

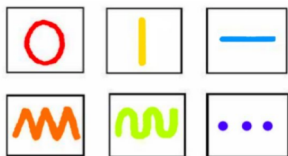
### What we already know...

- We know artists can draw with a range of equipment, including: pencils, pens and chalks.
- Some artists use paint. They also use paintbrushes of different sizes for different parts of their painting!
  - There are 3 primary colours: red, yellow and blue.
- When white is added to a primary colour, it becomes lighter. When black is added to a primary colour, it becomes darker.



### Drawing techniques being taught in this unit:

We will experiment with a range of media and practise these lines.



### Key Vocabulary

**Horizontal:** A line that goes left to right.



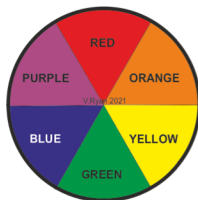
**Vertical:** A line that goes up and down.



**Pointillism:** The use of dots or marks of colour to make paintings.

### Painting skills being taught in this unit:

With increasing independence, we will explore and recall the 3 primary colours: red, yellow and blue. We will then practise combining primary colours to make secondary colours: orange, purple and green.



We will also learn about the pointillism technique where artists place dots close to one another so that, from a distance, they visually blend together.



## Year 1 – Autumn Term Drawing & Painting

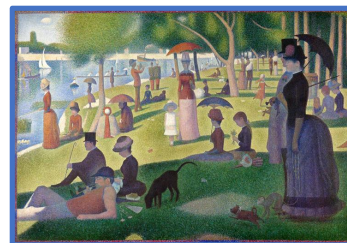


### Artist of study: Georges Seurat

Georges Seurat was a painter who came from a country called France. He was famous for painting using little dots of colours. This is called pointillism.

Seurat was born on 2<sup>nd</sup> December 1859 and died on 29<sup>th</sup> March 1891.

### Some of his famous artwork...



*Sunday Afternoon on the Island of La Grande Jette*  
1884-1886



*Le Bec du Hoc, Grandcamp*  
1885



*Bathers at Asnières,*  
1883

### What we already know...

- Some materials can be shaped through rolling and kneading.
- We can add decoration to these materials through impressing objects into the playdough, salt dough and plasticine.
- We can create sculptures by joining a range of materials.

### Key Vocabulary

**Malleable material:** *Able to be shaped, bent or drawn out.*

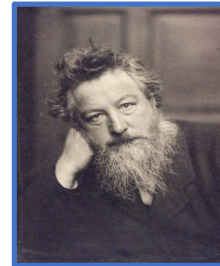
**Score:** *To scratch lines into the clay to make a rough texture. This will help separate pieces of clay to stick together.*

**Impress:** *To press, stamp or print something in or upon.*

**Slip:** *Clay mixed with water. Acts like glue.*

**Attach:** *Join.*

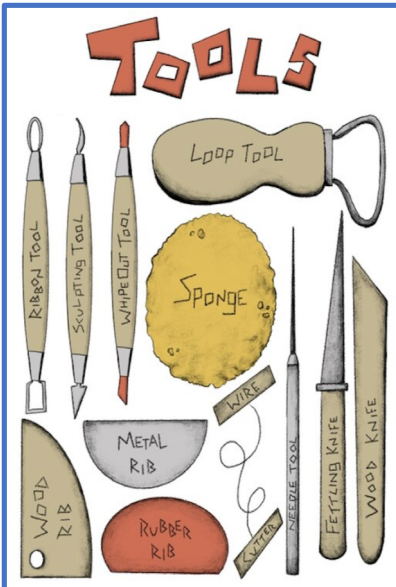
## Year 2 – Autumn Term Sculpture



### Artist of study: William Morris

William Morris was an English textile designer who was known for his repeating patterns which focused on nature. He was born in London on 24<sup>th</sup> March 1834 and died on 3<sup>rd</sup> October 1896.

