	Pattern and texture	Pattern and texture	Pattern and texture
Form and shape	Form and shape	Form and shape	Form and shape	Form and shape	Form and shape
Evaluating and Analysing work	Evaluating and Analysing work	Evaluating and Analysing work	Evaluating and Analysing work	Evaluating and Analysing work	Evaluating and Analysing work

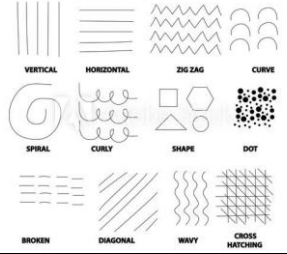


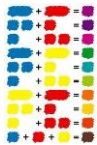





Assessment focus

Reception Teaching Sequences

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment Focus
Term 1 Drawing and Painting Extra-curricular	<p>To explore making different marks with different resources, begin to compare lines and pastel smudges Talk about their marks and patterns</p> <p>Different Kinds of Lines</p> <p>Straight —————</p> <p>Zig Zag </p> <p>Wavy </p> <p>Dotted Curly </p> 	<p>To develop effective grip using smaller crayons, pencils and pens Begin to colour in-between lines with increasing accuracy Know that drawing tools create marks. Name some drawing tools.</p> 	<p>To draw from memory and observation Know the names of different drawing tools including chalk, charcoal and pencils. Know where chalk and pencils come from.</p>  	<p>To name a range of different colours. Experiment with mixing coloured paints. To describe textures and techniques - for example, 'thick', 'thin', 'wet', 'dry' and 'dribble', 'splatter' and 'drip'. To combine paint and collage.</p> 	<p>Know about the work of Jackson Pollock and experiment with his style of work. To experiment with a range of painting tools such as thick or thin paintbrushes, fingers, spatulas, combs, toothbrushes etc.</p> 	<p>Know about the work of Wassily Kandinsky and experiment with his style of work. Understand properties of poster paint and how adding more/less water can change its thickness.</p> 	
Term 3 Printing and Textiles Extra-curricular	<p>Know how to take rubbings: leaf, brick, coin using crayons.</p>	<p>Create simple pictures by printing from objects and develop simple patterns by using objects. Know about the artist Matisse and his work with paper.</p>	<p>Use stencils and a range of media eg paint, chalk, crayon to create a picture. Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Look at the work of Andy Goldsworthy and create a simple weave using grass and twigs or other found materials. Make a simple paper weave mat.</p>	<p>Experience with different fabrics and textiles, talking about how they feel and what they are used for eg cotton, wool, leather.</p>	<p>Use and layer different fabrics and textiles to make a collage with a planned pattern.</p> 	
Term 5 3D Modelling and Digital Art Extra-curricular	<p>Use hands to manipulate malleable materials in different</p>	<p>Know that 3D pieces of art work are known as sculptures. Know that sculptures</p>	<p>Create models using recycled materials and work with other</p>	<p>Colour hunt: Recognise, name, select and sort primary colours and</p>	<p>Understand how artists use colour and shape by</p>	<p>Discriminate between patterned and plain.</p>	

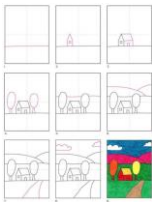
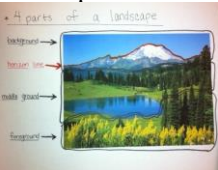





	<p>ways, rolling, kneading, squashing, pinching</p>  <p>come in many shapes and sizes Begin to arrange blocks, boxes in different ways- stacking, lining up, enclosure. Learn about the sculptor Sol Lewitt</p>  	<p>children to create a group piece of work.</p> 	<p>take digital photographs to record a colour hunt. Recognise and name secondary colours and use apps to mix secondary colours digitally.</p> 	<p>revisiting work by Kandinsky. Use Quiver app to take photos and explore augmented reality and 3D space.</p>  	<p>Understand how artists use pattern. Use Elmer's Photo Patchwork app and digital photography to create a digital patchwork of patterns found in the classroom or around the school.</p> 	
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Palmer Cycle A Teaching Sequences

