



Bricknell Primary School

Art Medium Term Plan

The Art and Design Curriculum is structured under the following areas of learning:

Key concepts: These concepts are explored through each unit of art and build progressively as pupils move through the school

- Knowledge of artists and designers: (factual knowledge)
- Exploring and developing ideas: (conceptual knowledge)
- Making skills and Formal Elements: (procedural knowledge)
- Evaluating: (metacognitive knowledge)

Second order concepts:

- Chronology (history of art and changes over time)
- Similarity and difference (comparing works of art, identifying common/different styles and techniques)
- Significance (significant artists, works of art and art movements)
- Written, oral and creative expression: (using artistic terminology, evaluating, refining, describing, experimenting, creating, presenting)



As Artists in EYFS, we will learn...

The EYFS is the bed rock of all subjects. The F1 and F2 curriculum gives children the necessary skills and knowledge to succeed in art and design when they enter Year 1 and beyond. Progressive skills have been identified and included in each of the following areas: knowledge of artists and designers, exploring and developing ideas, evaluating their own work, making skills (drawing, painting, craft, design, materials and techniques), knowing and applying formal elements of form, line, pattern, shape, texture and tone. In addition, children in Nursery and Reception work progressively towards Curriculum goals each term as follows:

Autumn	Nursery - Brush and Paint	Reception - Drawing a Self Portrait
Spring	Nursery - Colour Mixing	Reception - Colour Mixing
Summer	Nursery - Collage, Cutting and Sticking	Reception: Props for Play and Performance

Impact

By the end of EYFS, pupils will:

- Be able to use art to be creative and express themselves in different ways
- Be able to create pictures of what they can see and imagine
- Develop some control when using pencils, paint brushes and other materials

They will know that art conveys both thinking (ideas) and feeling (emotion). They will use a variety of ways to express and communicate through art. They will know that creative thinking involves original responses, not just copying or imitating existing artworks. They will use their imagination, curiosity, creativity, cognition, critical thinking and experimentation skills to allow them to improvise, collaborate, interact and engage in artistic sustained shared thinking. They will have time, space and opportunity to revisit and reflect on artistic experiences. Children in EYFS will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used. They will make use of props and materials when role playing characters in narratives and stories.

	Formal Elements	Skill	Media and Materials	Sculpture and Collage
Key Vocabulary	Primary colours, shades, mix, 2d shapes, portrait, imagination, create, explore, pattern	Paint, brush, grip, shapes inc 3d, print, colour mixing, shade, tone, light, dark	Fabric, smooth, shiny, rough, brittle, crinkly, dull, flexible, attach, fasten, texture, assemble, clay	Represent, rubbing, surface, clay, plasticine, squeeze, shape, accurate, similar, inspiration, suitable, appropriate, statues, scenery, mosaic, decorate
Outcomes	<ul style="list-style-type: none"> Can name the primary colours Know how to mix primary colours to create other shades and colours Know a range of simple mark making techniques Know how to draw circles Know how to work collaboratively Know how to draw a self portrait Understand how artists such as Picasso used imagination and creativity to create a unique response to all that they saw, heard, felt and experienced and how that inspired their creativity and imagination. 	<ul style="list-style-type: none"> How to hold a pencil, brush, etc with the correct grip How to create different effects by controlling the pencil, brush, etc How to draw triangles, squares, rectangles, stars, ovals Simple printing techniques How to use scissors safely and effectively 	<ul style="list-style-type: none"> What is meant by light and dark colours How colours can create mood and represent feelings and emotions How to use different materials to achieve a desired effect or outcome (but the process is just as important!) How to use different techniques to join How to make props to support play 	<ul style="list-style-type: none"> Symmetry Simple collage techniques such as overlapping and coverage How to use recycled items to create new things How to fill an enclosed space with paper or other items

As Artists in Year 1, we will learn...

