



KIRK MERRINGTON PRIMARY SCHOOL

Art and Design- 2020-2022

School Drivers		
21st Century Citizens Understanding of the Wider World	Independent Learner Independent, Resilient Creative and Curious, Able to think Critically	Healthy Living Outdoor Learning

Art and Design Cycle A- 2020/21 Cycle B- 2021/22

Reception	Art and Design Cycle A- 2020/21	Cycle B- 2021/22
<p>Creating with Materials ELG Children at the expected level of development will: - Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>The Natural World ELG Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p><i>Core learning:</i> To print with fingers and hands. To explore effects and techniques made with paint. To begin to understand that colours can be mixed to make new colours. To apply paint with a brush and a sponge. To draw pictures of animals and plants.</p> <p><i>Vocabulary</i> brush, sponge, paint, fingers, hands, colours, mix, mixed, new, print, observation, observe</p>	<p>Creating with Materials ELG Children at the expected level of development will: - Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>The Natural World ELG Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p><i>Core learning:</i> To make patterns and repeating patterns. To draw pictures of plants and animals.</p> <p><i>Vocabulary</i> brush, sponge, paint, colours, mix, mixed, new, print, observation, observe, patterns, pattern, repeating pattern</p>	<p>Creating with Materials ELG Children at the expected level of development will: - Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>The Natural World ELG Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p><i>Core learning:</i> To explore different ways of making texture. To share creations and talk about the process. To create with a purpose.</p> <p><i>Vocabulary</i> explore, texture, create, purpose, brush, sponge, paint, colours, mix, mixed, new, print, observation, observe</p>

<p>Year 1</p>	<p>Nature Sculptures</p> <p>Core learning To be to talk about the artist Andy Goldsworthy. To know what a nature sculpture is. To arrange my materials carefully to make land art. To draw an observational drawing of a natural object.</p> <p>Vocabulary sculpture, statue, model, work, work of art, 3-D, natural, natural materials, nature, land art, collage.</p>	<p>Portraits</p> <p>Core learning To use collage materials to make an abstract portrait. To explain what a portrait is and draw a self-portrait. To talk about portraits by Picasso, Paul Klee and Andy Warhol.</p> <p>Vocabulary portrait, self-portrait, subject, materials, realistic, detailed, features, warm colours, cold colours, emotions, compare, Blue Period, collage, abstract, cubist, cubism, line drawing, watercolour wash, sweep, dab, background, detail, movement, monochrome, Pop Art, unrealistic, repeated image, pattern, oil pastels</p>	<p>Colour Chaos</p> <p>Core learning To say if a colour is primary or not primary. To begin to mix colours, tints and shades. To explore the work of different artists: Piet Mondrian, Mark Rothko, Paul Klee, Jackson Pollock, Robert Delaunay and Wassily Kandinsky.</p> <p>Vocabulary primary colours, abstract art, secondary colours, neutral colours, tints, shades, warm colours, cool colours</p>
<p>Year 2</p>	<p>Joan Miro</p> <p>Core learning To use relief printing (create my own shapes to print with, using string or sponge). To design and make a Surrealist sculpture from clay inspired by Joan Miró. To score pieces of clay, use slip to join them together and add details using tools.</p> <p>Vocabulary surrealism, realistic, line, straight, vertical, horizontal, diagonal, curved, zig zag, spiral, dotted, shape, geometric, organic, irregular, symbol, dream, imagination, printing, printmaking, woodcut, relief printing, objects, materials, illustration, sculpture, clay, Surrealist, model, combination, elements, design, materials, bronze, clay, slip, rolling, pulling, pinching, squeezing, tools, details, sculpting, hollows, joining, techniques.</p>	<p>Fabricate</p> <p>Core learning To use ideas from the work of artists and craft makers in my own work. To explain that artists (including Klimt) add decorations to their work to make it more interesting. To use batik creatively to make a product. To weave strips of paper and fabric into my loom.</p> <p>Vocabulary textiles, fabric, weaving, woven, loom, alternate, over, under, Klimt, decoration, decorative, weaving, batik, wax, resist, dye, fabric, cotton, design, drawings, bold,</p>	<p>Landscapes and Cityscapes</p> <p>Core learning To use colour, texture, line and pattern in a landscape and cityscape. To use fingers to apply thick paint. To create a mosaic collage. To describe and compare the work of Metzinger, van Gogh and Monet.</p> <p>Vocabulary Impressionism, founder, landscape, scene, light, seasons, bold brushstrokes, bright colours, cityscape, building, pastels, colour, light, reflection, smudge, style, Neo-Impressionism, similarities, differences, mosaic, style.</p>

