

Ackworth Howard C of E School

Educating for 'life in all its fullness.'



**Art and Design
Curriculum – Essential Knowledge**

Intent

At Ackworth Howard J&I School, we believe in nurturing the Arts and aspire to cultivate the gifts and talents of every child. We aim to develop: the mind (creativity, imagination, resourcefulness, innovation and enterprise); body (consideration of others, risk taking); and spirit (understanding of the impact on the wider world and culture, wealth and well-being of the nation) of each child.



Mind

Art at our school is an inspiring and practical subject that engages, inspires and challenges learners, equipping them with the knowledge and skills in order to experiment, invent, critically evaluate and be creative for themselves and for an audience. Learners build curiosity and excitement through rich first hand experiences and visits.



Body

Learners collaboration skills are developed through their art work. Children work practically through exploration, and by responding to inspiration from the life and works of artists, designers and architects. The unique talents of every child are embraced.



Spirit

We nurture the aspirations and hopes of our children so they can achieve highly. The children will express their own emotions and feelings through their own personal style. They will have a greater understanding of local artists and those in the wider world and through different times in history, developing an awareness of the contribution to the culture, creativity and wealth of the nation.

Essentials for Art and Design...

- All children have the opportunity to develop a love and appreciation of art.
- All children explore their ideas and record their experiences when producing creative work.
- All children are provided with opportunities to develop confidence in order to be creative when using a wide range of materials.
- All children have the opportunity to acquire proficiency in drawing, painting, sculpture and other art, craft and design techniques.
- All children can evaluate and analyse creative works using the language of art, craft and design.
- All children know about great artists, craft makers and designers, and understand the historical and cultural developments of their art forms.
- All children take pride in and have a sense of personal ownership over their sketch book and artistic journey.

Early Years Art and Design

Area of Learning	Ackworth Howard's Knowledge Essentials	Activities
<p>Expressive Arts and Design Early years outcomes are prerequisite skills for Art and Design within the national curriculum. The table outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for Art and Design.</p>	<p>30-50 Months Exploring and Using Media and Materials</p> <ul style="list-style-type: none"> • To explore colour and how colours can be changed. • To understand that they can use lines to enclose a space and then begin to use these shapes to represent objects. • To begin to be interested in and describe the texture of things <p>Being Imaginative</p> <ul style="list-style-type: none"> • To develop a preference for forms of expression. • To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. <p>40-60 Months Exploring and Using Media and Materials</p> <ul style="list-style-type: none"> • To explore what happens when they mix colours. • To experiment to create different textures. • To understand that different media can be combined to create new effects. • To manipulate materials to achieve a planned effect. • To construct with a purpose in mind, using a variety of resources. • To use simple tools and techniques competently and appropriately. • To select the appropriate resources and adapt work where necessary. • To select tools and techniques needed to shape, assemble and join materials they are using. 	<p>Drawing</p> <ul style="list-style-type: none"> ▪Experiment with a range of tools and name them. ▪Draw from observation, memory and imagination. ▪Draw on large and small scale. ▪Draw upright and flat. ▪Draw in sand, chalk and on the playground. ▪Use pencils, felt tip pens, chalk, crayons and pastels. <p>Painting</p> <ul style="list-style-type: none"> ▪Explore with different types of paint – ready mix, powder, finger and watercolours. ▪Use a range of applicators. ▪Mix sawdust, sand, washing up liquids and pastes into paint to change its consistency and texture. ▪Paint on different surfaces of sizes, shapes and colours of paper. ▪Name and recognise the colours red, yellow, blue, green, orange and purple. ▪Paint objects, and places from observation. ▪Paint from memory and imagination. <p>Sculpture</p> <ul style="list-style-type: none"> ▪Use a range of junk, found and natural materials to make models. ▪Use glue, sticky tape and other fastenings. ▪Identify and talk about sculpture in the environment. ▪Use rolled up paper, art straws and pipe cleaners.

Early Years Art and Design

Area of Learning	Ackworth Howard's Knowledge Essentials	Activities
<p>Expressive Arts and Design Early years outcomes are prerequisite skills for Art and Design within the national curriculum. The table outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for Art and Design.</p>	<p>40-60 months Being Imaginative</p> <ul style="list-style-type: none"> • To create simple representations of events, people and objects. • To choose particular colours to use for a purpose. <p>Early Learning Goal Exploring and Using Media and Materials</p> <ul style="list-style-type: none"> • To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Being Imaginative</p> <ul style="list-style-type: none"> • To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories 	<p>Printing</p> <ul style="list-style-type: none"> ▪ Create finger and handprints ▪ Explore printing with found objects – sponges, cotton buds, building bricks, corks and fruit and vegetables. ▪ Print sequential patterns ▪ Use stencils to create patterns ▪ Print on paper and on fabric. <p>Collage/Textiles</p> <ul style="list-style-type: none"> ▪ Sort threads and fabrics and talk about colour and texture. ▪ Identify and talk about clothes and textiles in the environment. ▪ Make pictures and collages using viville and other fabrics. ▪ Thread and weave into garden netting, fencing and mesh. ▪ Print onto fabrics.

Early Years Art Vocabulary

Essential Vocabulary

<u>Drawing</u>	<u>Painting</u>	<u>Sculpture</u>	<u>Printing</u>	<u>Collage/Textiles</u>
Draw Observation Memory Imagination Shape colour	Paint Mix Brush Shape Size Colour Red Yellow Blue Green Orange Purple	Model Glue Tape Cut Glue Stick Materials Paper Straw Pipe cleaner Clay Wood Metal Plastic	Print Finger Hand Sponge Fruit Cork Patterns Stencil	Sort Thread Weave Fabric Sequin Net

Intended Learning Outcomes

- Talk about their creations.
- Use and explore a variety of resources, techniques and equipment, making choices and decisions along the way.
 - Explore colour, texture, shape and patterns.
 - Develop hand-eye coordination and fine motor skills.
- Develop mathematical language e.g. position, size, shape, comparisons.
 - Manipulate a range of equipment and tools.
 - Develop their own ideas over a period of time.
- Use resources purposefully expressing real life experiences.
 - Talk through their ideas.

Key Vocabulary and Questions

- Names of materials and equipment, e.g. brush, printer, stamper, roller, charcoal etc.
- Imaginative/descriptive language – when children are talking about creative work e.g. pattern, print, mark, paint, dab, shade, colour, splash, spray, spatter, press etc.
- Vocabulary associated with line and shape – round, curved, bendy etc. What are you going to make? What do the objects/posters/photographs show us? What colours can you see? / What textures can you feel? What did you use to make your painting, printing? How did you ...? What do you think about your ...? Why did you choose to use that colour/shape/brush?

Year 1

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪To use a range of materials creatively to design and make products. ▪to use drawing, painting and sculpture 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. ▪about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p><u>Year 1</u></p> <p><u>Drawing</u></p> <ul style="list-style-type: none"> ▪Introduce a range of tools which can produce marks on a variety of backgrounds. ▪Use parts of a pencil to create different mark making effects. ▪To begin to produce simple observational drawings of objects. ▪Understand the difference between portrait and self portrait. ▪Draw faces putting features in the correct places. ▪Create moods in their drawings. <p><u>Painting</u></p> <ul style="list-style-type: none"> •To be able to mix primary colours in order to make secondary colours. •To use a colour wheel to identify the colours to mix. •Mix own colours such as pinks, grey, browns and skin tones. •Develop a vocabulary to discuss colour – light/dark, hot/cold, happy/sad • experiment with a wide range of applicators – brushes, sponges, rollers, combs, pads and cotton buds. •To hold the applicators correctly. •Communicate something about themselves and moods in their paintings. <p><u>Sculpture</u></p> <ul style="list-style-type: none"> ▪Make models from balls of paper, tubes and masking tape. ▪Cover models with tissue paper and glue. ▪Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. ▪Cut clay into simple shapes and decorate, such a leaf, fish or butterfly. ▪Know about health and safety rules (washing hands , use of tools and keeping clay off the floor) 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> ▪Experiment with a range of mark makers and backgrounds. Discussion of results. ▪Pencils , biros, chalks, pastels, pencil crayons, wax crayons, felt pens . ▪Children to make different marks (straight, wavy, jagged, smudgy, dots, circles etc) Children to use Sketch Books whilst mark making. ▪Encourage the children to look carefully at the object before drawing. ▪Simple shapes such as flowers / petals /leaves. <p>▪Study the illustrations of Roger Hargreaves who illustrated the Mr Men books. Concentrate on the use of colour for settings for the Mr Men characters.</p> <ul style="list-style-type: none"> ▪Experiment with mixing paint and water to produce paint. ▪Produce thick and thin (water wash) paints. ▪Recognise the colours that they are using and name them. ▪Experiment with mixing two colours to make a different colour. <ul style="list-style-type: none"> ▪Playdough mats in creative area ▪Clay leaf bowls

Year 1

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪To use a range of materials creatively to design and make products. ▪to use drawing, painting and sculpture 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. ▪about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p><u>Year 1 continued</u></p> <p><u>Printing</u></p> <ul style="list-style-type: none"> ▪Make marks in print with a variety of objects, including natural and made objects. ▪Design own blocks with card and print with sponge rollers. ▪Carry out different printing techniques e.g.· finger, hand, fruit and vegetable, cotton buds etc.... ▪Make rubbings and recognise pattern in the environment. ▪Print onto paper and textile. <p><u>Collage/Textiles</u></p> <ul style="list-style-type: none"> ▪Cut and tear paper and card for their collages. ▪Gather and sort the materials they will need. ▪Simple stitch into fabrics and designs. ▪Weave into netting and using weaving boards. ▪Use fabric paints and crayons ▪Identify and name different forms of textiles. <p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history.</p> <ul style="list-style-type: none"> ▪Describe what they can see and like in artists work. ▪Ask sensible questions about a piece of art. ▪use inspiration from famous artists to recreate their own art. <ul style="list-style-type: none"> ▪Vincent Van Gogh ▪Lowry ▪Roger Hargreaves ▪William Morris 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> ▪Finger print aliens ▪Whole class finger print canvas ▪Finger and hand print menorah candles – link to RE Judaism. ▪Potato printing – Supertato ▪Paper weaving - Handa's Surprise <p>Use fabric paints and crayons to decorate and Hessian bag or cotton T shirt.</p> <p>Use wire and cutters/pliers to bend into large simple petal shapes and cover with tissue paper.</p>

Year 1 Art Vocabulary

Essential Vocabulary

<u>Drawing</u>	<u>Painting</u>	<u>Sculpture</u>	<u>Printing</u>	<u>Textiles/Collage</u>
portrait self portrait line drawing Detail observational landscape cityscape Building Pastels Drawings line bold Size space.	Applicator Brush Sponge Primary Secondary Colours Shades Tones Light Dark Hot Cold mood	Models Tubes Paper Card Tissue Materials Tape Stick Glue Slot Clay Roll Cut Decorate	Design Block Mono Roller Sponge Press Stencil Pattern	Cut Tear Gather Sort Materials Design Fabric Stitch Weave

Year 2

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪To use a range of materials creatively to design and make products. ▪to use drawing, painting and sculpture 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. ▪about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p><u>Year 2</u></p> <p><u>Drawing</u></p> <ul style="list-style-type: none"> •Draw objects from observation, memory and imagination. •Experiment with techniques to create a range of lines, forms, and shapes using graded drawing pencils. •Experiment using a range of pencils , pens and crayons pressing on hard, soft, different lines, dots and marks etc •Draw with charcoal and pastels, blending and smudging. •Children to use Sketch Books whilst mark making •Begin to show an awareness of pattern and texture in their drawing. <p><u>Painting</u></p> <ul style="list-style-type: none"> ▪Teach basic brush skills e.g. correct amount of paint on the brush, long and short strokes, different directions etc. ▪How to use more water to lighten colours. ▪Mix tints and shades (adding black and white) of one colour. ▪Produce a wash using large brushes and sponges. ▪Use correct brush size for different parts of painting. <p><u>Sculpture</u></p> <ul style="list-style-type: none"> ▪To reinforce understanding that sculpture is viewed from all angles. ▪Ask and answer questions about sculpture, what is it made of? what is it for? ▪To produce recognisable 3D representations using a range of resources. ▪Make a clay pot ▪Begin to join clay parts together and add line and shape to their clay work. 	<p><u>Year 2</u></p> <ul style="list-style-type: none"> ▪Investigate and describe a range of natural and made objects representing a wide range of textures (smooth, spiky, fluffy, bumpy etc) e.g. feathers, tree bark, pine cones, teddy, spoons etc. What shapes can you see? Can you draw them? How will you make then round ,fluffy ,spiky etc ▪Encourage children to handle the objects (where possible) to look carefully and describe what they are seeing. All class to start observational drawing using mark making techniques in sketch books. ▪Experiment by making new colours from 2 secondary colours you have made to produce a third colour and produce own colour charts. For example green and purple make ? ▪Class, group and individual model making opportunities using plasticine, reclaimed materials, plastic coated wire, paper, clay, wood and paper mache.

Year 2

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪To use a range of materials creatively to design and make products. ▪to use drawing, painting and sculpture 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. ▪about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p><u>Year 2 continued</u></p> <p><u>Printing</u></p> <ul style="list-style-type: none"> ▪To make own simple print block using a variety of materials. ▪Begin to create screen prints. ▪Create prints by pressing, rolling, rubbing and stamping. <p><u>Collage and Textiles</u></p> <ul style="list-style-type: none"> ▪Create individual and group collage. ▪Use different types of materials on their collage and explain why. ▪Colour fabric using natural dye such as tea, beetroot or berries. ▪Join fabrics using glue ▪Sew fabrics together ▪Create part of class patchwork. <p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history.</p> <p>Children can:</p> <ul style="list-style-type: none"> ▪describe the work of famous, notable artists and designers; ▪express an opinion on the work of famous, notable artists; ▪use inspiration from famous. <p>Kandinsky Monet Anthony Browne</p>	<p><u>Year 2</u></p> <p>Simple African art prints.</p> <p>Create large ocean collage of many shades of blues/green fabrics.</p>

Year 2 Art Vocabulary

Essential Vocabulary

<u>Drawing</u>	<u>Painting</u>	<u>Sculpture</u>	<u>Printing</u>	<u>Collage/Textiles</u>
Observation Memory Imagination Portrait light dark Tone Shadow Line Pattern Texture Form shape outline Pressure Blend smudge	Applicator Brush Thick Fine Watercolour Primary Secondary Colours Mix Tints Shades	Angles Structure Design Decorate Clay pot Join Line shape	Screen Print Mono Pressing Rolling Rubbing Stamping	Individual Collaborate Group Materials Repeated Pattern Fabric Natural Dye Sew Patchwork

Year 3

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪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 drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) ▪about great artists, architects and designers in history. 	<p><u>Year 3</u></p> <p><u>Drawing</u></p> <ul style="list-style-type: none"> ▪To look closely during observational drawing. ▪Experiment with different grades of pencil and use them to scribble, shade cross hatch, dot dash and spiral. ▪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. ▪To appreciate that light and dark tones can provide depth in drawings. ▪Teach that light and dark tones in pencil ,charcoal and pastel drawings help to show form and shape incorporating landscape work. <p><u>Painting</u></p> <ul style="list-style-type: none"> ▪Look at and study a colour wheel for the colours you want to use in your work . (follows on from work in KS1) ▪Mix and match colours for purposes. ▪Learn to apply paints with control and using correct equipment. ▪Explore links between colours and feelings in their paintings. ▪ Think about the composition of their work and perspective e.g. objects nearer will be more vibrant than far away objects. <p><u>Sculpture</u></p> <ul style="list-style-type: none"> ▪Add and build up onto their work to create texture. ▪Cut and join wood safely and effectively. ▪Look at the changes in their clay model as it dries and is fired. ▪Produce larger clay sculptures using pinching and carving techniques, with more intricate details. ▪Make a simple papier mache object. ▪Work with life size materials. <p>Use nets to make cubes, cuboids and use in model making.</p>	<p><u>Year 3</u></p> <p>Drawing – lights and shadows. Sketch an object and include the drawing of its shadow. Create a strip of paper with shades of pencil from dark to light.</p> <p>Use a pop up tent and cover in brown parcel paper. The children can use their fingers and sticks to create cave paintings on the walls.</p> <p>Explore families of colour. How many different hues of purple can be made? Reinforce knowledge of lighter and darker.</p> <p>Make a model of Stonehenge.</p> <p>Look at examples of bowls made in Stone Age time and make their own clay pots.</p> <p>Ancient Egyptian masks Canopic jars – clay heads on top of small decorated plastic plants pots.</p> <p>Pyramids</p>

