

Art – Sculpture (3D)

Topic Overview

Pupils will investigate shape, pattern, texture and symbolism in historical pottery and apply these ideas to design and create their own 3D pots

This unit encourages children to understand the cultural significance of pots (storage, storytelling, rituals) to analyse and evaluate both ancient and modern artists

We will create our own Greek pot complete with decoration. The pot will be constructed from a malleable product (clay).

This supports our History topic on the Ancient Greeks.

Key Vocabulary

Word	Definition
Marquette	A sculptor's small model or sketch
Decoration	Detail on a piece of 3D art
Scale	The size of the artwork
Fine	Artworks which are there to look good rather than for a purpose.
Assemble	Putting together different components to make a piece of art.
Modification	To change something to improve it.
Form	The visible shape of something.
Stability	How solid something stands without wobbling or falling over
Artefact	An object from a particular period in history.
Depict	Represent something by drawing, art
Media	Different materials used
Sculptor	Someone who makes 3D structures
Tools	Equipment used
Experiment	Try different methods
Freestanding	Stands without support
Criteria	Specifics design must meet
Glaze	Liquid to cover and seal
varnish	Liquid to provide a shine



A range of tools and equipment can be used to cut, imprint and alter the clay to aid design and

The focus of this unit is: Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

Adapt their work according to their views and describe how they might develop it further.

Annotate work in a journal for reviewing/evaluating

Plan a sculpture through drawing and other preparatory work.

Produce intricate patterns and textures in a malleable media (such as clay)

Key (sticky) Knowledge – Art

Pots have been made for thousands of years in civilisations such as Ancient Egypt, Ancient Greece and Ancient China

Ancient pots were used for storage, cooking, carrying water and ceremonies

Sharon Gayle is a ceramic artists who creates handmade clay vessels

Her work is inspired by ancient pottery shapes and natural textures

She often uses earthy colours and simple forms to reflect historical styles

Shape, form, model and construct a Greek model from observation and research.

Develop skills using clay including slabs, coils, slips

Produce intricate patterns and textures in a malleable media (clay)

Teacher Feedback:

Art – Portrait Painting

Topic Overview

Pupils explore the art work of Rembrandt van Rijn famous for dramatic portraits and use of light and shadow. Pupils will create portraits based on their Tudor history study and on own self portraits and that of famous people.

Key (sticky) Knowledge – Art

Rembrandt painted portraits of people
He is known for light and shadow (chiaroscuro)
His paintings often show emotion and character
Know the importance of drawing before painting



Key Vocabulary

Word	Definition
Element	What the art is made of.
Media	The material and tools used.
Portrait	A representation of a person
Texture	The surface of the art – e.g. rough, smooth, shiny
Colours	The colours used, starting with the 3 primary colours – yellow, blue, red and mixing, merging.
Tone	How light or dark the artwork is.
Smudge	To blur by rubbing.
Layering	Putting one thing over another to create an effect.
Imagine	Create a picture in your mind.
Enlarge	To make something bigger.
Vigorous	Strong and full of energy.
Realistic	To appear as close to real as possible.
Complementary Colours	Colours that make and enhance other colours
Contrasting Colours	Colours that clash or appear wrong against existing colours.



Teacher Feedback:

The focus of this unit is: Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Annotate work in a journal for reviewing/evaluating

Develop a painting from a drawing. Colour & Mix and match colours to create atmosphere and light effects. Be able to experiment, identify and work with complementary and contrasting colours.

Art – Collage (+ Textiles)

Topic Overview

Pupils will study Megan Coyle known for her detailed torn paper illustrations and also

Emma Majury who creates expressive collages inspired by nature and place

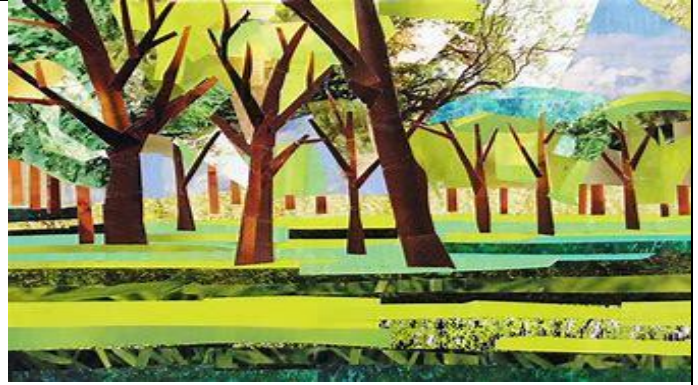
Pupils will investigate how artists use layering, texture, colour and composition to create images without drawing or painting

They will explore themes including landscapes from South American countries like Brazil and Peru

Megan Coyle



Emma
Marjury



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Key Vocabulary

Word	Definition
Layering	Having several layers of paint or collage to create a finished piece of art.
Dimension	In art this relates to if something is flat or 3D
Collage	The word comes from the French term <i>papiers collés</i> (or <i>découpage</i>), used to describe techniques of pasting paper cut-outs onto various surfaces. It was first used as an artists' technique in the early twentieth century.
Overlap	When one thing lies over, partly covering something else. Depicting this can convey an illusion of depth
Composition	the plan, placement or arrangement of the elements and objects in a work of art
Balance	The ways in which the elements (lines, shapes, colours, textures, etc.) of a piece are arranged (symmetrical & asymmetrical)
Enhance	To make better, clearer, develop,

The focus of this unit is: Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Add collage to a painted, printed or drawn background. * Use a range of media to create collages. Use collage as a means of extending work from initial ideas.

