

**Unit Title:**

Colour Mixing

Year 1

**Subject ART**

**NC Objectives**

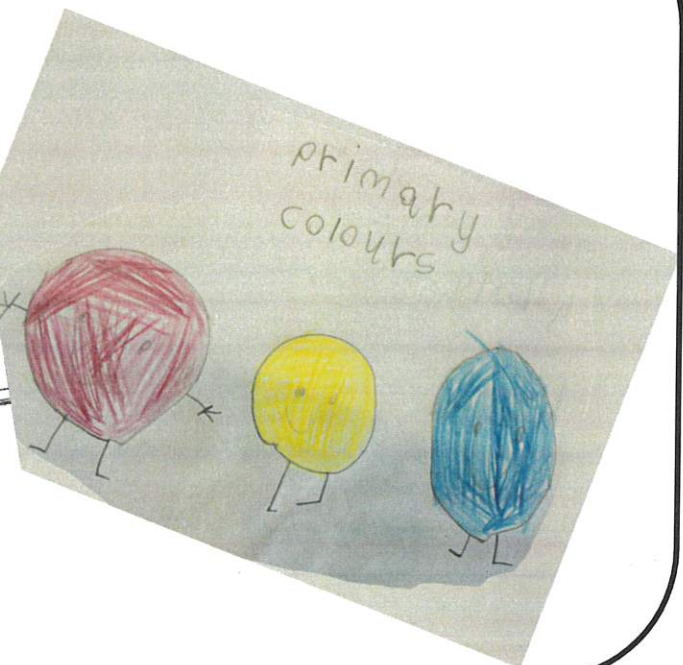
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

**Unit Overview**

To learn about the primary colours and begins to understand how we make secondary colours.

**A Good Example (artist and child work)**

**MIXED**  
Arree Chung



**The Journey-**

The children have been able to access a very thorough and well resourced art area in Reception allowing them to explore their own creativity with regard to colours. The story 'Mixed' links well with PSHE and is a fun way to get into exploring colours. There are possibilities to extend into provision where children can experiment and find different colours: Science - mixing different colours of transparent paper, using colour glasses. Workshop: mixing different colours using paint.

**Key Vocabulary/Knowledge**

Thick

Thin

Yellow, Blue, Red

Orange, Green, Purple

Shade

**Key Art Skills** (from the foundation subject assessment)

To name the colours they use, including shades.

Use thick and thin brushes.

Name the primary and secondary colours.

**Unit Title:**

The Art Process: William Morris

Year 1

**Subject ART**

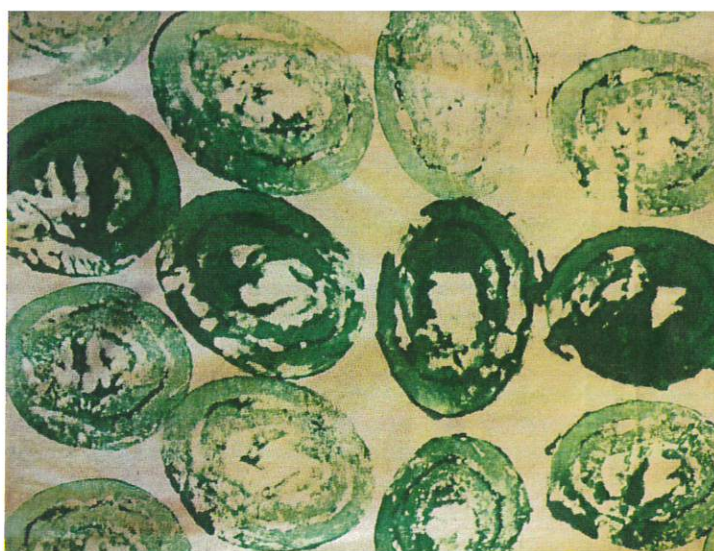
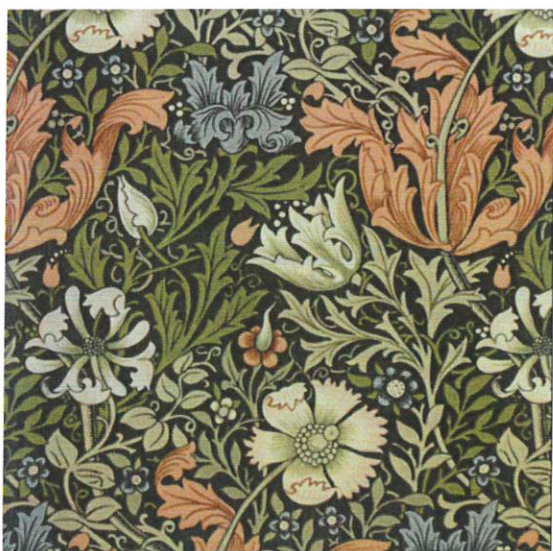
**NC Objectives**

