



Art Long Term Planning



'Achieve Excellence'

What does it mean to get better at Art at William Stockton?


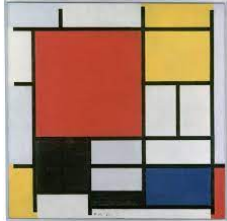
To get better at Art at William Stockton means to build on prior knowledge, gathering skills across drawing, painting and sculpture.


Developing an understanding of the intricacies of Art and gaining a broad knowledge of artists and from different paradigms: traditional, modern and contemporary. We plan for our children to have real life experiences and learn about Art in an active, reflective and creative way.




Practical - materials, techniques, formal elements




Disciplinary understanding of what is art. Subject content.




Theoretical - Artist and art. Chronology of art.

	Autumn	Spring	Summer
Nursery Famous Artists:	Artist: Matisse 	Artist: Jackson Pollock	Artist: Mondrian 




			
<p>END POINTS:</p>	<p>Drawing: Make curved lines and straight lines on different types of surfaces</p> <p>Name mark making tools - pencil, pen, crayon ,chalk</p> <p>Begin to close some lines to create a shape</p> <p>Painting: Know how to put on an apron.</p> <p>Name painting tools - paintbrush, paint apron, water pot</p> <p>Name colours red, blue, yellow</p> <p>Experiment making print patterns with different objects eg cars, bricks, leaves, twigs, rollers (inc large scale)</p> <p>3D Sculpture/Malleables:</p> <p>Name moulding tools - cutters, stamps, rolling pins</p> <p>Manipulate dough to create 3D shapes</p>	<p>Drawing:</p> <p>Create closed shapes e.g. Circles with continuous lines and begin to use these shapes to represent familiar objects.</p> <p>Painting: Create different effects with paint eg splat,, bubble, string.</p> <p>Use large paintbrushes to paint paper on the floor</p> <p>Talk about Jackson Pollock style painting - describe the colour and textures.</p> <p>3D Sculpture/Malleables:</p> <p>Explore different joining techniques - PVA, glue & masking tape.</p> <p>Experiment with 3D junk modelling eg houses, vehicles</p>	<p>Drawing: Draw with some detail representing a face with a circle and including details e.g. eyes, nose, mouth (using a mirror)</p> <p>Select and use different drawing materials and use with increasing control</p> <p>Painting: Match colours to objects in the environment</p> <p>Explore colour and colour mixing</p> <p>Talk about Mondrian style painting - describe the colours and lines.</p> <p>3D Sculpture/Malleables: Roll and sculpt shapes eg rolling, twisting, coiling</p> <p>Make impressions in clay/ pastry</p>




	Build models with construction toys		
SPEAKING AND LISTENING:			
Reception	<p>Artist: Kandinsky</p> 	<p>Artist: Andy Goldsworthy</p> 	<p>Artist: Van Gogh</p> 
	<p>END POINTS:</p> <p>Drawing: Hold and use drawing tools with increasing control to make marks - pens, chalk, crayon</p> <p>Make simple representations of familiar objects and people e.g. family using different enclosed shapes.</p> <p>Develop and practice closed lines using good control</p> <p>Develop and practice different line types: wavy, curved, straight, thick, thin</p> <p>Painting: Independently access painting resources from continuous provision.</p> <p>Name and recognise primary colours</p> <p>Paint on an easel</p> <p>Select thick and thin brushes for a purpose.</p>	<p>Drawing: Select coloured drawing tools for a purpose.</p> <p>Rehearse and refine using marks, lines and curves to create simple representations of familiar objects and people.</p> <p>Make simple drawings from observations eg self portrait,</p> <p>Painting: Select colours for a purpose and begin to mix these colours eg orange, green and purple.</p> <p>Use a stencil to create printed artwork.</p> <p>3D Sculpture/Malleables: Sculpt, shape, twist and bend materials</p>	<p>Drawing: Use mark making tools to make drawings that represent ideas or tell a story: Handa's journey, story map, lego model design</p> <p>Share their drawings, explaining the process used;</p> <p>Painting: Experience the effect of watercolour paint.</p> <p>Look at and talk about their artwork (Ongoing)</p> <p>Describe a picture created by an artist - Van Gogh (Close their eyes and describe what they remember, describe the colours and textures)</p> <p>3D Sculpture/Malleables:</p>




