**Rationale**

The Art curriculum at St John the Baptist RC Primary school provides children with a:

• *Relevant, coherent, progressive* knowledge of the creative artistic process in 2D and 3D and the contribution of artists from a range of genres, times and cultural traditions, explored through the lenses of ‘vertical concepts’:

• Drawing

• Painting

• Sculpture

• Collage/Printing

• Digital Art/Photography

*Grounding in core disciplinary knowledge,* and the ability to approach challenging, artistically-valid questions:

• Line: Is the use of line static or dynamic? How do they determine motion and direction in a piece?

• Shape: How are shapes used or combined? How does the combination of shapes make things look 3D?

• Form: How has the artist made flat parts of an image appear 3D, e.g. through shading?

• Space: How has the empty area around shapes been used?

• Colour: How has colour been combined and varied to create mood and reaction in the viewer?

• Pattern: How are motifs combined and what is the effect on the viewer?

• Texture: How is the feel of a piece related to the materials it is made from?

**Overview EYFS/Year 1**

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| **Substantive Knowledge** | | | **Disciplinary knowledge** | |
| **YEAR A**  **Autumn** | **Painting**  **Hot and cold places** | **EYFS**   * Use a variety of tools to spread paint. * Select colours appropriately for a task.   **YEAR 1**   * Mix colours using powder paint and apply them in their painting to represent real life * Select and use different brushes to make marks of different thickness. | **Skills** | **EYFS**   * **Colour:** Experiment with mixing colours   **Year 1**   * **Colour:** Know how to make secondary colours from primary colours. * Know how to make a colour lighter or darker by adding white/black |
| **Examples & vocabulary** | * **Vocab:** primary colour, secondary colour, lighter, darker. |
| **Artists/**  **links** | * **Artists:** Piet Mondrian, Mark Rothko |
| **Spring** | **Printing**  **Plants, flowers, food** | **EYFS**   * Experiment with printing using found materials. * Print independently to create a pattern or image.   **YEAR 1**   * Produce creative work, exploring their ideas * Apply ink or paint to a shape or surface – cotton reels, vegetables, corks etc. to experiment with printing, improving the placement of the image * Select objects for printing on the basis of their size and shape and suitability to combine to create an image of a form of transport from the past/from modern day * Create patterns that repeat | **Skills** | **EYFS**   * **Colour:** Print with block colour.   **YEAR 1**   * **Colour:** use colour and painting skills to apply surface techniques to create or suggest a place or time * **Pattern:** explore and create repeating patterns, where placement is controlled and not random |
| **Examples & vocabulary** | * **Vocab:** print, cover, dip, technique, press, pattern, repeating image |
| **Artists/**  **links** | * **Artists:** Karen Lederer – Fruit snacks, Angie Lewin. |
| **Summer** | **Collage**  **Local Area** | **EYFS**   * Safely use and explore a variety of materials.   **YEAR 1**   * Selects and sorts, cuts, tears, stitches and discusses materials. * Uses a variety of materials to create an image. | **Skills** | **EYFS**   * **Texture:** manipulate materials by scrunching, folding and tearing.   **Year 1**   * **Colour:** Use colour for effect. * **Space:** consider how the space between, above and below collaged areas contributes to the overall effect of the piece. * **Pattern:** Consider the arrangement of colours for overall effect. |
| **Examples & vocabulary** | * **Vocab:** scrunching, folding, tearing, cutting, layering, colour. |
| **Artists/**  **links** | * Hannah Hoch |
| **Year B**  **Autumn** | **Drawing**  **Ourselves** | **EYFS**   * Begin to use a variety of drawing materials.   **YEAR 1**   * Hold a range of drawing tools accurately and control with dexterity to investigate marks that represent their observations * Use lines to represent objects seen * Accurately represent face with the correct features in the correct relative position * Accurately represent face with the correct features an appropriate size and shape. | **Skills** | **EYFS**   * **Shape:** Make marks, signs and symbols on a variety of paper. * **Shape:** Use lines and curves to express objects.   **YEAR 1**   * **Shape:** Observe and represent shapes in the face accurately * **Space:** Position the features of the face relative to one another and within the face as a whole and discuss choices made, consider the unused space within the face. |
| **Examples & vocabulary** | * **Vocab:** self-portrait, primary colour, secondary colours, shape, oval, bigger than, smaller than, the same as, equal, position, opposite, above, below, to the left/right of, next to. |
| **Artists/**  **links** | * **Artists: V**an Gogh, Graham Sutherland, Anna Katrina Zinkeisen |
| **Spring** | **Digital Art**  **Woodland** | **EYFS**   * Combine different techniques to create a picture.   **YEAR 1**   * Use a simple digital art programme * Make lines and shapes with colours. | **Skills** | **EYFS**   * **Shape**: Use a digital pen to create marks on a digital program.   **YEAR 1**   * **Colour:** Use different colours to create an effect. * **Shape:** Use different pen textures to create patterns and shapes. |
| **Examples & vocabulary** | * **Vocab: lines, shapes, fill effect, pens.** |
| **Artists/**  **links** | * **Artists:** Andy Goldsworthy – woodland art, David Hockney –digital art. |
| **Summer** | **Sculpture** | **EYFS**   * Handles, feels and manipulates different materials. * Builds and destroys shapes.   **YEAR 1**   * Handle and manipulate rigid and malleable materials and found objects to represent something known * Select materials considering content, shape, surface and texture * Modify materials by tearing and cutting and find ways of joining them to assemble basic forms * Add surface features * Consider the difference between a 2D and 3D image | **Skills** | **EYFS**   * **Shape:** Make props to use in their role play or small world play.   **YEAR 1**   * **Colour:** use colour and painting skills to apply surface techniques to create or suggest a place or time * **Form:** Understand that form is three dimensional and has height, length and width, and know how this is different to a flat image, drawing or painting. |
| **Examples & vocabulary** | * **Vocab:** select, materials, hinge, tie, fix, fasten, glue, sew, thread, length, height, width, volume, 3D, flat, 2D |
| **Artists/**  **links** | * **Links:** Create a map of the island of Struay and children create 3D buildings, rock, farm animals, island features. |

**Overview Year 2 and Year 3**

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| **Substantive Knowledge** | | | **Disciplinary Knowledge** | |
| **Year A**  **Autumn** | **Drawing**  **Arctic animals** | **YEAR 2**   * Make studies from observation with increasing accuracy, positioning marks and features with some care * Understand symmetry and line and shape drawings from observation adding light/dark tone, colour and features   **YEAR 3**   * Experiment with shading using different media. * Use observation for drawing from different viewpoints. * Use sketching for painting. | **Skills** | **YEAR 2**   * **Colour:** select from a limited palette to create mood and feeling * **Shape:** record shapes accurately taking account of their relationship to one another * **Space:** develop an awareness of the spaces between shapes * **Form:** add light and dark through shading and cross hatching * **Pattern:** Investigation of pattern and symmetry * **Line:** use line to represent the texture of different parts of the animal form.   **YEAR 3**   * **Colour:** Explore dark and light tone using different grades of pencil, experiment and investigate. * **Form:** Use different pencil grades to create shade. * **Shape:** Accurately draw animal shapes from observation. |
| **Examples & vocabulary** | * **Vocab:** Soft, hard, pencil, line, thin, thick, faint, bold, wide, narrow, texture, rough, smooth, pattern, repeating, mirror image, symmetrical. |
| **Artists/**  **links** | **Artist:** Ted Harrison |
| **Spring** | **Printing**  **Everyday Materials** | **YEAR 2**   * Print with a growing range of objects and techniques. * Use carbon printing, relief press and fabric printing.   **YEAR 3**   * Re-create texture through printing. * Use a variety of techniques including layering. * Explore colour mixing through printing. | **Skills** | **YEAR 2**   * **Pattern:** Create repeated and rotated patterns. * **Shape:** Use shapes around us to makepatterns.   **YEAR 3**   * **Shape:** Overlap colours and shapes in prints. * **Colour:** Mix colours and overlap them. * **Form:** Create texture through print. |
| **Examples & vocabulary** | * **Vocab:** pattern, overlap, texture, repeated pattern, rotated pattern, stamp. |
| **Artists/**  **links** | * **Artists:** Natasha Maksimovic |
| **Summer** | **Painting**  **Plants** | **YEAR 2**   * Use colour on a large scale, mixing colours for darkening. * Make tones of colours using white.   **YEAR 3**   * Select from different methods to apply colour using a variety of tools and techniques, including painting with natural materials. * Experiment with painting onto wet and dry surfaces * Explore the effect of adding glue, sawdust and use this in painting. | **Skills** | **YEAR 2**   * **Colour:** Know how to make secondary and tertiary colours from primary colours. * **Colour:** Know how to make tones of colour using black and white.   **YEAR 3**   * **Colour:** Experiment with a range of types of paint, adjusting the strength of colours used. * **Line:** Understand how line can be affected by the nature of the range of tools used, and make decisions about which tools to select for the type of line required * **Shape:** consider shapes drawn and the surrounding spaces – how will colour be used in both these areas? |
| **Examples & vocabulary** | * **Vocab:** Shades, tone, primary, secondary and tertiary colours, silhouette, wax resist, language of direction, zig zag, continuous line, broken line, dotted line, dashes, curved line, wiggly line. |
| **Artists/**  **links** | * **Artists:** Van Gogh Sunflowers |