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment Focus
Term 1 Drawing	Name different types of lines and draw them TYPES OF LINES 	Know about the work of famous line drawing artists such as Boris Schmitz and Paul Klee 	Apply knowledge of lines and styles of Schmitz and Klee and draw a still life of classroom objects.	Continue from previous lesson and apply knowledge of lines and styles of Schmitz and Klee and draw a still life of classroom objects.	Learn about graphic design as a job and look at the work of Jon Burgerman. 	Apply drawing skills and create work in the style of Burgerman.	
Term 3 Painting	Select thick and thin paintbrushes for purpose. Know how to mix colours carefully to create secondary colours 	Create a colour wheel 	Know about the work of Joan Miro and experiment with his style of work using colour theory.	Know warm and cold colours and use these in paintings to create mood. 	Know about the work of Georgia O'Keeffe and experiment with her style of work. 	Know warm and cold colours and use these in paintings to create mood.	
Term 5 3D Modelling Extra-curricular	Manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading. Explore and experiment with sculpting materials. Know that old sculptures were typically created from stone, wood, clay and bronze casting.	Learn about the works of Robert Bradford. Use joining techniques of gluing, pins, staples and threading. Know that modern sculptures can be made of a variety of materials.	Review the work of sculptor Robert Bradford. Work with others to create a group piece of artwork using recycled materials. Communicate reasons, thoughts, observations and feelings.	Know that there are different types of sculpture. Know about the work of Andy Goldsworthy and Heather Jansch. Twist, knot, tie, intertwine and construct using natural materials.	Experiment with natural form to create sculptures. Observe and use colours, textures, shapes and patterns in natural materials. 	Work with others to create a group piece of artwork using natural materials. Communicate reasons, thoughts, observations and feelings about work created. 	

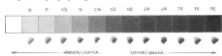
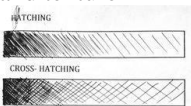



							
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Palmer Cycle B Teaching Sequences


	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment Focus
Term 1 Drawing	Understand the techniques to show perspective and distance 	Practise techniques to show perspective and distance Learn about the Shoreham artist Harold Copping, and study landscapes by David Hockney and Claude Monet	Understand how to create background and a foreground when drawing a landscape 	Create plans for a landscape picture (using Shoreham village view from hill) to apply perspective and distance techniques and plan background and a foreground	Understand the visual elements of line form, space and colour to create a landscape 	Apply knowledge and skills of drawing landscapes to a personal piece.	
Term 3 Painting	Add white to colours to make tints and add black to colours to make shades 	Experiment with different effects e.g. washes, blocking in colour, thickened paint 	Know about the work of Paul Klee and experiment with his techniques. Independently mix primary colours to make secondary colours 	Know more about the work of Claude Monet and experiment with his techniques. 	Independently mix primary colours to make secondary colours and paint from observation and imagination using colour techniques learned in previous lessons.	Continue with painting from previous lesson.	

Term 5 Printing	<p>Know the life and work of Yves Klein.</p> <p>Print using sponges, leaves, fruits and vegetables.</p> 	<p>Leaf printing – experiment and create repeating patterns using different types of leaves.</p> <p>Plan a leaf design for a polystyrene block using drawing skills.</p>	<p>Use design created in previous week and carve onto a polystyrene block to create a repeated impressed print, use this block to repeat on paper and textiles producing a clean printed image.</p>	<p>Learn about the work of Hiroshige and Escher.</p> <p>Apply drawing skills to create an interesting pattern that will be made into a cardboard print block.</p> 	<p>Create cardboard print block and know how to use a wet and dry roller to print with ink. Experiment with different colours, making a variety of monoprints.</p>	<p>Experiment printing on different surfaces and with different amounts of ink.</p>	
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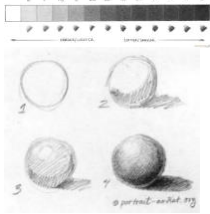
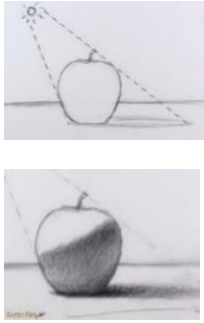