	<p>Describe a picture created by an artist - Kandinsky (Cicles). (Close their eyes and describe what they remember, describe the colours and textures)</p> <p>3D Sculpture/Malleables: Use modelling tools to shape and model materials eg clay, dough, pipe cleaners, tin foil</p> <p>Mould clay to create a Diwali diva lamp.</p>	<p>to make new 3D shapes.</p> <p>Use nature objects to create transient art in the style of Andy Goldsworthy (Close their eyes and describe what they remember, describe the colours and textures, build a story around the art)</p> <p>Attach and join materials using glue, tape, staples, paper fasteners.</p>	<p>Make a paper mache model.</p>
SPEAKING AND LISTENING:			
Year 1	<p>Drawing Formal elements: Line, shape, space Artist: Romero Britto (Contemporary)</p> 	<p>Painting Formal elements: Texture, Movement, Colour Artist: Franz Marc (Contemporary)</p> 	<p>Sculptures Shape form (Traditional) African Sculptures</p> 
END POINTS:	<p>Draw lines of different sizes and thickness</p> <p>Show pattern and texture by adding dots and lines and begin to shade</p> <p>Experiment with line - use a variety of straight, wobbly, looped and zig zag</p>	<p>Name primary and secondary colours</p> <p>Explore mixing primary colours to make secondary colours.</p> <p>Use paint brushes with increasing control</p>	<p>Know how to shape and model materials for a purpose (e.g. a mask) from observation and imagination.</p> <p>Explore using paper mache and dough</p> <p>Impress and apply simple decoration techniques, including painting.</p>

	<p>lines.</p> <p>Experiment with different pencils, pens and crayons.</p> <p>Know that when you hold a pencil close to the tip, will increase control and detail</p> <p>Know that pencil marks can be lighter / darker depending on the pressure used to apply marks.</p> <p>Look at artworks from the artist and discuss the following questions: What different lines has the artist used?</p>	<p>Hold a paintbrush using a tripod grip</p> <p>Look at artworks from the artist and discuss the following questions: How does this artwork make you feel?</p> <p>What do the colours remind you of?</p>	<p>Look at the sculptures: does the sculpture tell a story? What could this story be? (Use your imagination)</p>
<p>SPEAKING AND LISTENING:</p>			
<p>Year 2</p>	<p>Drawing Formal elements- Line Shape Pattern Colour Artist:- Andy Warhol (contemporary)</p> 	<p>Painting Shape Tone, form, colour Artist: Paul Klee (modern)</p> 	<p>Sculpture Shape, Form Space Artist: Yayoi Kusama</p> 
<p>END POINTS:</p>	<p>Experiment with different materials (chalk pastels colour pencils) to draw lines.</p>	<p>Experiment and use thick and thin brushes to paint.</p> <p>Begin to understand the colour wheel</p>	<p>Investigate clay, pinching, rolling, twisting, scratching, coiling and smoothing.</p>

