

Longthorpe Primary School Curriculum Map 2020 – Art

Concepts, Knowledge and Skills

Intent:

Every child will have the opportunity to develop and learn drawing and painting skills across the primary year groups, working from a variety of sources including observation, photographs and digital images.

All/majority of pupils will be taught and learn the subject essential skills; once they have been secured then children may begin to learn the additional skills/knowledge.

At Longthorpe we believe that we should also encourage and develop children's enthusiasm, freedom and enjoyment of exploring different mediums, tools and textures as artists.

We celebrate different cultures from around the world by exploring their arts, artists, cultural heritages and styles through a critical eye. Essential skills and knowledge are taught through an exciting, engaging and explorative process, where children: generate ideas, make, evaluate and acquire and apply knowledge and skills (NSEAD).

We recognise that art skills are necessary and important and that they open the door to a world of opportunities including careers. Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Well being is at the forefront of everything we do at school and the creative curriculum gives the children the opportunity to express themselves through a range of creative outlets.

Art allows creative avenues to be explored and their therapeutic and expressive nature contributes to positive mental health with art projects instilling mindfulness.

Implementation:

Art will be taught as a focus once every half term - working through three units. We would expect that over five sessions (spring term) or seven sessions (summer/autumn term) children would begin by researching an artist to inspire creative ideas, be taught knowledge and skills relating to research, media and tools. Using practice samples to create a mood board then using the experience to produce a design for a final piece as an opportunity for self expression then reflecting on this with successes and improvements for the future.

The key concepts for Art are:

Inspiration - Which is a starting point by experiencing a stimulus, artists or styles linked to a mood, style or cultural capital.

Personal - Self expression through experiences, values, beliefs and imagination.

Technique - The execution of an artistic work in a skillful and efficient way. Acquiring skills in using tools, media, materials. Including technical vocabulary and practising a variety of styles.

Environment - Including elements of the natural world (e.g. patterns in flowers, spirals in trees, textures in stones), built world (e.g. symmetry, lines, perspective, form), created environment (e.g. designs for the future, underwater, space, miniature worlds) to include (India, Pakistan, UK)

Culture A way of life for groups of people:

- Historical: people, religions, beliefs, styles of celebration fashion in different groups of people,
- Modern world: digital media, magazines, photography and technology.

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Intended Impact:

- Children will have a secure knowledge of what the skills in sketching, painting, printing, sculpture and illustration and the vocabulary to back this up from EYFS to Year 6.
- Produce creative work, exploring their ideas through scrapbooks and recording their experiences sometimes at exhibition level with sketches, photos and comments.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques using the process of researching, sampling, redrafting, designing and creating.
- Evaluate and analyse creative works using the language of art, craft and design; vocabulary of media, knowledge of tools and how to use them, proportions and perspective, layout, highlights, form, spaces and shadows.
- Thinking critically and developing a more rigorous understanding of art and design and how it reflects and shapes our history
- Know about great artists, craft makers and designers, from the UK, India, Pakistan both past and present and understand the historical and cultural development of their art forms.

Key Concepts

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Inspiration

Personal

Technique

Environment

Culture

Art Movements

EYFS	Essential Knowledge	Essential Skills	Additional Knowledge	Additional Skills	Artists
Sketching	<ul style="list-style-type: none"> - To understand that a medium can make a mark. - To understand how to hold a pencil - To understand that a pencil is made from wood and lead - Recognise the difference between straight and curved lines - Representing a self portrait using shape knowledge (mirror) 	<ul style="list-style-type: none"> - Hold a pencil correctly - Explore materials such as: pencils, crayons and chalk - Opportunities to draw from objects and photos in continuous provision - Create circular, vertical, horizontal, diagonal patterns e.g. fill in the teddy bear with lines that show texture adult choice e.g. chalk / pens/ pencils 	<ul style="list-style-type: none"> - Beginning to understand that different mediums can make different marks. - Introduced to a range of patterns, zig zag, wave, loops, dots, circles. e.g. fill in the teddy bear with lines that show texture your choice - Understanding what texture is (bumpy, hard, squidgy, ridges, etc) 	<ul style="list-style-type: none"> - Represent an object or idea using the mixed media - pencils, crayons and chalk (own choice) - Children will include patterns to show texture in their own artwork - Use adult feedback to improve 	<p>Wassily Kandinsky Shapes</p>
Painting	<ul style="list-style-type: none"> - To understand that mixing colours will change the colour - Using knowledge of basic shapes to create a simple image of a known subject (e.g. cat) - Lots of discussion re: cause and effect of properties of materials. e.g. flaky, bumpy, wet, dry. What would happen if? - Being shown how to hold your brush/clean your brush 	<ul style="list-style-type: none"> - Experiment with colour mixing and explore using ready mix paint - Exploring textures with paint and describing this e.g. sand/sawdust - Learning how to discuss paintings before and after - Create a simple image to represent feeling/emotion and discuss expression - Exploring different styles through brush size, fingers, hands, etc 	<ul style="list-style-type: none"> - Understanding shapes and applying this to subjects - Can explain why they have chosen colours selected e.g. acrylic/poster paint/brushes 	<ul style="list-style-type: none"> - Practising shape making to represent a known subject and explain choices - Confident in representing their own ideas 	<p>Wassily Kandinsky Use of primary colours Mark Rothko Basic shapes / colours Piet Mondrian Squares/Colour control</p>
Printing	<ul style="list-style-type: none"> - To understand paint is applied to one item and transferred to another 	<ul style="list-style-type: none"> - Explore printing with hands and objects e.g. bubble printing, hand prints, shapes in potatoes (premade by adult) 	<ul style="list-style-type: none"> - Beginning to understand texture effect from different materials e.g. fingers/ hands/ potatoes 	<ul style="list-style-type: none"> - Using different materials to create different textures (E.g. toy tractor tires etc) 	<p>Paul Klee Block colour /shapes Jackson Pollock colour free expression</p>
Sculpture	<ul style="list-style-type: none"> - To understand how to attach, join and secure their material - Beginning to discuss and explore textures 	<ul style="list-style-type: none"> - Explore sculpture with a range of malleable materials. - Beginning to create structures using a variety of materials e.g. 	<ul style="list-style-type: none"> - Selecting appropriate tools needed to shape and assemble a structure 	<ul style="list-style-type: none"> - Using simple tools competently to create effects - Referring to previous models to begin reflecting 	<p>Joan Miró For basic shape in clay Andy Goldsworthy Using nature in the real world</p>