| **YEAR B**  **Autumn** | **Collage**  **History Makers** | **YEAR 2**   * Experiment with and apply a range of techniques for collaging- modify materials by cutting, tearing, layering, super imposing before adding other marks( including text) and colour to represent an idea * Sort and use materials according to specific qualities e.g. shiny , hot colours * Use paste and adhesives to select and place cut and torn shapes/words/images onto a flat surface to convey an idea.   **YEAR 3**   * Develop skills of cutting and joining. * Experiment with a range of media, modifying materials by overlapping and layering. | **Skills** | **YEAR 2**   * **Colour:** consider the use of colour for effect – warm and hot colours * **Pattern:** Consider the effect of the juxtaposition of hot colours and black in a random arrangement * **Space:** consider how the space between, above and below collaged areas contributes to the overall effect of the piece.   **YEAR 3**   * **Pattern:** Consider the effect made by overlapping of materials and layering. * **Space:** Consider the effect of overlapping and layering and the spaces it creates. |
| **Examples & vocabulary** | * **Vocab:** ripping, cutting, tearing, layering, super imposing, overlapping, layering, hot and warm colours, cold colours |
| **Artists/**  **links** | * **Artists:** David Hockney,Henri Matisse. |
| **Spring** | **Sculpture**  **Volcanoes** | **YEAR 2**   * Shape material in a 3D form from direct observation. * Replicate patterns and textures in a 3D form.   **YEAR 3**   * Explore how stimuli can be used as a starting point for 3D work with focus on form , shape , pattern and texture • * Develop a response through modelling • * Understand how structure needs to be created to hold its shape, have volume • * Identify and assemble materials to make a new form, carefully covering with papier mache • | **Skills** | **YEAR 2**   * **Form:** Build a 3D structure. * **Colour:** Use colour to replicate patterns**.**   **YEAR 3**   * **Colour:** represent things observed or remembered using colour , selecting appropriate paint, colour and brushes * **Pattern:** investigate and apply geometric and interlacing patterns from other cultures and times • * **Form:** build on understanding of layering to create a robust 3D structure |
| **Examples & vocabulary** | * **Vocab:** papier mache, geometric patterns, symmetry, interlacing pattern, band pattern, motif |
| **Artists/**  **links** | * **Artists:** J M Turner, Andy Warhol, Antony Gormley |
| **Summer** | **Digital Art**  **Seaside** | **YEAR 2**   * Open and use an art programme, select simple tools to make lines, shapes and pour colours * Control the size of a mark/line and use predefined stamps, shapes or motifs * Copy and paste areas of an image * Save and print an image.   **YEAR 3**   * Open and use an art programme, selecting more complex tools to make varying line grades and shapes. * Copy, paste, save and edit work. * Print an image. | **Skills** | **YEAR 2**   * **Colour:** Use contrasting colours together for impact – draw on previous knowledge and apply in own work. Use the erase tool to investigate the impact of areas with an absence of colour * **Shape:** Consider the impact on their composition of the positioning of different shapes   **YEAR 3**   * **Colour;** Combine colours to create a particular mood. * **Shape:** Consider the impact of varying thickness of lines has on the overall composition. |
| **Examples & vocabulary** | * **Vocab:** fill effect, impact. erase, blend, graduate, paint, stamp, motif. |
| **Artists/**  **links** | * **Artists:** Greg Martin, Alyn Spiller |

**Overview Year 4, Year 5 and Year 6**

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| **Substantive Knowledge** | | | **Disciplinary Knowledge** | |
| **YEAR A**  **Autumn** | **Printing**  **World**  **War 1** | **YEAR 4**   * Design a complex pattern from 2 or more motifs and print a tiled version-polystyrene tile and ink * Superimposing images, layering and cutting out for effect * Use camera to take photos with a specific focus- industrial shapes, cogs, wheels, looms * Record photographic images and select from them , as inspiration for own work   **YEAR 5**   * Choose printing method appropriate to task. * Build up layers, colours and textures by combining prints.   **YEAR 6**   * Build up drawings and images of whole or parts of items using various techniques. * Explore printing techniques used by various artists. | **Skills** | **YEAR 4**   * **Colour:** selecting colours to overlap for effect and to create mood * **Pattern:** Recognise patterns in industrial shapes and use as inspiration for own patterns, make choices about what is repeated and how it is repeated – is the pattern regular or irregular? Understand motif as a single element within a more complex arrangement * **Line:** Consider the type of line used in the motif. How does this help the motif to tessellate? * **Space:** Consider size, shape, and arrangement of space between and around the motif?   **YEAR 5**   * **Colour:** selecting colours to overlap for effect and to create mood * **Pattern:** Create own patterns by combining prints and make choices as to how they are arranged.   **YEAR 6**   * **Shape:** Consider how building up wholes and parts makes the appearance of the image seem 3D. * **Space:** Consider various arrangements made by artists. |
| **Examples & vocabulary** | * **Vocab:** motifs, layers, textures, patterns, tessellate, arrangements, 3D. |
| **Artists/**  **links** | **Artists:** William Morris |
| **Spring** | **Painting**  **Volcanoes** | **YEAR 4**   * Use colour mixing to create mood. * Paint with water colours, mixing and matching using tint, tone and shade.   **YEAR 5**   * Select from different methods to apply colour using a variety of tools and techniques to express mood/emotion- colour wash as base onto which to add details * Paint with water colours, mix colours and use range of ways of including tone – adding white/black, using more paint, using more water, layering /painting over top * Plan/paint symbols and forms when exploring physical geographical features combining pencil drawing with painting to mark out both object and background   **YEAR 6**   * Select from different methods to apply colour using a variety of tools and techniques to explore the effect of light, colour, texture and tone. * Work independently to paint on paper or fabric. | **Skills** | **YEAR 4**   * **Colour:** Use a range of paint adjusting the strength of colours to create mood. * Mix a full range of colours from a standard water colour palette.   **YEAR 5**   * **Colour:** creating a colour wash, as a base/background to a painting, recognizing how a wash differs from painting subsequent layers (diluted strength) and how it is built upon by subsequent layers of stronger colour to arrive at the final piece. * Mix a full range of colours and shades from a standard water colour palette * **Shape :** Understand and represent proportion accurately * **Space:** Understand how blocking out space projects an image forward * **Texture:** Understand how to use brushes of different sizes to create effects that re-create texture in a 2D painting e.g. stippling, dabbing, washing   **YEAR 6**   * **Colour:** creating a colour wash, as a base/background to a painting, recognizing how a wash differs from painting subsequent layers (diluted strength) and how it is built upon by subsequent layers of stronger colour to arrive at the final piece. * Use colour, shade and tone to create light. |
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| **Examples & vocabulary** | * **Vocab:** proportion, colour blocking, under painting, wash, base coat, background, detail, stippling, project, stand out, draw the eye |
| **Artists/**  **links** | * **Artists:** Margaret Godfrey – Volcanoes. |
| **Summer** | **Portraits of an Artist** | **YEAR 4/5/6**   * Describe the work of a great artist * Learn about their style and describe how this is similar to and different from other great artists/practices * Make links to own work * Plan and annotate and record ideas as thumbnails * Build up drawings of parts of designs using a range of techniques – cutting out prototype from card * Use shadow puppets to investigate form | **Skills** | * **Colour:** Understand darkness as the absence of light * Recognise and make choices around the elements of dark against light and light against dark * **Form:** How is form created by what is cut out and what is left where pieces have been removed? |
| **Examples & vocabulary** | * Vocab: silhouette, shadow, puppet, outline, definition, light , dark, cut out, stencil |
| **Artists/**  **links** | * **Artists:** Kara Walker contemporary black artist using silhouette as form * **Link:** Chinese folk art |
| **YEAR B**  **Autumn** | **Sculpture**  **Roman Mosaic** | **YEAR 4**   * Build in clay a functional form using a range of techniques and surface decoration * Understand how to create a relief by making indentions with a range of tools * Experiment with’ ‘cross hatching and grafting ‘ and use of slip to attach additional raised sections * Scale a design up to a larger scale and work as part of a group to create a whole class piece   **YEAR 5**   * Use natural or recycled man-made materials to create sculpture. * Use a variety of tools to shape, form, model and join materials. * Create sculptures from observation or imagination.   **YEAR 6**   * Recreate 2D images in 3D, looking at one area of experience- form and surface * Use the study of 3D work from a variety of genres and cultures to develop a personal response through models, experimentation and design stages * Explore a stimulus as a starting point for developing own ideas * Make imaginative use of previous knowledge of tools, materials ( Clay) and techniques to express own ideas and feelings * Apply previous knowledge to judging scale | **Skills** | **YEAR 4**   * **Colour:** Experiment with colour to portray a cultural message * **Pattern:** Investigate and apply understanding of pattern: geometric shapes in Roman pattern * **Line:** make choices of tool, based on the quality of the lines they produce – width, depth, feel * **Shape:** recreate shapes from ancient Roman art, using curved, straight, dotty lines and the shapes they define * **Form :** work in 3D on a small scale and combine to make a 3D image   **YEAR 5**   * **Colour:** Use colour to create an effect. * **Pattern**: Apply Roman geometric patterns to mosaics. * **Line:** make choices of tool, based on the quality of the lines they produce – width, depth, feel * **Shape:** recreate shapes from ancient Roman art, using curved, straight, dotty lines and the shapes they define.   **YEAR 6**   * **Colour:** Mixing and matching colour for effect ( to resemble precious metals) * **Form:** Continue to develop solid 3D skills, working on a range of scales – small scale , precision * **Line:** Make decisions about the width and type of lines used to decorate or to represent factors of cultural or religious significance * **Texture:** Apply knowledge of using a range of tools to create rough and smooth textures on the surface of the clay, as appropriate for the nature of the piece |
| **Examples & vocabulary** | * **Vocab:** relief, tiles, ceramic, theme, indent, press, apply, hatching, slip, graft, indentation, size, weight, scale, surface, shape, cross hatching, score, slip, relief, slab, blending, welding, proportion |
| **Artists/**  **links** | * **Links:** Traditional Roman mosaic designs |
| **Spring** | **Digital Art**  **British Empire** | **YEAR 4/5/6**   * Use a digital art programme , making decisions about how and where to place images, text and using colour to convey a message * Plan and take photographs to provide content to be cut and pasted or superimposed in other images * Design Magazine cover highlighting an emotive topic – e.g. equality/discrimination | **Skills** | * **Colour:** Confidently make and apply decisions about the use of colour to accentuate the message conveyed by the design of the magazine cover, use block fill, fading, blending tools to manipulate colour. * Consider how colour is used in both subject and background and how it links with the choice of font and arrangement of text. * **Line:** How have decisions been made about line size, style, width and colour in line with the brief? What is the impact on the reader? * **Form:** How have images been made to look 3D? How have 2 and 3D images been combined? * **Space:** How have decisions been made about the layout of the images, text and the background space, spaced between items? |
| **Examples & Vocabulary** | * **Vocab:** photoshop, crop, rotate, insert, enlarge, reduce, scale, font, graphics, size, re size, background, colour fill, block fill, graduated colour, blending |
| **Artists/Links** |  |
| **Summer** | **Drawing**  **Anglo Saxons** | **YEAR 4**   * Use a wide range of pencil grades and lines to create light and dark tones. * Develop knowledge of scale and proportion. * Alter and refine drawings.   **YEAR 5**   * Make more sophisticated choices when deciding on lines to demonstrate texture, shading and detail. * Draw the effects of light on objects and people from different directions.   **YEAR 6**   * Use perspective. * Look at different ways drawings can be composed and use one point perspective to give their composition depth. | **Skills** | **YEAR 4**   * **Line:** Use different pencil grades and consider width of lines to create lighter and darker tones. * **Form:** Develop knowledge of scale and proportion to make still life images more realistic.   **YEAR 5**   * **Form:** How can you make the drawing more realistic using shading and toning? * **Form:** Use shading and toning to demonstrate the direction of light and shadow.   **YEAR 6**   * **Form:** Use shading and toning to make flat images appear 3D * **Space:** How has space been used and created to give depth to the image? * **Line:** How have lines been drawn to create perspective? |
| **Examples & vocabulary** | * **Vocab:** shading, light, dark, toning, 3D, perspective, grades, scale, proportion, shadow, texture, depth. |
| **Artists/**  **links** | * **Links:** Anglo-Saxon patterns, rune manuscripts. |
| **YEAR C**  **Autumn** | **Sculpture**  **Bronze Age** | **YEAR 4**   * Build in clay a functional form using a range of techniques and surface decoration * Understand how to create a relief by making indentions with a range of tools * Experiment with’ ‘cross hatching and grafting ‘ and use of slip to attach additional raised sections * Scale a design up to a larger scale and work as part of a group to create a whole class piece   **YEAR 5**   * Use natural or recycled man-made materials to create sculpture. Use a variety of tools to shape, form, model and join materials. * Create sculptures from observation or imagination.   **YEAR 6**   * Recreate 2D images in 3D, looking at one area of experience- form and surface * Use the study of 3D work from a variety of genres and cultures to develop a personal response through models, experimentation and design stages * Explore a stimulus as a starting point for developing own ideas * Make imaginative use of previous knowledge of tools, materials ( Clay) and techniques to express own ideas and feelings * Apply previous knowledge to judging scale | **Skills** | **YEAR 4**   * **Colour:** Experiment with colour to portray a cultural message * **Pattern:** Investigate and apply understanding of pattern: geometric shapes in Roman pattern * **Line:** make choices of tool, based on the quality of the lines they produce – width, depth, feel * **Shape:** recreate shapes from ancient Roman art, using curved, straight, dotty lines and the shapes they define * **Form :** work in 3D on a small scale and combine to make a 3D image   **YEAR 5**   * **Colour:** Use colour to create an effect. * **Pattern**: Apply Roman geometric patterns to mosaics. * **Line:** make choices of tool, based on the quality of the lines they produce – width, depth, feel * **Shape:** recreate shapes from ancient Roman art, using curved, straight, dotty lines and the shapes they define.   **YEAR 6**   * **Colour:** Mixing and matching colour for effect ( to resemble precious metals) * **Form:** Continue to develop solid 3D skills, working on a range of scales – small scale , precision * **Line:** Make decisions about the width and type of lines used to decorate or to represent factors of cultural or religious significance * **Texture:** Apply knowledge of using a range of tools to create rough and smooth textures on the surface of the clay, as appropriate for the nature of the piece |
| **Examples and vocabulary** | * Vocab: relief, tiles, ceramic, theme, indent, press, apply, hatching, slip, graft, indentation, size, weight, scale, surface, shape, cross hatching, score, slip, relief, slab, blending, welding, proportion |
| **Artists/Links** | * Links: Bronze Age necklace, Bronze Age pots |