	<p>Hold the pencil further towards the end for loose sketching.</p> <p>Draw lines/marks from observations and lines that follow basic lines and outlines of shapes.</p> <p>Create and blend different tones and gradients by changing pressure. (light, mid, dark)</p> <p>Chooses a position of the pencil based on purpose.</p> <p>Know that holding the pencil close to the point will help control and detail, further towards the end creates loose sketching.</p> <p>Know that a pencil must be used at an angle when applying different tones</p> <p>Know that directional shading is moving the pencil back and forth using the contour line</p> <p>Discuss how they would describe this artwork to somebody who hasn't seen it</p>	<p>and colour spectrum and make clear choices of colour in their work linked to this.</p> <p>Add white to colours to make tints and black to colours to make tones</p> <p>To Talk about ideas through drawing marks, lines and shapes</p> <p>To use a paint brush stroke in one direction to make a smooth paint line</p> <p>Know how to hold a paintbrush to create smooth brush strokes</p> <p>Use a suitable brush to produce marks appropriate to work ec. Small brush, small marks.</p> <p>Express thoughts and feelings about a piece of art</p> <p>Describe their first reaction to a piece of artwork</p> <p>Discuss whether their reactions change the more they look at it.</p>	<p>Experiment adding texture using tools. E.g dots and lines</p> <p>Mould, form and shape materials to create a 3D form</p> <p>Shape and mould materials from observation and imagination.</p> <p>Be aware of how to use the tools safely</p> <p>To look at clay sculptures by well known artists</p> <p>Discuss how do they think a piece of art was made.</p>
<p>SPEAKING AND LISTENING:</p>			
<p>Year 3 Cycle 1</p>	<p>Drawing Formal elements- shapes pattern movement Artists: Da Vinci</p>	<p>Painting Formal elements- Colour, movement, tone, texture Artists: William Morris</p>	<p>Sculpture Formal elements- Shape, space, form Artists: Taro Chiezo/Sarah Gallagher Hayes</p>

			
<p>END POINTS:</p>	<p>Choose different grades of pencil for different effects</p> <p>Use hatching and cross hatching to show areas of dark and light and use pencil pressure to make a clear difference between (light, mid and dark) shades with blending.</p> <p>Choose a variety of materials for different effects (pencil, charcoal, pastel)</p> <p>Draw more refined lines and shapes in observational drawings to create a more accurate outcome.</p> <p>Know that tone can create contrast in a drawing (difference between light and dark).</p> <p>Know that H pencils are hard and will produce light marks – best for technical drawing. Know that B pencils are soft and will produce darker tones – best used for tonal drawings and shading.</p> <p>Form questions such as: If you could interview the artist, what would you</p>	<p>Lines and shapes can be applied with increasing accuracy, showing control using appropriate painting medium.</p> <p>Using directional brush strokes, their objects can begin to show form.</p> <p>Use the colour wheel and colour spectrum to choose colours for effect: complimentary and contrasting</p> <p>The application of tone shows a clear contrast between dark, mid and light.</p> <p>Paint application on a surface shows a clear process that resembles that of the artist in study.</p> <p>Know that when using a paintbrush at a shallow angle increases surface area.</p> <p>Know that paint can be layered to add texture.</p> <p>Chooses correct paint brush grip for purpose. E.g. holding the paintbrush with three -finger grip close to the tip to add detail.</p>	<p>Begin to show confidence in modelling forms and structures.</p> <p>Begin to investigate carving.</p> <p>Join two parts successfully.</p> <p>Use pinch/ slab/ coil techniques.</p> <p>Add texture to a piece of work.</p> <p>Begin to show an awareness of perspective.</p> <p>Explain how does the art makes you feel</p> <p>Explain likes and dislikes about a piece of art</p>

	<p>ask?</p> <p>Describe what do you like/not like about the artist's style</p> <p>Give titles to individual pieces of work explaining why</p>	<p>Explain what would you do with this piece of art if you owned it?</p> <p>Describe if you could change one thing about a piece of art, what would it be?</p>	
<p>Year 3 Cycle 2</p>	<p>Drawing Artists: Lowry</p> 	<p>Painting Formal elements: Colour, movement, tone, texture Artists: Monet</p> 	<p>Sculpture Formal elements: Shape, Space, form Artists: Antony Gormley</p> 
	<p>END POINTS:</p> <p>Choose different grades of pencil for different effects</p> <p>Use hatching and cross hatching to show areas of dark and light and use pencil pressure to make a clear difference between (light, mid and dark) shades with blending.</p> <p>Choose a variety of materials for different effects (pencil, charcoal, oil pastel)</p> <p>Draw more refined lines and shapes in observational drawings to create a more accurate outcome.</p> <p>Know that tone can create contrast in a drawing (difference between light and dark).</p>	<p>Lines and shapes can be applied with increasing accuracy, showing control using appropriate painting medium.</p> <p>Using directional brush strokes, their objects can begin to show form.</p> <p>Use the colour wheel and colour spectrum to choose colours for effect: complimentary and contrasting</p> <p>The application of tone shows a clear contrast between dark, mid and light.</p> <p>Paint application on a surface shows a clear process that resembles that of the artist in study.</p> <p>Know that when using a paintbrush at a shallow angle increases surface area.</p>	<p>Begin to show confidence in modelling forms and structures.</p> <p>Begin to investigate carving.</p> <p>Join two parts successfully.</p> <p>Use pinch/ slab/ coil techniques.</p> <p>Add texture to a piece of work.</p> <p>Begin to show an awareness of object's perspective.</p> <p>Explain how does the art makes you feel</p> <p>Explain likes and dislikes about a piece of art</p>