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

**Unit Overview**

To learn that drawings form the basis of most art work and that there is planning involved. Appreciate some of the art and design of

William Morris.

**A Good Example (artist and child work)****The Journey-**

The children have been able to access a very thorough and well resourced art area in Reception allowing them to explore their own creativity making marks with different types of things.

**Key Vocabulary/Knowledge**

Dark

Light

Hard

Soft

Print

**Key Art Skills** (from the foundation subject assessment)

To notice the difference between an 'H' pencil and a 'B' pencil and have a go at using them.

Use a sharp object to scour out a potato in order to make a print with it—make their own printing block.

Create a repeating pattern.



**Unit Title:**

Line Drawing and Pencils

Year 1

**Subject ART**

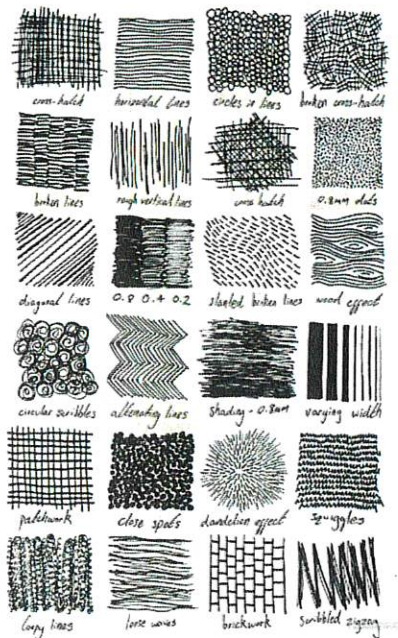
**NC Objectives**

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

**Unit Overview**

To learn how to make different sorts of marks with different sorts of pencils.

**A Good Example (artist and child work)**



**The Journey-**

The children have been able to access a very thorough and well resourced art area in Reception allowing them to explore their own creativity with different types of mark making. Now we experiment with hard pencils (H) and soft pencils (B) to see what difference they make. Which ones do we prefer? What effects can we get? The children then make a squiggle drawing and fill it with lots of different marks.

**Key Vocabulary/Knowledge**

Thick

Thin

Hard

Soft

B, H

**Key Art Skills** (from the foundation subject assessment)

To understand that you can get different effects when you use different pencils.

To understand that you can get different effects when you hold your pencil differently.

**Unit Title:**

Drawing Techniques

**Subject ART Year 2****NC Objectives**

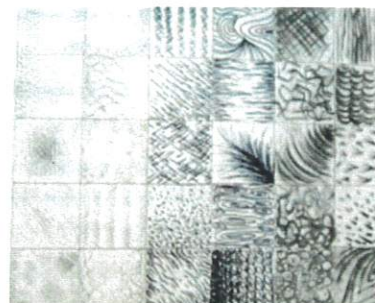
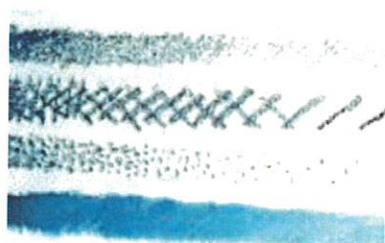
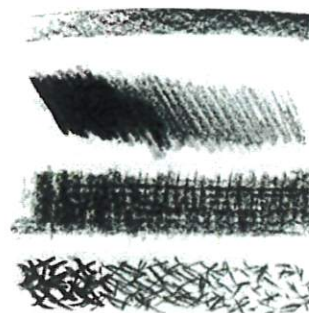
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

**Unit Overview**

To learn how to make different sorts of marks with different sorts of pencils, pastels, charcoal and paint. To begin to know that adding white or black can change your mood in a picture.

**A Good Example (artist and child work)**

View through a viewfinder then apply  
Pastel, charcoal or pencil techniques.

**The Journey-**

The children have been able to access a very thorough and well resourced art area in Reception allowing them to explore their own creativity with different types of mark making. They have experimented with different pencils in Y1 and then are taking this further by the introduction of a further softness of pencil and using charcoal and pastels in different ways including adding a tint of white and black. Now they learn how to hold and use a viewfinder to create a piece of work.

**Key Vocabulary &**

Thick	<b>Knowledge</b>
Thin	Charcoal
Hard	Blend
Soft	Tint
B, H, HB	Cross hatching
Pastels	

**Key Art Skills** (from the foundation subject assessment)

To understand that you can get different effects when you use different pencils, pastels and charcoal

To understand that you can get different effects when you hold your tools differently.

Can they create different tones using light and dark?

Can they show patterns and texture in their drawings?

Can they use a viewfinder to focus on a specific part of an artefact before drawing it?



**Unit Title:**

Aboriginal art

Subject ART Y2

**NC Objectives**

To use a range of materials creatively to design and make products  
To use drawing, painting to develop and share their ideas, experiences and imagination

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

**Unit Overview**

To study Aboriginal art and designs and use these ideas to create their own pieces of art using paint and cotton buds, pencil drawings and paint to design boomerangs.

**The Journey-**

The children have been learning about Australia for their Geography topic and study Aboriginal art looking at photographs and artefacts which have aboriginal designs. They will learn about the meaning of the designs and then go on to produce a coloured picture of their hand using suitable colours and careful control to place the dots to make suitable patterns. The work can be extended by making designs on a boomerang using aboriginal signs and designs. Workshop: mixing different colours using paint.

**Key Vocabulary/Knowledge**

Aboriginal art/designs

Thick

Thin

Yellow, Red, Orange, brown, black, white.

**Key Art Skills** (from the foundation subject assessment)

To name the colours they use, including shades.

Use cotton buds to make careful dot design.

Name the primary and secondary colours.

**Unit Title:**

Colour Mixing

Year 3

**Subject ART**

**NC Objectives**

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

**Unit Overview**

To learn about the primary and secondary colours and learn how to create a background using a wash whilst knowing the correct brush to use to create the right effect.

**A Good Example (artist and child work)**

**The Journey-**

The children will use their prior knowledge of colour mixing to explain the primary and secondary colours and how they are made. They will mix primary colours to create secondary colours and paint these onto the colour wheel. The children will mix a colour and use water colours to create a wash ready for our Monet unit. They will be responsible for choosing the appropriate brushes for the work they are completing after investigating the effects that can be created using different thickness brushes.

**Key Vocabulary/Knowledge**

Primary/secondary colours

Wash

Strokes

Background

Mixing

**Key Art Skills** (from the foundation subject assessment)

To name the colours they use, including shades.

Use thick and thin brushes.

Name the primary and secondary colours.



**Unit Title:**

Artist Study—Monet

Year 3

**Subject ART**

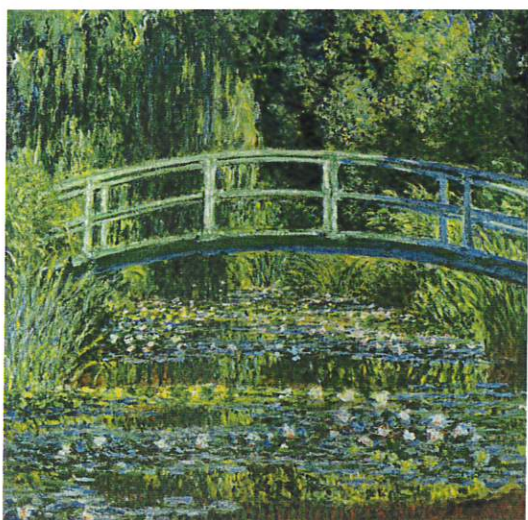
**NC Objectives**

To be taught about great artists in history.

**Unit Overview**

To learn about Monet, look closely at his artistic style and artwork before attempting to create their own versions of Monets lily pond.

**A Good Example (artist and child work)**



**The Journey-**

The children will learn about Monets life and his famous works of art. They will learn about the style of art called 'impressionism', initiated by Monet and will discuss and consider what impressionism means as a style. The children will look closely at pictures of Monets artwork and then focus specifically on Monets water lilies. They will use oil pastels and water colours to recreate one of Monets water lily paintings using the impressionism style.

**Key Vocabulary/Knowledge**

Claude Monet

Impressionism

Landscape

Portrait

Shade

Contrast/Compliment

**Key Art Skills** (from the foundation subject assessment)

To name the colours they use, including shades.

Use thick and thin brushes.

Name the primary and secondary colours.

**WHERE DO I FIND THESE?**

**Unit Title:**

Colour Mixing

Year 4

**Subject ART****NC Objectives**

To develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art.  
To improve mastery of art techniques, including drawing and painting with a range of materials.

**Unit Overview**

To revisit primary and secondary colours and learn about complimentary and harmonious colours.

To use the skills learned to create artistic effects and the right effect.

**A Good Example (artist and child work)****The Journey-**

The children will use their prior knowledge of colour mixing from Years 1 and 3 to explain the primary and secondary colours and how they are made. They will mix primary colours to create secondary colours, reviewing prior knowledge of the colour wheel. The children will learn how colours can be hot, cold, complimentary and harmonious, and explore how these colour combinations can create different effects. They will consider how artists use their knowledge of colour theory to create a range of artistic effects, such as foreground/background, or to make an object stand out.

The children will learn about printing techniques, and apply their knowledge of colour mixing to create a print based on Islamic plant design (History link). The print will use primary, complimentary or harmonious colour mixes.

**Key Vocabulary/Knowledge**

Colour theory	Colour wheel	Pale
Bold	Complementary	Harmonious
Crimson red	Brilliant blue	Opposite
Brilliant yellow	Warm	Cold
Bleed	Islamic art	Geometric
Calligraphy	Vegetal	Foliage
Pattern	Polystyrene Printing Sheet	
Ink tray	Tracing paper	Printing ink
Print roller	Lino cutter	

**Key Art Skills** (from the foundation subject assessment)

To know where each of the primary and secondary colours sit on the colour wheel. (from Yr3)

To be able to create all the colours needed  
To understand hot, cold and complimentary colours.

To create mood in paintings by application of colour theory

To use printing techniques



**NC Objectives**

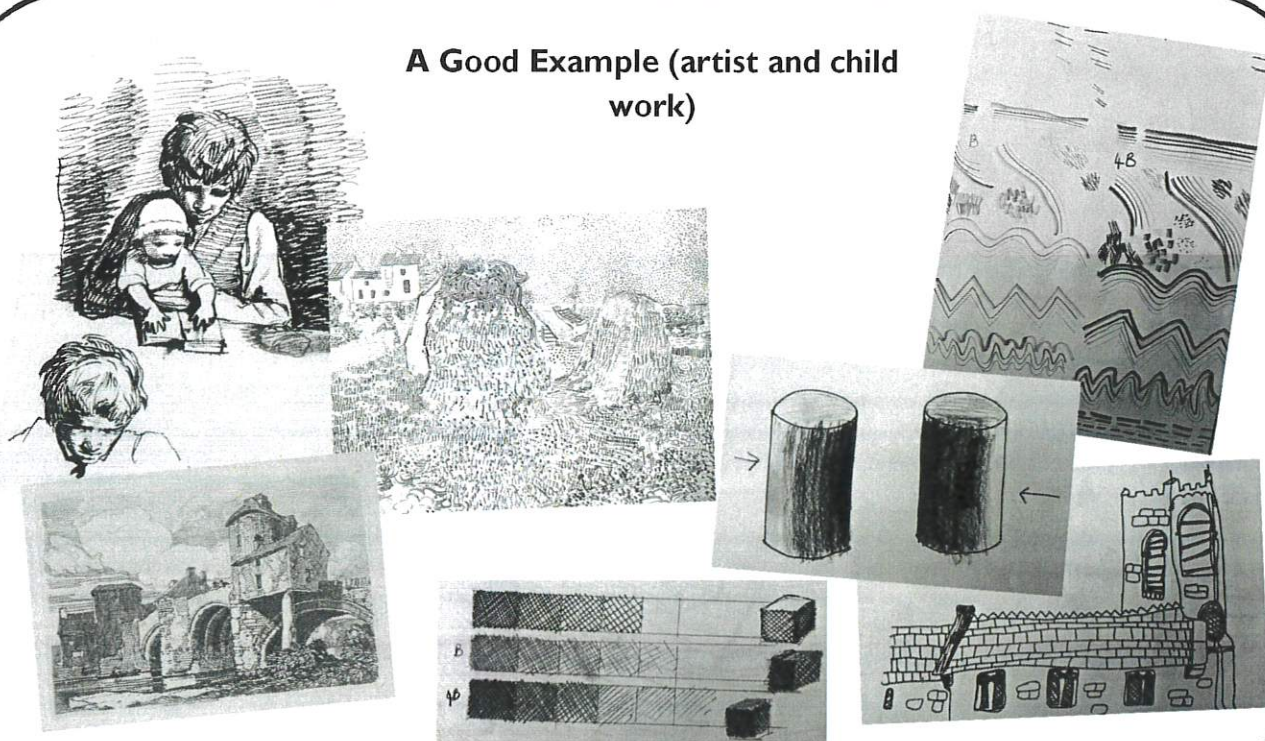
- To record observations in sketchbooks and use them to review and revisit ideas.
- To improve mastery of art and design techniques including drawing with pencil, and printing.

**Unit Overview**

To learn how different sorts of marks can be used to create tone and texture.

To learn how to make a press print and use two colours to create a black and white photo image (Geography link—Pole to Pole—Shackleton).

**A Good Example (artist and child work)**



**The Journey— Line Drawing**

In Year 1 children investigated drawing lines of various shapes and thicknesses using a crayons and two grades of pencil. In Year 2 they extended their knowledge and experience of media to include three grades of pencil, charcoal and pastels. They learned how to produce tone, pattern and texture and used viewfinders to focus on a specific area of an object for their drawing. In Year 3 they used a range of pencil grades to create tone and texture and produced a final piece of work, adding notes to explain their sketch.

**Key Vocabulary/****Knowledge**

Grade (4B, B, H)

Lines

Tone

Stippling

Shading

Single-hatching

Cross-hatching

Grade

Pressure

Smudging

Light source

Texture

Rough

Smooth

Coarse

Prickly

Grid

Enlarge

Safeprint

Tracing paper

Printing ink

Print roller

Ink tray

**Key Art Skills** (from the foundation subject assessment)

- To experiment with different techniques (line drawing and press printing).
- To describe some features of what is represented in their artwork.
- To investigate visual and tactile qualities in artistic processes.
- To record information in their sketchbook and explain how it was collected.
- To identify aspects of work which could be improved and suggest possible solutions.
- To describe what they have done and learned.



**NC Objectives**

- To record observations in sketchbooks and use them to review and revisit ideas.
- To improve mastery of art and design techniques including printing.

**Unit Overview**

To learn how to make a press print and use two colours to create an image (History link: Vikings, Early Islamic Civilisations)

**A Good Example (artist and child work)****The Journey– Printing**

In Year 1 children investigated different materials that they could print with and compared the effects, printing on both paper and textiles. They then designed their own print block and used it to create a repeating pattern. In Year 4 children will further their journey by linking pattern development to their work in History and will create a print pattern that uses two colours, revisiting colour-mixing from earlier in the year. They will consider how removal of the block affects the printed design. They will create their own colours to print with and print on paper and textiles. They will evaluate their own and other's work.

**Key Vocabulary/  
Knowledge**

Shape  
Repeat  
Pattern  
Skills  
Technique  
Print  
Print making  
Safeprint  
Tracing paper  
Printing ink  
Print roller

Ink tray

**Key Art Skills** (from the foundation subject assessment)

- To experiment with different techniques (press printing).
- To describe some features of what is represented in their artwork.
- To investigate visual and tactile qualities in artistic processes.
- To record information in their sketchbook and explain how it was collected.
- To identify aspects of work which could be improved and suggest possible solutions.
- To describe what they have done and learned.

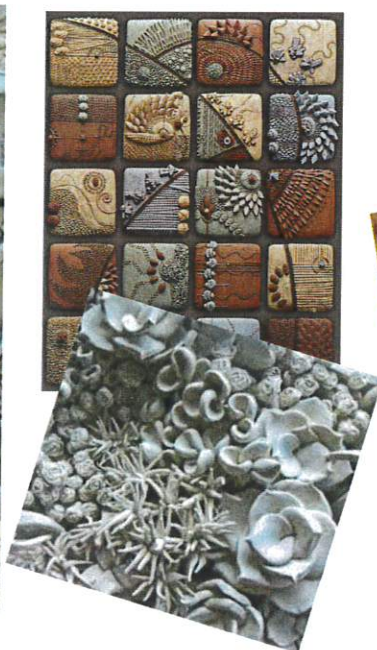


**NC Objectives**

- To record observations in sketchbooks and use them to review and revisit ideas.
- To improve mastery of art and design techniques including sculpture.

**Unit Overview**

To begin to sculpt clay using hands and clay tools.

**A Good Example (artist and child work)****The Journey— Sculpture**

In Year 3 children began to sculpt clay by making a coil-structure pot linked to their work on The Romans. They learned how to manipulate and roll the clay, and how to form and smooth it into a pot.

In Year 4 they build on their skills by learning of different ways that clay can be moulded both by hand and by tools, and how pieces of clay can be successfully joined using scratch and slip. They learn of Early Islamic designs and make a clay tile, incorporating moulded and joined pieces using a variety of learned techniques. They evaluate their own work and that of others.

**Key Vocabulary/  
Knowledge**

Clay  
Sculpt/Sculpture  
Rolling  
Squeezing  
Pinching  
Pulling  
Carving  
Smoothing  
Guide  
Hanging holes

**Key Art Skills** (from the foundation subject assessment)

- To experiment with different techniques (sculpture).
- To describe some features of what is represented in their artwork.
- To investigate visual and tactile qualities in artistic processes.
- To record information in their sketchbook and explain how it was collected.
- To identify aspects of work which could be improved and suggest possible solutions.
- To describe what they have done and learned.



## Unit Title:

People in movement

Subject **ART**

Year 5

### NC Objectives

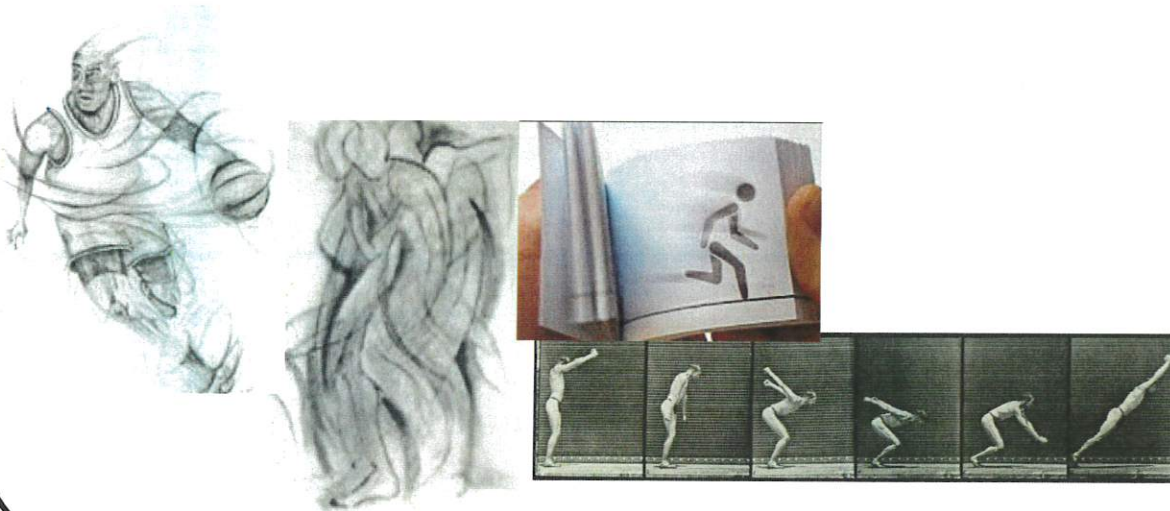
- To keep notes in their sketch books as to how they might develop their work further
- To organise line, tone, shape and colour to represent figures and forms in movement?

### Unit Overview

The children will use poses, photographs and observations to draw thick men and then use the circle and tube technique to create a person in movement. They will study the work of *Eadweard Muybridge* and find different ways to show people in motion.

(Linked to Ancient Egypt—'Walk like an Egyptian')

### A Good Example (artist and child work)



### The Journey— Line Drawing

In Year 1 children investigated drawing lines of various shapes and thicknesses using a crayons and two grades of pencil. In Year 2 they extended their knowledge and experience of media to include three grades of pencil, charcoal and pastels. They learned how to produce tone, pattern and texture and used viewfinders to focus on a specific area of an object for their drawing. In Year 3 they used a range of pencil grades to create tone and texture and produced a final piece of work, adding notes to explain their sketch. In Year 4 they learned how different sorts of marks can be used to create tone and texture.

### Key Vocabulary/ Knowledge

- the ways in which movement is shown in visual form, eg in film, animated cartoons, cartoon sequences
- movement, eg action, repetition, sequence, drift, dynamic, flowing, motion, rhythm, shifting, forceful
- human form, eg pose, position, gesture, open/closed shape
- facial expression, eg expressive, contorted, exhausted, joyous

- change, eg alter, convert, reorganise, transform, vary
- lines and shapes, eg border, expressive, boundary, contour, edge, outline, profile, silhouette
- tone, eg lightness, shade, contrast
- colour, eg brilliant, glowing, dark, faded, expressive
- representation, eg depict, portray, figurative, abstract
- montage, eg cutting and piecing together from photographs and other materials

### Key Art Skills (from the foundation subject assessment)

- Use line, tone and shading to represent things seen, remembered or imagined.



**Unit Title:**

Painting—David Hockney

**Subject ART Year 5**

**NC Objectives**

To create all the colours they need.

To create mood through their paintings.

To express their emotions through accurately through painting and sketching.

To create a piece of art work which includes the integration of digital images they have taken?

**Unit Overview**

To learn about Hockney, look closely at his artistic style and artwork, recreating the colours and building up to creating a recreation of Garrowby Hill, using skills taught and their own choice of medium.

**A Good Example (artist and child work)****The Journey-**

The children will learn about Hockney's life and his famous works of art. The children will look closely at examples of Hockney's artwork, looking at the colours, the mood created and the perspective in his landscapes and then focus specifically on Hockney's Garrowby Hill. They will use the skills learned and their own choice of medium. The children will then study Hockney's digital photography artwork and recreate that, in groups, using the iPad and photos taken and printed out.

**Key Vocabulary/Knowledge**

David Hockney

Landscape

Shade

Perspective

Digital photography

Contrast/Compliment

**Key Art Skills** (from the foundation subject assessment)

- Develop different ideas which can be used and explain his / her choices for the materials and techniques used.
- Research and discuss various artists
- Mix colours to express mood.

**NC Objectives**

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

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including painting with a range of materials
- about great artists, architects and designers in history ( see also DT– textiles)

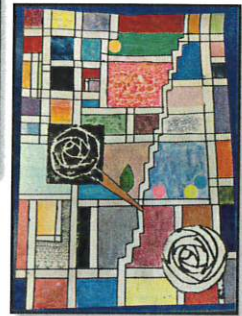
**Unit Overview.**

Children will initially undertake research into the work of CRM, using sketch books they will create a mindmap of their ideas and capture examples of his work.

They will learn how to draw and shade a CRM rose.

Following this children will experiment with different types of paint including– acrylic/ water colour/ pallet/ oil– creating texture, colour range

Building on previous skills of **PAINTING, PRINTING, FELTING, PENCIL WORK**, they will create a A3 piece in the style pf CRM. ( stained glass window influenced)

**A Good Example ( artist and child work)****The Journey-**

(previous learning, curriculum links and journey to the final product)

Previous lesson sin Year 6 include: Textiles work, ( DT), Remembrance Roses ( Water colour).

Y3-Painting Skills and colour mixing– Water Colours Monet

Y4– Creating colours– Mood shading and texture

Y5-Colour mixing. Water Colour and brush techniques, Hockney, fontalism, Stephen Wiltshire.

**Key Vocabulary**

**Colour, tone, texture, acrylic, oil, water colour, influence, inspire, influence, mood board,**

**Key****Art Skills (from the foundation subject assessments)**

**Sketchbooks.** Sketch books contain detailed notes, and quotes explaining about items. Compare their methods to those of others and keep notes in their sketch books. Combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.

**Printing**

Overprint using different colours. Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods.

**Knowledge of art**

Make a record about the styles and qualities in their work. Say what their work is influenced by.