	Formal Elements	Skills	Landscapes using different media	Sculptures and Collages
Prior Learning	<ul style="list-style-type: none"> ◊ Children should know about: ◊ What the primary colours are ◊ How to mix primary colours to create other shades and colours ◊ A range of simple mark making techniques ◊ How to draw circles ◊ How to work collaboratively ◊ 	<ul style="list-style-type: none"> ◊ Children should know about: ◊ How to hold a pencil , brush, etc with the correct grip ◊ How to create different effects by controlling the pencil, brush, etc ◊ How to draw triangles, squares, rectangles, stars, ovals ◊ Simple printing techniques ◊ How to use scissors safely and effectively 	<ul style="list-style-type: none"> ◊ Children should know about: ◊ What is meant by light and dark colours ◊ How colours can create mood and represent feelings and emotions ◊ How to use different materials to achieve a desired effect or outcome (but the process is just as important!) ◊ How to use different techniques to join ◊ How to make props to support play 	<ul style="list-style-type: none"> ◊ Children should know about: ◊ Symmetry ◊ Simple collage techniques such as overlapping and coverage ◊ How to use recycled items to create new things ◊ How to fill an enclosed space with paper or other items
Key Vocabulary	Abstract, composition, modern art, op art, optical illusion, photorealism, pop art, primary colours, secondary colours, shape	2D shapes, 3D shapes, abstract, contemporary, drawing mediums, narrative, printing, shade, tudor-style house	Figurative, horizon line, impressionism, landscape, post impressionism, representation, shading, tones	Bronze, contemporary, etching, land art, metallic, pattern, sculpture, sketch, symmetrical, textile
Art learning intentions	<ul style="list-style-type: none"> ◊ Explore three of the formal elements of art: shape, line and colour, children mix and paint with secondary colours; use circles to create abstract compositions and work collaboratively to create art inspired by water. 	<ul style="list-style-type: none"> ◊ Learn two printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Louis Wain. 	<ul style="list-style-type: none"> ◊ Learn about composition and working with different art materials to create texture. The unit is based on the theme of 'the seaside' however there is guidance to adapt the unit to then alternative theme of 'castles' 	<ul style="list-style-type: none"> ◊ On the theme of the natural world, we will make sculptures, collages, 3D models of creatures and a class spider sculpture, inspired by artist Louise Bourgeois.
Outcomes	<ul style="list-style-type: none"> ◊ Learning that abstract art uses a lot of shapes and creating abstract art using different colours and shapes in an interesting way ◊ Creating a modern style line drawing, experimenting with different resources and using the vocabulary; wavy, vertical, horizontal and cross hatch to describe the lines ◊ Drawing lines to create a water effect using a variety of different materials to create one large collaborative piece of art, using the different styles of drawing lines for effect ◊ Knowing the names of the primary colours and that these can be mixed to make secondary colours ◊ Using primary colours to paint, mixing colours to achieve secondary colours and applying the paint with care 	<ul style="list-style-type: none"> ◊ Examining a picture in depth to see the details within it to understand the artist's story within a piece of artwork ◊ Knowing that yellow and blue mixed together make green and making different shades of green by mixing different amounts of yellows and blues ◊ Drawing with different media, drawing around and overlapping a variety of shapes, describing preferences about the effects of different media ◊ Making a print on a given theme using two different printing techniques ◊ Making a print giving careful consideration to the shape of the lego bricks I choose to print with, using an appropriate amount of paint and a variety of colours within my design 	<ul style="list-style-type: none"> ◊ Identifying key features of a landscape, drawing lines to represent the horizon line and the sea ◊ Identifying different textures in a scene, finding appropriate materials to create different textures and applying these to a well known painting ◊ Creating different tints and shades with paint, creating a tonal representation of the sea and sky and understanding that light colours stand out more and darker colours ◊ Identifying colours used in an artist's works, mixing colours to match these and applying the colours carefully with a paintbrush ◊ Painting areas of dark and light, working with a small brush to paint details and using other objects and materials to add further details. 	<ul style="list-style-type: none"> ◊ Creating an even and regular pattern from clay, using lines, curls and circles ◊ Making a 3D sculpture, selecting and arranging natural materials in a meaningful way and explaining the placement of the composition

As Artists in Year 2, we will learn...

	Formal Elements	Skills	Sculpture and Mixed Media
Prior Learning	<ul style="list-style-type: none"> ◊ Children should know about: ◊ How abstract art uses a lot of shapes and creating abstract art using different colours and shapes in an interesting way ◊ Creating a modern style line drawing, experimenting with different resources and using the vocabulary; wavy, vertical, horizontal and cross hatch to describe the lines ◊ Drawing lines to create a water effect using a variety of different materials to create one large collaborative piece of art, using the different styles of drawing lines for effect ◊ Knowing the names of the primary colours and that these can be mixed to make secondary colours ◊ Using primary colours to paint, mixing colours to achieve secondary colours and applying the paint with care 	<ul style="list-style-type: none"> ◊ Examining a picture in depth to see the details within it to understand the artist's story within a piece of artwork ◊ Knowing that yellow and blue mixed together make green and making different shades of green by mixing different amounts of yellows and blues ◊ Drawing with different media, drawing around and overlapping a variety of shapes, describing preferences about the effects of different media ◊ Making a print on a given theme using two different printing techniques ◊ Making a print giving careful consideration to the shape of the lego bricks I choose to print with, using an appropriate amount of paint and a variety of colours within my design 	<ul style="list-style-type: none"> ◊ Children should know about: ◊ Creating an even and regular pattern from clay, using lines, curls and circles ◊ Making a 3D sculpture, selecting and arranging natural materials in a meaningful way and explaining the placement of the composition
Key Vocabulary	Tesselation, repeating pattern, overprinting, rubbing, frottage, 3D drawing, dada, surrealism, pop art	Air drying clay, ceramics, concentric circles, repeating pattern, score sketch, slip, tone	Blend, cartoon, colour wash, comic, dot matrix, illustrator, pop art, sculpture
Art learning intentions	<ul style="list-style-type: none"> ◊ Exploring the formal elements of art: pattern, texture and tone; children create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings three dimensional. 	<ul style="list-style-type: none"> ◊ Replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing weaving skills, manipulating clay and experimenting with brush strokes. 	<ul style="list-style-type: none"> ◊ Creating sculpture and pop art and learning how to draw facial features to portray different emotions, all through the topic of comic superheroes inspired by the works of Roy Lichtenstein.
Outcomes	<ul style="list-style-type: none"> ◊ Creating repeating patterns, knowing that a pattern is created by repeating lines, shapes, tones or colours and to create repeating patterns from everyday items with paint ◊ Exploring different textures, taking rubbings using different tools ◊ Creating a picture using a collage of rubbings (frottage) and frottage ◊ Creating a 3D drawing ◊ Creating a 3D drawing in colour, using tone to create lighter and darker by using different drawing tools and different ways of holding them 	<ul style="list-style-type: none"> ◊ Experiencing drawing for pleasure and suggesting ways in which they can improve their own work and the work of others ◊ Developing painting skills, working with control and the correct amount of paint ◊ Exploring the use of tones in shading, learning to control a pencil to create dark and light tones, shading without any gaps and within the lines ◊ Using my hands as a tool for making, creating repeating patterns into clay ◊ Designing a plate in the style of Clarice Cliff, painting colourful circles with care, applying paint using a straw and blowing outwards to make branches ◊ Learning to weave by folding a horizontal piece of paper into eight sections, a vertical into six sections, cutting accurately and threading strips of paper to create a weave 	<ul style="list-style-type: none"> ◊ Creating 3D human forms by bending wire into a superhero shape and making legs, arms and a body using plasticine ◊ Creating different facial expressions by altering the eyes, mouth and eyebrows ◊ Creating a large piece of collaborative artwork, drawing around a person in a superhero pose, before adding shapes to the piece and materials to add texture ◊ Creating a large piece of collaborative artwork, blending paint colour washes into the piece, blending two primary colour washes together to make a secondary colour, creating a dot matrix effect in the style of Lichtenstein ◊ Creating a large piece of collaborative work, using pastels to add colour in areas not filled with collage or dots, blending two primary colours to make a secondary colour and shading tones

As Artists in Year 3, we will learn...

