

Art & Design		
Year 4/5		
Term 1		
Drawing: Power Prints		
Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.		
Vocab	Knowledge	Outcomes
abstract block print collaborate collaboratively collage combine composition contrast cross-hatching figurative gradient hatching highlight mixed media monoprint observational drawing parallel pattern precision printmaking proportion shading shadow symmetry three dimensional (3D)	Formal elements: Shape: How to use basic shapes to form more complex shapes and patterns. Line: Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. Pattern: Patterns can be irregular and change in ways you wouldn't expect. Making skills: How to use pencils of different grades to shade and add tone. How to hold a pencil with varying pressure to create different marks. How to use observation and sketch objects quickly. How to draw objects in proportion to each other. How to use charcoal and a rubber to draw tone. How to use scissors and paper as a method to 'draw'. How to make choices about arranging cut elements to create a composition. How to create a wax resist background. How to use different tools to scratch into a painted surface to add contrast and pattern.	Create several pencil tones when shading and create a simple 3D effect. Explore the effect of holding a pencil in different ways and applying different pressures. Use charcoal and rubber to show areas of light and dark in their drawings. Demonstrate an awareness of the relative size of the objects they draw. Use scissors with care and purpose to cut out images. Try out multiple arrangements of cut images to decide on their composition. Use different tools to create marks and patterns when scratching into a painted surface. Show some awareness of how to create contrast by including areas with more and less marks. Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern. Work co-operatively to create a joint artwork, experimenting with their methods.

tone viewfinder wax-resist	<p>How to choose a section of a drawing to recreate as a print.</p> <p>How to create a monoprint.</p> <p>Knowledge of artists:</p> <p>Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate.</p> <p>Evaluating and analysing:</p> <p>Artists evaluate what they make, and talking about art is one way to do this.</p>	
<p align="center">Term 1</p> <p align="center">Painting and Mixed Media : Light and Dark</p> <p>Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.</p>		
abstract composition contrasting dabbing paint detailed figurative formal grid landscape mark-making muted paint wash patterned pointillism portrait shade shadow	<p>Formal elements:</p> <p>Colour: Adding black to a colour creates a shade.</p> <p>Colour: Adding white to a colour creates a tint.</p> <p>Form: Using lighter and darker tints and shades of a colour can create a 3D effect. Tone: Using lighter and darker tints and shades of a colour can create a 3D effect. Tone: Tone can be used to create contrast in an artwork.</p> <p>Making skills:</p> <p>How to mix a tint and a shade by adding black or white. How to use tints and shades of a colour to create a 3D effect when painting. How to apply paint using different techniques e.g. stippling, dabbing, washing. How to choose suitable painting tools. How to arrange objects to create a still-life composition. How to plan a painting by drawing first. How to organise painting</p>	<p>Share their ideas about a painting.</p> <p>Describe the difference between a tint and a shade.</p> <p>Mix tints and shades by adding black or white paint.</p> <p>Discuss their real-life experiences of how colours can appear different.</p> <p>Use tints and shades to paint an object in 3D.</p> <p>Try different arrangements of objects for a composition, explaining their decisions.</p> <p>Produce a clear sketch that reflects the arrangement of their objects.</p> <p>Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.</p>

stippling paint technique texture three dimensional (3D) tint vivid	equipment independently, making choices about tools and materials. Evaluating and analysing: Artists make choices about what, how and where they create art. Artworks can fit more than one genre. Art is influenced by the time and place it was made, and this affects how people interpret it. Artists may hide messages or meaning in their work.	Paint with care and control to make a still life with recognisable objects.
<p style="text-align: center;">Term 2 Sculpture and 3D: Mega Materials Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp and creating their own sculptures.</p>		
Vocab	Knowledge	Outcomes
abstract carving ceramics figurative form found objects hollow join mesh model organic shape pliers quarry sculpture secure surface template texture three-dimensional (3D)	Formal elements: Form: Simple 3D forms can be made by creating layers, by folding and rolling materials. Making skills: How different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire. How to use their arm to draw 3D objects on a large scale. How to sculpt soap from a drawn design. How to smooth the surface of soap using water when carving. How to join wire to make shapes by twisting and looping pieces together. How to create a neat line in the wire by cutting and twisting the end onto the main piece. How to use a range of materials to make 3D artwork, e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. How to	Try drawing in an unfamiliar way and take risks in their work. Use familiar shapes to create simple 3D drawings and describe the shapes they use. Draw a simple design with consideration for how its shape could be cut from soap. Transfer a drawn idea successfully to a soap carving. Make informed choices about their use of tools. Successfully bend wire to follow a simple template, adding details for stability and aesthetics. Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp. Show they are considering alternative ways to display their sculpture when photographing it. Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials.

<p>tone</p> <p>two-dimensional (2D)</p> <p>typography</p> <p>visualisation</p> <p>weaving</p> <p>welding</p>	<p>try out different ways to display a 3D piece and choose the most effective.</p> <p>Knowledge of artists:</p> <p>Art can communicate powerful statements about right and wrong. Artists can choose particular materials to communicate a message.</p> <p>Evaluating and analysing:</p> <p>Artists make choices about what, how and where they create art. Art can be all different sizes. Art can be displayed inside or outside. Art is interpreted differently depending on how it is displayed. Artists make work to explore right and wrong and to communicate their own beliefs. Art is influenced by the time and place it was made, and this affects how people interpret it. Artists may hide messages or meaning in their work.</p>	<p>Describe how their work has been influenced by the work of El Anatsui.</p>
<p style="text-align: center;">Term 3</p> <p style="text-align: center;">Craft and Design: Fabric of Nature</p> <p>Using flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to a design a repeating pattern suitable for fabric.</p>		
<p>batik</p> <p>colour palette</p> <p>craft</p> <p>craftsperson</p> <p>design</p> <p>develop</p> <p>designer</p> <p>imagery</p> <p>industry</p> <p>inspiration</p> <p>mood board</p>	<p>Formal elements:</p> <p>Shape: How to use basic shapes to form more complex shapes and patterns. Pattern: Patterns can be irregular and change in ways you wouldn't expect. Pattern: The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. Texture: How to use texture more purposely to achieve a specific effect or to replicate a natural surface. Tone: Using lighter</p>	<p>Describe objects, images and sounds with relevant subject vocabulary.</p> <p>Create drawings that replicate a selected image. Select imagery and colours to create a mood board with a defined theme and colour palette. Complete four drawings, created with confident use of materials and tools to add colour. Understand the work of William Morris, using subject vocabulary to describe his work and style.</p>

<p>organic pattern repeat repeating rainforest symmetrical texture theme</p>	<p>and darker tints and shades of a colour can create a 3D effect.</p> <p>Making skills:</p> <p>To know that a mood board is a visual collection which aims to convey a general feeling or idea.</p> <p>To know that batik is a traditional fabric decoration technique that uses hot wax. How to select imagery and use it as inspiration for a design project. How to make a mood board. How to recognise a theme and develop colour palettes using selected imagery and drawings. How to draw small sections of one image to focus on colours and texture. How to develop observational drawings into shapes and patterns for design. How to transfer a design using a tracing method. How to make a repeating pattern tile using cut and torn paper shapes. How to use glue as an alternative batik technique to create patterns on fabric. How to use materials, like glue, in different ways depending on the desired effect. How to paint on fabric. How to wash fabric to remove glue to finish a decorative fabric piece.</p> <p>Knowledge of artists:</p> <p>Designers can make beautiful things to try and improve people's everyday lives. Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board.</p> <p>Artists and designers sometimes choose techniques based on the time and money available to them. Artists use drawing to plan ideas for work in different media.</p> <p>Evaluating and analysing:</p>	<p>Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it.</p> <p>Identify and explain where a pattern repeats.</p> <p>Follow instructions to create a repeating pattern, adding extra detail.</p> <p>Understand different methods of creating printed fabric in creative industries.</p> <p>Use sketchbooks to evaluate patterns.</p> <p>Produce ideas to illustrate products using their designs.</p>
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