Key (sticky) Knowledge – Art

Megan Coyle creates detailed pictures using torn paper – her work often shows animals, people and scenes with lots of texture and layering

Emma Majury creates expressive collages inspired by nature, landscapes and wildlife

Countries such as Brazil and Peru have rich cultures, festivals and traditions that inspire art

Collage is a technique where materials are cut, torn and glued to create an image

Collage can be completed on top of painted art.

Overlapping and layering can create interesting colours and textures and effects.

Teacher Feedback:

Art – Printing

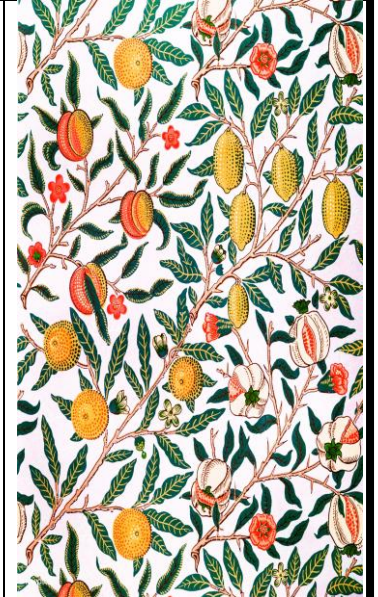
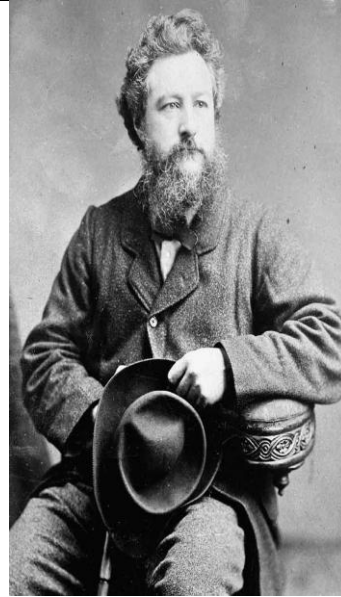
Topic Overview

Pupils will explore the decorative designs of William Morris focusing on his use of natural forms such as flowers, leaves and plants to create detailed and symmetrical textile designs

Pupils will experiment with a range of printing and textile techniques including: creating repeating patterns, designing and carving printing blocks or stamps, exploring mono-printing and relief printing, transferring designs onto fabric or paper.

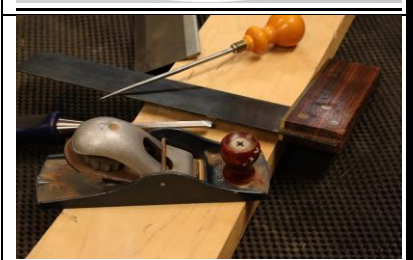
Key Vocabulary

Word	Definition
Press-print	A block with a design carved on it
Worrying away	To remove pieces of a press print block by carving into it
Reduction printing	Using the same press print block to print one colour, then remove more of the block and then print again. This can be repeated more than once.
Ink	Liquid colour used in printing
Print roller	A roller to spread the ink evenly over the press-print block
Annotate	Add notes to explain something
Embroidery	Decorating fabric using needle and thread
Overlay print	One print is saved and printed on top of another



Teacher Feedback:

The focus of this unit is: Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Adapt their work according to their views and describe how they might develop it further.
Create and experiment with printing blocks by simplifying an initial journal idea.
Use relief or impressed method.
Create prints with three overlays.



Key (sticky) Knowledge – Art

William Morris was a designer, artist and writer from the 19th century
His work often used natural forms like flowers, leaves, birds and vines
He created repeated patterns for wallpaper and fabric
His designs are usually symmetrical or carefully balanced
He used rich, natural-looking colours (deep greens, reds, blues)
Textiles are fabrics that can be decorated, printed, stitched or woven
A printing block is carved to create a raised surface
Learn the process of reduction printing using press-print and primary colours
Evaluate work and discuss alterations and improvements