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	- Realising tools can be used for a purpose e.g. nature/real world sculpture	blocks/ plasticine/ dough with a purpose in mind - Manipulating materials	- Understanding that different media can be combined to create new effects		
Illustration	- Understanding that an illustration is a visual explanation of a story such as posters, flyers, magazines, books, teaching materials, animations, video games and films.	- Using toys/images/objects to begin building stories - Using role-play to support narrative building - Beginning to create simple representations of familiar stories	- Becoming aware of the link between role play and representing this through imagery	- Creating own piece from stimulus (image, story) - Referring back to previous materials to develop story	Ernest Howard Shepard Story illustration Roald Dahl Facial features
Key Vocabulary	mould, join, attach, secure, stick, material, art, craft, draw, paint, sculpt				
Phase 1 Years 1 and 2	Essential Knowledge	Essential Skills	Additional Knowledge	Additional Skills	Artists
Sketching	- Know that sketching is a light touch - Know how to make marks light and dark with the same lead and experiment with different leads (tone bars). - To know how to use drawing to develop and share their ideas, experiences and imagination. - Knowledge of a range of artists describing the differences/ similarities between different practices and disciplines, and making links to their own work - Beginning to review own work and others for positives and improvements. - Representing a self portrait using knowledge of shapes and focussing on proportion (mirrors/photo)	- Experimenting with different tools, materials and surfaces* - Explore how a 2B and HB pencil are different - To develop a wide range of art and design techniques in using pattern building from EYFS manipulating lines and dots. E.g. representing textures of natural materials (wood, pinecones, etc). - Altering thickness of lines - Building observational skills through drawing objects/photos - Using EYFS knowledge to represent an image e.g. animals/transport use plastic 2D shapes to model. - Practise drawing figures in relation to shape knowledge.	- To know how 2B and HB pencil are different (graded pencils) - Know that different implements can be used to manipulate line e.g chalk end /chalk side. - To begin to understand that different surfaces cause different effects.	- Good effects are created by using a mixture of dots lines and shading	Thaneeya Mcardle Patterns Claude Monet Tone (Impressionist)
Painting	- To understand that mixing colours will change the shade	- Intuitive colour mixing - darker and lighter - Beginning to paint in different styles: dots/ dashes	- Knowing the primary colours - Understanding how to use digital paint media	- Create images and effects with lines by changing the size of brushes in response to ideas.	Sonia Delaunay Colour mixing Friedensreich Hundertwasser Colour, line , brush control

