Days Lane Artist

Vocabulary:
William Morris, print, pattern, floral, tile, embellishments, mono-printing, block printing, cross-hatching, hatching, smudging, circulism, light, dark, sketching pencil names such as 6B, HB, 4H, Red House, wallpaper

Rainforest, depth of field, foreground, midground, background, landscape, observation, monochromatic landscape

Shading, light, dark, shadow, hatching, cross-hatching, smudge, scumble, Black, grey, tone, pencil, sketching pencil, 6B, HC etc, lightest pressure, hardest pressure, gradient, shadow, direction

Enrichment experiences:
- School exhibitions
- Year 6 – Red House visit
- Specialist Workshops with Amy (Art Consultant)

Skills:
- Create original pieces that show a range of influences and styles from notable artists, artisans and designers.

Drawing:
- Sketch collection of observational and imagined drawings and ideas using a variety of techniques including reflections, shadow, direction of sunlight, movement and perspective.
- Show confidence in using a variety of drawing mediums including ink and pen.
- Accurately able to express ideas in drawings.
- Able to talk about their own preferred style of drawing and make comparisons with that of other pupils.

Printing:
- Master printing techniques of using layers of colour and repeating patterns.
- Learn how to use polystyrene to print
- Make decisions and adaptions to improve the effectiveness of their printing methods

Painting:
- Create paintings by choosing and combining colours, tones and tints to enhance the mood of the piece.
- Create paintings with a realistic effect through effective use of perspective, proportion, line, shading and tone

3D Sculpture and Collage:
- Make effective and exciting choices when creating textures to combine visual and tactile qualities and create real-life or abstract proportions when creating collage and sculpture.
- Record multiple options for ideas/designs and use a criteria to refine and develop them before using them to make a final piece
- Use printmaking techniques to create a decorative piece of art with a repeated pattern
- To record ideas and inspirations using a mood board, that demonstrates a considered selections of images
- To identify theme, mood and medium and make comparisons to other artworks and artists
- Have a sense of taste around art and explain their preferences clearly, making connections to themselves, the wider world and other artworks

- Create original pieces that show a range of influences and styles from notable artists, artisans and designers. These works should not simply be a pastiche of other artists' works, but an attempt to look deeper at what motivated this artist, the techniques they used to enable children to make work of their own.
- Show how the work of those studied was influential in both society and to other artists.

Knowledge:
- Identify the main mediums used in a given piece of art
- Understand and identify examples of abstract and realistic art
- Identify and give examples of warm and cold colours
- Know the primary colours and how to mix them to make secondary colours
- Identify the art works of notable artists and designers that have been studied and demonstrate an understanding of the particular style of art
- Explain the mood and themes demonstrated in a piece of art
- Compare and contrast different pieces of work; identifying the mood, medium and themes
- Name a variety of shading techniques

Vocabulary

Reception:	Year 1:	Year 2:	Year 3:	Year 4:	Year 5:
• Colour • paint, • pencil, • draw, • round, • straight, • curved, • shape • red • yellow • blue, • green • White • black	• Warm • cold • tone • colour • portrait • facial features • primary colours • shading • clay • print • natural	• sculpture • inspiration • silhouette • mood • dark • light • Textiles • areal views • line • texture • stitch • sew • wool • thread • felt • fabric • material	• spray paint • street art • meaning • message • shape • line • space • graffiti • Banksy • chalk • stencil • design • negative • positive • compare • contrast • influence • landscape • emotion • figure	• mosaic • contemporary • message • shape • line • space • design • motif • pattern • symmetrical • repeated • geometric • tile • ceramic • Propaganda • meaning • message • purpose • symbolism • proportion • detail • 3D	• weaving loom • yarn • pattern • design • textiles • shape • weft • warp • floral • collage • form • pattern • pastel • foreground • background • midground • decorative • abstract • impressionism • strokes • mood • tonal

Year 1 Subject Vocabulary	Year 2 Subject Vocabulary	Year 3 & 4 Subject Vocabulary	Year 5 &6 Subject Vocabulary
Primary colours, tone, warm, cool, portrait	primary colours, secondary colours, tone, warm, cool, portrait, landscape, shading, line, mood, collage	Primary colours, secondary colours, tone, warm, cool, shading, mood, theme, landscape, portrait, textile, compare, contrast, proportion, 2D, 3D, symbolism, contemporary, traditional	Mood, theme, landscape, portrait, compare, contrast, proportion, 2D, 3D, symbolism, contemporary, traditional, textiles, foreground, midground, background, abstract, realistic,

Enrichment experiences

Reception:	Year 1:	Year 2:	Year 3:	Year 4:	Year 5:
Fill the page project – Art Consultant Workshops themed on current exhibition or topic - Art Consultant	Fill the page project – Art Consultant Workshops themed on current exhibition or topic - Art Consultant	Fresh water theatre – great fire of London Fill the page project – Art Consultant Workshops themed on current exhibition or topic - Art Consultant	Graffiti artist workshop – Banksy River trip – sketching landscapes or London eye? (Steven Wiltshire) Workshops themed on current exhibition or topic – Art Consultant Fill the page project – Art Consultant	Summer exhibition – royal academy Fill the page project – Art Consultant Workshops themed on current exhibition or topic - Art Consultant	Weaving loom exhibition (school) National portrait gallery – discreet Fill the page project – Art Consultant Workshops themed on current exhibition or topic - Art Consultant

Knowledge

Reception:	Year 1:	Year 2:	Year 3:	Year 4:	Year 5:
• Identify, all primary colours and some secondary colours • Know the difference between painting and drawing • Understand that real and imaginary things can be represented through drawing and sculpture	• Begin to understand how primary colours can be mixed to create secondary colours • Share ideas about what art is and where it can be found. • Learn what a portrait is and its purpose before cameras. • Know the meaning of self portraits • Understand that there are different types of art, such as painting and sculpture.	• Identify and give examples of cool and warm colours, lighter and darker shades and the primary colours and understand that primary colours can be mixed to create secondary colours • Study notable artists both living and dead, including women and people of colour. • Use the vocabulary of the topic to describe the art work being studied • Begin to know the names of some shading techniques	• Have knowledge of art and artist from different time periods and identify the influences that have made art styles evolve • Identify the theme and mood of different artworks and form their own opinion with justification. Developing a sense of taste. • Know the meaning of observational drawings and ideas using line, tone, texture, and shading. • Understand that the purpose of printmaking is to create multiple images and patterns. Mimic print from the environment (e.g. wallpapers). Make mono prints by spreading paint. •	• Explain and identify abstract and realistic art. • Understand what is meant by symbolism and give examples • To compare and contrast the art work of different artists and explain the key similarities and differences. • Understand how art can be used as propaganda or to make a political statement. • To know the meaning of contemporary and traditional.	• Independently **record** visual information about an artwork, taking note of: pattern, line, colour, subject matter. As well as identifying the theme, mood and medium • Understand how perspective can be created in 2D artworks and demonstrate this is their own work. • Have knowledge of contemporary and traditional artists, as well as art from different Cultures. • Show and explain the influence of notable artists, artisans and designers within their work. Include living artists, women and people of colour. • Look at, talk critically about and

| | | | | | get inspiration from the work of artists using a variety of approaches to all aspects of art. |
| | | | | | • Effectively assess their own art and identify areas of strength and improvement, using the appropriate terminology |

Skills					
Reception: • Use malleable modelling materials, such as play dough, to form shapes and 3D representations of objects. • Use modelling materials to make sculptures. E.g. junk modelling • Use a range of hand held drawing materials such as, pencils, felt tips and paint brushes to explore mark making.	**Year 1:** **Collage:** Find out how to make collage pictures by cutting, tearing and sticking varied papers and objects to a background. **Drawing 2D:** • Create drawings by understanding that they are made using lines to create shapes and patterns. **Paint 2D:** • Experiment with different marks, shapes and patterns	**Year 2:** ▪ Have experience using a range of drawing materials including; pastels, pencils, pens, ink, paint ▪ Begin **recording** their ideas and learning journey in a sketch book **Collage:** • Experiment with a range of materials and methods to create a variety identify how to cut shapes accurately from paper and thin	**Year 3:** • **Record** and develop ideas in a sketch book. Making use of visual research, mood boards and collage to influence their own designs. • **3D Collage and Sculpture:** • Select and arrange 3D materials to convey feelings, expression and movement when creating collage and sculpture.	**Year 4:** • To demonstrate refinement of an idea through **recording ideas** and designs in a sketchbook. • Refine their use of modelling materials such as clay , mod-rock or paper Mache' by creating sculptures from a design • Evaluate their own art and the art of others using appropriate	**Year 5:** **Sketching:** • Use drawing confidently in a variety of styles as appropriate to task. • Draw accurately from observation – using and talking about their use of tone, pattern and texture, line and shape. • Draw from imagination and memory to design and illustrate. Develop accuracy and expression in their drawings including the

• Use paint and explore colour mixing • Use collage as a medium to create a piece of art, investigating how materials can be cut, arranged, layered and attached. • Identify different colours, as well as lighter and darker shades. • Be able to draw simple shapes and representations, such as faces. • Be exposed to art and artist from the wider world	that can be made with paint. **Textiles:** • Investigate weaving with fabric on a card loom or using strips of paper, making choices about colours and textures. Experiment with plaiting and dip- dye. **3D:** • Use junk materials (and/or crumpled newspaper/ carrier bags covered with layers of paper and PVA, adding decoration and colour) to design and make a 3D object. • Evaluate whether they like or dislike a piece of art • Share ideas about what art is and where it can be found. • Work as part of a group to create a piece of work and also create art work independently.	card and cut different kinds of line. **Drawing 2D:** • Create drawings (observational, imagination etc.) by understanding that they are made using lines to create shapes, patterns, textures and can be added to with dark and light tones. **3D:** ▪ Have experience using a range of model making materials including malleable materials like clay. Children should be supporting in exploring how two objects can be joined together successfully **Textiles:** • Investigate sewing with fabric or a polystyrene. Experiment with wet felting making choices about colours and patterns.	**Drawing:** • Show an understanding of **perspective** and how to use it to create a land scape drawing • Use shading techniques to create realism in their drawings • Draw accurately from observation, imagination and memory. • Draw lines of different sizes and thicknesses. **Printing:** • Experiment with a variety of objects to create a print. Press, roll, rub, and stamp to make prints.	technical vocabulary. **Drawing :** • Collection of observational and imagined drawings and ideas using line, tone, texture, shading, hatching and cross-hatching. • Work with a range of different materials for drawing including pen and ink. • Use a view finder to select an area of a subject for drawing. • Implement a range of different materials for drawing including pen and ink. **3D Collage and Sculpture:** • Select and arrange 3D materials to convey feelings, expression and movement when	human figure. **Painting:** • Create painting through the use of a colour palette by combining colours, tones and tints to enhance the mood of a piece. • Paint using different mediums such as water colours and acrylics. Note the differences in application. **3D and collage:** • Create textures to combine visual and tactile qualities and create realistic or abstract proportions when creating collage and sculpture. **Textiles:** • Use basic cross stitch and back stitch. • Investigate weaving with fabric on a card loom or using strips of paper, making choices about colours and textures.

	• Draw from imagination, observation and memory to design things, record observations, tell stories and express thought and feelings to others.			creating collage and sculpture	