| **Spring** | **Painting**  **Rivers** | **YEAR 4**   * Use colour mixing to create mood. * Paint with water colours, mixing and matching using tint, tone and shade.   **YEAR 5**   * Select from different methods to apply colour using a variety of tools and techniques to express mood/emotion- colour wash as base onto which to add details * Paint with water colours, mix colours and use range of ways of including tone – adding white/black, using more paint, using more water, layering /painting over top * Plan/paint symbols and forms when exploring physical geographical features combining pencil drawing with painting to mark out both object and background   **YEAR 6**   * Select from different methods to apply colour using a variety of tools and techniques to explore the effect of light, colour, texture and tone. * Work independently to paint on paper or fabric. |  | **YEAR 4**   * **Colour:** Use a range of paint adjusting the strength of colours to create mood. * Mix a full range of colours from a standard water colour palette.   **YEAR 5**   * **Colour:** creating a colour wash, as a base/background to a painting, recognizing how a wash differs from painting subsequent layers (diluted strength) and how it is built upon by subsequent layers of stronger colour to arrive at the final piece. * Mix a full range of colours and shades from a standard water colour palette * **Shape :** Understand and represent proportion accurately * **Space:** Understand how blocking out space projects an image forward * **Texture:** Understand how to use brushes of different sizes to create effects that re-create texture in a 2D painting e.g. stippling, dabbing, washing   **YEAR 6**   * **Colour:** creating a colour wash, as a base/background to a painting, recognizing how a wash differs from painting subsequent layers (diluted strength) and how it is built upon by subsequent layers of stronger colour to arrive at the final piece. * Use colour, shade and tone to create light. |
| **Examples & vocabulary** | * **Vocab:** proportion, colour blocking, under painting, wash, base coat, background, detail, stippling, project, stand out, draw the eye |
| **Artists/Links** | * **Artists**: Monet River Art |
| **Summer** | **Collage**  **Mayan masks** | **YEAR 4**   * Understand the traditional arts and crafts of the Mayan people and represent them using mixed media elements * Improve the skills of overlapping and overlaying to place objects in front and behind * Use understanding of Mayan Gods to draw an image from their imagination * Use human and animal shapes to create a mask for a specific purpose –death, war, priest, celebration * Design and make a 3D form and consider its function * Decorate using colour to reflect mood and purpose * Compare the traditional art of the Mayans with Lascaux cave paintings, with focus on use of colour   **YEAR 5**   * Select and use cutting tolls and adhesives with care for a specific outcome * Explore how a stimulus can be used as a starting point for work in 3D, with a particular focus on form, shape, colour , pattern and texture * Use traditional art of the Mayan people to develop their own models, experimentation and designs * Make imaginative use of the knowledge previously acquired to use tools, techniques and materials with increasing precision and matched to an intended outcome * Embellish decoratively, ensure that fixings selected are secure   **YEAR 6**   * Consider use of colour, line and shape when exploring work from the Mayan culture. * Build up whole or parts of items. * Embellish decoratively using layers of materials, drawing on known skills and techniques in collage, painting, drawing, printing. * Embellish decoratively using layers of materials, drawing on known skills and technique * Plan and complete extended sets of drawings in sketchbooks | * **Skills** | **YEAR 4**   * **Colour:** Experiment with colour to portray a symbolic message Red = East ( where the sun is born), White = North (sacred items are white), Yellow = South ( the dying place of the sun) * **Pattern:** apply recognized patterns to their own work, adapt and apply using spatial and geometrical thinking   **YEAR 5**   * **Colour:** Make own selection of colour adhering to conventions of culture and tradition and as part of a larger collaborative piece * **Texture:** Work in raised relief, using smaller tiles (coloured glass tiles, broken up mosaic style bathroom tiles) to create an image on a larger clay tile * **Shape:** Understand how an overall image is made from the placement of a series of coloured squares * **Pattern:** Apply previous knowledge of band patterns, considering rotation, reflection * **Form:** Build complexity into the surface of a 3D piece   **YEAR 6**   * **Colour:** Convey tonal features * **Form:** Investigate different type faces – what is their impact on the reader? How does typeface reflect the time, culture, purpose of the piece? * **Line:** consider the visual impact of hard straight lines and symbols |
| **Examples and Vocabulary** | * **Vocab:** mask, symbols, symbolize, symbolism, message, represent, concept, association, image, mosaic, embed, fixing, secure, band pattern, reflection, rotation, border, layer, super impose, embellish, layer, assemble, decorate, composition |
| **Artists/Links** | * **Links:** Traditional Mayan Art |