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	<ul style="list-style-type: none"> - To know how to use painting to develop and share their ideas, experiences and imagination. - Knowing the primary colours and an introduction into mixing primary colours to create secondary colours - Introduction into understanding tint/tone and developing a colour palette 	<ul style="list-style-type: none"> - Beginning to show brush control with different sizes - Creating tints and tones through experimentation eg. tone bar light to dark, colour wheel e.g. watercolour/acrylic 	<ul style="list-style-type: none"> - Knowing the primary and secondary colours and how to make them - Understanding of tint and tone shown through explanation of choices (e.g. creating tint bar using the addition of small amount of white to get lighter) 	<ul style="list-style-type: none"> - Show brush control and use different sizes to create effects - Personal choices made through tint and tone 	<p>Claude Monet Tone and dashes style (Impressionist) Georges Seurat dots style (Pointillism)</p>
Printing	<ul style="list-style-type: none"> - To understand how much paint and pressure impacts the print - Beginning to understand print reflection - Beginning to understand effects of texture (E.g. Rubbing on a nature walk - chalk on paper over brick) 	<ul style="list-style-type: none"> - Explore printing with a range of different size and shaped objects e.g. leaves, sponges - Beginning to consider own designs for print - Experimenting with colours and different materials to develop understanding of effects e.g. sponge/leaves/bubbles 	<ul style="list-style-type: none"> - Knowledge of a range of designers, describing the differences and similarities between different practices and disciplines, and making links to their own work <p>E.g. Creating a 2D relief board to print from: Using string, bubble wrap or other objects for a (raised) collage by building the layers and printing (Y2) Layering questions: Some things won't print? Why?</p>	<ul style="list-style-type: none"> - Creating own designs and explaining choices - Deciding own choice of materials to use and why 	<p>Henri Matisse simple colours and shapes (Fauvism)</p> <p>Andy Warhol block colours and effects (Pop Art)</p>
Sculpture	<ul style="list-style-type: none"> - To understand what 3D means. - To know how to use sculpture to develop and share their ideas, experiences and imagination. e.g. Leaves/sticks/stones/nature/clay 	<ul style="list-style-type: none"> - Explore different materials to create a 3D sculpture. - Use a range of materials creatively to design and make products - Beginning to experiment with combining shapes - Beginning to use lines and texture 	<ul style="list-style-type: none"> - Applying shape knowledge to create image / recognising shapes within an image e.g. oval head, circle eyes, rectangle torso, etc. (not for realism) 	<ul style="list-style-type: none"> - Combining shapes in interesting ways and explaining choices - Using lines and texture for effect 	<p>Joan Miró 3D work - combining shapes Jeff Koons 3D work -simple shapes</p>
Illustration	<ul style="list-style-type: none"> - To understand discuss perspective through shapes - To understand that art represents emotions - Understanding that an illustration is a visual explanation 	<ul style="list-style-type: none"> - Draw symbols to demonstrate emotions - Experimenting with digital tools to create interesting pieces e.g. paint/word 	<ul style="list-style-type: none"> - Being able to identify examples of illustrations 	<ul style="list-style-type: none"> - Using digital print media, using programmes such as paint/word with confidence 	<p>George Rodrigue Animals and colour Roy Lichtenstein Pop Art objects and faces Keith Haring Simple figures - (comic strip)</p>

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	of a story E.g. Posters, magazines, books, comics, cartoons, video games and films.				
Key Vocabulary	medium, mix, dark, light, print, demonstrate, change, pressure, texture, design, types, 2D relief, flat, mixtures, experiment, control, create, pattern, contrast, variety, repetition, purpose				
Lower Key Stage 2	Essential Knowledge	Essential Skills	Additional Knowledge	Additional Skills	Artists
Sketching	<ul style="list-style-type: none"> - To understand that different mediums will have an effect on the tone of the mark variety of pressure from a pencil. e.g. hatching and cross hatching for tone and texture. - Use shading to show light and shadow - Recording observations, review own and others work and revisit ideas as a response to feedback - Understanding that proportion and scale are principles of art that describe the size, location, or amount of one element in relation to another. - Representing a self portrait using knowledge of shapes, proportion and focus on line work (photo reference) 	<ul style="list-style-type: none"> - Explore tone through different pencils (2B, 6B, HB, 2H) - Draw objects with a 3D element - Starting to use hatching and cross hatching with scaffolding - Showing good pencil control through intentional pressure change and showing light and shadow. - To use shape to represent figures building knowledge of proportion using references - Practise observational sketches with annotations e.g. geographical landscape but the labels are to explain and elaborate ideas. 	<ul style="list-style-type: none"> - Recognising where highlights and shadows will go (in relation to light source/direction of light) - Understanding the density of cross hatching affects the tone (the lines are closer together creating darker tones). 	<ul style="list-style-type: none"> - Draw from a photo where the grid is given - considering accuracy of proportion and size - Can show light and shadow through use of shading without scaffolding. - Using the cross-hatching for shadow tones in relation to the direction of the light source and to create texture. 	<ul style="list-style-type: none"> David Hockney Light and dark landscape Simple sketching figures Marco Mazzoni Portrait and floral (pastels/pencils)
Painting	<ul style="list-style-type: none"> - To have secure knowledge of the primary and secondary colours (linked with colour mixing) and how to create them - Beginning to show understanding of the benefit of using a light sketch before painting as a guide - Discussing the colour palette before painting (How can we create lighter tones? Darker tones? Secondary?) 	<ul style="list-style-type: none"> - Can mix paints with white to create tone (light and dark) and secondary colours - Experimentation with brush techniques e.g. https://www.youtube.com/watch?v=-YjGbsbDoxs (basic examples) Painting using dots/dashes in the styles of various artists - Beginning to use sketches before painting 	<ul style="list-style-type: none"> - Understanding what is pointillism and being able to explain the effect on the audience (watercolours, acrylic) 	<ul style="list-style-type: none"> - Choosing effective combinations to mix colours thoughtfully (secondary and light) - