



The **BIG** Picture

Developing skills in colour mixing, focussing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.

NC Objectives- Key Stage 2

Pupils should be taught:

Pupils should be taught to develop their techniques, including their control and their use of materials.

To improve their mastery of Art and design techniques, including drawing, painting and sculpture. with a range of materials [for example, pencil, charcoal, paint, clay].

To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Suggested Prior Learning

Painting and mixed media: Prehistoric painting

Knowledge Of Artists

- Use subject vocabulary confidently to describe and compare creative works.
- Understand how artists use art to convey messages through the choices they make.

Unit Outcome

Pupils who are **secure** will be able to:

- Share their ideas about a painting.
- Describe the difference between a tint and a shade.
- Mix tints and shades by adding black or white paint.
- Discuss their real-life experiences of how colours can appear different.
- Use tints and shades to paint an object in 3D.
- Try different arrangements of objects for a composition, explaining their decisions.
- Produce a clear sketch that reflects the arrangement of their objects.
- Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.
- Paint with care and control to make a still life with recognisable objects

Generating ideas:

Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.

Sketchbook- (objectives to cover all year)

Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.

Making skills:

Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.

Evaluating & analysing:

Use more complex vocabulary when discussing their own and others' art. Discuss art, considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process

Key Knowledge

Formal elements:

- **Colour:** Adding black to a colour creates a shade.
- **Colour:** Adding white to a colour creates a tint.
- **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.

Making skills:

- 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 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.



The BIG Picture

Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print.

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Pupils should be taught to develop their techniques, including their control and their use of materials.

To improve their mastery of Art and design techniques, including drawing, painting and sculpture. with a range of materials [for example, pencil, charcoal, paint, clay].

To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Knowledge Of Artists

- Use subject vocabulary confidently to describe and compare creative works.

Unit Outcome

Pupils who are **secure** will be able to:

- 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.

Generating ideas:

Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.

Sketchbook- (objectives to cover all year)

Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.

Making skills:

Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.

Evaluating & analysing:

Use more complex vocabulary when discussing their own and others' art.

Key Knowledge

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.
- How to choose a section of a drawing to recreate as a print.
- How to create a monoprint.

Knowledge of artists:

- Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate.

Evaluating and analysing:

- Artists evaluate what they make, and talking about art is one way to do this



The **BIG** Picture

Using the flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.

NC Objectives- Key Stage 2

Pupils should be taught:

Pupils should be taught to develop their techniques, including their control and their use of materials.

To improve their mastery of Art and design techniques, including drawing, painting and sculpture. with a range of materials [for example, pencil, charcoal, paint, clay].

To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Knowledge Of Artists

- Use subject vocabulary confidently to describe and compare creative works.
- Work as a professional designer does by collating ideas to generate a theme.

Unit Outcome

Pupils who are **secure** will be able to:

- Describe objects, images and sounds with relevant subject vocabulary.
- 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.
- Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it.
- Identify and explain where a pattern repeats.
- Follow instructions to create a repeating pattern, adding extra detail.
- Understand different methods of creating printed fabric in creative industries.
- Use sketchbooks to evaluate patterns.
- Produce ideas to illustrate products using their designs.

Generating ideas:

Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.

Sketchbook- (objectives to cover all year)

Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.

Making skills:

Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.

Use growing knowledge of different materials, combining media for effect. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.

Evaluating & analysing:

Use more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.

Key Knowledge

Formal elements:

- **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 and darker tints and shades of a colour can create a 3D effect.

Making skills:

- To know that a mood board is a visual collection which aims to convey a general feeling or idea.
- 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.

Knowledge of artists:

- 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.
- 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.

Evaluating and analysing:

- Artists make choices about what, how and where they create art.
- Art can be created to make money; being an artist is a job for some people.
- Art, craft and design affect the lives of people who see or use something that has been created
- Artists evaluate what they make, and talking about art is one way to do this.