

Art Curriculum Milestone 3			
Cultural capital is threaded throughout the art curriculum – all classes will look at art and artists from different countries, cultural and ethnic backgrounds and both male and female. They will study art from history and be taught how art has influenced people in the past and continues to do so today.			
Year 5			
Topic	Key Vocabulary	Sticky Facts	Essential Skills
<p>Achievements and Legacies</p> <p>Techniques: Painting Drawing sculpture</p>	<p>Vibrant Represent Culture Combine Achiote Genipa seeds Translucent Soluble Binder pigment</p>	<ul style="list-style-type: none"> • Maya Masks were vibrant and colourful as they represented animals spirits. • I will know how to combine colours to fit the Eastern and South-Eastern Mesoamerican culture. I will combine colours to form new, lighter and darker shades. • The Mayans used dye to colour their sculptures. • They used the colour red mainly made from a plant called Achiote or a red insect, but they were also able to make the colours pink, purple, and orange. • The Mayans were the dye masters of Mesoamerica, and it is believed that they taught the Aztecs. • Both the Maya and the Inca used genipa seeds to create the colour black. • Watercolour paint is a translucent art medium. • Watercolour is basically a coloured pigment in a water-soluble binder. • The paint dissolves when you add water allowing the pigment to spread with a brush 	<p>Creating Mayan Masks and Greek pottery.</p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture before painting to combine line and colour. • Sculpture- Use tools to carve and add shapes, texture and pattern. <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
Balloon Blaster		•	<ul style="list-style-type: none"> • No art - DT
<p>Earthquake Zones</p> <p>Artists: Stephanie Peters Jen Aranyi</p>	<p>Modernism Acrylic Graphite Influenced Inspired boundaries</p>	<ul style="list-style-type: none"> • Stephanie Peters is a mixed media artist creating bold, colourful works of art in pastels, charcoal, acrylic, graphite, watercolour, oil and mixed media. Her style ranges from vibrant abstracts to soft portraits of wildlife. • Jen Aranyi is a watercolour nature artist and graphic designer. Her artwork is heavily influenced by nature and the world around us. 	<p>Take influence from artists.</p> <ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.

<p>Georgia O’Keeffe Nick Rowland</p> <p>Techniques: Painting Drawing</p>		<ul style="list-style-type: none"> Georgia O’Keeffe, who was at forefront of the American Modernism. Nick Rowland is inspired by shapes, colour, trees and nature. 	<ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists. Sketch (lightly) before painting to combine line and colour.
<p>Rich and Poor Inspiring artists</p> <p>Techniques: Printing Painting Drawing</p> <p>Artist: William Morris</p>	<p>Relief printing Lino printing Mono printing Resist printing Pattern Repetition Symmetry Layering Material Effect Wax resist Palette knife</p>	<ul style="list-style-type: none"> William Morris was an English textile designer, poet and novelist. His drawings and textile prints were based on nature and included flowers and leaves His work included wallpaper design and print, furniture, stained glass windows, tiles and tapestries. Relief printing is created by removing areas of a block to form a pattern, usually this is carved from the block. An example of relief print is lino or block printing. In lino printing, a design is cut into the lino surface with a sharp knife, the lino sheet is inked with a roller, and then impressed onto paper or fabric. Mono printing is a form of printmaking made from a block that can be reprinted. Unlike other forms of printmaking 	<p>Create a print design in the style of William Morris.</p> <ul style="list-style-type: none"> Explain a few techniques including the use of relief, mono and resist printing. Choose the printing method appropriate to the task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Be familiar with layering prints. Be confident with printing on fabric and paper. Alter and modify work. Work relatively independently.

Vincent Van Gogh



William morris
plan.docx

mono print uses a shape, line or image made into the block that can only be printed using one colour.

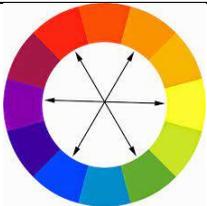


- Van Gogh's 'Shoes' were a charcoal drawing.
- Starry Night has lines to depict movement.
- Sunflowers were painted during a rare period of optimism. These paintings were painted for his mentor Paul Gauguin as a gift.
- Van Gogh is well known for his brushstrokes of thickly laid-on paint. This technique is called 'Impasto'.

Study of Vincent Van Gogh – recreate his 'shoes' picture using charcoal, clay sunflowers and movement pictures such as Starry Night.

- Give details (including own sketches) about the style of some notable artists, artisans and designers.
- Show how the work of those studied was influential in both society and to other artists.
- Create original pieces that show a range of influences and styles.
- Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
- Use lines to represent movement.

Year 6			
Topic	Key Vocabulary	Sticky Facts	Essential Skills
<p>Conflict, Crime and Punishment</p> <p>Painting, drawing Sculpture Artists collage</p>	<p>sculpture: Slip Score Blend Carve Model Smooth Hollow Papier mache Moulded</p> <p>Abstract expressionism Secondary colours</p>	<ul style="list-style-type: none"> • Different combinations of colours can be mixed to form new / lighter (tints)/ darker colours (shades). • If dark blue is added to green the shade of green will become darker. • Mix blue and orange to make brown. • Value is the lightness or darkness of a colour. High value is light, and low value is dark. • We can create value with a range of pencil techniques. • A shade is a darker version of a colour. • A tint is a lighter version of a colour. • When you mix a bit of clay with water this is called slip – slip can be painted onto the clay to help stick bits of clay together. • By using a combination of straight and curved lines, together with shading, I can show movement in drawings. • Papier mache is a form of sculpture using torn strips of paper and glue which can be moulded or pressed over solid shapes or balloons and left to dry. • Papier mache is a good way to recycle unwanted paper. • Papier mache means chewed or mashed paper. 	<p>Painting based on their book using colour palettes; drawing gladiators showing movement during battle; sculpting hearts from clay, designing Tudor masks based on Macbeth from papier mache.</p> <ul style="list-style-type: none"> • Create a colour palette based upon colours observed in the natural or built world. • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. • Sculpture -Show life-like qualities and real-life Proportions. • Sculpture - Combine visual and tactile qualities. • Drawing -Use a choice of techniques to depict movement. • Use frameworks to provide stability and form. <div style="display: flex; justify-content: space-around;">   </div>
<p>North and South America</p> <p>Painting and drawing Inspiring artists</p>	<p>Complementary contrasting landscapes modern classic</p>	<ul style="list-style-type: none"> • Complementary colours are pairs of colours, which, when combined or mixed, cancel each other out by producing a grayscale colour like white or black. 	<ul style="list-style-type: none"> • Study the art of Cody De Long • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.

<p>Artists: Cody De Long</p>		 <ul style="list-style-type: none"> • In colour theory, contrasting colours, also known as complementary colours, are colours from opposing segments of the colour wheel. Colours that are directly across from one another on a basic colour wheel provide maximum contrast. • Cody De Long is an American artist from Arizona. He paints natural landscapes including the Grand Canyon. • In a classical landscape the positioning of objects was contrived; every tree, rock, or animal was carefully placed to present a harmonious, balanced, and timeless mood. • Modern landscape design is defined by clean edges and an uncluttered look. 	<ul style="list-style-type: none"> • Work in a sustained and independent way from observation, experience and imagination. • Identify artists who have worked in a similar way. • Develop ideas using different mixed media using a sketchbook. • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. • Create shades and tints using black and white. • Choose appropriate paint, paper and implements to adapt and extend work. • Show an awareness of how paintings are created (composition). • Explore the differences between modern and classic landscapes paintings. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.
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<p>Beliefs</p> <p>Shake Things Up</p> <p>Painting</p> <p>Inspiring artists</p> <p>Textiles</p> <p>Artists:</p> <p>Miki De Goodaboom</p>	<p>emotive</p> <p>Dry Brush.</p> <p>Round Brush Techniques.</p> <p>Angle Brush Techniques.</p> <p>Flat Brush Techniques.</p> <p>Cross-hatching.</p> <p>Double And Triple Loading.</p> <p>Blending.</p> <p>Stippling</p>	<ul style="list-style-type: none"> • Continue with the work from the Spring Term. • Warm colours like red, yellow and orange evoke emotions, such as love, happiness, and anger. Cool colours, like blue, green and purple are linked to calmness, sadness and indifference. • The main brush techniques are: Dry Brush. Round Brush Techniques. Angle Brush Techniques. Flat Brush Techniques. Cross-hatching. Double And Triple Loading. Blending. Stippling • That Miki De Goodaboom is a French artist, who is now based in Spain. She uses different mediums in her art but does not like painting with oil. She enjoys painting scenes which involve movement. 	<ul style="list-style-type: none"> • <p>Creating art that evokes different emotions –making use of different colours and brush techniques. Making a cushion.</p> <ul style="list-style-type: none"> • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. • Textiles: Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.
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Art National Curriculum Skills

Milestone 3 Art

Develop Ideas	Techniques: Painting	Techniques: Drawing	Techniques Sculpture
<ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language. 	<ul style="list-style-type: none"> Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists. 	<ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement. 	<ul style="list-style-type: none"> Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.
Techniques: Collage	Inspiring Artists	Techniques: Printing	Textiles
<ul style="list-style-type: none"> Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. Use ceramic mosaic materials and techniques. 	<ul style="list-style-type: none"> Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles. 	<ul style="list-style-type: none"> Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work. 	<ul style="list-style-type: none"> Show precision in techniques. Choose from a range of stitching techniques. Combine previously learned techniques to create pieces.
Digital Media			
<ul style="list-style-type: none"> Enhance digital media by editing (including sound, video, animation, still images and installations). 			

Year 5 Year 6 Both Y5 and Y6