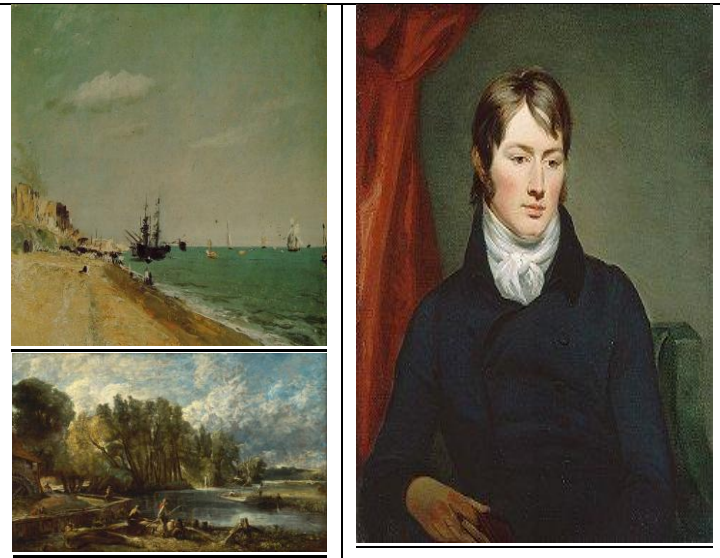
Art – Painting

Topic Overview

Pupils explore the contrasting styles of John Constable known for his expressive countryside landscapes and Claude Monet known for empathising light and colour. Focussing on coastal art linking to Geography. Horizons and perspective will be introduced.

Key Vocabulary

Word	Definition
Media	Materials used to make a piece of art
Linear	In a line
Smudge	To blur by rubbing
Tone	How light or dark a colour or shade is.
Palette	The range of colours used by an artist on a piece of art.
Contrast	Striking different or opposite
Water colours	Paints that can be altered with the use of water
Observational drawing	Drawing based on what you can see from your angle and position
Colour	Spectrum of shades and colours
Sources	Where information comes from
Preliminary	The first one
Studies	Looking and working
Effects	The impact of something
textures	Different layers, shades



The focus of this unit is: Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Annotate work in a journal for reviewing/evaluating

Develop a painting from a drawing.

Colour & Mix and match colours to create atmosphere and light effects.

Be able to experiment, identify and work with complementary and contrasting colours.

Key (sticky) Knowledge – Art

John Constable painted landscapes of the English countryside

He focused on natural light, skies and movement

His work shows how weather and seasons affect mood

Claude Monet was an impressionist artist who painted scenes showing light, colour and atmosphere

He often painted the same scene at different times of the day to show changing light

To use a range of paints – including water colours and poster paints to produce a landscape painting.

Mix paints to create a range of tones and shades.

Use sketches to form the basis of the artwork and alter as required to support the work.



1815. Construcción de un bote
cerca de Flatford Mill.

Teacher Feedback:

Art – Digital Art

Topic Overview

Pupils will use digital media to record and manipulate images. They will discover how art can be used to communicate messages, challenge ideas and respond to social issues. Pupils will investigate Banksy's distinctive style including his use of stencils, strong contrasts and symbolism and how his artwork often appears in public spaces



Key Vocabulary

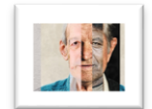
Word	Definition
Collage	A technique of creating artwork by attaching different materials, such as paper and fabric to a canvas or paper. Often, it is combined with painting and other media.
Digital Collage	A collage can also be created from images stored digitally and assembled together on a digital device, such as a computer or laptop.
Ctrl + C	Copy
Ctrl + V	Paste
Crop	Cropping is the removal of unwanted outer areas from a photographic or illustrated image.
Layout Options	Help you place the image correctly on the page.



Horizontal
Portrait



Vertical
Portrait



Layered
Portrait



Key Vocabulary

Word	Definition
Graffiti	Writing or images that have been sprayed, stencilled, painted, scratched or drawn on a public space.
Typography	The art and technique of arranging letters and text to make written language visually appealing.
Letter Style	The overall appearance of a letter such as block, bubble, or wildstyle.
Tag	A stylised signature or nickname used by graffiti artists to mark their work
Outline	The bold line that surrounds graffiti letters, making them stand out.
Expressive	Effectively conveying thought or feeling

Key (sticky) Knowledge – Art

Banksy is an anonymous street artist from the UK
His work often appears in public places such as walls and buildings
His art communicates messages about society, politics and culture
He often uses humour, irony and symbolism to make people think
Digital art is created using technology such as computers or tablets

Creation

Collect a range of different portraits (stored digitally).



Click on the **Microsoft Word** icon to open the software. Select the **Blank document** by clicking on the blank piece of paper. Right-click on the first digital portrait and click **Copy image** or **Copy**. Right click anywhere in the document and click the clipboard icon. Choose which part of the portrait you would like to keep. Right click on the portrait and click **CROP**



Choose the black crop handles to crop the picture
Right-click on the digital portrait and click the **Crop** icon.

Position Your Image

1. You will not be able to move your chosen digital portrait in the document until you have changed the layout options.
2. Click on the image and then click on the **Layout Options** icon.
3. Select the **Square** option.
4. You will now be able to click and drag the digital portrait to position it on the page.

Layering Images

If you decide to create a layered digital portrait, you will need to position the images so that some appear at the front and others appear in the background.

To layer your digital portraits, you should: right-click the image to show the **Picture Format** options

Click **Bring to Front** to place the image on top of other images

Click **Send to Back** to place the image behind other images

Repeat all of the steps with the different images you gathered so that you can create your digital portrait.

Teacher Feedback: