

**Milestone LO**

I am learning to become proficient in using **line** and **shape** in my **drawing**, in the context of figure drawing.


During each step, I am learning:


- to use **sketchbooks** to record my ideas and observations.
- about great artists, architects and designers in history.

Throughout each step, I will be able to develop my techniques, including my control and my use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

New knowledge

Revisited knowledge

<u>Substantive Concept</u>	<u>Substantive Knowledge</u>		<u>Disciplinary Knowledge</u>
	<b>Practical Knowledge (formal elements, methods, techniques)</b>	<b>Theoretical Knowledge (history of art, meanings and interpretations, artists and influences)</b>	Know how ...
Drawing	<p>Know that:</p> <ul style="list-style-type: none"> <li>• In art, the <b>subject</b> is the main thing an artwork is about. It's what you can see in the picture, like a person, an animal, a place, or an object. (EYFS)</li> <li>• We can draw something we see in front of us, like an object or person, or we can draw something that is from our imagination, which we cannot see in front of us. (EYFS)</li> <li>• Experimenting with different types of drawing tools (pencils, crayons, markers) helps create different effects and textures in pictures. (Year 1)</li> <li>• Drawing from real objects or pictures helps develop skills in observation and looking closely at details. (Year 1)</li> <li>• Adding details, like eyes on faces or leaves on trees, makes drawings more lifelike and complete. (Year 1)</li> <li>• Practicing drawing regularly helps improve hand control and the ability to create clearer pictures. (Year 1)</li> <li>• Lines can be thick or thin. You can create different thicknesses of lines by using more or less pressure, or with different tools. (Year 1)</li> <li>• Moving your hand in different directions changes the shape of the line. If the direction does not change the line is straight; if the direction changes slowly the line is curved; if the direction changes suddenly a corner is drawn. (Year 1)</li> <li>• Repetitive movements can create folds, waves, spirals and loops. (Year 1)</li> <li>• Lines can create textures (e.g., jagged lines for rough textures, smooth lines for soft textures). (Year 1)</li> <li>• Observational drawing is where you look closely at and focus on an object while you draw it, so you can draw it realistically. (Year 2)</li> <li>• Lines can create a sense of movement (e.g. flowing lines for water, zig-zag lines for energy or action). (Year 2)</li> <li>• Different lines can show emotions, (e.g. sharp jagged lines for anger, soft wavy lines for calm). (Year 2)</li> <li>• Proportion is where how different parts of a picture or sculpture compare in size to each other. It makes objects in your artwork more realistic (e.g. a small head on a large body is out of proportion). (Year 2)</li> <li>• Positive space is space occupied by objects and negative space is the empty areas around objects. (Year 2)</li> </ul>	<p>Know that:</p> <ul style="list-style-type: none"> <li>• <b>Figure drawing</b> is when an artist draws pictures of people. It shows how they look and move, focusing on the shapes of their bodies and their expressions. Figure drawing helps artists practice capturing the way living things are shaped and how they feel.</li> <li>• <b>Gestural drawing</b> is a way of drawing that captures the movement and energy of a person or object. Instead of focusing on small details, artists use quick, loose lines to show how something looks and feels when it moves. It's like a fast sketch that shows the action and expression, making the drawing feel alive.</li> </ul> <p><b>Henri Matisse's Figure Drawings</b> <i>(Revisit from EYFS where Matisse's collages were studied)</i></p> <ul style="list-style-type: none"> <li>• Matisse used smooth, flowing lines to show movement in his figures, making them look alive and full of energy.</li> <li>• He often made his figures simple and easy to recognize, focusing on the important shapes instead of adding too much detail.</li> <li>• Matisse loved using bright colours in his drawings, which helped make his figures feel more exciting and expressive.</li> <li>• His drawings show a lot of feelings, and the way he drew the figures helps people understand what they might be feeling, like happiness or thoughtfulness.</li> </ul> 	<p>Know how ...</p> <p>To use my sketchbook to try out and practise ideas and techniques.</p> <p>To look closely at artworks, identifying key elements like line, colour, shape, and form, and discussing their impact on the viewer's perception and emotions.</p>

	<ul style="list-style-type: none"> <li>• A mannequin is a miniature figure that can be put into different positions, to help an artist draw the human figure accurately.</li> <li>• When drawing the human body, breaking each section of the body into different shapes helps to draw the body accurately.</li> <li>• Drawing a figure in proportion: <ul style="list-style-type: none"> <li>- The head is an important starting point, and the body is usually about six to eight heads tall.</li> <li>- The shoulders are wider than the head, and the hips are about the same width as the shoulders.</li> <li>- Arms should reach down to about halfway between the hips and knees when hanging by the sides.</li> <li>- Legs are longer than the upper body, making up about half of the figure's height.</li> <li>- Hands are about the same size as the face, and feet are about as long as the forearm.</li> <li>- It helps to draw a stick figure or simple shapes first to plan the figure before adding details.</li> </ul> </li> <li>• I can use my sketchbook to draw what I see around me or something from my mind.</li> <li>• I can use my sketchbook to practise art techniques.</li> <li>• <a href="#">Pencils and drawing tools can be held in different grips to make different marks and for using different tools and media comfortably.</a> (drumstick grip, overhand grip, paintbrush grip).</li> <li>• We can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.</li> <li>• When we draw, we can move our whole body.</li> <li>• Lines and shapes in drawing can express movement: <ul style="list-style-type: none"> <li>- Horizontal lines give a feeling of stillness, as things parallel with earth's surface tend to be at rest.</li> <li>- Vertical lines express height.</li> <li>- Horizontal and vertical lines used together convey and solidity.</li> <li>- Diagonal lines communicate movement and instability.</li> <li>- Curved lines can express energy.</li> <li>- Smudged and broken lines can express movement and energy.</li> </ul> </li> <li>• Soft Pastels are sticks made of chalk and pigment with a soft texture, that can create smooth, smudgy lines and intense colour.</li> <li>• Charcoal is a black crumbly drawing material made of carbon and often used for sketching, made from burnt sticks of wood.</li> <li>• Charcoal Techniques: <ul style="list-style-type: none"> <li>- Charcoal can create dark, bold lines and soft, smudgy marks, perfect for shading.</li> <li>- You can use the side of the charcoal to make broad, soft strokes for shading and the tip for fine, detailed lines.</li> <li>- Charcoal can be smudged with your fingers, a tissue, or a blending stump to create smooth, shadowy effects.</li> <li>- Light pressure makes soft, light marks, while pressing harder creates darker, stronger lines.</li> <li>- You can create highlights by leaving areas of the paper blank or gently rubbing out marks with a kneaded eraser.</li> <li>- Charcoal drawings can be protected with fixative spray to stop the marks from smudging after finishing your artwork.</li> </ul> </li> </ul>	<p><b>Edgar Degas's Dancers</b></p> <ul style="list-style-type: none"> <li>• Edgar Degas was a famous artist known for painting and drawing ballerinas, capturing their movements and expressions during dance.</li> <li>• He used gestural drawing to create quick, flowing lines that showed the graceful movements of the dancers, and he paid attention to space to make the scenes feel lively and dynamic.</li> <li>• Degas often used charcoal for soft sketches and pastels for bright colours, helping to bring his ballerinas to life with beautiful light and movement.</li> <li>• His art is a mix of Impressionism and Realism, combining realistic details with a focus on how light and colour change in his paintings of dancers.</li> </ul>	
<p><b><u>Vocabulary</u></b></p>	<p>Figure drawing Charcoal Soft Pastels Mannequin Control Gesture Horizontal, vertical, curved, diagonal Smudging Techniques</p>		
<p><b><u>Enrichment &amp; wider development</u></b></p>	<p>Watching a dance performance/ sports event and drawing from observation.</p>		

**Spring Term**  
Painting: The Sea

**Milestone LO**

I am learning to become proficient in using **colour, space** and **texture** in my **painting**, in the context of depicting oceans and seas in art.

*During each step, I am learning:*

- to use **sketchbooks** to record my ideas and observations.
- about great artists, architects and designers in history.

*Throughout each step, I will be able to develop my techniques, including my control and my use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.*

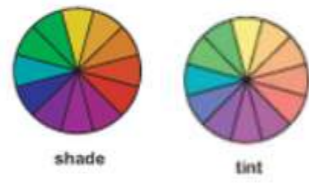
New knowledge

*Revisited knowledge*

<u>Substantive Concept</u>	<u>Substantive Knowledge</u>		<u>Disciplinary Knowledge</u>
	<b>Practical Knowledge (formal elements, methods, techniques)</b>	<b>Theoretical Knowledge (history of art, meanings and interpretations, artists and influences)</b>	Know how ...
<b>Painting</b>  <b>(with Printing)</b>	<p>Know that:</p> <ul style="list-style-type: none"> <li>• A painting is a piece of art created with paint on a flat surface. (EYFS)</li> <li>• Red, yellow, and blue are the primary colours. (EYFS)</li> <li>• Colours have particular names (basic colour names, like red, blue, yellow, green, orange, purple, black, white). (EYFS)</li> <li>• Mixing two primary colours creates a new colour (e.g., red + yellow = orange). (EYFS)</li> <li>• Certain colours can be used to represent real objects (e.g., blue for the sky, green for grass). (EYFS)</li> <li>• Bright colours are colours that look strong, happy, and full of light. They stand out and catch our attention, like red, yellow, and bright blue. (EYFS)</li> <li>• Artists use a variety of media to add colour to their artwork, like paint, pastels, crayons, pencils. (EYFS)</li> <li>• In art, a colour is called a hue. (Year 1)</li> <li>• Orange, green and purple are the secondary colours. (Year 1)</li> <li>• Secondary colours (orange, green, purple) are created by mixing primary colours. (Year 1)</li> <li>• Colours can be mixed to make them lighter or darker, e.g adding white or black. (Year 1)</li> <li>• Darker values tend to be used for shadows and lighter values for highlights or lighter tones. (Year 1)</li> <li>• Colours can be selected to realistically represent things (e.g., blue for water, green for leaves) and that choosing the right colours for specific subjects is important. (Year 1)</li> <li>• Colours can be described as warm or cool. Warm colours are red, yellow, orange and cool colours are blue, green, purple. (Year 1)</li> <li>• Warm and cool colours can be used to show different emotions. (Year 1)</li> <li>• Vivid colours are colours that are bright and strong. (Year 1)</li> <li>• Abstract art is a type of art that doesn't try to look like real things, like people, animals, or places. Instead, it uses shapes, colours, and lines to show ideas or feelings. (Year 1).</li> <li>• Value is the darkness or lightness of a colour. (Year 2)</li> <li>• Using lots of colours together, for example mixing warm and cool colours in one piece, can create movement and energy. Using similar colours together creates a sense of calm. (Year 2)</li> <li>• Different media (e.g., watercolour, acrylic paints, pastels) can affect how colours appear and are applied in artwork. (Year 2)</li> <li>• To make colours lighter, you can add a little water to the paint.</li> <li>• You can layer different colours of paint on top of each other, but let each layer dry first. (Year 2)</li> </ul>	<p>Know that:</p> <p><b>Katsushika Hokusai</b></p> <ul style="list-style-type: none"> <li>• Hokusai, a Japanese artist, was inspired by the power of nature, especially the sea, and captured this in works like <i>The Great Wave off Kanagawa</i>.</li> <li>• He used woodblock printing with bold outlines and bright colours, especially deep "Prussian blue," to show movement and energy in the waves.</li> <li>• By making the wave large in the foreground with tiny boats beneath, Hokusai created a sense of power and scale, while the carved details added a rough, sharp texture to the water.</li> </ul>  <p><b>Claude Monet</b></p> <ul style="list-style-type: none"> <li>• Claude Monet, a French painter, loved capturing reflections on water, especially in his Water Lilies series, and was inspired by light and nature.</li> <li>• Using impressionism, he painted with short, quick brushstrokes to capture changing light, layering soft colours like blues, greens, and purples.</li> <li>• He sometimes filled his paintings entirely with water and lilies, giving a peaceful and endless feeling, while the soft, blurry texture of his strokes made the water look calm.</li> </ul>  <p><b>J.M.W. Turner</b></p> <ul style="list-style-type: none"> <li>• J.M.W. Turner, an English painter, was drawn to the drama of the sea, showing its calm and stormy sides, often with sunsets or stormy skies.</li> <li>• Turner used watercolours and oils to create expressive, loose brushstrokes, capturing movement and emotion in his seascapes.</li> <li>• By using warm colours for sunsets and darker shades for storms, he made the sea feel powerful and vast, while his thick, sweeping textures showed the wildness of the water and sky.</li> </ul> 	<p>Know how ...</p> <p>To create a piece of art based on an artist's style, recognizing what makes that style unique.</p> <p>To look closely at artworks, identifying key elements like line, colour, shape, and form, and discussing their impact on the viewer's perception and emotions.</p>

- Once your painting is dry, you can add details with markers or other paints to finish your picture. (Year 2)
- Printing in art means making a picture that you can copy. Artists use tools to press their designs onto paper, like making a stamp. (Year 2)
- Printing can be repeated to make a pattern. This means you can print the same shape again and again on the flat surface. (Year 2)
- Objects and materials have different textures, such as smooth, rough, soft, or hard. (EYFS)
- Texture can be explored by touching and feeling different materials (e.g., sand, clay, fabric). (EYFS)
- Materials can be combined to create different textures in artwork. (EYFS)
- Space refers to the area within, around, or between objects in an artwork. (Year 1)
- Foreground means objects that appear at the front of an artwork and background means objects that appear further away. (Year 1)
- Objects in the foreground appear larger than those in the background. (Year 1)
- I can use my sketchbook to draw what I see around me or something from my mind. (Year 3)
- I can use my sketchbook to practise art techniques. (Year 3)

- Texture is how something feels, or looks like it feels.
- The colour wheel is a visual tool that helps artists understand the relationships between colours.
- Different hues have specific names, e.g magenta, turquoise or vermillion.
- Adding white to a colour creates a tint (lighter colour) and adding black creates a shade (darker colour).



- Different lines can show emotions, (e.g. sharp jagged lines for anger, soft wavy lines for calm).
- Tertiary colours are made by mixing a primary colour with a secondary colour (e.g. blue and green create blue-green).
- There are six tertiary colours:
  - Orange and yellow mix to make yellow-orange (this may also be referred to as amber)
  - Red and orange mix to make red-orange (this may be referred to as vermillion)
  - Purple and red mix to make red-purple (this may also be referred to as magenta)
  - Blue and purple mix to make blue-purple (this may also be referred to as violet)
  - Green and blue mix to make blue-green (this may also be referred to as turquoise or teal)
  - Yellow and green mix to make yellow-green (this may also be referred to as chartreuse or spring green)



**Watercolour techniques:**

- Watercolours are paints that mix with water to make soft, light colours.
- More water makes the colour lighter, and less water makes it darker.
- To paint the sea, start with light colours for the background and let it dry before adding waves.
- Painting on wet paper makes colours flow and blend, like ripples in water.
- A dry brush can be used to add lines or patterns, like small waves or foam.
- Leaving parts of the paper blank can make it look like shiny light on the water.



<p><b><u>Vocabulary</u></b></p>	<p>Colour wheel  Tertiary colours: yellow-orange (amber); red-orange (vermillion); red-purple (magenta); blue-purple (violet); blue-green (turquoise/teal); yellow-green (spring green/chartreuse)  Seascape  Watercolour  Wash  Wet-on-wet  Wet-on-dry  Tint  Shade</p>
<p><b><u>Enrichment &amp; wider development</u></b></p>	<p>Trip to local beach to draw a seascape from observation.</p>



**Summer Term**  
Sculpture: Bird Sculptures

**Milestone LO**

I am learning to become proficient in using **form** and **pattern** in **sculpture**, in the context of creating bird sculptures.



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New knowledge

Revisited knowledge

<u>Substantive Concept</u>	<u>Substantive Knowledge</u>		<u>Disciplinary Knowledge</u>
	<b>Practical Knowledge (formal elements, methods, techniques)</b>	<b>Theoretical Knowledge (history of art, meanings and interpretations, artists and influences)</b>	Know how ...
Drawing	<p>Know that:</p> <ul style="list-style-type: none"> <li>• In art, the <b>subject</b> is the main thing an artwork is about. It's what you can see in the picture, like a person, an animal, a place, or an object. (EYFS)</li> <li>• We can depict something we see in front of us, like an object or person, or we can draw something that is from our imagination, which we cannot see in front of us. (EYFS)</li> <li>• A sculpture is an art form made in three dimensions, or 3-D, which means they are solid, not flat. (EYFS)</li> <li>• A sculptor is an artist who creates a sculpture. (EYFS)</li> <li>• Sculptures can be created by building/constructing with different materials. (EYFS)</li> <li>• Patterns are repeating designs that can be made using shapes, colours, or lines. (EYFS)</li> <li>• Patterns exist in the environment and in nature (e.g., stripes on clothes, spots on animals). (EYFS)</li> <li>• Patterns can be made by repeating objects, marks, or colours (e.g., using building blocks or painting dots in a sequence). (EYFS)</li> <li>• Materials are the different things we use to make artwork, like paper, fabric or card. (EYFS)</li> <li>• Abstract art is a type of art that doesn't try to look like real things, like people, animals, or places. Instead, it uses shapes, colours, and lines to show ideas or feelings. (Year 1)</li> <li>• A sculpture is an art form made in three dimensions, or 3-D, which means they are solid, not flat. (EYFS)</li> <li>• A sculptor is an artist who creates a sculpture. (EYFS)</li> <li>• Sculptures can be created by building/constructing with different materials. (EYFS)</li> <li>• <b>Form</b> refers to the shape of three-dimensional (3-D) objects. (EYFS)</li> <li>• Three-dimensional (3D) forms are solid, while two-dimensional (2D) shapes are flat. (EYFS)</li> <li>• Objects in the world around you have form. (EYFS)</li> <li>• Texture is how something feels. (EYFS)</li> <li>• Objects and materials have different textures, such as smooth, rough, soft, or hard. (EYFS)</li> <li>• Texture can be explored by touching and feeling different materials (e.g., sand, clay, fabric). (EYFS)</li> <li>• Materials can be combined to create different textures in artwork. (EYFS)</li> <li>• I can use my sketchbook to draw what I see around me or something from my mind. (Year 3)</li> <li>• I can use my sketchbook to practise art techniques. (Year 3)</li> </ul> <ul style="list-style-type: none"> <li>• An armature is a frame or skeleton that helps a sculpture hold its shape.</li> </ul>	<p>Know that:</p> <p><b>Dusciana Bravura</b></p> <ul style="list-style-type: none"> <li>• Dusciana Bravura is an Italian artist who creates vibrant mosaics inspired by the colours and patterns of birds and nature.</li> <li>• She uses tiny pieces of glass and stone to make detailed, colourful bird mosaics that look almost like puzzles.</li> <li>• Bravura often chooses bright colours and uses repeating patterns to show the unique feathers and shapes of each bird.</li> <li>• Her mosaics create a lively form and texture, showing birds in a way that feels almost magical and full of movement.</li> </ul>  <p><b>John James Audubon</b></p> <ul style="list-style-type: none"> <li>• John James Audubon was an American artist and naturalist who painted very detailed images of birds in their natural habitats.</li> <li>• He was inspired by his love for nature and wanted to document every bird species in North America as accurately as possible.</li> <li>• Audubon used realistic form, carefully showing the bird's shape, feathers, and how it moves, often painting life-sized birds.</li> <li>• He used soft patterns to make feathers look real and detailed, creating lifelike pictures that helped people learn about birds.</li> </ul> 	<p>Know how ...</p> <p>To experiment and play with different materials, such as wire, card, pastels, textiles etc, to create texture and depth in my artwork.</p> <p>To choose media and materials for different effects and purposes.</p>

	<ul style="list-style-type: none"> <li>• Materials like wire, sticks, or crumpled foil can be used to make an armature.</li> <li>• The armature is covered with softer materials, like clay, papier-mâché, or Modroc, to create the sculpture.</li> <li>• Starting with the basic shape of the sculpture makes it easier to add details later.</li> <li>• The armature needs to be strong to keep the sculpture from collapsing or falling over.</li> <li>• Sculptures need to dry completely before painting or decorating them.</li> <li>• Patterns create a sense of rhythm and movement in artwork through the repetition of shapes, lines, or colours.</li> <li>• Texture can be represented both in two-dimensional (2D) art, such as drawings or paintings, and three-dimensional (3D) art, such as sculpture.</li> <li>• In 3D art, materials like clay or fabric can be manipulated to create real textures.</li> <li>• Form can be manipulated and represented in 3D art through materials like clay, paper, or wire in sculpture projects.</li> <li>• Textures can be added using tools, like carving lines in clay, layering papier-mâché, or pressing objects into the surface.</li> <li>• Paint and materials like sand, fabric, or small objects can be used to create different textures on the sculpture.</li> </ul>	<p><b>Charley Harper</b></p> <ul style="list-style-type: none"> <li>• Charley Harper was an American artist known for his simple, modern style, which he called "minimal realism," focusing on the basic shapes of birds.</li> <li>• Harper was inspired by nature but wanted to show animals in a playful, simple way, often using shapes like circles, ovals, and triangles to make birds.</li> <li>• He used bold patterns and colours to capture the essence of each bird, creating fun, almost cartoon-like forms with lots of personality.</li> <li>• By focusing on simple forms and repeated patterns, Harper made his bird illustrations bright, joyful, and easy to recognise.</li> </ul>	
<p><b><u>Vocabulary</u></b></p>	<p>Armature Depth papier-mâché, Modroc Frame Manipulate Purposes Represent</p>		
<p><b><u>Enrichment &amp; wider development</u></b></p>	<p>Go on a bird watch in local area. Visit to New Forest Wildlife Park to observe owls?</p>		



**Milestone LO**

I am learning to become proficient in using **line** and **space** in my **drawing**, in the context of still life.



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<u>Substantive Concept</u>	<u>Substantive Knowledge</u>		<u>Disciplinary Knowledge</u>
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<b>Drawing</b>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• In art, the <b>subject</b> is the main thing an artwork is about. It's what you can see in the picture, like a person, an animal, a place, or an object. (EYFS)</li> <li>• Drawing from real objects or pictures helps develop skills in observation and looking closely at details. (Year 1)</li> <li>• Adding details, like eyes on faces or leaves on trees, makes drawings more lifelike and complete. (Year 1)</li> <li>• Practicing drawing regularly helps improve hand control and the ability to create clearer pictures. (Year 1)</li> <li>• Lines can be thick or thin. You can create different thicknesses of lines by using more or less pressure, or with different tools. (Year 1)</li> <li>• Moving your hand in different directions changes the shape of the line. If the direction does not change the line is straight; if the direction changes slowly the line is curved; if the direction changes suddenly a corner is drawn. (Year 1)</li> <li>• Lines can create textures (e.g., jagged lines for rough textures, smooth lines for soft textures). (Year 1)</li> <li>• Observational drawing is where you look closely at and focus on an object while you draw it, so you can draw it realistically. (Year 2)</li> <li>• Lines can create a sense of movement (e.g. flowing lines for water, zig-zag lines for energy or action). (Year 2)</li> <li>• Different lines can show emotions, (e.g. sharp jagged lines for anger, soft wavy lines for calm). (Year 2)</li> <li>• Proportion is where how different parts of a picture or sculpture compare in size to each other. It makes objects in your artwork more realistic (e.g. a small head on a large body is out of proportion). (Year 2)</li> <li>• Positive space is space occupied by objects and negative space is the empty areas around objects. (Year 2)</li> <li>• I can use my sketchbook to draw what I see around me or something from my mind. (Year 3)</li> <li>• I can use my sketchbook to practise art techniques. (Year 3)</li> <li>• Pencils and drawing tools can be held in different grips to make different marks and for using different tools and media comfortably. (drumstick grip, overhand grip, paintbrush grip). (Year 3)</li> </ul>	<p>Know that:</p> <ul style="list-style-type: none"> <li>• A still life is a drawing or painting of objects that don't move, like fruit, flowers, or everyday items. These objects are arranged by the artist.</li> <li>• Still life helps artists practice observation skills, focusing on details like shapes, shadows, light, and texture.</li> <li>• Still life can tell a story or communicate emotions using everyday objects.</li> </ul> <p><b>Paul Cézanne's Still Lifes</b></p> <ul style="list-style-type: none"> <li>• Cézanne is famous for his still lifes, especially his paintings of fruit and household objects.</li> <li>• He was influenced by Impressionism but developed his own style, focusing on structure and the relationship between objects, often using geometric shapes.</li> <li>• Cézanne used soft, layered brushstrokes and focused on light and shadow to show the depth of the objects. He also played with space, sometimes making objects appear slightly off-balance or from different angles.</li> </ul>  <p><b>Nicole Dyer's Still Lifes</b></p> <ul style="list-style-type: none"> <li>• Nicole Dyer creates colourful, energetic still lifes of everyday objects like clothes, plants, and food.</li> <li>• Dyer is inspired by daily life and often includes personal or fun objects, giving her still lifes a lively, modern feel.</li> <li>• She uses bright colours and loose, bold brushstrokes to capture the movement and energy of her scenes. Her still lifes often feel more relaxed and playful, focusing on capturing a moment in time.</li> </ul> 	<p>Know how...</p> <p>To compare and contrast two or more works of art, using appropriate vocabulary to describe colour, line, shape, texture and pattern.</p> <p>To experiment with mixed media, combining different materials and techniques to create layered and complex pieces of art.</p>

- We can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. (Year 3)
- When we draw, we can move our whole body. (Year 3)
- Lines and shapes in drawing can express movement: (Year 3)
  - Horizontal lines give a feeling of stillness, as things parallel with earth's surface tend to be at rest.
  - Vertical lines express height.
  - Horizontal and vertical lines used together convey solidity.
  - Diagonal lines communicate movement and instability.
  - Curved lines can express energy.
  - Smudged and broken lines can express movement and energy.
- Soft Pastels are sticks made of chalk and pigment with a soft texture, that can create smooth, smudgy lines and intense colour. (Year 3)
- Charcoal is a black crumbly drawing material made of carbon and often used for sketching, made from burnt sticks of wood. (Year 3)


**Charcoal Techniques: (Year 3)**

- Charcoal can create dark, bold lines and soft, smudgy marks, perfect for shading.
- You can use the side of the charcoal to make broad, soft strokes for shading and the tip for fine, detailed lines.
- Charcoal can be smudged with your fingers, a tissue, or a blending stump to create smooth, shadowy effects.
- Light pressure makes soft, light marks, while pressing harder creates darker, stronger lines.
- You can create highlights by leaving areas of the paper blank or gently rubbing out marks with a kneaded eraser.
- Charcoal drawings can be protected with fixative spray to stop the marks from smudging after finishing your artwork.

- Space refers to the area within, around, or between objects in an artwork. (Year 1)
- Foreground means objects that appear at the front of an artwork and background means objects that appear further away. (Year 1)
- Objects in the foreground appear larger than those in the background. (Year 1)
- I can use my sketchbook to draw what I see around me or something from my mind. (Year 3)
- I can use my sketchbook to practise art techniques. (Year 3)

- Composition is how objects are arranged in an artwork.
- Overlapping shapes can create a sense of depth and space in a composition.
- The placement of objects affects a composition and the way space is used (e.g., clustered vs. spread out).
- Objects appear smaller as they get further away from the viewer (known as diminishing size).
- Continuous line drawing (also known as contour drawing), is where the outline of an object is drawn without lifting the pencil off the paper). Contour drawing uses lines to define the edges of shapes and forms in observational drawings.
- Shading and light can create the illusion of form on a 2D surface, making flat shapes look three-dimensional (e.g., using light and dark areas to make a sphere look rounded).
- Understanding how light hits an object and creating shadows can define an object's form accurately.
- Lines can show form and structure to suggest 3D shapes (e.g. hatching, cross-hatching, stippling, scumbling):
  - **Hatching** is the process of using directional linear strokes that do not cross over each other.
  - **Cross-hatching** is the process of developing the value (or shading) in a drawing or painting using lines that cross over each other. Just like with hatching, the greater the concentration of marks, the darker the value. Hatching and cross hatching are often used together.
  - **Stippling** is a shading technique where areas of light and shadow are created using nothing but dots.
  - **Scumbling** is a shading technique achieved by overlapping lots of little circles or small scribbly/spidery type lines.
- The greater the concentration of marks, the darker the value. Fewer marks and letting more of the paper show through creates a lighter value.
- Light and shadow in drawings can enhance the appearance of texture (e.g., how highlights and shading create the illusion of roughness or smoothness).



	<p>Chalk Pastel Techniques:</p> <ul style="list-style-type: none"> <li>- Chalk pastels come in many colours and can be blended easily to create smooth transitions.</li> <li>- You can use your fingers, a tissue, or a blending tool to mix colours together on the paper.</li> <li>- Pressing harder on the pastel creates darker, bolder colours, while lighter pressure makes softer, lighter shades.</li> <li>- To add highlights, you can leave areas of the paper blank or use white pastel to lighten parts of your drawing.</li> <li>- Chalk pastels can be smudged to create soft edges or a smooth effects or shadows.</li> <li>- Fixative spray can be used to set the pastel colours so they don't smudge after finishing the artwork.</li> </ul>		
<p><b><u>Vocabulary</u></b></p>	<p>Composition  Placement  Spaced out, clustered together  Blending  Define  Light and shadow  Highlights  Hatching, cross-hatching, stippling, scumbling</p>		
<p><b><u>Enrichment &amp; wider development</u></b></p>			



**Spring Term**  
Painting: The Forest

**Milestone LO**

I am learning to become proficient in using **colour, pattern** and **texture** in my **painting**, in the context of exploring forests in art.




*During each step, I am learning:*

- to use **sketchbooks** to record my ideas and observations.
- about great artists, architects and designers in history.

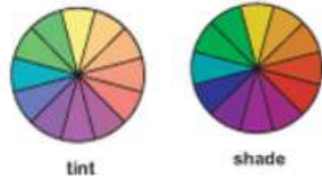
*Throughout each step, I will be able to develop my techniques, including my control and my use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.*

New knowledge

Revisited knowledge

<u>Substantive Concept</u>	<u>Substantive Knowledge</u>		<u>Disciplinary Knowledge</u>
	<b>Practical Knowledge (formal elements, methods, techniques)</b>	<b>Theoretical Knowledge (history of art, meanings and interpretations, artists and influences)</b>	Know how...
<b>Painting  (with Collage)</b>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• <i>Media means the art materials chosen by an artist to create their artwork. (Year 1)</i></li> <li>• <i>A painting is a piece of art created with paint on a flat surface. (EYFS)</i></li> <li>• <i>Red, yellow, and blue are the primary colours.(EYFS)</i></li> <li>• <i>Mixing two primary colours creates a new colour (e.g., red + yellow = orange). (EYFS)</i></li> <li>• <i>Certain colours can be used to represent real objects (e.g., blue for the sky, green for grass). (EYFS)</i></li> <li>• <i>Bright colours are colours that look strong, happy, and full of light. They stand out and catch our attention, like red, yellow, and bright blue. (EYFS)</i></li> <li>• <i>In art, the <b>subject</b> is the main thing an artwork is about. It's what you can see in the picture, like a person, an animal, a place, or an object. (EYFS)</i></li> <li>• <i>Artists use a variety of media to add colour to their artwork, like paint, pastels, crayons, pencils. (Y1)</i></li> <li>• <i>In art, a colour is called a hue. (Y1)</i></li> <li>• <i>Orange, green and purple are the secondary colours. (Y1)</i></li> <li>• <i>Secondary colours (orange, green, purple) are created by mixing primary colours. (Y1)</i></li> <li>• <i>Colours can be mixed to make them lighter or darker, e.g adding white or black. (Y1)</i></li> <li>• <i>Darker values tend to be used for shadows and lighter values for highlights or lighter tones. (Y1)</i></li> <li>• <i>Colours can be selected to realistically represent things (e.g., blue for water, green for leaves) and that choosing the right colours for specific subjects is important. (Y1)</i></li> <li>• <i>Colours can be described as warm or cool. Warm colours are red, yellow, orange and cool colours are blue, green, purple. (Y1)</i></li> <li>• <i>Warm and cool colours can be used to show different emotions. (Y1)</i></li> <li>• <i>Vivid colours are colours that are bright and strong. (Y1)</i></li> <li>• <i>Abstract art is a type of art that doesn't try to look like real things, like people, animals, or places. Instead, it uses shapes, colours, and lines to show ideas or feelings. (Y1).</i></li> <li>• <i>Value is the darkness or lightness of a colour. (Y2)</i></li> <li>• <i>Using lots of colours together, for example mixing warm and cool colours in one piece, can create movement and energy. Using similar colours together creates a sense of calm. (Y2)</i></li> <li>• <i>Different media (e.g., watercolour, acrylic paints, pastels) can affect how colours appear and are applied in artwork. (Y2)</i></li> <li>• <i>To make colours lighter, you can add a little water to the paint. (Y2)</i></li> <li>• <i>You can layer different colours of paint on top of each other, but let each layer dry first. (Y2)</i></li> <li>• <i>Once your painting is dry, you can add details with markers or other paints to finish your picture. (Y2)</i></li> </ul>	<p>Know that...</p> <p><b>Henri Rousseau</b></p> <ul style="list-style-type: none"> <li>• Henri Rousseau was a French painter inspired by jungles and wild plants, even though he had never visited a jungle and painted from his imagination.</li> <li>• He used bold, simple lines to outline leaves, trees, and animals, creating a dreamlike feel in his paintings.</li> <li>• Rousseau loved using deep greens and bright colours to make his forests look magical and full of life.</li> <li>• He used layers of smooth textures to make plants look lush and dense, often creating scenes that feel mysterious and enchanted.</li> </ul>  <p><b>Margaret Mee</b></p> <ul style="list-style-type: none"> <li>• Margaret Mee was a British artist and botanist who travelled to the Amazon rainforest to study and paint plants, especially rare flowers.</li> <li>• Mee used fine lines and careful brushwork to show each detail of the plants she painted, capturing their unique shapes and features.</li> <li>• She used vibrant greens and bright colours for flowers, making her paintings look as lifelike as possible to teach others about the rainforest.</li> <li>• Mee's paintings have delicate textures that make each leaf and petal stand out, giving a sense of the plant's natural beauty.</li> </ul>  <p><b>Abel Rodríguez</b></p> <ul style="list-style-type: none"> <li>• Abel Rodríguez is an artist from Colombia who creates intricate drawings and paintings of the Amazon rainforest based on his deep knowledge of the plants and trees there.</li> <li>• Influenced by his life in the rainforest, Rodríguez uses fine, precise lines to show the patterns and structures of plants and trees.</li> <li>• He often uses shades of green and earthy tones to bring out the beauty of the forest, focusing on how different plants connect with each other.</li> <li>• His work has rich textures that make each leaf and branch feel real, helping others understand the complexity of the Amazon forest.</li> </ul> 	<p>Know how...</p> <p>To analyse a variety of artworks from different cultures and time periods, exploring what inspired the artists.</p> <p>To reflect on my own artwork and the artwork of my peers, providing constructive feedback and suggestions for improvement, focusing on both strengths and areas for development.</p>

- The colour wheel is a visual tool that helps artists understand the relationships between colours. (Y3)
- Different hues have specific names, e.g magenta, turquoise or vermillion. (Y3)
- Adding white to a colour creates a tint (lighter colour) and adding black creates a shade (darker colour). (Y3)



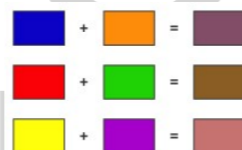
- Tertiary colours are made by mixing a primary colour with a secondary colour (e.g. blue and green create blue-green). (Y3)
- There are six tertiary colours: (Y3)
  - Orange and yellow mix to make yellow-orange (this may also be referred to as amber)
  - Red and orange mix to make red-orange (this may be referred to as vermillion)
  - Purple and red mix to make red-purple (this may also be referred to as magenta)
  - Blue and purple mix to make blue-purple (this may also be referred to as violet)
  - Green and blue mix to make blue-green (this may also be referred to as turquoise or teal)
  - Yellow and green mix to make yellow-green (this may also be referred to as chartreuse or spring green)



**Watercolour techniques: (Y3)**

- Watercolours are paints that mix with water to make soft, light colours.
- More water makes the colour lighter, and less water makes it darker.
- Space refers to the area within, around, or between objects in an artwork. (Y1)
- Foreground means objects that appear at the front of an artwork and background means objects that appear further away. (Y1)
- Objects in the foreground appear larger than those in the background. (Y1)
- I can use my sketchbook to draw what I see around me or something from my mind. (Revisit Y3 Autumn)
- I can use my sketchbook to practise art techniques. (Y3)

- Harmonious colours sit beside each other on the colour wheel. These colours work well together and create an image which is pleasing to the eye.
- A harmonious colour scheme uses three to five colours that are beside each other on the colour wheel. (e.g. yellow, green-yellow and green, or blue-green, blue, blue-purple, purple and red-purple).
- A colour scheme is a combination of colours chosen by the artist for a piece of art.
- Brown does not appear on the colour wheel.
- Brown can be made in different ways. Three basic brown colours are made by mixing complementary colours:
  - Blue + a small amount of orange = Grey-brown
  - Red + a small amount of green = Red-brown
  - Yellow + a small amount of purple = Yellow-brown



**Watercolour techniques:**

- Watercolours are translucent and can be layered to create depth and light effects.
- Gradients or "washes" are made by using more water to blend colours smoothly from dark to light.

	<ul style="list-style-type: none"> <li>• Light colours should be painted first, allowing the paper to dry before adding darker details.</li> <li>• The “wet-on-wet” technique creates soft, flowing shapes by applying paint to wet paper.</li> <li>• A dry brush can be used to create textures like grass or tree bark.</li> <li>• Leaving parts of the paper unpainted can create highlights, such as clouds or sunlight reflections.</li> </ul>		
<b><u>Vocabulary</u></b>	Harmonious Colour scheme Combination Gradient Feedback Analyse Botanical drawing		
<b><u>Enrichment &amp; wider development</u></b>	Using local forest environment for inspiration.		



**Summer Term**  
Sculpture: Figure Sculptures

**Milestone LO**

I am learning to become proficient in using **form** and **texture** in **sculpture**, in the context of creating 3D mythical creatures.



*During each step, I am learning:*


- to use **sketchbooks** to record my ideas and observations.
- about great artists, architects and designers in history.

*Throughout each step, I will be able to develop my techniques, including my control and my use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.*

New knowledge

Revisited knowledge

<u>Substantive Concept</u>	<u>Substantive Knowledge</u>		<u>Disciplinary Knowledge</u>
	<b>Practical Knowledge (formal elements, methods, techniques)</b>	<b>Theoretical Knowledge (history of art, meanings and interpretations, artists and influences)</b>	Know how...
<b>Sculpture</b>	<p><i>Know that...</i></p> <ul style="list-style-type: none"> <li>• In art, the <b>subject</b> is the main thing an artwork is about. It's what you can see in the picture, like a person, an animal, a place, or an object. (EYFS)</li> <li>• Materials are the different things we use to make artwork, like paper, fabric or card. (EYFS)</li> <li>• Abstract art is a type of art that doesn't try to look like real things, like people, animals, or places. Instead, it uses shapes, colours, and lines to show ideas or feelings. (Y1)</li> <li>• A sculpture is an art form made in three dimensions, or 3-D, which means they are solid, not flat. (EYFS)</li> <li>• A sculptor is an artist who creates a sculpture. (EYFS)</li> <li>• Sculptures can be created by building/constructing with different materials. (EYFS)</li> <li>• <b>Form</b> refers to the shape of three-dimensional (3-D) objects. (EYFS)</li> <li>• Three-dimensional (3D) forms are solid, while two-dimensional (2D) shapes are flat. (EYFS)</li> <li>• Objects in the world around you have form. (EYFS)</li> <li>• Texture is how something feels. (EYFS)</li> <li>• Objects and materials have different textures, such as smooth, rough, soft, or hard. (EYFS)</li> <li>• Texture can be explored by touching and feeling different materials (e.g., sand, clay, fabric). (EYFS)</li> <li>• Materials can be combined to create different textures in artwork. (EYFS)</li> <li>• A mannequin is a miniature figure that can be put into different positions, to help an artist draw the human figure accurately. (Y3)</li> <li>• When drawing the human body, breaking each section of the body into different shapes helps to draw the body accurately. (Y3)</li> <li>• Drawing a figure in proportion: (Y3) <ul style="list-style-type: none"> <li>- The head is an important starting point, and the body is usually about six to eight heads tall.</li> <li>- The shoulders are wider than the head, and the hips are about the same width as the shoulders.</li> <li>- Arms should reach down to about halfway between the hips and knees when hanging by the sides.</li> <li>- Legs are longer than the upper body, making up about half of the figure's height.</li> <li>- Hands are about the same size as the face, and feet are about as long as the forearm.</li> <li>- It helps to draw a stick figure or simple shapes first to plan the figure before adding details.</li> </ul> </li> <li>• An armature is a frame or skeleton that helps a sculpture hold its shape. (Y3)</li> <li>• Materials like wire, sticks, or crumpled foil can be used to make an armature. (Y3)</li> </ul>	<p><i>Know that:</i></p> <p><b>Yinka Shonibare</b></p> <ul style="list-style-type: none"> <li>• Yinka Shonibare is a British-Nigerian artist known for his sculptures that explore themes of identity, culture, and history.</li> <li>• He often uses life-sized human figures dressed in colourful fabrics that feature African prints, reflecting a mix of cultures and histories.</li> <li>• Shonibare's sculptures have playful, dynamic forms, capturing movement and storytelling, which invite viewers to think about the connections between cultures.</li> <li>• He cleverly combines different shapes and textures, using fabric to add richness and detail, making the figures feel alive and full of personality.</li> </ul>  <p><b>Antony Gormley</b></p> <ul style="list-style-type: none"> <li>• Antony Gormley is a British sculptor famous for his work focused on the human body and our relationship with space.</li> <li>• He often uses simple, geometric forms to represent human figures, creating sculptures that encourage people to think about their own presence in the world.</li> <li>• Gormley's work is inspired by his interest in how we experience space and the environment, using materials like iron, clay, and even castings of his own body.</li> <li>• His sculptures often play with shape and scale, making the figures appear both large and small, which creates a feeling of connection or isolation depending on their surroundings.</li> </ul> 	<p>Know how...</p> <p>To experiment and be resilient. To know that artists do not always know how their finished artwork may look, and it may be different from what the artist planned.</p> <p>To understand the role of an artist in society and how their work can influence culture, express emotions, and provoke thought.</p>

	<ul style="list-style-type: none"> <li>• <i>The armature is covered with softer materials, like clay, papier-mâché, or Modroc, to create the sculpture. (Y3)</i></li> <li>• <i>Starting with the basic shape of the sculpture makes it easier to add details later. (Y3)</i></li> <li>• <i>The armature needs to be strong to keep the sculpture from collapsing or falling over. (Y3)</i></li> <li>• <i>Sculptures need to dry completely before painting or decorating them. (Y3)</i></li> <li>• <i>I can use my sketchbook to draw what I see around me or something from my mind. (Y3)</i></li> <li>• <i>I can use my sketchbook to practise art techniques. (Y3)</i></li> </ul> <ul style="list-style-type: none"> <li>• Other materials, like wire for limbs or papier-mâché for lightweight forms, can be combined with clay in a sculpture.</li> <li>• Know that starting with a simple sketch or design helps plan the figure's proportions, such as the size of the head, limbs, and torso in relation to each other.</li> <li>• An armature, made from materials like wire or sticks, provides a stable framework to support the figure's shape, especially for upright or complex poses.</li> <li>• Building up the sculpture gradually by adding material in layers helps create a balanced and well-proportioned figure.</li> <li>• Balance is important, and the figure should be positioned carefully to ensure it can stand or sit securely without falling over.</li> <li>• The sculpture's weight needs to be distributed evenly, and a wide base or carefully positioned limbs can help maintain stability.</li> </ul>		
<b><u>Vocabulary</u></b>	Stability Balance Well-proportioned Pose Lightweight Complex Positioned Base Head, limbs, torso		
<b><u>Enrichment &amp; wider development</u></b>			



**Milestone LO**

I am learning to improve my mastery of art and design techniques when **drawing**, in the context of drawing architecture and cityscapes.