	<p>Know that H pencils are hard and will produce light marks – best for technical drawing. Know that B pencils are soft and will produce darker tones – best used for tonal drawings and shading.</p> <p>Form questions such as: If you could interview the artist, what would you ask?</p> <p>Describe what do you like/not like about the artist's style</p> <p>Give titles to individual pieces of work explaining why</p>	<p>Know that paint can be layered to add texture.</p> <p>Chooses correct paint brush grip for purpose. E.g. holding the paintbrush with three -finger grip close to the tip to add detail.</p> <p>To recognise the work of Claude Monet and the term Impressionism</p> <p>Final piece-Explain what would you do with this piece of art if you owned it?</p> <p>Describe if you could change one thing about a piece of art, what would it be?</p>	
<p>SPEAKING AND LISTENING:</p>	<p>Year 3</p>		
<p>Year 4 Cycle 1</p>	<p>Drawing Artists: Da Vinci</p> 	<p>Painting Artists: William Morris</p> 	<p>Sculpture Artists: Taro Chiezo/Sarah Gallagher Hayes</p> 
	<p>Drawing Formal elements- shapes pattern movement Artists: Lowry</p>	<p>Painting Formal elements: Colour, movement, tone, texture Artists: Monet</p>	<p>Sculpture Formal elements: Shape, Space, form Artists: Antony Gormley</p>

END POINTS:

Know which pencils they must use based on their properties. E.g. 2B pencil would be appropriate for mid to dark tones.

Know that when drawing from observation, they must consistently look at the subject to check accurate shape, form, tone and proportion

Use different pressures to relieve a drawing of graphite to uncover lighter tones.

Use an eraser to expose lighter tones to show texture in an artwork.

Identify areas of shadow and light and blend tones accurately to create soft gradients.

Sketch a clear idea and have the work looking like the children imagine.

Discuss the subject /theme of the piece

Describe the artist's work.

Explain that art takes many forms

you ask?

Describe what do you like/not like about the artist's style

Give titles to individual pieces of work explaining why

Lines and shapes can be applied with increasing accuracy, showing control using appropriate painting medium.

Using directional brush strokes, their objects can begin to show form.

Use the colour wheel and colour spectrum to choose colours for effect: complimentary and contrasting

The application of tone shows a clear contrast between dark, mid and light.

Paint application on a surface shows a clear process that resembles that of the artist in study.

Know that when using a paintbrush at a shallow angle increases surface area.

Know that paint can be layered to add texture.

Chooses correct paint brush grip for purpose. E.g. holding the paintbrush with three -finger grip close to the tip to add detail.

Explain what would you do with this piece of art if you owned it?

Describe if you could change one thing about a piece of art, what would it be?

Make a slip to join to pieces of clay.

Choose from and use a range of decoration techniques

Begin to combine techniques to create finished pieces.

Produce more sophisticated models

Take a 2D drawing into a 3D form.

Adapt work as and when necessary and explain why.




Gain more confidence in carving as a form of 3D art.




Show awareness of the effects of time upon sculptures




Describe how does the piece of art makes them feel




Explain which of the artists pieces do like/dislike the most

Discuss why an artist chose to use a particular medium

<p>Year 4</p> <p>Cycle 2</p>	<p>Drawing Artists: Lowry</p> 	<p>Painting Artists: Monet</p> 	<p>Sculpture Artists: Antony Gormley</p> 
<p>END POINTS:</p>	<p>Know which pencils they must use based on their properties. E.g. 2B pencil would be appropriate for mid to dark tones.</p> <p>Know that when drawing from observation, they must consistently look at the subject to check accurate shape, form, tone and proportion</p> <p>Use different pressures to relieve a drawing of graphite to uncover lighter tones.</p> <p>Use an eraser to expose lighter tones to show texture in an artwork.</p> <p>Identify areas of shadow and light and blend tones accurately to create soft gradients.</p> <p>Sketch a clear idea and have the work looking like the children imagine.</p> <p>Discuss the subject /theme of the piece</p> <p>Describe the artist's work.</p>	<p>Knows which paint brush to choose for an effect.</p> <p>Choose the correct paintbrush grip for purpose and outcome. E.g. If the artist's work seems more fluid then holding the paintbrush towards the end will help this style.</p> <p>Paint objects that are sized appropriately in comparison to one another (distance)</p> <p>Begin to create objects in the foreground that appear larger than those in the back and midground.</p> <p>Follow the contours of a shape using directional brush strokes to show its form with consideration</p> <p>Begin to explore texture in an artwork using different techniques such as layering, differing brush strokes or varying equipment such as a sponge or palette knife.</p> <p>Know that painting can be done over a sustained period of time.</p>	<p>Make a slip to join to pieces of clay.</p> <p>Choose from and use a range of decoration techniques</p> <p>Begin to combine techniques to create finished pieces.</p> <p>Produce more sophisticated models</p> <p>Take a 2D drawing into a 3D form.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Gain more confidence in carving as a form of 3D art.</p> <p>Show awareness of the effects of time upon sculptures</p> <p>Describe how does the piece of art makes them feel</p> <p>Explain which of the artists pieces do like/dislike the most</p> <p>Discuss why an artist chose to use a particular medium</p>

	<p>Explain that art takes many forms you ask?</p> <p>Describe what do you like/not like about the artist's style</p> <p>Give titles to individual pieces of work explaining why</p>	<p>Describe an opinion about what makes some art/pieces/artists better than others</p> <p>Explain whether very old art is still worth looking at today.</p>	
SPEAKING AND LISTENING:			
<p>Year 5</p> <p>Cycle 1 artists:</p>	<p>Drawing</p> <p>Formal elements: Shape Space Form Tone</p> <p>Artists- Lichtenstein/Warhol (modern)</p> 	<p>Painting</p> <p>Formal elements: colour pattern texture</p> <p>Van Gogh (traditional)</p> 	<p>Sculpture</p> <p>Formal elements: Shape, space, form</p> <p>Rodin (traditional)</p> 
<p>END POINTS:</p>	<p>Work to create a drawing with more intricate detail.</p> <p>Use a variety of shading techniques to demonstrate dark and light and to create texture (hatching, cross hatching, stippling etc)</p> <p>Use perspective to show distance - draw objects that are correctly sized in comparison to others within an artwork more accurately</p> <p>Choose complementary materials/media to use together in one</p>	<p>Use a wide range of painting tools based on their properties, purpose, outcome.</p> <p>Paint an object from a viewpoint using knowledge of perspective.</p> <p>Use areas of light and shadow in a painting.</p> <p>Use tints and tones to enhance dark and lighter areas of paint.</p> <p>Use directional brush strokes in a painting to enhance an effect</p>	<p>Transform 2D designs into 3D models.</p> <p>Experiment with and combine materials and processes to design and make 3D form.</p> <p>Attempt to transform 2D designs into 3D models.</p> <p>Shape using a variety of moldable materials.</p> <p>Identify and choose different textures to add to a sculpture.</p>

