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| **Term** | **Theme** | **Knowledge and understanding** | **Skills** | **What I will know and remember** | **Vocabulary** |
| 1 | **Drawing – Austin’s butterfly inspired flowers.** | Children will know about different drawing media and how to change their use of it to make different marks on paper.  Children will have a better understanding of form and how to draw it accurately.  Children will know about 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 lines and a variety of pencil angles to create the illusion of texture. | Introduction of scale and form accuracy  Ongoing evaluation of realism then improvement and an introduction to draft attempts  Use of one drawing tool to make different marks  Correct use of 2B and 4B pencils  Introduction to smudging to add tone texture  To use drawing pencils correctly  To produce realistic, not conceptual, drawings of flowers or leaves  To add depth to work, using lines, pencil pressure, pencil angles and smudging  To be reflective and evaluate drawing, making improvements. | I can explore and use different tools and techniques to create marks  I can use line and form to draw an accurate shape.  I can use line and form to draw an accurate natural shape.  I can portray texture in my drawing using lines and detail.  I can use line and form to draw accurate shape.  I can add texture and detail to my drawing.  I can reflect on my final outcome. | Sketching  Tone  Texture  Shading  Improvement  Accuracy  Evaluation  Scale  Form  Draft  Attempt  Proportion  realistic |

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| 2 | **Painting – flowers inspired by Van Gogh.**  Local artist inspiration – Sandra Haney | Children will be taught how to create light and dark shades, how to paint WITHOUT ‘filling in’ a painted outline (very faint pencil outline will help) and then apply the different tones (tints or shades) to a painting. They will explore a variety of brush strokes such as thick and thin brushes, create patterns and then at the end of the unit children will then pull all their skills together to create a final product before evaluating their piece. Progress will be seen on lesson by lesson basis as children practice and refine each skill. | Painting without ‘outlines’  Selecting different patterns, brush strokes, lines, shape tints and shades (creating light and dark tones).  Accurate colour tonal matching | I can use tints and shades to lighten and darken a primary colour.  I can explore a variety of brush strokes.  I can apply tints and shades and match them to real colours.  I can create an image using tonal painting techniques.  I can add line and detail using tints and shades.  I can reflect on and evaluate my final piece. | Line  Shade  Tints  Pattern  Shape  Light  Dark  Line brush  Evaluation  Texture  Form |

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| 3 | **Sculpting – coil pots.** | Children will be able to manipulate the basic clay and learn how to pull and shape it.  Children will use the coil technique - creating coil ‘sausages’ of even quality, coiling and using ‘slip’ to blend and join.  Experimentation with using smaller coils more creatively.  Painting, to accentuate the coil skills | Revisiting use of clay work-station and development of secure non-table manipulation techniques  Coiling as a joining and decorative technique  Use of smoothing as a joining/finishing technique  Creative application of paint to clay | I can explore modern and historical pottery uses and how they were created.  I can analyse different designs of pottery and practice drawing them using colour and pattern.  I can apply my knowledge of techniques to design my own aboriginal art-inspired clay pot.  I can explore and apply different techniques when moulding my pot.  I can create a lid and pot out of clay and apply different techniques to create texture.  I can paint, add texture and carvings to my clay pot, based on my design inspired by aboriginal art. | Design  Pottery  Coiling  Technique  Joining  Slip  Blend  Manipulation |