### Skills & techniques being taught in this unit:



Rolling



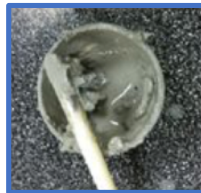
Pinching



Scoring



Coiling



Creating slip



Kneading



Carving

### Some of his famous artwork...



*Strawberry Thief*  
1883



*Trellis*  
1862



*Acanthus*  
1875



## Year 3 – Autumn Term Drawing & Painting

### What we already know...

- How to create tints and shades by adding white or black to paint.
- The names of the secondary colours and what primary colours we mix to achieve these
- The size of the brush being used depends on the task. For detail, we select smaller brushes.
- A variation in tone can be achieved through using different grades of sketching pencil.

### Key Vocabulary

**Shades:** *A shade is a colour mixed with black. The more black that is used, the darker the shade.*

**Tones:** *A tone is a colour mixed with grey. Tones are less vibrant than the original colour.*

**Tints:** *A tint is a colour mixed with white. The more white paint that is added, the lighter the tint.*

**Hues:** *A version of a colour. All primary colours and secondary colours are hues.*

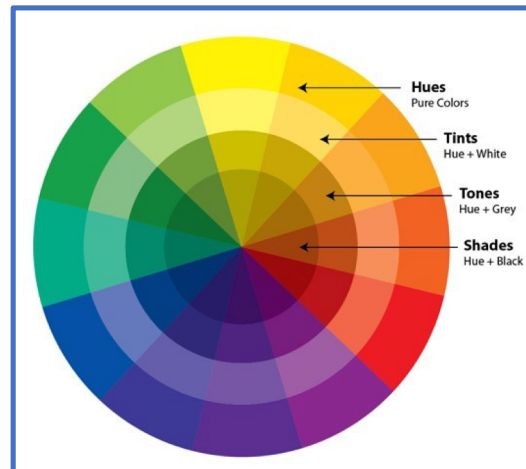
**Background wash:** *A layer of colour that is applied with a diluted paint mixture. Washes are typically applied over a large area of a painting.*



### Painting techniques & skills being taught in this unit:

Creating a background using a wash: Dip the brush into the water then into the colour. Sweep your brush from one side of the paper to the other.

Creating shades, tones, tints and hues:



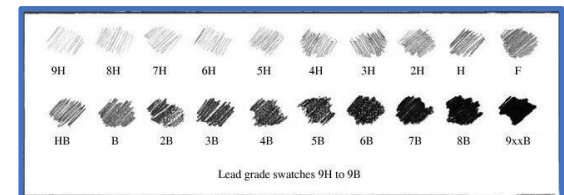
### Area of Study: Cave Paintings

Cave paintings have been discovered all over the world and help us to learn more about life in Stone Age times. It is thought that these painting and drawings were a form of communication.

We will be looking at examples of cave paintings and trying to decipher their meanings before creating our own.

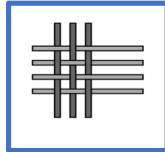
### Sketching skills being taught in this unit:

We will experiment with a different grades of pencil (and other implements) to draw different forms and shapes.



### What we already know...

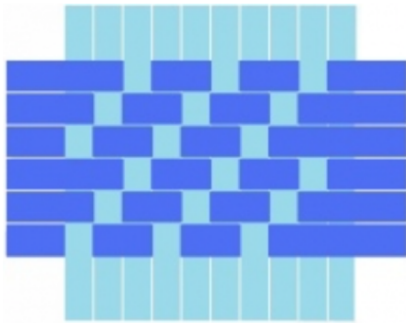
- A range of materials can be used when creating patterns and textures, including natural resources.
- When weaving, we can use the 'plain weave' technique.
- Fabric can be dyed to change its colour; natural dyes such as tea, coffee, beetroot and turmeric can be used to stain fabrics.



Plain weave

### Skills being taught in this unit: The Twill Weave

We will learn how to create the twill weave and practise this before making a papyrus scroll using this technique.



### Key Vocabulary

**Weaving:** *The interlacing of different materials to create a pattern.*

**Warp:** *The set of yarns stretched vertically in place on a loom.*

**Weft:** *The material you are threading with (horizontally).*

**Twill weave:** *A weave in which the threads are woven over and under two or more warp yarns, producing a characteristic diagonal pattern.*

## Year 4 – Autumn Term

### Texture, Pattern, Colour, Line & Tone (Weaving)



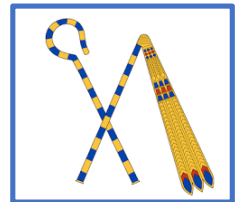
### Ancient Egyptian Art

We know a lot about the Ancient Egyptians because of the art they created. We can learn about: what they looked like, what clothes they wore, what jobs they worked and what they considered important. In many Egyptian artworks, symbols (including hieroglyphs) are depicted as well as Egyptian Gods, heroic battles and nature. The Egyptians sometimes used papyrus paper to draw or paint their artwork.



