








Lower Key Stage 2	Aut	Collage Unit		
Key Vocabulary		Key Artists		
Rough smooth bumpy soft hard prickly shiny furry hairy flat fine uneven glossy matt		David Hockney	 	
Media & Tools				
Paper, Photographs, Magazines, Scissors, Glue				
Prior Learning <ul style="list-style-type: none"> Engage in opportunities to increase awareness of colour, pattern, shape, and texture by combining collage and textile materials in different ways. Experiment with combinations of materials. Use scissors accurately to cut out shapes for attaching. Attach paper in a variety of different ways. Combine materials into a mixed media image 				
<ul style="list-style-type: none"> Curriculum Skills <ul style="list-style-type: none"> Explore and work from images from the natural and designed world to produce textured pieces (selecting fabrics, papers and stitches that relate to these images) Use a range of colours and materials to create an image based of themselves or a famous person that interests them Refine and alter ideas and explain choices using an <ul style="list-style-type: none"> Assessment 		Learning Intention	Knowledge	
Year 3 <ul style="list-style-type: none"> Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Name the tools and materials they have used. Develop skills in stitching. Cutting and joining. Experiment with a range of media e.g. overlapping, layering etc 		<p>How would you describe the artist's designs? What do you think inspires her? Examine examples of the work of key artist. Identify key features of their work and how they are similar and different. Why have these artists used photographs to create a collage? Describe effect created in David Hockney. Identify these can be abstract and asymmetrical. Analyse how images have been laid out and overlapped</p> <p>How are abstract images created for a single image? Create a collage inspired by the work of David Hockney. Practise cropping, laying out and overlapping images to create an abstract collage. Create a similar image from a series of viewpoints of the same image.</p> <p>How are images created from a series of images and media? Create a collage inspired by the work of Romare Bearden. Select colours and images from a range of magazine images and coloured paper to create a simple image</p> <p>Is your artwork effective? Decide what has been effective on the collage. Decide what could be improved next time. Discuss which feature draws the eye</p>	<p>Know how to use different grades of pencil to shade and show tones and textures. Know three or more different mark making. techniques. Demonstrate that HB, 2B and 6B give different shades, depth of pigment</p> <p>Demonstrate drawing can be used as a starting point for other processes - smaller scale for larger drawings plans or models etc. Know it is important to carefully observe when drawing from life, noting scale, shape and position of the original subject</p> <p>Sticky fact Graphite pencils are classified as either soft black (B), hard (H), hard black (HB), and firm (F). The degree of soft black, hard, hard black, and firm are then further classified by numbers, the higher the number the higher the intensity</p>	
Year 4 <ul style="list-style-type: none"> Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. 				




Lower Key Stage 2	Summer	Drawing Unit	
Key Vocabulary		Key Artists	
Straight Curved Long Short Wavy Thick Thin diagonal bold vertical horizontal cross-hatching undulating continuous Light dark tint tone shade soft strong harsh subtle contrasting dramatic		Georgia O'keeffe 	
Media & Tools			
B, 2B and 6B pencils, charcoal sticks, wax crayons, coloured pencils, fine liners, oil pastels			
Prior Learning			
<ul style="list-style-type: none"> ○ Use pencils to create lines of different thicknesses. ○ Demonstrate that the pressure you put on a pencil determines the intensity of colour you produce ○ Apply different pressure to the pencil will create different tones ○ Use different techniques for pastel work which creates different effects 			
Curriculum Skills		Learning Intention	Knowledge
<ul style="list-style-type: none"> ○ Use a sketchbook to record their ideas, observations and imaginative drawings using an increasing range of marks, lines and patterns. ○ Make choices from a range of different tools and surfaces. ○ Use drawings as a basis for working in other media – made pigments. ○ Explore a sense of scale – flowers 		<p>How would you describe the artist's designs? What do you think inspires her? Examine examples of the work of key artist. Identify key features of their work and how they are similar and different.</p> <p>How do we draw a flower? Explore how to use soft pastel – apply overall colour with the side of the stick, precise colour with the end, layering and blending to give a naturalistic effect and highlighting and shadowing to give depth and a more 3D impression. Establish a progressive routine- outline, layering of colour, blending, shadow and highlight with white chalk</p> <p>Can we use continuous line? Use typical subject matter – i.e., found flower outline, as the basis for developing the technique – use of fine tip pens.</p> <p>What would you do to develop this artwork? Decide/assess if the artwork is effective. How will you develop your skill with future application of these techniques?</p>	<p>Know how to use different grades of pencil to shade and show tones and textures. Know three or more different mark making. techniques. Demonstrate that HB, 2B and 6B give different shades, depth of pigment</p> <p>Demonstrate drawing can be used as a starting point for other processes - smaller scale for larger drawings plans or models etc. Know it is important to carefully observe when drawing from life, noting scale, shape and position of the original subject</p> <p>Sticky fact Graphite pencils are classified as either soft black (B), hard (H), hard black (HB), and firm (F). The degree of soft black, hard, hard black, and firm are then further classified by numbers, the higher the number the higher the intensity</p>
Assessment			
Year 3 <ul style="list-style-type: none"> ● Experiment with different grades of pencil and other implements. ● Plan, refine and alter their drawings as necessary. ● Use their sketchbook to collect and record visual information from different sources. ● Draw for a sustained period of time at their own level. ● Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 			
Year 4 <ul style="list-style-type: none"> ● Make informed choices in drawing inc. paper and media. ● Alter and refine drawings and describe changes using art vocabulary. ● Collect images and information independently in a sketchbook. ● Use research to inspire drawings from memory and imagination. ● Explore relationships between line and tone, pattern and shape, line and texture. 			