	Formal Elements	Skills	Craft	Prehistoric art
Prior Learning	<ul style="list-style-type: none"> ◊ Children should know about: ◊ Creating repeating patterns, knowing that a pattern is created by repeating lines, shapes, tones or colours and to create repeating patterns from everyday items with paint ◊ Exploring different textures, taking rubbings using different tools ◊ Creating a picture using a collage of rubbings (frottage) and frottage ◊ Creating a 3D drawing ◊ Creating a 3D drawing in colour, using tone to create lighter and darker by using different drawing tools and different ways of holding them 	<ul style="list-style-type: none"> ◊ Children should know about: ◊ Experiencing drawing for pleasure and suggesting ways in which they can improve their own work and the work of others ◊ Developing painting skills, working with control and the correct amount of paint ◊ Exploring the use of tones in shading, learning to control a pencil to create dark and light tones, shading without any gaps and within the lines ◊ Using my hands as a tool for making, creating repeating patterns into clay ◊ Designing a plate in the style of Clarice Cliff, painting colourful circles with care, applying paint using a straw and blowing outwards to make branches ◊ Learning to weave by folding a horizontal piece of paper into eight sections, a vertical into six sections, cutting accurately and threading strips of paper to create a weave 	<ul style="list-style-type: none"> ◊ Children should know about: ◊ See other prior learning statements 	<ul style="list-style-type: none"> ◊ Children should know about: ◊ See other prior learning statements inc History
Key Vocabulary	3D form facial features, geometric shapes, guidelines, shading, sketching, template, tone	Cartoonist, character, minimal, opaque, puppet, sketching, style, three-dimensional, tint, tone	Interior designer, intersectional points, loom card frame, mood board, personality, running-stitch, synthetic materials, textile designer, warp, wax resist, weave, weft	Cave artists, charcoal, geometric shapes, iron age, line drawing, native, prehistoric, proportions, stone age, texture, tone
Art learning intentions	<ul style="list-style-type: none"> ◊ Exploring two of the formal elements of art: shape and tone; children find shapes in everyday objects; use shapes as guidelines to draw accurately from observation and create form and shape using wire. 	<ul style="list-style-type: none"> ◊ Completing a drawing from observation, learning the difference between a tint and a shade and creating versions of a cartoon drawn by a famous illustrator. 	<ul style="list-style-type: none"> ◊ Creating a mood board to work as a visual mind map and source of inspiration. Tie-dyeing, weaving and sewing to create a range of effects using fabric, culminating in a finished t-shirt to showcase these skills 	<ul style="list-style-type: none"> ◊ Experimenting with charcoal, berries, leaves, homemade paints and more, children get a sense of what it was like to create art thousands of years ago and why these pieces were created.
Outcomes	<ul style="list-style-type: none"> ◊ Applying even layers of pencil tone when shading, using the side of the pencil and holding it flat to the paper and applying the four rules of shading: Shading in ONE direction, creating smooth, neat, even tones ◊ Showing tone by shading, controlling a pencil to create a smooth effect from dark to light and blending tones gradually ◊ Identifying the basic geometrical shapes when drawing objects and using these to help draw more accurately ◊ Creating and form shapes using soft modelling wire, bending, manipulating and joining wire to create a desired shape, working safely with tools 	<ul style="list-style-type: none"> ◊ Drawing in a minimalist cartoon style, giving each character a distinctive feature to identify them and comparing their work to that of other artists ◊ Drawing from observation; recognising shapes in an object and describing texture and colour ◊ Altering the tint and shade of a colour, understanding that a tint is made by adding white and a shade by adding black 	<ul style="list-style-type: none"> ◊ Creating a mood board ◊ Creating tie-dyed materials and describing the similarities between tie-dyeing and wax resist ◊ Creating a piece of paper weaving ◊ Weaving using different materials 	<ul style="list-style-type: none"> Learning how prehistoric man made art, painting with muted earth colours and reflecting this style in their work Scaling up drawings, identifying key 2D shapes within an image and applying and blending charcoal to create tone and texture Experimenting with the pigments in natural products to make different colours, identifying which natural items make the most successful colours Developing painting skills, mixing paint to create a range of natural colours and experimenting with techniques to create different textures Collaborating in group to create a large piece of artwork, creating designs using both positive and negative impressions and creating natural colours using paint

As Artists in Year 4, we will learn...

	Formal Elements	Skills	Every Picture Tells a Story	Sculpture
Prior Learning	<ul style="list-style-type: none"> ◊ Children should know about: ◊ Applying even layers of pencil tone when shading, using the side of the pencil and holding it flat to the paper and applying the four rules of shading: Shading in ONE direction, creating smooth, neat, even tones ◊ Showing tone by shading, controlling a pencil to create a smooth effect from dark to light and blending tones gradually ◊ Identifying the basic geometrical shapes when drawing objects and using these to help draw more accurately ◊ Creating and form shapes using soft modelling wire, bending, manipulating and joining wire to create a desired shape, working safely with tools 	<ul style="list-style-type: none"> ◊ Children should know about: ◊ Drawing in a minimalist cartoon style, giving each character a distinctive feature to identify them and comparing their work to that of other artists ◊ Drawing from observation; recognising shapes in an object and describing texture and colour ◊ Altering the tint and shade of a colour, understanding that a tint is made by adding white and a shade by adding black 	<ul style="list-style-type: none"> ◊ Children should know about: ◊ See other prior learning statements 	<ul style="list-style-type: none"> ◊ Children should know about: ◊ See other prior learning statements
Key Vocabulary	2d shapes, abstract, charcoal, pattern, reflection, symmetrical, texture	Lenticular lens, optical illusion, score, sequential order, thematic	Abstract, narrative, pop art, preparatory drawing, re-enact	Composition, contrast, crotchet, geometric pattern, maracas, optical effect, percussion instruments, pitch, quaver, sketch, upcycle, wax resist
Art learning intentions	<ul style="list-style-type: none"> ◊ Exploring two of the formal elements of art: texture and pattern; pupils develop a range of mark-making techniques, make and use their own textured stamps for printing; draw a 'flip' pattern and recreate an ancient geometric pattern. 	<ul style="list-style-type: none"> ◊ Creating an optical illusion print, replicating a plate in the famous willow pattern, carving sculptures out of soap, drawing a collection of still life objects, painting and mixing colours and learning about the role of a 'curator.' 	<ul style="list-style-type: none"> ◊ Analysing works of art and creating photo collages and abstract art inspired by the works explored. 	<ul style="list-style-type: none"> ◊ Exploring and using unusual objects to create 3D works of art. Creating drums and maracas from recycled materials and looking at different techniques, such as wax resist and collages to create different effects
Outcomes	<ul style="list-style-type: none"> ◊ Experimenting with charcoal to create different textures and effects to express the meaning of words and phrases in an abstract way ◊ Creating patterns using a playdough printing block ◊ Making a stamp using geometric and mathematical shapes and creating repeating and symmetrical patterns with it ◊ Applying mathematical techniques of reflection and symmetry to create a flip pattern ◊ Creating a geometric pattern using a compass 	<ul style="list-style-type: none"> ◊ Arranging and drawing a still-life image from observation, sketching outlines of the objects using symmetry lines and using light, medium and dark tones to make the drawing look 3D ◊ Understanding that the role of a curator is to set up and manage collections of works of arts within museums and galleries ◊ Painting in the style of the artist Paul Cézanne, mixing colours and using the same brush stroke techniques ◊ Creating a small scale sculpture, using tools and hands to carve, model and refine the sculpture ◊ Recreating a willow pattern design to convey aspects of a story, using undiluted ink to add detail and a water wash to add lighter tones ◊ Learning that lenticular printing gives an optical illusion by using two images and creating an image using the principles of lenticular printing 	<ul style="list-style-type: none"> ◊ Analysing and finding meaning in a painting, describing the story behind it and the formal elements within it ◊ Interpreting the meaning within a painting, describing the story that it tells ◊ Analysing abstract paintings and describing them and the formal elements within it 	<ul style="list-style-type: none"> ◊ Creating a musical instrument from recycled material ◊ Creating a collage in the style of the artist Arcimboldo, creating a collage of contrasting images

As Artists in Year 5, we will learn...

	Formal Elements	Skills	Every Picture Tells a Story	Design for a Purpose
Prior Learning	<ul style="list-style-type: none"> ◊ Children should know about: ◊ Experimenting with charcoal to create different textures and effects to express the meaning of words and phrases in an abstract way ◊ Creating patterns using a playdough printing block ◊ Making a stamp using geometric and mathematical shapes and creating repeating and symmetrical patterns with it ◊ Applying mathematical techniques of reflection and symmetry to create a flip pattern ◊ Creating a geometric pattern using a compass 	<ul style="list-style-type: none"> ◊ Arranging and drawing a still-life image from observation, sketching outlines of the objects using symmetry lines and using light, medium and dark tones to make the drawing look 3D ◊ Understanding that the role of a curator is to set up and manage collections of works of arts within museums and galleries ◊ Painting in the style of the artist Paul Cézanne, mixing colours and using the same brush stroke techniques ◊ Creating a small scale sculpture, using tools and hands to carve, model and refine the sculpture ◊ Recreating a willow pattern design to convey aspects of a story, using undiluted ink to add detail and a water wash to add lighter tones ◊ Learning that lenticular printing gives an optical illusion by using two images and creating an image using the principles of lenticular printing 	<ul style="list-style-type: none"> ◊ Children should know about: ◊ Analysing and finding meaning in a painting, describing the story behind it and the formal elements within it ◊ Interpreting the meaning within a painting, describing the story that it tells ◊ Analysing abstract paintings and describing them and the formal elements within it 	<ul style="list-style-type: none"> ◊ Children should know about: ◊ See other prior learning statements
Key Vocabulary	Abstract, amphitheatre, ancient, architects, composition, cryptic, legacy, mono-print, ornate, pattern, plaque, representation, shading, sketch, stadium, symbolism, temple	Analytical observational drawing, annotation, collage, computer aided design (CAD), continuous line drawing, diagram, exploded diagram, invention, portrait, prototype, sketch, texture	Abstract, anonymous, Brexit, emojis, immigration, mural, pictograms, racism, street art, symmetrical	Client, collaboration, design brief, font, heraldry, logo, pitch, presentation, prototype, sketch, slogan, soundbite, template, urban, unique selling point(USP)
Art learning intentions	<ul style="list-style-type: none"> ◊ Learning how to draw from observation, creating a print and drawing from different perspectives. Learning about the role of an architect and considering why houses look the way they do and whether there is scope to change and improve them. 	<ul style="list-style-type: none"> ◊ Designing an invention, expanding on an observational drawing, using a poem to create a portrait, painting an enlarged section of a drawn collage and learning how to 'think' like an artist. 	<ul style="list-style-type: none"> ◊ Analysing the intentions of artist Banksy; making ink symmetry prints inspired by psychologist Rorschach; telling a story using emojis; using drama to recreate a poignant war scene and creating art inspired by the ceramic work of Magdalene Odundo. 	<ul style="list-style-type: none"> ◊ Designing to a specific criteria or specification, developing design ideas for a room interior, a coat of arms and product to fit a given name. Learning to draw inspiration from different sources and experimenting with a range of techniques.
Outcomes	<ul style="list-style-type: none"> ◊ Drawing a picture from observation, looking closely at details to be able to interpret them accurately ◊ Composing a print from a larger observational drawing ◊ Transforming the look of a building in the style of the artist Hundertwasser ◊ Designing a building in an architectural style, drawing a perspective view, and a plan view or front elevation ◊ Designing a monument to symbolise a person or event 	<ul style="list-style-type: none"> Using imagination and visualisation to create an original piece of artwork Planning and creating a collage then drawing and colouring it from observation Selecting a section of a drawing to enlarge, scaling it to a larger size and painting accurately and evenly without leaving brush marks or gaps Developing observational drawing skills, creating a continuous line drawing, using a pencil with fine control to create detail and adding tonal gradation Designing a new invention for a set purpose, brainstorming ideas, developing and communicating these through notes and drawings then selecting one idea and drawing and annotating it in full 	<ul style="list-style-type: none"> ◊ Evaluating and analysing creative work, understanding that art can have both meaning and message ◊ Using materials to create a symmetrical, abstract image ◊ Using symbols to create a meaningful message ◊ Evaluating and analysing a picture, demonstrating its meaning through drama and comparing its events to current news ◊ Developing ideas for 3D work through 2D sketching and drawing, exploring shape and form 	<ul style="list-style-type: none"> Working collaboratively to a specific design brief, learning that designers start with ideas and rough drawings before finalising their designs Working collaboratively to a specific design brief, presenting ideas and designs clearly in a visual format, reviewing and modifying them as they work