Moore Cycle A Teaching Sequences





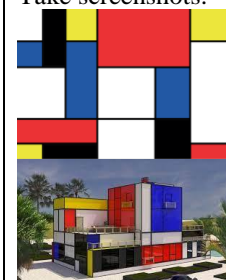

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment Focus
Term 1 Drawing and Painting	<p>Know different grades of pencils (6B, 2B and H) and select these for purpose showing line, tone and texture.</p> <p>Know how to use drawing techniques to show light, shade and reflection</p> 	<p>Look at the work of Giorgio Morandi and how he applies hatching and cross hatching in drawings</p> <p>Use hatching and cross hatching to show tone and texture</p> 	<p>Look at work of Henry Moore.</p> <p>Know the properties of charcoal</p> <p>Know that drawing can lead to jobs such as architecture, fashion designing, interior designer and illustration</p>	<p>Create a colour wheel independently</p> 	<p>Know about the work of Vincent Van Gogh and experiment with his techniques and use of complementary colours..</p> <p>Work confidently in different scales (for large scale paintings use bristle brushes and for small scale painting use water colour brushes)</p> 	<p>Know about the work of Theresa Padon and experiment with her techniques and use of complementary colours..</p> 	
Term 3 Textiles Extra-curricular	<p>Learn about Adire art from Nigeria and the techniques used.</p> <p>Compare to fabrics</p>	<p>Use resist paste batik to create the planned design on fabric.</p>	<p>Choose a fabric colouring method eg fabric paint or dye to colour the fabric that</p>	<p>Learn how to thread a needle and have a go. Learn how to use more</p>	<p>Learn about the work of Kazuhito Takadoi and research his embroidered work.</p>	<p>Thread a needle and complete back stitch, running stitch, blanket stitch and</p>	

	<p>from other countries and discuss different styles and techniques. Plan a fabric design in the style of Adire</p> 		<p>was designed in the previous lesson. Use sketchbook to plan embellishments for fabric eg sewing, buttons, beads, knotting, plaiting, fraying.</p> 	<p>than one type of stitch to sew. Know how to use a variety of techniques, textural effects and apply decoration using beads, buttons, feathers etc.</p>	<p>Know the difference between sewing and embroidery. Know how to use sketchbooks to collect and record visual information from different sources and plan a piece of work in the style of Takadoi using a range of embroidery stitches.</p> 		
<p>Term 5 3D Modelling Extra-curricular</p>	<p>Know about the life and work of Barbara Hepworth and Noriko Kuresumi Know that clay was used many years ago (roman times) Use coiling technique</p> 	<p>Know where clay comes from. Press shapes into clay, engrave shapes and textures using tools Use clay techniques studied in other cultures and apply to pottery</p>	<p>Explore and experiment with carving other materials such as soap, candles and fruit. Use carving and sculpting tools safely</p> 	<p>Understand that there are a range of different types of sculptures. Know about famous paper sculptors Li Hongbo and Brian Dettmer. Know different techniques to create 3D effect with paper. Shape, form, model and construct sculptures from paper</p> 	<p>Explore paper techniques such as origami to create 3D models</p> 	<p>Explore and experiment with other forms of sculpture</p> 	