	<p>piece of work</p> <p>Know that a pencil can be used in different ways to inform mood and can be used to reflect the subject matter.</p> <p>Know that tone can affect the mood of an artwork. Dark = melancholy</p> <p>Identify elements of perspective in an artist's work.</p>	<p>Know that paint brushes can differ in appearance and purpose</p> <p>Can interpret a piece of art and compare the practice to other artists</p> <p>Identify the purpose of colour in artwork and link to colour families,</p> <p>Make connections between an artwork and their own work.</p>	<p>Use a variety of materials linked to known artists.</p> <p>Know that free standing sculpture are three-dimensional objects unattached to any backdrop</p> <p>Combine a variety known techniques to create form</p> <p>Adapt work when necessary and explain why</p> <p>Design and make freestanding sculptures</p> <p>Interpret an object in a 3D form</p>
<p>Year 5</p> <p>Cycle 2 artists:</p>	<p>Drawing</p> <p>Formal elements: Shape Space Form Tone Artist- Edvard Munch</p> 	<p>Painting</p> <p>Formal elements: colour pattern texture Artist Georgia O' Keefe</p> 	<p>Sculpture</p> <p>Formal elements: Shape, space, form Artist: Joan Miró</p> 
<p>END POINTS:</p>	<p>Work to create a drawing with more intricate detail.</p> <p>Use a variety of shading techniques to demonstrate dark and light and to create texture (hatching, cross hatching, stippling etc)</p> <p>Use perspective to show distance - draw objects that are correctly sized in comparison to others within an artwork</p>	<p>Use a wide range of painting tools based on their properties, purpose, outcome.</p> <p>Paint an object from a viewpoint using tints, tones and shades.</p> <p>Use areas of light and shadow in a painting.</p> <p>Use tints and tones to enhance dark</p>	<p>Transform 2D designs into 3D models.</p> <p>Experiment with and combine materials and processes to design and make 3D form.</p> <p>Attempt to transform 2D designs into 3D models.</p> <p>Shape using a variety of moldable materials.</p>

	<p>more accurately</p> <p>Choose complementary materials/media to use together in one piece of work</p> <p>Know that a pencil can be used in different ways to inform mood and can be used to reflect the subject matter.</p> <p>Know that tone can affect the mood of an artwork. Dark = melancholy</p> <p>Identify elements of perspective in an artist's work.</p>	<p>and lighter areas of paint.</p> <p>Use directional brush strokes in a painting to enhance an effect</p> <p>Know that paint brushes can differ in appearance and purpose</p> <p>Tints are made by adding white to a colour.</p> <p>Tones are made by adding grey to a colour.</p> <p>Shades are made by adding black to a colour.</p> <p>Can interpret a piece of art and compare the practice to other artists</p> <p>Identify the purpose of colour in artwork and link to colour families.</p> <p>Make connections between an artists' artwork and our own work.</p>	<p>Identify and choose different textures to add to a sculpture.</p> <p>Use a variety of materials linked to known artists.</p> <p>Know that free standing sculpture are three-dimensional objects unattached to any backdrop</p> <p>Show an awareness of objects having a third dimension</p> <p>Combine a variety known techniques to create form</p> <p>Adapt work when necessary and explain why</p> <p>Design and make freestanding sculptures</p> <p>Interpret an object in a 3D form</p>
<p>SPEAKING AND LISTENING:</p>			
<p>Year 6</p> <p>Cycle 1 artists:</p> <p>END POINTS:</p>	<p>Drawing</p> <p>Formal elements: Shape Space Form Tone</p> <p>Artists- Lichtenstein/Warhol (modern)</p> 	<p>Painting</p> <p>Formal elements: colour pattern texture</p> <p>Van Gogh (traditional)</p> 	<p>Sculpture</p> <p>Formal elements: Shape, space, form</p> <p>Rodin (traditional)</p> 

