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| **Term** | **Theme** | **Knowledge and understanding** | **Skills** | **What I will know and remember** | **Vocabulary** |
| 1 | **Drawing – manmade objects with contrast of shading.** | Children will know about different shading techniques and how to make different marks on paper to show light and shade.  Children will continue, and reinforce their understanding of form and how to draw it accurately.  Children will reinforce their basic knowledge of scale and how it affects the accuracy of a realistic drawing. They will have applied it to real-life objects.  Children will know how use of various types of shading, and pencil grip, and a variety of pencil angles can portray light and dark.  Children will know about a using less, or no pencil marks to portray light. | Revisiting scale, form and realism  The effect of light and dark on an object  Drawing natural, more free vs. manmade, more angular objects and shading that best suits each  Different shading techniques and how to achieve them  How to draw a ‘light pane’ to show a block of reflected light. | I can use line and form to drawn an accurate manmade shape.  I can explore the use of different tools to make marks.  I can explore different methods of showing shade in drawing.  I can explore how to portray light in drawing.  I can use line and form to draw an accurate shape.  I can add texture and detail to a drawing.  I can reflect on my final outcome. | Observe  Reflect  Accuracy  Scale  Texture  Shade  *stippling*  *hatching*  *cross-hatching*  *blending*  *squiggling*  *shading*  *light*  *shadow*  *tone*  *evaluate*  *smudge*  *form*  *texture*  *scale*  *form*  *proportion*  *realistic* |

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| 2 | **Painting - Street art (Banksy/Jackson Pollock)** | To develop an understanding of the motivation behind abstract expressionism  To observe and create a more expressive, adventurous approach to art.  To analyse the social messages in art and their impact on modern society.  To develop own expressive painting methods.  To experiment with a wider range of painting tools. | Development of more expressive painting methods.  Experimentation with a wider range of painting tools  Flicking, sponging, printing  Experimenting with drawing 3D style lettering, in an abstract or graffiti style. | I can explore and identify some features of abstract art.  I can explore the features and impact of street art.  I can explore graffiti art and the significance of a ‘tag’.  I can plan a layered piece of street art.  I can create a background using suitable art tools and techniques.  I can create a suburban art ‘tag’ and evaluate the final piece. | Immerse  Expressionist  Graffiti  Colour  Creative  Spontaneous  Anonymous  Spray  Protest  Analyse  Texture  Plan |

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| 3 | **Sculptures –**  **Wire mini beasts**  Local artist inspiration – Anna Turnbull from Biteabout Arts (willow sculptures) | To know what a sculpture is.  To recognise 2D shapes in 3D forms.  To manipulate rigid and malleable materials.  To assemble basic shapes or forms.  To use basic tools (eg. scissors, pliers).  To experiment with simple joining techniques. | Introduction to, and use of, wire to create 3D shape  Safe manual manipulation of wire  Twisting and bending to join wires  Techniques to attach creative materials to the wire to create colour and texture  Experimentation with creativity. | I can manipulate rigid and malleable materials to create a form. I can compare materials and choose the best ones for my sculptures.  I can create shapes/forms using tools. I can use simple joining techniques.  I can plan my minibeast sculpture, thinking about the materials I want to use and why.  I can plan my mini beasts wings, thinking about the materials I want to use and why. I can use tools and experiment with simple joining techniques to make my sculpture.  I can use tools and experiment with simple joining techniques to make my sculpture. I can reflect on my work. | Malleable  Rigid  Structure  Sculpture  Sculptor  Form  Realism  Realistic  Reinforce  Free standing  Model  Strong  Sturdy  Weak |