<p>Year 3 and 4 A</p>	<p>Bodies</p> <p><i>Core learning</i> To talk about the work of designer Vivienne Westwood. To make paper clothes suitable for a 'catwalk'. To draw a person/body showing detail.</p> <p><i>Vocabulary</i> shape, outline, colour, line, pattern, tone, smudge, blend, mark, hard, soft, light, heavy, jagged, smooth, terracotta, army, China, maquette, outline, form, structure, pleat, fold, belt, buckle, brim, cuff, sleeve, lapel, collar, sleeve, waistband, hem, gusset, seam, strap, buttonhole, headband, fashion, designer.</p>	<p>British Art</p> <p><i>Core learning</i> To make observations to create an accurate portrait. To paint using relevant colours. To talk about the work of artists Paula Rego, Sonia Boyce, Anish Kapoor, Gainsborough, Lucian Freud and Howard Hodgkin.</p> <p><i>Vocabulary</i> light, colour, foreground, middle ground, background, portrait, texture, abstract, emotion, warm, shape, form, senses, sensory</p>	<p>Insects</p> <p><i>Core learning</i> To talk about the artists Louise Bourgeois and Jennifer Angus. To design a mosaic, choosing colours carefully to create different effects. To record drawings in sketchbooks and discuss ideas.</p> <p><i>Vocabulary</i> line, texture, pattern, form, thorax, abdomen, head, antennae, wings, shape, tone, shadow, light, marionette, theatre, voice</p>
<p>Year 3 and 4 B</p>	<p>Autumn</p> <p><i>Core learning</i> To talk about the work of Matisse and Cezanne. To mix and select appropriate colours when painting. To draw details carefully and record in a sketchbook. To design and use a printing tile.</p> <p><i>Vocabulary</i> line, pattern, texture, form, colour, shape, tone, blend, mix, observational details.</p>	<p>European Art and Artists</p> <p><i>Core learning</i> To look back at drawings and use them to influence current work. To talk about the architect Le Corbusier and the designer Coco Chanel. To use a rubber softly and heavily to make light and dark (tone) marks when creating a portrait.</p> <p><i>Vocabulary</i> ceiling, Sistene Chapel, grind, plaster, fresco, rectangular, concrete, terrace, architect, 2D shape, portrait, light, dark, tone, shadow, brim, peak, buckle, edging, trimmings, decorations, surrealist.</p>	<p>Ancient Egypt</p> <p><i>Core learning</i> To talk about the artists David Hockney, Man Ray and Leger. To sculpt Egyptian style designs in clay. To make and paint a 3D model.</p> <p><i>Vocabulary</i> Line, pattern, texture, form, self-portrait, tone, smudge, blend, mark, hard, soft, light, heavy, jagged, smooth, shape., papier mache.</p>

<p>Year 4 and 5 A</p>	<p>Fruit and Vegetables</p> <p><i>Core learning</i> To look back at my drawings and turn them into new ideas To use charcoal to show details in drawings (light and dark parts) To sew a simple pattern/outline of a fruit/vegetable design and add decorations.</p> <p><i>Vocabulary</i> line, pattern, tone, smudge, blend, mark, self-portrait, hard, soft, light, heavy, jagged, smooth, texture, shape, form, texture, form, shape, structure.</p>	<p>Wildlife</p> <p><i>Core learning</i> To use clay tools to make marks and create textures. To talk about the artist Brancusi and the designer Richard Sweeney, To press hard and lightly to create different marks with pencil. To create a print using a polystyrene tile.</p> <p><i>Vocabulary</i> line, pattern, texture, form, tone, printing, texture, colour, shape, observational drawing, sculpt, designer.</p>	<p>North American</p> <p><i>Core learning</i> To complete a drawing that shows proportion. To make a house shaped like one of Frank Lloyd Wright's. To talk about the architect Frank Lloyd Wright. To use different colours to create different moods and feelings.</p> <p><i>Vocabulary</i> portrait, oil-painting, landscape, photographer, abstract, absorb, colour, skyscraper, architect, inspired, geometric, graffiti, The Impressionists.</p>
<p>Year 4 and 5 B</p>	<p>Plants and Flowers</p> <p><i>Core learning</i> To cut, twist and join wire to make a sculpture. To insert wire into a base to make a model stand up. To create different effects in printing by choosing tools carefully (hapa-zome Japanese printing).</p> <p><i>Vocabulary</i> line, texture, pattern, form, structure, petal, flow, tone, structure, Hapa-Zome, hammering, shape, effect, colour, dye.</p>	<p>South and Central American</p> <p><i>Core learning</i> To weave wool and add feathers to make a dream catcher. To make a collage and print a collagraph onto the collage. To make a patterned drum.</p> <p><i>Vocabulary</i> self-portrait, cast, grid, earthy, ancient, culture, dream catcher, murals, textiles, fantasy, wealthy, expelled, weave, fresco, The Aztecs, overlap, collagraph, clashing, texture, carnival.</p>	<p>The Seaside</p> <p><i>Core learning</i> To work in a group to design, make and decorate a lantern. To create texture to make a background for a print. To print a design onto a coloured background using contrasting colours. To weave using appropriate colours.</p> <p><i>Vocabulary</i> line, texture, pattern, form, contrasting colours, shape, tone, outline, weave, light, structure, Japan, silk, wood block.</p>
<p>Year 6</p>	<p>Abstract Art and The Bauhaus School</p> <p><i>Core learning</i> To explore the Bauhaus school and influence on Art and Design today. To identify primary, secondary, complementary and contrasting colours in painting. To use collage as a means of extending work from initial ideas.</p> <p><i>Vocabulary</i> Primary, secondary, complementary, contrasting, collage, Bauhaus, abstract.</p>	<p>Elizabeth Blackadder</p> <p><i>Core learning</i> To select and record from first-hand observation. To use perspective in their work using a single focal point and horizon. To annotate work in sketchbook.</p> <p><i>Vocabulary</i> line, texture, pattern, form, tone, shadow, light, perspective, observational, horizon, foreground, background, middle ground.</p>	<p>Norman Cornish: The Pitsman Academy</p> <p><i>Core learning</i> To compare and contrast the work of Norman Cornish. To draw still figures and figures in motion. To develop a painting from a drawing.</p> <p><i>Vocabulary</i> line, texture, pattern, form, shape, tone, shadow, light, motion.</p>