As Artists in Year 6, we will learn...

	Skills	Make My Voice Heard	Photography
Prior Learning	<p>Children should know about:</p> <p>Using imagination and visualisation to create an original piece of artwork</p> <p>Planning and creating a collage then drawing and colouring it from observation</p> <p>Selecting a section of a drawing to enlarge, scaling it to a larger size and painting accurately and evenly without leaving brush marks or gaps</p> <p>Developing observational drawing skills, creating a continuous line drawing, using a pencil with fine control to create detail and adding tonal graduation</p> <p>Designing a new invention for a set purpose, brainstorming ideas, developing and communicating these through notes and drawings then selecting one idea and drawing and annotating it in full</p>	<p>Children should know about:</p> <p>See other prior learning statements</p>	<p>Children should know about:</p> <p>See other prior learning statements</p>
Key Vocabulary	Abstract, herringbone, milliner, mindfulness, pattern, polyprint tile, prototype, realism, symbolism, zentangle pattern	Abstract, chiaroscuro, composition, figurative, graffiti art, parallel lines, serif, symbolism, tag	Composition, crop, digital, expression, lens, macro, photography, self portrait, technique, truism
Art learning intentions	<ul style="list-style-type: none"> Design, drawing, craft, painting and art appreciation; working as a group to design a hat, creating zentangle patterns and subsequent prints, painting in the style of impressionist painters and exploring the piece 'Nighthawks' by Edward Hopper 	<ul style="list-style-type: none"> Analysing world by artists Picasso and Kollwitz, and through the mediums of graffiti, drawing, painting and sculpture, creating artworks that speak to the viewer. 	<ul style="list-style-type: none"> Through developing their photography skills, children cover useful artistic concepts in a new context, looking at: composition, colour, light, abstract images and underlying messages
Outcomes	<p>Analysing and evaluating artwork, specially: 'saying what you see', techniques used, form and shape, colour and light</p> <p>Researching and adopting the style of impressionist painters</p> <p>Using repeated patterns, designing a matrix by drawing different zentangle patterns</p> <p>Creating a repeated pattern through printing, transferring a zentangle pattern onto a tile, creating a reverse system where imprinted lines become white and the background the colour of the ink used</p> <p>Designing and making a prototype as part of a group, reviewing, evaluating and modifying ideas as the design develops and sharing ideas verbally and through quick sketches</p>	<ul style="list-style-type: none"> Creating graffiti art using block letters, serifs, two contrasting colours and a 3D shadow Drawing emotions through a series of lines to create a simple portrait for a face, using charcoal to add shadows Planning and creating a drawn composition in the style of Picasso's 'Guernica' by: using symbols to convey a message and considering where the tones of black, grey and white are used to create effect Using paint to produce a carefully finished piece of art in the style of Picasso's 'Guernica' using masking tape to create straight lines Creating a sculpture of a head from clay using sculpting tools 	<p>Creating a photomontage image by selecting images and creating a composition from them</p> <p>Using text and images together to create meaningful and powerful photo posters</p> <p>Creating abstract art through photography, taking photographs with care and choice, making decisions about cropping, editing and presentation of images and learning the terms: macro, and monochromatic</p> <p>Creating a continuous line self portrait drawing from a photograph</p> <p>Replicating the mood and expression of a painting through photography</p>