During each step, I am learning:


- to use sketchbooks to record my ideas and observations, and to review and revisit ideas.
- about great artists, architects and designers in history.

Throughout each step, I will be able to further develop my techniques, including my control and my use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

New knowledge

Revisited knowledge

<u>Substantive Concept</u>	<u>Substantive Knowledge</u>		<u>Disciplinary Knowledge</u>
	<b>Practical Knowledge (formal elements, methods, techniques)</b>	<b>Theoretical Knowledge (history of art, meanings and interpretations, artists and influences)</b>	Know how...
<b>Drawing (with Printing)</b>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• <i>Printing in art means making a picture that you can copy. Artists use tools to press their designs onto paper, like making a stamp. (Y1)</i></li> <li>• <i>Space refers to the area within, around, or between objects in an artwork. (Y1)</i></li> <li>• <i>Foreground means objects that appear at the front of an artwork and background means objects that appear further away. (Y1)</i></li> <li>• <i>Objects in the foreground appear larger than those in the background. (Y1)</i></li> <li>• <i>Composition is how objects are arranged in an artwork. (Y4)</i></li> <li>• <i>Overlapping shapes can create a sense of depth and space in a composition. (Y4)</i></li> <li>• <i>The placement of objects affects a composition and the way space is used (e.g., clustered vs. spread out). (Y4)</i></li> <li>• <i>Objects appear smaller as they get further away from the viewer (known as diminishing size). (Y4)</i></li> <li>• <i>Shading and light can create the illusion of form on a 2D surface, making flat shapes look three-dimensional (e.g., using light and dark areas to make a sphere look rounded). (Y4)</i></li> <li>• <i>Understanding how light hits an object and creating shadows can define an object's form accurately. (Y4)</i></li> <li>• <i>Lines can show form and structure to suggest 3D shapes (e.g. hatching, cross-hatching, stippling, scumbling): (Y4)</i> <ul style="list-style-type: none"> <li>- <i>Hatching is the process of using directional linear strokes that do not cross over each other.</i></li> <li>- <i>Cross-hatching is the process of developing the value (or shading) in a drawing or painting using lines that cross over each other. Just like with hatching, the greater the concentration of marks, the darker the value. Hatching and cross hatching are often used together.</i></li> <li>- <i>Stippling is a shading technique where areas of light and shadow are created using nothing but dots.</i></li> <li>- <i>Scumbling is a shading technique achieved by overlapping lots of little circles or small scribbly/spidery type lines.</i></li> </ul> </li> <li>• <i>The greater the concentration of marks, the darker the value. Fewer marks and letting more of the paper show through creates a lighter value. (Y4)</i></li> <li>• <i>Light and shadow in drawings can enhance the appearance of texture (e.g., how highlights and shading create the illusion of roughness or smoothness). (Y4)</i></li> <li>• <i>I can use my sketchbook to draw what I see around me or something from my mind. (Y3)</i></li> <li>• <i>I can use my sketchbook to practise art techniques. (Y3)</i></li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• A cityscape is a drawing or painting of a city, showing buildings, streets, and sometimes people or vehicles.</li> <li>• A cityscape is like a landscape but focuses on urban environments rather than nature.</li> </ul> <p><b>Zaha Hadid's City-Related Work</b></p> <ul style="list-style-type: none"> <li>• Hadid was an architect known for her futuristic and flowing designs, which often looked like something from another world.</li> <li>• She was influenced by modern architecture and abstract art, always pushing boundaries with her imaginative designs.</li> <li>• Hadid's drawings and designs used sweeping curves and unusual shapes, often rejecting straight lines.</li> </ul>  <p><b>The Shoreditch Sketcher (Phil Dean)</b></p> <ul style="list-style-type: none"> <li>• The Shoreditch Sketcher is known for his detailed ink sketches of urban environments, especially focusing on areas like Shoreditch in London.</li> <li>• He is inspired by the urban landscape around him, particularly old buildings and architecture mixed with street life.</li> <li>• He uses bold, black ink with strong lines and hatching to create detailed cityscapes, often working on location. His work is a great example of how artists can focus on specific details like windows, bricks, and textures.</li> </ul> 	<p>Know how...</p> <p>To investigate the techniques and materials used by different artists, applying what I learn to my own creations.</p> <p>To explore more complex themes in art, such as identity, environment, and community, and express these themes through my work.</p>

	<ul style="list-style-type: none"> <li>• I can use my sketchbook to plan initial ideas and develop them into a final design.</li> <li>• Drawing ink is a special type of ink used by artists to create pictures or designs. It's usually black or coloured and comes in bottles or pens. Artists use it with brushes or pens to make lines, shapes, and details in their drawings. Drawing ink dries quickly and can create very sharp, bold lines.</li> <li>• Line can be used to create detailed observational drawings, focusing on using fine lines to depict light, shadow, and texture.</li> <li>• Lines can imply perspective and depth, such as by using vanishing points in landscapes.</li> <li>• Artists use expressive lines to convey emotion or abstract idea.</li> <li>• Line is used in the creation of patterns and designs, understanding how repetition and variation of lines can create visual interest.</li> <li>• Foreshortening works to show depth in 2D art, where objects appear compressed when viewed from specific angles, adding to the illusion of three-dimensional form.</li> <li>• The illusion of 3D form can be created on a 2D surface using techniques such as perspective drawing, vanishing points, and more complex shading.</li> <li>• Shapes are fundamental in architecture and design (e.g., the use of geometric shapes in buildings, tessellations in design).</li> <li>• Perspective can be used to depict 3D objects in a 2D artwork.</li> <li>• Shapes can change in appearance based on perspective (foreshortening) and shapes closer to the viewer are larger than those farther away.</li> <li>• Shapes can be used both abstractly (non-representational) and realistically (representational) to convey meaning, emotion, or form.</li> <li>• Linear perspective is where lines and shapes converge towards vanishing points, giving the illusion of depth.</li> <li>• One-point perspective is a type of linear perspective. It is a way of drawing where everything seems to get smaller and go towards one vanishing point on the horizon line.</li> <li>• Vanishing point is the spot in a picture where all the lines seem to meet and disappear into the distance. It helps to show where things get smaller as they go farther away. It's usually on the horizon line.</li> <li>• The horizon line is where you put the vanishing point, and it helps show how high or low things are in a scene.</li> </ul>	<p><b>Stephen Wiltshire's Cityscapes</b></p> <ul style="list-style-type: none"> <li>• Stephen Wiltshire is famous for his incredible memory and ability to draw detailed cityscapes from memory after just seeing them once.</li> <li>• Wiltshire is fascinated by the architecture and structure of cities. His love for cityscapes started at a young age when he began drawing London.</li> <li>• Wiltshire uses pencil or pen to create extremely detailed, large-scale drawings, capturing the complexity and character of entire cities. He focuses on perspective and accuracy, showing how buildings fit together in a city.</li> </ul>	
<p><b><u>Vocabulary</u></b></p>	<p>Cityscape Urban Final Design Foreshortening Linear perspective Vanishing point One-point perspective Horizon line Scene Theme Distance Drawing ink</p>		
<p><b><u>Enrichment &amp; wider development</u></b></p>	<p>Visiting City Centre or exploring local urban areas &amp; drawing buildings from observation.</p>		



## Milestone LO

I am learning to improve my mastery of art and design techniques when **painting**, in the context of exploring Pop-art.



During each step, I am learning:

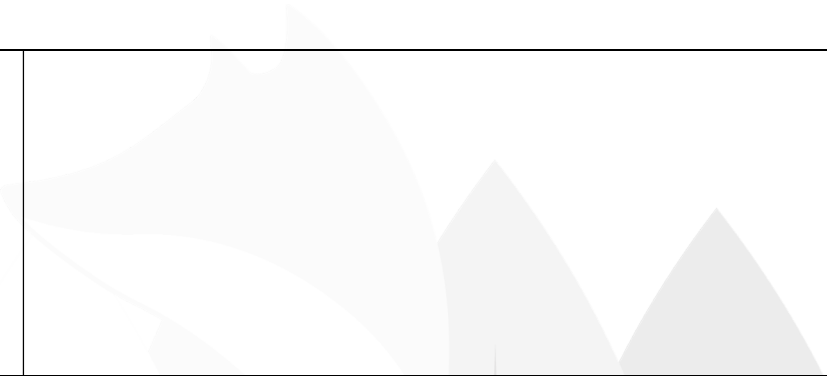
- to use sketchbooks to record my ideas and observations, and to review and revisit ideas.
- about great artists, architects and designers in history.