Lower Key Stage 2	Spring	Painting Unit	
Key Vocabulary		Key Artists	
Rough smooth bumpy soft hard prickly shiny furry hairy flat bold subtle soft strong harsh dramatic vibrant pale translucent		<p>Paul Nash</p> 	
Media & Tools			
printing tray, rollers, printing inks, found items to print with, relief blocks and materials to add surface detail for print.			
Prior Learning			
<ul style="list-style-type: none"> Mix a range of colours and know which primary colours make secondary colours Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work on a range of scales e.g. thin brush on small picture etc. 			
Assessment		Learning Intention	Knowledge
<p>Year 3</p> <ul style="list-style-type: none"> Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc 		<p>Artists – evaluating, analysing and contextual knowledge</p> <p>What are the key techniques, style and influences of Paul Nash’s work? Investigate the painting of planes, scenes of ww2 in his work.</p> <p>How was emotion reflected in Paul Nash’s paintings?</p> <p>Think about the colours and mood created.</p> <p>Can you emulate the key techniques and style of Paul?</p>	<p>INTENDED END POINTS:</p> <p>UNDERSTANDING</p> <p>Use foreground, mid-ground and background in their descriptions of paintings. Know objects look smaller in the background and the whole object may not be seen. Know that objects that are further away usually appears smaller, higher up in the field of vision and their colouration is less vivid (vice versa for objects in the foreground – larger, lower and brighter saturations of colour). Know brushes must be used appropriately and looked after in order to obtain the best results – pure colours can only be created using clean brushes and materials. Key features of the featured artists work and techniques.</p>
<p>Year 4</p> <ul style="list-style-type: none"> Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process. 		<p>Sketch an outline of an ww2 landscape Practise painting techniques to create the human form and buildings, using watercolours/acrylics. Introduce one-point perspective. Identify and use Paul Nash’s distinct colour palette to create a painting.</p> <p>Can you paint your own urban landscape using Paul Nash’s style and technique as an influence? Paint a landscape using Paul Nash’s style, techniques and approach as an influence.</p> <p>How effect was the painting? How could the painting be improved? How might the palette change in a modern world war landscape? Why?</p>	<p>Sticky Knowledge:</p>