Moore Cycle B Teaching Sequences









	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment Focus
Term 1 Drawing and Painting	<p>Know different grades of pencils (6B, 2B and H) and select these for purpose Know how to show light and shadows in drawings. Know how to draw from first-hand experience.</p> 	<p>Know how to blend lines to create different shades and tones with different drawing mediums to show shadows and reflections.</p> 	<p>Learn about the artist Paul Caulfield Know how to create contrast and tone in drawings Draw with a range of different drawing mediums including oil pastels</p> 	<p>Create colours by mixing to represent images in the natural and man-made world (revisit work of Georgia O'Keeffe from Y1). Know precise colour language e.g. tint, tone, shade, hue</p> 	<p>Know about the life and work of Pablo Picasso and experiment with his techniques and use of colour. Observe colours on hands and faces - mix a range of flesh colours.</p> 	<p>Know about the life and work of Bridget Riley and experiment with her techniques and use of colour.</p> <p>□ Combine colours and create tints, tone and shades to reflect the purpose of the work</p> 	
Term 3 Printing Extra-curricular	<p>Know what printing is and name different types of printer. Look at lino prints of Atta Kwami and Kevin Gilbert and compare their styles and cultural influences. Know what lino printing is. Create a simple monoprint by</p>	<p>Use the work of Kwami or Gilbert to inspire a design for a lino-style print. Sketch out a plan and transfer onto a foam block considering the detail that can be achieved. Use a pencil to carve out the design and know</p>	<p>Know how to use colour to express feelings. Choose a colour palette and mix colours to use for printing. Know how to use wet and dry rollers to create a print from the foam block.</p>	<p>Look at the work of Palmer, Rothenstein and Morris and know how printing is different to painting. Experiment with different thicknesses of string to create patterns and design a relief string print</p>	<p>Know how to apply the ink to the surface of the string print block using a roller. Experiment with different colours to create a three colour print.</p>	<p>Create a celebration card using the relief colour prints from previous lesson.</p>	

	<p>painting a design on clingfilm and pressing paper on top.</p> 	<p>how to adjust the pressure to achieve the desired effect.</p> 		<p>block to for a celebration card.</p>			
<p>Term 5 Digital Art Extra-curricular</p>	<p>Look at botanical photographs by Anna Atkins and Charles Jones. Understand what shallow focus is in photography. With an iPad, use the rule of thirds, focus and colour to create a focal point and take a range of photographs.</p>	<p>Import own photographs from previous lesson to an app (eg photoshop mix. Use digital tools to select areas of the photo and desaturate them. Apply filters in photo editing Software to create a colour splash focal point.</p> 	<p>Look at the work of designer Ruth Kedar and explore the importance of space, size and scale in design. Understand how shapes, symbols and colours convey meaning. Use an app to create a mind map or word cloud of words that describe their personality and plan out a logo.</p>	<p>From logo design work in previous lesson, use an app (Assembly) to create a personal logo that reflects their personality. Demonstrate understating of size, shape, colour. Export the logo to a laser printer and make a keyring with logo on it.</p> 	<p>Learn about abstract art and Mondrian. Review primary and secondary colour knowledge. Design a Mondrian-inspired 3D house, using Minecraft. Take screenshots.</p> 	<p>Learn about the ancient Greek architect Ictinus and understand the elements of the architectural style. Design a building in the Greek style using annotated plans and create in Minecraft.</p> 	

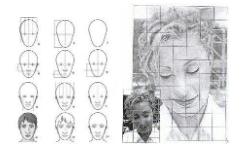



Cameron Cycle A Teaching Sequences






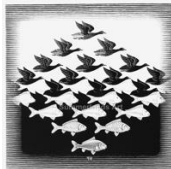
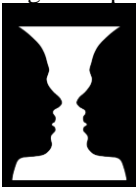
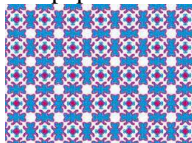
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment Focus
<p>Term 1 Drawing and Painting</p>	<p>Select appropriate drawing materials (graded pencils)</p>	<p>Know that many designers use drawings to plan final pieces.</p>	<p>Use a variety of techniques to add interesting effects (e.g. reflections,</p>	<p>Develop a painting from drawing Carry out preliminary studies, trying out different media,</p>	<p>Know about the life and work of David Hockney and where he got his inspirations from.</p>	<p>Know about the life of Piet Mondrian and where he got his inspirations from</p>	

	<p>Draw from first-hand observation and from source material Study famous architects and designers and experiment with some of these styles William Morris, Antoni Gaudi and Zaha Hadid Know that drawing can lead to jobs such as architecture, fashion designing, interior designer and illustration</p> 	<p>Make small studies from observation using viewfinders to focus on selected parts Create pen studies to exploit the linear quality of the designs</p> 	<p>shadows, direction of sunlight). Be able to recall time periods, influences and key buildings of architects studied (Antoni Gaudi and Zaha Hadid)</p>	<p>materials and mixing appropriate colours</p> 	<p>Know how to create a mood painting through use of colour and application.</p> 	<p>Demonstrate a secure knowledge of primary, secondary, complementary, warm and cold and contrasting colours Discuss personal influences in the world around and use these as inspiration to paint freely</p> 	
<p>Term 3 Textiles Extra-curricular</p>	<p>Learn about the work of Moira West. Know how to make a simple card loom and use it to make a woven mat with chosen wools, string or threads.</p> 	<p>Learn how to change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting and use a sketchbook to plan and develop simple ideas to embellish the mat woven in previous lesson.</p>	<p>Learn about the tie dye work of Michael Phelan and know how to colour fabrics using different techniques. Experiment with dying different fabrics with a range of natural dyes i.e. onion skins, tea, coffee.</p>	<p>Use embroidery stitches to decorate the fabric</p> 	<p>Learn about the life and work of bag designers Dior and Cath Kidston. Research simple bag styles: tote and look at examples of bags to know how they are constructed. Design a tote bag and make a paper pattern for it.</p>	<p>Choose an appropriate fabric for making the tote bag, cut out the fabric using the pattern and know how to use sewing to create the bag. (Possible introduction to sewing machine) Know how to finish a piece of fabric work with decoration. Discuss and review</p>	

			<p>Create a two colour tie dyed piece of clothing.</p>  <p>Plan an embroidery on the tie dyed clothing from previous lesson, using knowledge to choose appropriate stitches.</p>		<p>Recognise different forms of textiles and express opinions on them (natural, synthetic, woven knitted, silk, crepe, chiffon, wool, denim, lace, leather, cotton, linen, satin, silk, velvet, synthetics).</p> 	<p>own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed</p>	
<p>Term 5 3D Modelling Extra-curricular</p>	<p>Understand the properties of different types of wire. Know techniques to create sculptures out of wire. Know about the life and work of Antony Gormley</p> 	<p>Explore wire as a medium for sculptures. Shape, form, model and construct using wire</p> <p>Use tools safely</p> 	<p>Know about the life and work of Alexander Calder</p>  <p>Know about the life and work of Henry Moore.</p> <p>Know about the life and work of Jeff Koons.</p>	<p>Understand that sculptures can be made from anything</p> <p>Know a range of sculpting artists and discuss materials they have used. Compare ideas, methods and approaches to their own and others' work and say what they think and feel about it</p> 	<p>Explore and experiment with other forms of sculpture</p> <p>Use sketchbook to inform, plan and develop ideas. Shape, form, model and join with confidence. Consolidate knowledge of clay techniques to create models.</p> 	<p>Create sculptures using, clay, wire paper maché and other man-made and natural materials.</p> <p>Adapt work according to their views and describe how they might develop it further</p> 	

Cameron Cycle B Teaching Sequences

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment Focus																
Term 1 Drawing and Painting	<p>Understand proportions of faces and how to use the grid method to draw accurately</p> <p>Know about the work of Leonardo Da Vinci and compare these to modern artists such as Hector Gonzalez</p> <div></div>	<p>Understand the qualities of different drawing media and evaluate their effectiveness for different tasks</p> <p>Know and apply drawing techniques to show detail in drawings eg movement, perspective, shadows and reflection.</p> <div></div>	<p>Create pen studies</p> <p>Draw from first-hand observation and from source material</p> <p>Know how to use and take care of pencils, charcoal, pastels appropriately</p> <div></div> <p>Make annotated notes about distinctive features in sketchbooks</p>	<p>Learn about the life and work of Paul Cezanne and research his painting styles and techniques with a focus on composition.</p> <p>Learn how to compose a still life considering: colour, height, movement, unity, rhythm and focal point. With this knowledge arrange a still life and make preliminary sketches and colour swatches.</p>	<p>Choose appropriate paint, painting effects (eg thickening paint) paper and implements to create, adapt and extend still life sketches into a painting.</p> <div><table><tr><th colspan="2">The Elements of Design (the tools to make art)</th></tr><tr><td>Line</td><td>Horizontal, vertical, diagonal, straight, curved, dashed, broken, thick, thin.</td></tr><tr><td>Shape</td><td>2D non-dimensional / flat. Geometric: square, circle, oval, triangle. Organic: all other shapes.</td></tr><tr><td>Form</td><td>3D form: three-dimensional. Geometric: cube, sphere, cone. Organic: all other forms such as people, animals, plants, etc.</td></tr><tr><td>Colour</td><td>Relates to the spectrum of light. Refers to the primary and secondary colours, primary colours are a source of pigments, and secondary colours are a mixture of primary colours.</td></tr><tr><td>Value</td><td>The lightness or darkness of an image (or part of an image).</td></tr><tr><td>Texture</td><td>The feel, appearance, thickness, or richness of a surface. For example: smooth, rough, silky, hairy.</td></tr><tr><td>Space</td><td>The area around, within, or between objects or parts of an image (positive or negative). Positive: solid objects; space: empty.</td></tr></table></div>	The Elements of Design (the tools to make art)		Line	Horizontal, vertical, diagonal, straight, curved, dashed, broken, thick, thin.	Shape	2D non-dimensional / flat. Geometric: square, circle, oval, triangle. Organic: all other shapes.	Form	3D form: three-dimensional. Geometric: cube, sphere, cone. Organic: all other forms such as people, animals, plants, etc.	Colour	Relates to the spectrum of light. Refers to the primary and secondary colours, primary colours are a source of pigments, and secondary colours are a mixture of primary colours.	Value	The lightness or darkness of an image (or part of an image).	Texture	The feel, appearance, thickness, or richness of a surface. For example: smooth, rough, silky, hairy.	Space	The area around, within, or between objects or parts of an image (positive or negative). Positive: solid objects; space: empty.	<p>Complete painting and evaluate own and others composition and painting work using technical vocabulary.</p> <div></div>	
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Term 3 Printing Extra-curricular	<p>Learn about the life and works of Molly Lemon and Katsushika Hokusai. Compare their printmaking styles and methods.</p> <p>Create a research page on Hokusai and woodblock printing.</p>	<p>Create a research page on Hokusai and woodblock printing making annotations about technique, style and composition.</p> <p>Learn about lino printing methods and compare to woodblock.</p>	<p>Research theme of nature for a lino print design, selecting subject matter based on understanding of lino printing method.</p>	<p>Create lino print design and transfer onto lino block.</p>	<p>Learn how to select the appropriate cutting tool for the desired effect and how to use it safely, creating the lino print block.</p>	<p>Using the lino print block, create a finished piece, experimenting with colour and overlaying.</p>																	

							
Term 5 3D Modelling and Digital Art Extra-curricular	Learn about the life and work of Banksy. Design a piece of street art inspired by Banksy using the Tate Street art app. Take a screenshot and print. 	Understand typography and learn about famous typography artists eg Deniz Akerman. Choose a word and design or find a pattern to represent the word. Take an extreme close up in focus of the pattern. 	Understand how to import the photo taken in the previous lesson to a photoshop app then use layers to type in text, format it and lay over the photo. 	Know about the life and work of William Morris. Use the internet to research his wallpapers and designs and identify common features. Understand tessellations and its importance and use in Islamic and Persian art. 	Identify repeating patterns in wallpapers and in the work of M. C. Escher. Design a template and sketch ideas for a wallpaper with a repeating pattern on a theme.  Look at artworks eg by Edgar Rubin to explore positive and negative space. 	Use an app (Amaziograph) to create their tessellation, editing the grid to suit their design. Understand how to use the zoom function for accuracy and detail. Understand that the editing process will need to be used to create design that works on a repeat. Export the final wallpaper. 	

Art and Design Vocabulary

Please use the following when talking about art and design with the children – it will help increase their level of art, design and general articulatory

Key Stage 1 Art and Design Vocabulary

Drawing	Painting	Textiles	Printmaking	Sculpture	Digital Art
Marks	Colours		Print	Sculpture	Camera
Patterns	Paint		Printer	3D	Focus

Lines	Mixing	colours, media,	Roller	Roll	Black, White, Light,
Drawing	Watercolour	equipment and	Pattern	Knead	Dark
Pencil	Poster paint	textures.	Stencil	Squash	Mixing
Crayon	Painting	Textile	Rubbing	Pinch Malleable	Digital Drawing
Felt tip	Artist	fabric	Tile	Material	Close-up shot
Marks	Thick	thread	Print block	Joining	Collage
Chalk	Think	knot	Impressed print	Models	Filter
Colouring	Wet	fray	Relief print	3D	Long shot
Marks	Cry	twisting	monoprint	Sculpture	Mid shot
Patterns	Dribble	plait		Natural materials	Close-up
Observe	Splatter	dye		Twist	Portrait
Lines	Drip	texture		Knot	Self-portrait
Vertical	Collage			Tie	Pop art
Horizontal	Paint			Intertwine	Monochrome
Diagonal	primary colours			Colours	Positive and
Observation	secondary colours			Shapes	Negative space
Portrait	cold and warm			Patterns	Reverse
Line	colours				Invert
Form	colour wheel				Scale
Space	collage				Floor plan
Colour	Tints				Order
Blending	Shades				Front
Background	Washes				Back
Foreground	Blocking				Rotate
Observation	Application				Resize
Horizon	Textures				

Lower Key Stage 2 Art and Design Vocabulary

Drawing	Painting	Textiles	Printmaking	Sculpture	Digital
Shades	Colour wheel	Adire	Impressed printing	Clay	Focus
Textures	Primary colours	Batik	Relief printing	Coil	Focal point
Reflection	Secondary colours	Resist paste	Illustration	Score	Shallow focus
Hatching	Complementary	Dye	Interior design	Slip	Close-up
Cross Hatching	colours	Embellish	Etchings	Slab	Photo effect
First hand	Tint	Sewing	Woodcuts	Roll	Photo filter
observation	Tone	Embroidery	Lino-printing	Loop	Colour splash

Secondary source images	Shade	Chain stitch	Emotions	Fringe	Colourise
Drawing mediums	Hue	Back stitch	Colour theory	Tabs	Desaturate
Shades	Complementary colours	Running stitch	Transfer	Cone	Layers
Textures	Warm and Cold colours	Blanket stitch	Carve	Curls	Graphic Design
Reflections	Colour moods	3D paper weave	Palette	Spiral	Logo
Graduating tones	Inspiration	Tie dye	Overlay	Fold	Symbol
Light source	Composition	Spiral	Mixed media	Extrusions	Icon
Linear design	Primary colours	Textural effects	Acrylic	Slotted	Font
Architecture	Secondary colours	Natural	Collage	Bend	Mid-shot, Close-up
Designers	Complementary colours	Synthetic	Softcut lino	Shape	Profile
Viewfinder	Tertiary Colours	woven knitted	Cutting tools	Twist	Self-portrait
Shading	Warm and Cold colours	silk, crepe, chiffon,	Etch	Braid	Silhouette
Hatching	Tints	wool, denim, lace,	Techniques	Join	Trace
Texture	Shades	leather, cotton,	Processes	Create	Transparent
Contour	Hues	linen, satin, silk,	Tonal contrast	Natural Materials	Opaque, Opacity
Scaling		velvet	Experiment	Man-made	Layer order
Enlarge		pattern	Adapt	Materials	Architecture
Technique				Paper maché	Style
Depth				Shape	Design
Observation				Form	Scale
				Join	Pattern
				Coil	Texture
				Slab	Fill
					Mask