### Symbolism

Other symbols often shown in Egyptian artwork include: The Egyptian Ankh ('The Key of Life'); the scarab beetle (which symbolised rebirth & resurrection); the Sesen (which represented the sun and creation) and the crook and flail (the crook symbolised kingship and the flail represented fertility of the land).



### What we already know...

- Mono printing is where an impression is made through printing, however, only one print can be made.
- Patterns, rotation, overlapping and the use of different colours can be used when printing.
  - Polystyrene tiles can be used when printing.

### Skills being taught in this unit: Three Colour Printing

We will learn how to create three colour printing before producing our print on canvas material.



#### **Process:**

- Sketch design and add 3 colours to sketch
- Transfer each colour onto paper
- Transfer design onto printing block
- Reinforcing graphite with marker
- Carve block and add printing ink colours
- Print each colour onto fabric

## Year 5 – Autumn Term Printing



### Artist of study: David Hockney

Born in Bradford in 1937, David Hockney is an English painter who is known for his contribution to 'Pop Art.' Pop Art is a style of art that using bright colours. Hockney enjoys creating bright landscapes and, more recently, has used an app on the iPad to create some of his artwork!



### Key Vocabulary

**Inking up:** *The process of inking a block in preparation for printing.*

**Engraving:** *A process where a design is marked into a hard surface.*

**Indentation:** *A notch, cut or dent into a surface.*

**Printing blocks:** *The material which will be carved with our design.*

**Pressure:** *Force applied (when carving out design).*

### Some of his famous artwork...



Garrowby Hill,  
1998



Nichols Canyon,  
1980

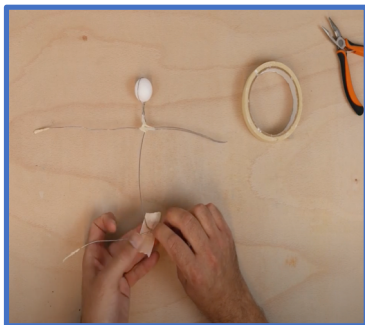
### What we already know...

- A range of mediums can be used to create sculptures, including: clay, paper mache and other malleable materials.
- The techniques of pinching, slabbing and coiling can help to add form and texture to a sculpture.
- Sculptors sometimes use the technique of carving when sculpting to create 3D art.

### Sculpting skills being taught in this unit:

We will learn how to create an armature using wire. This will be the foundation for our (Henry Moore inspired) Blitz sculpture.

We will then position our armature to convey confinement and/or anxiety before using mod roc to sculpt on, and around, the wire.



### Key Vocabulary

**Armature:** *The inner structure that serves as a skeleton or framework to support a figure being modelled with soft, pliable material.*

**Freestanding:** *Standing alone on its own without support.*

**Varnish:** *A clear, transparent protective coating.*

**Form:** *refers to objects that are 3-Dimensional, or have length, width, and height.*

## Year 6 – Autumn Term Sculpture



### Artist of study: Henry Moore

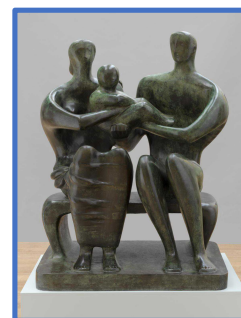
Henry Moore was an English artist who specialised in sculpture. However, during World War II, Moore was commissioned to make observational drawings of people taking shelter in the London Underground stations; these images captured how anxious British citizens were. The collection was titled 'The Shelter Drawings.' Moore died in 1989, aged 88.



### Some of his famous artwork...



*Woman Seated in the Underground, 1941*



*Family Group, 1951*



*Tube Shelter Perspective, 1951*



*The Arch, 1969*