Lower Key Stage 2	Spring	Printing Unit	
Key Vocabulary		Key Artists	
Repeated spotted striped symmetrical criss-cross simple busy spaced complex broken checked tessellated geometric		Atta Kwami, Africa	
Media & Tools			
Press print, water-based printing ink, tray, roller			
Prior Learning			
<ul style="list-style-type: none"> Block print with 'found' objects including vegetable/paint matter. Create mono-prints One colour Press Print print 			
Curriculum Skills		Learning Intention	Knowledge
<ul style="list-style-type: none"> To use 3D Materials to give textured effect Develop techniques in printing Examine and evaluate their own work. To create surface patterns and textures in a malleable material. Create sketchbooks to journal their ideas. Develop techniques in cutting Make printed marks on a variety of surfaces – find which objects make the best marks. Use a pounce to apply an even distribution of colour to a stencilled surface 		<p>How would you describe the artist's designs? What do you think inspires him? Examine examples of the work of key artist. Identify key features of their work and how they are similar and different.</p> <p>How can you use etching to print to create a design? Learn to create a tile and use relief printing as a technique whereby what you 'etch' out of your tile, won't be printed. Take inspiration from the subject matter of the featured artists. Set out a printing table. Learn and use technical vocabulary: Etched -To cut into the surface of something to form lines. Repeat printed images -An image that is printed again and again and again Rotate printed image</p>	<p>Know about key features and techniques of the featured artists artworks. Know that images can be repeated and/or rotate Colourways can alter the design.</p> <p>Sticky fact Know that using relief printing is a technique whereby what you 'etch' out of your tile, won't be printed.</p>
Assessment			
Year 3			
<ul style="list-style-type: none"> Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. Explore pattern and shape, creating designs for printing 		<p>How can you create a relief printing design from a landscape photograph? Sketch ideas in sketchbook building up sketching techniques. Annotate the design ready for transfer to the Press Print tile. Set up printing table and mix appropriate printing ink. Create prints on different coloured background/different mediums</p>	
Year 4			
<ul style="list-style-type: none"> Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want 		<p>How might these printed samples be used? How effective was the finished print? Discuss effect. Does the background colour affect the overall image</p>	



Lower Key Stage 2	Autumn	Textiles Unit	
Key Vocabulary		Key Artists	
Rough smooth bumpy soft hard prickly shiny furry hairy flat fine uneven glossy matt		<p>Shelia Hicks</p> 	<p>Ana Barboza</p> 
Media & Tools			
printing tray, rollers, printing inks, found items to print with, relief blocks and materials to add surface detail for print.			
Prior Learning			
<ul style="list-style-type: none"> • Had opportunities to increase awareness of colour, pattern, shape, and texture by combining collage and textile materials in different ways. • Combine materials into a mixed media image. • Stitch, knot and use other manipulative skills.i.e. • Use scissors to cut out shapes for attaching. • Attach fabrics or paper in a variety of different ways. 			
Curriculum Skills		Learning Intention	Knowledge
<ul style="list-style-type: none"> • Explore and work from images from the natural and designed world to produce textured pieces (selecting fabrics, papers and stitches that relate to these images) • Use a range of colours, shapes, stitches and textures and materials to create an image to represent elements of the natural and designed world – creating a collage of a window frame or an image based on a landscape/cityscape/rainforest • Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. 		<p>How does the work of two textiles artists compare? Discuss techniques used by two artists. Compare their use of colour and materials</p> <p>How can we use yarn wrapping to create a range of effects? Experiment with base materials to create sea urchins and sausage like forms. Experiment with binding of loose yarn</p> <p>How can we use weaving to create a range of effects? Recap simple weaving techniques Use technical vocabulary of weft</p> <p>How can we combine forms of these textiles? Establish that taught techniques can be combined during the weaving process so that the 3D forms become part of the finished product. - Incorporate loose and bound yarn into a weaving.</p> <p>Is your art work effective? Decide what could be improved next time. Discuss which feature draws the eye</p>	<p>INTENDED END POINTS: UNDERSTANDING Language can be used to describe the visual and tactile qualities of textiles. Inspiration for collage and textile work can be drawn from real life and texture can be representational as well as realistic – personal interpretation and stylisation is valid.</p> <p>Sticky Knowledge: Yarn is used to make cloth by knitting, crocheting or weaving</p>
Assessment			
<p>Year 3</p> <ul style="list-style-type: none"> • Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. • Name the tools and materials they have used. • Develop skills in stitching. Cutting and joining. • Experiment with a range of media e.g. overlapping, layering etc 			
<p>Year 4</p> <ul style="list-style-type: none"> • Match the tool to the material. • Combine skills more readily. • Choose collage or textiles as a means of extending work already achieved. • Refine and alter ideas and explain choices using an art vocabulary. • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. 			