Throughout each step, I will be able to further develop my techniques, including my control and my use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

New knowledge

Revisited knowledge

<u>Substantive Concept</u>	<u>Substantive Knowledge</u>		<u>Disciplinary Knowledge</u>
	<b>Practical Knowledge (formal elements, methods, techniques)</b>	<b>Theoretical Knowledge (history of art, meanings and interpretations, artists and influences)</b>	Know how...
Painting Printing	<p>Know that...</p> <ul style="list-style-type: none"> <li>• In art, the <b>subject</b> is the main thing an artwork is about. It's what you can see in the picture, like a person, an animal, a place, or an object. (EYFS)</li> <li>• Media means the art materials chosen by an artist to create their artwork. (Y1)</li> <li>• Bright colours are colours that look strong, happy, and full of light. They stand out and catch our attention, like red, yellow, and bright blue. (EYFS)</li> <li>• Artists use a variety of media to add colour to their artwork, like paint, pastels, crayons, pencils. (Y1)</li> <li>• In art, a colour is called a hue. (Y1)</li> <li>• Orange, green and purple are the secondary colours. (Y1)</li> <li>• Secondary colours (orange, green, purple) are created by mixing primary colours. (Y1)</li> <li>• Colours can be mixed to make them lighter or darker, e.g adding white or black. (Y1)</li> <li>• Darker values tend to be used for shadows and lighter values for highlights or lighter tones. (Y1)</li> <li>• Colours can be selected to realistically represent things (e.g., blue for water, green for leaves) and that choosing the right colours for specific subjects is important. (Y1)</li> <li>• Colours can be described as warm or cool. Warm colours are red, yellow, orange and cool colours are blue, green, purple. (Y1)</li> <li>• Warm and cool colours can be used to show different emotions. (Y1)</li> <li>• Vivid colours are colours that are bright and strong. (Y1)</li> <li>• Shapes can have straight edges (angular) while some have curved edges (round). (Y1)</li> <li>• Shapes can be regular (symmetrical) or irregular (asymmetrical). (Y1)</li> <li>• Shapes can be combined or used to form more complex images, patterns and designs. (Y1)</li> <li>• Shapes can overlap to form more interesting designs. (Y1)</li> <li>• Composition is how objects are arranged in an artwork. (Y4)</li> <li>• I can use my sketchbook to draw what I see around me or something from my mind. (Y3)</li> <li>• I can use my sketchbook to practise art techniques. (Y3)</li> <li>• I can use my sketchbook to plan initial ideas and develop them into a final design. (Y5)</li> </ul> <ul style="list-style-type: none"> <li>• Complementary colours sit across from each other on the colour wheel.</li> <li>• When complementary colours are placed next to each other, a very strong contrast is created. The colours appear more vivid and brighter. Some people say these colours clash when used next to each other and create very visually stimulating artwork.</li> <li>• The complementary colours are: <ul style="list-style-type: none"> <li>- Green and red</li> <li>- Orange and blue</li> <li>- Yellow and purple</li> </ul> </li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• <b>Pop art</b> is a style of art that became popular in the UK and USA in the 1950s and 1960s. It uses bright colours and bold images from everyday life, like comic books and advertisements.</li> <li>• Pop artists focused on modern themes, showing familiar subjects like celebrities and products, making art fun and accessible.</li> </ul> <p><b>Andy Warhol</b></p> <ul style="list-style-type: none"> <li>• Andy Warhol is a key figure in the pop art movement, known for his bold and bright artwork that often features popular culture icons, such as celebrities and everyday products.</li> <li>• He was inspired by consumerism and mass media, famously using techniques like screen printing to produce multiple images of the same subject, such as his iconic Campbell's Soup Cans.</li> <li>• Warhol's work challenges the idea of what art is by elevating commercial products to the status of fine art, making people think about consumer culture.</li> <li>• His use of vivid colours and repetitive patterns creates a sense of familiarity and makes the artwork easily recognisable, appealing to a wide audience.</li> </ul>  <p><b>Roy Lichtenstein</b></p> <ul style="list-style-type: none"> <li>• Roy Lichtenstein was an American painter famous for his comic book-style artwork that transformed everyday scenes into high art.</li> <li>• Influenced by the visual language of advertising and comics, he used Ben-Day dots, bold outlines, and bright primary colours to mimic the printing process of comic strips.</li> <li>• Lichtenstein's paintings often included dramatic speech bubbles and exaggerated emotions, bringing a sense of humour and irony to his subjects.</li> <li>• He played with the idea of art and consumerism, challenging the traditional boundaries of what art could be by turning popular culture into fine art.</li> </ul> 	<p>Know how...</p> <p>To participate in discussions about the purpose and meaning of art, considering how it can influence feelings and thoughts in society.</p> <p>To understand the purpose of art, recognizing that it can serve many functions, such as decoration, storytelling, or social commentary.</p>

	<ul style="list-style-type: none"> <li>- Yellow-green and red-purple</li> <li>- Yellow-orange and blue-purple</li> <li>- Red-orange and blue-green</li> <li>• Strong, flat colours with little or no shading to make the image stand out.</li> <li>• Outlining shapes with thick black makes them look more graphic and bold.</li> <li>• Repetition of images, like repeating the same object in different colours, is a key technique in pop art.</li> <li>• Using stencils or masking tape can help create sharp, clean edges and bold patterns.</li> <li>• Bright, contrasting colours are commonly used in pop art to make the painting eye-catching and fun.</li> </ul>		
<p><b><u>Vocabulary</u></b></p>	<p>Complementary          Contrast          Society          Social commentary          Images          Stencil          Sharp          Clean          Clash          Pop culture</p>		
<p><b><u>Enrichment &amp; wider development</u></b></p>			



**Summer Term**  
Sculpture and Installation Art

**Milestone LO**

I am learning to improve my mastery of art and design techniques in **sculpture**, in the context of installation art.



*During each step, I am learning:*


- to use sketchbooks to record my ideas and observations, and to review and revisit ideas.
- about great artists, architects and designers in history.

*Throughout each step, I will be able to further develop my techniques, including my control and my use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.*

New knowledge

Revisited knowledge

<u>Substantive Concept</u>	<u>Substantive Knowledge</u>		<u>Disciplinary Knowledge</u>
	<b>Practical Knowledge (formal elements, methods, techniques)</b>	<b>Theoretical Knowledge (history of art, meanings and interpretations, artists and influences)</b>	Know how...
<b>Sculpture</b>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• <i>Abstract art is a type of art that doesn't try to look like real things, like people, animals, or places. Instead, it uses shapes, colours, and lines to show ideas or feelings. (Y1)</i></li> <li>• <i>Materials are the different things we use to make artwork, like paper, fabric or card. (EYFS)</i></li> <li>• <i>Media means the art materials chosen by an artist to create their artwork. (Y1)</i></li> <li>• <i>Abstract art is a type of art that doesn't try to look like real things, like people, animals, or places. Instead, it uses shapes, colours, and lines to show ideas or feelings. (Y1)</i></li> <li>• <i>A sculpture is an art form made in three dimensions, or 3-D, which means they are solid, not flat. (EYFS)</i></li> <li>• <i>A sculptor is an artist who creates a sculpture. (EYFS)</i></li> <li>• <i>Sculptures can be created by building/constructing with different materials. (EYFS)</i></li> <li>• <i>Form refers to the shape of three-dimensional (3-D) objects. (EYFS)</i></li> <li>• <i>Three-dimensional (3D) forms are solid, while two-dimensional (2D) shapes are flat. (EYFS)</i></li> <li>• <i>Objects in the world around you have form. (EYFS)</i></li> <li>• <i>Texture is how something feels. (EYFS)</i></li> <li>• <i>Objects and materials have different textures, such as smooth, rough, soft, or hard. (EYFS)</i></li> <li>• <i>Texture can be explored by touching and feeling different materials (e.g., sand, clay, fabric). (EYFS)</i></li> <li>• <i>Materials can be combined to create different textures in artwork. (EYFS)</i></li> <li>• <i>I can use my sketchbook to draw what I see around me or something from my mind. (Y3)</i></li> <li>• <i>I can use my sketchbook to practise art techniques. (Y3)</i></li> <li>• <i>I can use my sketchbook to plan initial ideas and develop them into a final design. (Y5)</i></li> </ul> <ul style="list-style-type: none"> <li>• Art installations can include a variety of materials, such as sculptures, objects, lights, sounds, or even video.</li> <li>• The space where the installation is placed is important, and it can change how the artwork is viewed and experienced.</li> <li>• Planning your installation carefully helps you decide how the pieces will fit together and how people will move through or around them.</li> <li>• You can use everyday objects, natural materials, or recycled materials in an installation to create interesting effects and messages.</li> <li>• Art installations often express ideas or tell a story, so thinking about the message you want to share is important.</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• <b>Installation art</b> is a term used to describe large-scale, mixed-media 3-D works, designed to be experienced in a specific space or environment.</li> </ul> <p><b>Dale Chihuly</b></p> <ul style="list-style-type: none"> <li>• Dale Chihuly is renowned for his stunning glass sculptures and installations that often mimic the shapes and colours found in nature, such as flowers and plants.</li> <li>• He is inspired by the beauty of the natural world and the art of glassblowing, using techniques like blown glass to create intricate and colourful forms that can be very large in scale.</li> <li>• Chihuly's installations often transform spaces, filling them with vibrant colours and organic shapes that invite viewers to experience art in a new way.</li> <li>• His works are sometimes displayed in gardens or public spaces, encouraging people to see art outside of traditional gallery settings and to appreciate how light interacts with glass.</li> </ul>  <p><b>Yayoi Kusama</b></p> <ul style="list-style-type: none"> <li>• Yayoi Kusama is a Japanese artist famous for her unique polka dot patterns and immersive infinity rooms, which create a sense of endless space.</li> <li>• She draws inspiration from her own experiences and emotions, particularly her fascination with repetition and how it relates to her mental health.</li> <li>• Kusama uses techniques such as installation art, where she fills spaces with mirrors and her signature dots, making viewers feel as if they are part of an infinite universe.</li> <li>• Her work encourages viewers to contemplate ideas of identity and perception, often creating a playful yet thought-provoking experience through her vibrant colours and patterns.</li> </ul> 	<p>Know how...</p> <p>To collaborate with others on a group art project, combining our ideas and techniques to create a cohesive piece.</p> <p>To present my artwork to an audience, explaining my inspiration, process, and the message I want to convey.</p>

	<ul style="list-style-type: none"> <li>The way light and shadow work in a space can make your installation look different at different times of the day or with different lighting.</li> <li>Textures, colours, and sizes of the materials you use can add interest and create different feelings for the viewer.</li> <li>Art installations are interactive, so you may want to think about how people can touch, walk through, or engage with the artwork.</li> <li>You can use drawings or models to plan your installation before building it, to see how your ideas will fit in the space.</li> </ul>	<p><b>Pipilotti Rist</b></p> <ul style="list-style-type: none"> <li>Pipilotti Rist is a Swiss artist known for her immersive video installations.</li> <li>She is inspired by her fascination with the world around her and often uses bright colours and playful imagery in her work, creating environments that engage the senses.</li> <li>Rist combines video projections with sound and vibrant fabrics, inviting viewers to step into her dreamlike spaces where they can interact with the art.</li> <li>Her installations often encourage reflection on personal feelings and emotions, using technology to create an experience that feels both intimate and expansive.</li> </ul>	
<p><b><u>Vocabulary</u></b></p>	<p>Installation          Concept          Convey          Interactive          Message          Experience          Engage          Expansive          Dreamlike          Immersive          Audience</p>		
<p><b><u>Enrichment &amp; wider development</u></b></p>	<p>Choose a space in the local environment to create an installation.</p>		



**Milestone LO**

I am learning to improve my mastery of art and design techniques in **drawing**, in the context of creating expressive self-portraits.

During each step, I am learning:

- to use sketchbooks to record my ideas and observations, and to review and revisit ideas.
- about great artists, architects and designers in history.

Throughout each step, I will be able to further develop my techniques, including my control and my use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

New knowledge

Revisited knowledge

<u>Substantive Concept</u>	<u>Substantive Knowledge</u>		<u>Disciplinary Knowledge</u>
	<b>Practical Knowledge (formal elements, methods, techniques)</b>	<b>Theoretical Knowledge (history of art, meanings and interpretations, artists and influences)</b>	Know how...
<b>Drawing</b>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• In art, the <b>subject</b> is the main thing an artwork is about. It's what you can see in the picture, like a person, an animal, a place, or an object. (EYFS)</li> <li>• Media means the art materials chosen by an artist to create their artwork. (Y1)</li> <li>• Composition is how objects are arranged in an artwork. (Y4)</li> <li>• The placement of objects affects a composition and the way space is used (e.g., clustered vs. spread out). (Y4)</li> <li>• The face is usually divided into sections to help with placing features, like the eyes, nose, and mouth. (Y2)</li> <li>• The eyes are usually halfway down the face, with one eye's width between them. (Y2)</li> <li>• The nose is placed halfway between the eyes and chin, and the mouth is about halfway between the nose and chin. (Y2)</li> <li>• The shape of the head is typically oval, and the ears are level with the eyes and the bottom of the nose. (Y2)</li> <li>• To draw realistic facial features, observe and carefully draw the shape and details of the eyes, nose, mouth, and ears. (Y2)</li> <li>• Shading can help create depth and make the face look more three-dimensional, using light and dark areas. (Y2)</li> <li>• Different pencil pressures can create light or dark lines, which can help add detail and texture to the drawing. (Y2)</li> <li>• Drawing from a reference photo or a live model can help you see the details of a person's face clearly. (Y2)</li> <li>• Practicing simple shapes and lines first can help you build up to drawing a complete face. (Y2)</li> <li>• Drawing ink is a special type of ink used by artists to create pictures or designs. It's usually black or coloured and comes in bottles or pens. Artists use it with brushes or pens to make lines, shapes, and details in their drawings. Drawing ink dries quickly and can create very sharp, bold lines. (Y5)</li> <li>• Line can be used to create detailed observational drawings, focusing on using fine lines to depict light, shadow, and texture. (Y5)</li> <li>• Artists use expressive lines to convey emotion or abstract idea. (Y5)</li> <li>• Different lines can show emotions, (e.g. sharp jagged lines for anger, soft wavy lines for calm). (Y3)</li> <li>• Space refers to the area within, around, or between objects in an artwork. (Y1)</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• A portrait is a picture of a person or a group of people. (EYFS)</li> <li>• It aims to capture how a person looks and express something about their personality or emotions. (EYFS)</li> <li>• Sometimes people in art look very real and sometimes they look more like cartoons or imaginative characters. (EYFS)</li> <li>• A self-portrait is when an artist creates a picture of themselves. (Y2)</li> <li>• It helps artists show how they see or feel about themselves. (Y2)</li> </ul> <ul style="list-style-type: none"> <li>• Self-portraits allow artists to explore their identity, feelings, and the way they want others to see them.</li> <li>• They help artists experiment with different techniques and styles, and sometimes tell a personal story.</li> </ul> <p><b>Van Gogh's Portraits</b></p> <ul style="list-style-type: none"> <li>• Vincent van Gogh is known for his expressive portraits, often featuring bold brushstrokes and vibrant colours that convey deep emotion.</li> <li>• He drew inspiration from his personal experiences and struggles, using his art to express feelings such as loneliness and passion. His self-portraits often show his struggles with mental health, using his vivid style to convey emotional intensity.</li> <li>• Van Gogh used techniques like impasto, where he applied thick layers of paint, creating texture and movement in his work, which made his portraits feel alive.</li> <li>• Van Gogh painted many self-portraits, using them as a way to study his own appearance and emotions. He was known to experiment with different moods, colours, and lighting.</li> </ul>	<p>Know how...</p> <p>To refine my artistic style and approach by setting personal goals for my artwork and evaluating my progress.</p> <p>To choose media and materials for different effects and purposes, to create and express mood, atmosphere and meaning, and explain my choices.</p>



- *Foreground means objects that appear at the front of an artwork and background means objects that appear further away. (Y1)*
- *Shading and light can create the illusion of form on a 2D surface, making flat shapes look three-dimensional (e.g., using light and dark areas to make a sphere look rounded). (Y4)*
- *Understanding how light hits an object and creating shadows can define an object's form accurately. (Y4)*
- *Lines can show form and structure to suggest 3D shapes (e.g. hatching, cross-hatching, stippling, scumbling): (Y4)*
  - *Hatching is the process of using directional linear strokes that do not cross over each other.*
  - *Cross-hatching is the process of developing the value (or shading) in a drawing or painting using lines that cross over each other. Just like with hatching, the greater the concentration of marks, the darker the value. Hatching and cross hatching are often used together.*
  - *Stippling is a shading technique where areas of light and shadow are created using nothing but dots.*
  - *Scumbling is a shading technique achieved by overlapping lots of little circles or small scribbly/spidery type lines.*
- *The greater the concentration of marks, the darker the value. Fewer marks and letting more of the paper show through creates a lighter value. (Y4)*
- *Light and shadow in drawings can enhance the appearance of texture (e.g., how highlights and shading create the illusion of roughness or smoothness). (Y4)*
- *Line can be used to create detailed observational drawings, focusing on using fine lines to depict light, shadow, and texture. (Y5)*
- *I can use my sketchbook to draw what I see around me or something from my mind. (Y3)*
- *I can use my sketchbook to practise art techniques. (Y3)*
- *I can use my sketchbook to plan initial ideas and develop them into a final design. (Y5)*

- An expressive self-portrait shows your feelings, personality, and mood, not just a realistic image of your face.
- Mixed media involves using different materials like paint, pencils, markers, fabric, or photographs in one artwork to add texture and interest.
- You can use bold colours and textures to reflect emotions, such as bright colours for happiness or dark tones for sadness.
- Experimenting with different techniques, like collage, drawing, and painting, can make your self-portrait more dynamic and unique.
- Using shapes, patterns, and abstract elements can help express feelings or ideas about yourself beyond just your appearance.
- The background and how you position yourself in the artwork can give clues about your emotions or personality.
- Layering different media can create depth and contrast in your portrait, making certain parts stand out more than others.
- You can use symbols or objects in your portrait that represent who you are, like hobbies, interests, or things that make you feel strong or proud.
- It's important to reflect on how you want to represent yourself and what message or feeling you want to share through your portrait.
- Working with mixed media allows you to explore creativity and push the boundaries of how a self-portrait can be made.
- A combination of different types of lines (e.g., contour lines, expressive lines, cross-hatching) in a single composition can achieve complex effects.
- Drawing ink can create bold, sharp lines and can be used to add fine details or shading in a portrait.
- You can use different types of pens or brushes with ink to vary the thickness and texture of your lines.
- When using ink, you should work from light to dark, starting with the lightest areas and adding darker details as you go.
- Ink can be used for hatching (short lines) and cross-hatching (overlapping lines) to create shadows and depth in a portrait.
- You can use water to dilute the ink and create softer, lighter shades for areas like skin tones or background.
- Ink dries quickly, so you need to be careful not to smudge your work, especially when adding details.
- When working with ink, it's important to plan your composition first with light pencil marks before adding permanent ink lines.

#### Frida Kahlo

- Frida Kahlo is famous for her deeply personal and symbolic self-portraits that explore her identity, pain, and Mexican heritage.
- Inspired by her own life experiences, including physical suffering and her cultural background, Kahlo used her art to tell her story and express complex emotions.
- She employed techniques like bold colours and intricate details, often incorporating elements from Mexican folk art and surrealism into her work.
- Kahlo's portraits are known for their symbolism, with elements like animals and flowers representing her inner thoughts and feelings, making her art rich in meaning and emotion.



#### Kehinde Wiley

- Kehinde Wiley is a contemporary artist known for his vibrant and powerful portraits of people from diverse backgrounds, often reimagining classical portraiture.
- He draws inspiration from the art history of portrait painting, challenging traditional representations by featuring subjects that are often overlooked in mainstream art.
- Wiley uses techniques like rich patterns and decorative backgrounds, combining contemporary styles with classical poses to create striking compositions that celebrate his subjects' individuality.
- His work encourages viewers to think about race, identity, and representation, elevating everyday people to the status of historical figures through his grand and dynamic portrait style.



**Vocabulary**

Personality  
Dynamic  
Unique  
Elements  
Express  
Represent  
Boundaries  
Traditional  
Contemporary  
Individuality  
Representation  
Intensity  
Impasto  
Symbolic  
Surrealism

**Enrichment  
& wider  
development**



**Spring Term**  
Painting: Narrative Art

**Milestone LO**

I am learning to improve my mastery of art and design techniques in **painting**, in the context of exploring storytelling in art.



*During each step, I am learning:*

- to use sketchbooks to record my ideas and observations, and to review and revisit ideas.
- about great artists, architects and designers in history.

*Throughout each step, I will be able to further develop my techniques, including my control and my use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.*

New knowledge

Revisited knowledge

<b>Substantive Concept</b>	<b>Substantive Knowledge</b>		<b>Disciplinary Knowledge</b>
	<b>Practical Knowledge (formal elements, methods, techniques)</b>	<b>Theoretical Knowledge (history of art, meanings and interpretations, artists and influences)</b>	Know how...
<b>Painting</b>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• <i>In art, the <b>subject</b> is the main thing an artwork is about. It's what you can see in the picture, like a person, an animal, a place, or an object. (EYFS)</i></li> <li>• <i>Space refers to the area within, around, or between objects in an artwork. (Y1)</i></li> <li>• <i>Foreground means objects that appear at the front of an artwork and background means objects that appear further away. (Y1)</i></li> <li>• <i>Objects in the foreground appear larger than those in the background. (Y1)</i></li> <li>• <i>Composition is how objects are arranged in an artwork. (Y4)</i></li> <li>• <i>Overlapping shapes can create a sense of depth and space in a composition. (Y4)</i></li> <li>• <i>The placement of objects affects a composition and the way space is used (e.g., clustered vs. spread out). (Y4)</i></li> <li>• <i>Objects appear smaller as they get further away from the viewer (known as diminishing size). (Y4)</i></li> <li>• <i>I can use my sketchbook to draw what I see around me or something from my mind. (Y3)</i></li> <li>• <i>I can use my sketchbook to practise art techniques. (Y3)</i></li> <li>• <i>I can use my sketchbook to plan initial ideas and develop them into a final design. (Y5)</i></li> <li>• <i>Linear perspective is where lines and shapes converge towards vanishing points, giving the illusion of depth. (Y5)</i></li> <li>• <i>One-point perspective is a type of linear perspective. It is a way of drawing where everything seems to get smaller and go towards one vanishing point on the horizon line. (Y5)</i></li> <li>• <i>Vanishing point is the spot in a picture where all the lines seem to meet and disappear into the distance. It helps to show where things get smaller as they go farther away. It's usually on the horizon line. (Y5)</i></li> <li>• <i>The horizon line is where you put the vanishing point, and it helps show how high or low things are in a scene. (Y5)</i></li> </ul> <ul style="list-style-type: none"> <li>• Colours can carry symbolic meanings (e.g., black for mourning, white for purity, red for passion) and artists use these associations deliberately.</li> <li>• Artists use colour to create specific moods and atmospheres (e.g., bright colours for cheerful moods, muted colours for sombre moods).</li> <li>• Artists may use colour for expressive purposes, independent of real-world references</li> <li>• Overlapping, size, placement, and converging lines all work together to create space and depth in an artwork.</li> <li>• Artists use space to draw attention to the focal point of an artwork.</li> <li>• The focal point of an artwork is where the eye is drawn to (usually the main subject).</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• <b>Narrative art</b> is artwork that tells a story (narrative means story or tale). It uses pictures, sculptures, or other forms of art to show events or ideas, just like a book tells a story with words. Narrative art often includes characters, actions, and settings that help us understand what is happening.</li> <li>• The stories in narrative art can come from history, mythology, literature, religion, or current events; they can represent an idea, such as freedom; or they can be a personal story from the artist's life. For example:             <ul style="list-style-type: none"> <li>- A painting might show a hero fighting a dragon to tell a story about bravery.</li> <li>- A sculpture might show a person helping someone to teach a lesson about kindness.</li> </ul> </li> <li>• Artists often used famous stories from history, myths, or the Bible in their narrative art. This made it easier for people to recognize and understand the story being told, especially during times when many people couldn't read.</li> </ul> <p><b>John William Waterhouse</b></p> <ul style="list-style-type: none"> <li>• Waterhouse is known for his romantic and mythological paintings that often tell stories from literature, history, and mythology, particularly focusing on strong female characters.</li> <li>• He drew inspiration from classical literature and ancient myths, using these themes to explore complex emotions and relationships in his work.</li> <li>• Waterhouse employed techniques like rich colours and detailed figures, creating dramatic compositions that draw viewers into the narrative and evoke a sense of emotion.</li> <li>• His artworks often invite viewers to reflect on timeless themes of love, loss, and beauty, using storytelling to connect with audiences across generations.</li> </ul>  <p><b>Norman Rockwell</b></p> <ul style="list-style-type: none"> <li>• Norman Rockwell is famous for his artworks that capture everyday American life, often conveying humour, warmth, and nostalgia through his storytelling.</li> <li>• He was inspired by the world around him, drawing on experiences from his own life and the culture of the time to create relatable narratives that resonate with people.</li> </ul> 	<p>Know how...</p> <p>To understand that the historical context of a piece of art can affect how it is interpreted.</p> <p>To understand that people respond to art in different ways. To justify my responses to and interpretations of a piece of art in detail.</p>

	<ul style="list-style-type: none"> <li>Using both positive and negative space can make an artwork feel balanced or dramatic.</li> <li>Composition is important in narrative art; the arrangement of objects, figures, and space helps guide the viewer's eye and tells the story.</li> <li>Using focal points, like bright colours or strong contrasts, can direct attention to key parts of the story in the painting.</li> <li>Colour can be used to set the mood, such as using warm colours for excitement or cold colours for calmness or sadness.</li> <li>Light and shadow (chiaroscuro) help create depth and can show the time of day, the atmosphere, or the emotions of the characters.</li> <li>The use of perspective, such as one-point perspective, creates a sense of space and makes the story feel more realistic or dynamic.</li> <li>Texture can be added through brushstrokes, layering paint, or using mixed media to create a sense of movement or emotion in the scene.</li> <li>The characters' body language and facial expressions convey emotions and actions, helping to tell the story visually.</li> <li>Lines can be used to show movement, direction, and focus, whether through strong outlines or softer, more subtle lines for background elements.</li> <li>Symbols or details in the painting, like clothing or objects, can provide additional meaning or insight into the story being told.</li> </ul>	<ul style="list-style-type: none"> <li>Rockwell used techniques like realistic detail and expressive characters, creating scenes that feel alive and relatable, making his stories accessible to everyone.</li> <li>His artworks often depict moments of joy, family, and community, celebrating the simple pleasures of life while also addressing social issues and human emotions.</li> </ul>	
<b><u>Vocabulary</u></b>	Historical context Interpret / interpretation Meanings Atmosphere Balanced Dramatic Narrative Chiaroscuro Realistic Dynamic Elements Converging lines Focal point		
<b><u>Enrichment &amp; wider development</u></b>	Visit an Art Gallery to observe narrative paintings		



**Summer Term**  
Multi-Discipline: Art Activism

**Milestone LO**

I am learning to improve my mastery of a range of art and design techniques in the context of exploring activism in art.



*During each step, I am learning:*


- to use sketchbooks to record my ideas and observations, and to review and revisit ideas.
- about great artists, architects and designers in history.

*Throughout each step, I will be able to further develop my techniques, including my control and my use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.*

New knowledge

Revisited knowledge

<u>Substantive Concept</u>	<u>Substantive Knowledge</u>		<u>Disciplinary Knowledge</u>
	<b>Practical Knowledge (formal elements, methods, techniques)</b>	<b>Theoretical Knowledge (history of art, meanings and interpretations, artists and influences)</b>	Know how...
<b>Multi-discipline</b>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• <i>Composition is how objects are arranged in an artwork. (Y4)</i></li> <li>• <i>Media means the art materials chosen by an artist to create their artwork. (Y1)</i></li> <li>• <i>Mixed media involves using different materials like paint, pencils, markers, fabric, or photographs in one artwork to add texture and interest. (Y6)</i></li> <li>• <i>You can use bold colours and textures to reflect emotions, such as bright colours for happiness or dark tones for sadness. (Y6)</i></li> <li>• <i>Experimenting with different techniques, like collage, drawing, and painting, can make your artwork more dynamic and unique. (Y6)</i></li> <li>• <i>Using shapes, patterns, and abstract elements can help express feelings or ideas. (Y6)</i></li> <li>• <i>Layering different media can create depth and contrast in your artwork, making certain parts stand out more than others. (Y6)</i></li> <li>• <i>I can use my sketchbook to draw what I see around me or something from my mind. (Y3)</i></li> <li>• <i>I can use my sketchbook to practise art techniques. (Y3)</i></li> <li>• <i>I can use my sketchbook to plan initial ideas and develop them into a final design. (Y5)</i></li> <li>• <i>Colours can carry symbolic meanings (e.g., black for mourning, white for purity, red for passion) and artists use these associations deliberately. (Y6)</i></li> </ul> <ul style="list-style-type: none"> <li>• Art Activism is when artists use the creative power of the arts to call attention to political and social injustices and use their work to spark real change in the world around us.</li> <li>• An issue is a point or subject in question being talked about or that affects people.</li> <li>• A social issue is a problem that affects many people within a society.</li> <li>• A political issue is an issue relating to the government and laws of a country.</li> <li>• Protest art is the creative works produced by activists and social movements.</li> <li>• Symbols, slogans, and strong imagery are often used in activist art to make the message clear and impactful.</li> <li>• A zine is a small, self-published booklet or magazine, often used to share personal ideas, stories, or artwork on important topics.</li> <li>• Creating a zine involves designing pages, choosing fonts, drawing or printing images, and organizing the content in a creative way.</li> <li>• A font is a set of letters, numbers, and punctuation marks that are all one size and style.</li> <li>• The layout of a zine is important, and you can experiment with collage, hand-drawn art, and text to make it visually interesting.</li> <li>• Using bold colours, striking typography, and graphic design can help make the message in your zine stand out.</li> <li>• Typography is the style or appearance of text</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• <b>Art activism</b> is when artists use their artwork to share important messages and encourage change in the world. By creating paintings, murals, or performances, they raise awareness about issues like fairness, the environment, or human rights.</li> <li>• Art activists aim to inspire others to think differently and create changes in society.</li> <li>• Art can be a powerful way to share a message, challenge ideas, and inspire others to think or take action.</li> </ul> <p><b>Banksy</b></p> <ul style="list-style-type: none"> <li>• Banksy is a renowned street artist known for his thought-provoking and often controversial artworks that address social and political issues.</li> <li>• He draws inspiration from urban life and the challenges faced by communities, using his art to highlight topics like war, poverty, and consumerism.</li> <li>• Banksy employs techniques such as stencil graffiti, which allows him to create bold images quickly and in various locations, often making a powerful statement in public spaces.</li> <li>• His work encourages viewers to question authority and social norms, using irony and humour to spark conversations about important issues and promote change.</li> </ul>  <p><b>Keith Haring</b></p> <ul style="list-style-type: none"> <li>• Keith Haring was an influential artist whose vibrant and energetic artwork aimed to raise awareness about social issues, including racism, and LGBTQ+ rights.</li> <li>• He was inspired by the New York City street culture of the 1980s, using his art to communicate messages of love, unity, and social justice to a wide audience.</li> <li>• Haring used techniques like bold lines and bright colours, often creating large murals and public artworks that were accessible to everyone, regardless of background.</li> <li>• His artwork features simple, playful figures and symbols, making it easy to understand while conveying powerful messages about activism and community.</li> </ul> 	<p>Know how...</p> <p>To explore the concept of art as activism, understanding how artists use their work to advocate for social change, environmental issues, and community engagement.</p> <p>To reflect on the impact of art in society, considering how my own work and that of others can inspire change, evoke emotions, and foster understanding among people.</p>

	<ul style="list-style-type: none"> <li>Protest art can include a mix of media, such as posters, graffiti, illustrations, photography, and digital art.</li> <li>Thinking carefully about the message you want to communicate ensures it is clear and meaningful for the audience.</li> <li>Sharing your zine or protest art with others can help raise awareness and start important conversations about issues that matter.</li> </ul>	<p><b>Bob and Roberta Smith</b></p> <ul style="list-style-type: none"> <li>Bob &amp; Roberta Smith are British artists known for using art as a form of activism to promote creativity, education, and social change, often through text-based artworks.</li> <li>They draw inspiration from various sources, including the importance of art in society and the need for creative expression, advocating for the value of the arts in education and community.</li> <li>Smith uses techniques like hand-painted signs and playful typography, creating visually engaging pieces that communicate clear messages about social issues and the power of creativity.</li> <li>Their work encourages people to engage with art and activism, emphasising the role of artists in addressing societal challenges and inspiring positive change.</li> </ul>	
<p><b><u>Vocabulary</u></b></p>	<p>Slogans Imagery Activist Message Impactful Awareness Social issues Political issues Self-published Topics Fonts Layout Typography Protest Communicate Meaningful <u>Injustice</u></p>		
<p><b><u>Enrichment &amp; wider development</u></b></p>	<p>Linking artwork to local community issues.</p>		