	<p>Work to create a drawing with more detail.</p> <p>Use a variety of shading techniques to demonstrate dark and light and to create texture (hatching, cross hatching, stippling etc)</p> <p>Shapes and lines are refined accurately when appropriate to the artwork.</p> <p>Use a 1 point perspective to show distance - draw objects that are correctly sized in comparison to others within an artwork</p> <p>Use a vanishing point to show perspective.</p> <p>Use complementary materials/media provided in a piece of work</p> <p>Draw type or medium by their properties based on the purpose of the artwork. E.g. linked to a certain style or movement.</p> <p>Know that a loose grip can suggest movement in an artwork.</p> <p>Identify elements of perspective in a range of artists' work.</p>	<p>Use a more expressive range of painting tools based on their properties, purpose, outcome.</p> <p>Paint an object from different viewpoints using knowledge of perspective.</p> <p>Clearly show areas of light and shadow in a painting by using tints and tones</p> <p>Use directional brush strokes with confidence to create form in a painting</p> <p>Instinctively make primary, secondary and tertiary colours to make different shades</p> <p>Know that paint brushes can differ in appearance and purpose and can reflect a certain style, movement or symbolic meaning</p> <p>Can interpret the content and theme of a piece of art and compare the practice to other artists</p> <p>Identify the purpose of colour in artwork and link to colour families, properties and mood</p> <p>Make connections between a range of artwork and their own work.</p>	<p>Shape and manipulate media.</p> <p>Decorate their 3D forms drawing on a range of different media</p> <p>Create work which is open to interpretation by the audience.</p> <p>Use a wide variety of materials linked to known artists.</p> <p>Use recycled, natural and manmade materials to create sculpture</p> <p>Transform 2 D designs into 3 D models.</p> <p>Adapt work when necessary and explain why</p> <p>Know that free standing sculptures are three-dimensional objects unattached to any backdrop</p> <p>Show an awareness of objects having a third dimension and perspective.</p> <p>Interpret an object in a 3D form</p>
<p>Year 6</p> <p>Cycle 2</p>	<p>Drawing</p> <p>Formal Elements: Line, shape, space</p> <p>Artists: Munch</p>	<p>Painting</p> <p>Formal Elements: Colour, pattern, texture</p> <p>Artists: Georgia O' Keefe</p>	<p>Sculpture</p> <p>Formal Elements: Shape, space, form</p> <p>Artists: Joan Miró</p>

END POINTS:



Work to create a drawing with more detail.

Use a variety of shading techniques to demonstrate dark and light and to create texture (hatching, cross hatching, stippling etc)

Shapes and lines are refined accurately when appropriate to the artwork.

Use a 1 point perspective to show distance - draw objects that are correctly sized in comparison to others within an artwork

Use a vanishing point to show perspective.

Use complementary materials/media provided in a piece of work

Draw type or medium by their properties based on the purpose of the artwork. E.g. linked to a certain style or movement.

Know that a loose grip can suggest movement in an artwork.



Use a more expressive range of painting tools based on their properties, purpose, outcome.

Paint an object from different viewpoints using knowledge of perspective.

Clearly show areas of light and shadow in a painting by using tints and tones

Use directional brush strokes with confidence to create form in a painting

Instinctively make primary, secondary and tertiary colours to make different shades

Know that paint brushes can differ in appearance and purpose and can reflect a certain style, movement or symbolic meaning

Can interpret the content and theme of a piece of art and compare the practice to other artists

Identify the purpose of colour in artwork and link to colour families.



Shape and manipulate media.

Decorate their 3D forms drawing on a range of different media

Create work which is open to interpretation by the audience.

Use a wide variety of materials linked to known artists.

Use recycled, natural and manmade materials to create sculpture

Transform 2 D designs into 3 D models.

Adapt work when necessary and explain why

Know that free standing sculpture are three-dimensional objects unattached to any backdrop

Show an awareness of objects having a third dimension and perspective.

Interpret an object in a 3D form

	Identify elements of perspective in a range of artists' work.	properties and mood Make connections between a range of artwork and their own work.	
SPEAKING AND LISTENING:			