Year 3

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Year 3 Art Vocabulary

Essential Vocabulary

Drawing	Painting	Sculpture	Printing	Collage/Textiles
Portrait Pencil Grade Scribble Shade Dot Cross hatch Dash Circle Spiral expression light dark Tone Shadow Pattern Texture Form shape outline	Brush Appropriate Size Control Equipment Accuracy Effects Colours Shades Feelings Moods Composition Perspective Vibrant	Materials Texture Nets Models Clay Intricate Patterns Carving Pinching Technique	Card blocks Fabrics Mono printing	Fabrics Accurately Overlap Layer Mosaic Montage Decorate Design Tie dye

Year 4

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪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 drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) ▪about great artists, architects and designers in history. 	<p><u>Year 4 continued</u></p> <p><u>Printing</u></p> <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 ▪Resist printing including marbling, silkscreen and cold-water paste. <p><u>Collage/Textiles</u></p> <ul style="list-style-type: none"> ▪Use ceramic mosaic to produce a piece of art. ▪Combine visual and tactile qualities. ▪Change fabric structures by pulling threads out of hessian and replacing with coloured threads. <p>Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p>To learn about great artists, architects and designers in history. Children can:</p> <ul style="list-style-type: none"> ▪use inspiration from famous artists to replicate a piece of work. ▪reflect upon their work inspired by a famous notable artist and the development of their art skills. ▪express an opinion on the work of famous, notable artists and refer to techniques and effect. <p><u>Grayson Perry</u> <u>Leonardo Da Vinci</u> <u>Illustrator – Nick Harris</u></p>	<p><u>Year 4</u></p> <p>Mosaics</p> <p>Use cardboard boxes to create Anglo Saxon crosses</p>

Year 4 Art Vocabulary

Essential Vocabulary

<u>Drawing</u>	<u>Painting</u>	<u>Sculpture</u>	<u>Printing</u>	<u>Collage/Textiles</u>
Portrait Observation Line Tone Scale Texture depth light dark Shadow Pattern Form shape outline Facial expression Dimension Perspective	Texture Light Dark Shade Tone Complimentary Blocking Monochrome Background Foreground Middle ground Moods	Tissue paper Glue Sculptors Slab pot Slip Carving Technique Decorate Coil Masks Modroc	Accurate Mono Relief Fabric Repeating patterns Resist Marbling Silkscreen Cold water paste	Ceramic Mosaic Visual Tactile Fabric Structures Thread Hessian

Year 5

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪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 drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) ▪about great artists, architects and designers in history. 	<p><u>Year 5</u></p> <p><u>Drawing</u></p> <ul style="list-style-type: none"> ▪Use a variety of source material for their work and use a sketch book to develop ideas. ▪Use a new media, such as pen and ink. ▪To be able to demonstrate the illusion of depth using different tones, white and black with charcoal and pastels. ▪Work in a sustained and independent way from observation, experience and imagination. ▪To use viewing frames to focus on detail. ▪Develop further simple perspective in using a single focal point and horizon. ▪Understand apply the skills of hatching and cross hatching. <p><u>Painting</u></p> <ul style="list-style-type: none"> ▪To learn how to apply paint with increasing control. ▪To choose and use the correct size brush. ▪To use different types of paint for different effects and layer paints to add detail to background colours. ▪Use knowledge of primary, secondary and complementary colours to mix tones used to create foregrounds, backgrounds and mid grounds in landscapes and seascapes. ▪Reproduce tones and shades to reproduce the objects in 2D. ▪Look at use of colour in perspective e.g. landscapes and sunsets ▪Start to develop their own style and express their emotions through their painting. <p><u>Sculpture</u></p> <ul style="list-style-type: none"> ▪Make maquettes (small prototype sculptures) and display in front of a photograph or location. ▪Work as part of a group to create large scale sculptures such as robots, animals or totem poles. ▪Gain experience in modelling over an armature: a framework around which the sculpture is built, eg newspaper or wire frame for modroc or clay. 	<p><u>Year 5</u></p> <p>William Morris – detailed patterns Use tracing paper to create a small pattern that repeats – as in wallpaper design of the time in history.</p> <p>Black sugar paper – use pastels to create space drawings of the planets.</p> <p>Study the six pieces of art work on display at the Imperial War Museum from The First World War.</p> <p>Space themed – marbling technique with paint and/or ink.</p>

Year 5

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪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 drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) ▪about great artists, architects and designers in history. 	<p><u>Year 5 continued</u></p> <p><u>Printing</u></p> <ul style="list-style-type: none"> ▪Continue to gain experience in overlaying colour. ▪Print onto different materials ▪Show experience in a range of mono printing techniques. ▪Develop screen printing ▪Work back into prints with stitching, collage or drawing. <p><u>Collage/Textiles</u></p> <ul style="list-style-type: none"> ▪Demonstrate experience in 3d weaving ▪Gain experience and experiment with batik – use more than one colour. ▪Combine stitching techniques to produce an end piece. ▪Show an awareness of skills involved in aspects of knitting, lace making. <p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p>To learn about great artists, architects and designers in history. Children can:</p> <ul style="list-style-type: none"> ▪Recognise the art of key artists and begin to place them in key movements or historical events. <p><u>William Morris</u> <u>Abstract space artist – Peter Thorpe</u> <u>Illustrator – John Tenniel</u></p>	<p><u>Year 5</u></p> <p>Dissect a flower (science link) and photograph it in different ways.</p>

Year 5 Art Vocabulary

Essential Vocabulary

<u>Drawing</u>	<u>Painting</u>	<u>Sculpture</u>	<u>Printing</u>	<u>Collage/Textiles</u>
Line Texture Pattern Shape Form Tone Smudge Blend Hatch Hard Soft Light Heavy Mural Fresco Portrait Graffiti Illusion Pen Ink	Control Care Accuracy Layer Background Tones Mood feeling Expression Emotions Style	Marquette Prototype Carve Technique Model Frame Armature Modroc	Overlay Mono Screen Stitch	Visual Tactile Weaving Stitch Embroidery Batik Thread Fabrics Knitting lace

Year 6

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪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 drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) ▪about great artists, architects and designers in history. 	<p><u>Year 6 continued</u></p> <p><u>Drawing</u></p> <ul style="list-style-type: none"> ▪To draw using a range of media, including pastels, charcoal and inks. ▪ Communicate emotions through sketching and have a sense of accuracy and imagination. ▪To be able to demonstrate the illusion of depth using line, tone and hatching . ▪To use viewing frames to focus on detail. ▪To compose pictures with foreground and background, applying skills of perspective. <p><u>Painting</u></p> <ul style="list-style-type: none"> ▪Work in a sustained way and establish their own style of painting ▪Purposely control and use a range of techniques with increasing accuracy. ▪Experiment with different effects and textures including colour blocking, washes, thickened paint creating textural effects. ▪Mix colour, shades and tones with confidence building on previous knowledge. <p><u>Sculpture</u></p> <ul style="list-style-type: none"> ▪Use wood and card scraps to make panels ▪Create models on a range of scales ▪Create work which is open to interpretation by the audience ▪Research, design and make to a specific brief, e.g make a bowl 	<p><u>Year 6</u></p> <p>Henry Moore WWII underground sketches.</p> <p>Collect ideas and create their own drawing/painting linked to the questions based around Evolution and inheritance. Monkey/chimp images.</p> <p>Greek Architecture</p>

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Year 6 Art Vocabulary

Essential Vocabulary

<u>Drawing</u>	<u>Painting</u>	<u>Sculpture</u>	<u>Printing</u>	<u>Collage/Textiles</u>
Line	Control	Marquette	Methods	Mood board
Texture	Care	Prototype	Specific	Visual
Pattern	Accuracy	Carve	Purpose	Tactile
Shape	Layer	Technique	Block	Weaving
Form	Background	Model	Rotating	Stitch
Tone	Tones	Frame		Embroidery
Smudge	Mood feeling	Armature		Batik
Blend	Expression	Modroc		Thread
Hatch	Emotions	Research		Fabrics
Hard	Style	Design		Knitting
Soft		Evaluate		Lace
Light				Transfer paper
Heavy				
Mural				
Fresco				
Portrait				
Graffiti				
Illusion				
Pen				
Ink				
Perspective				
Horizon				
Composition				
Proportion				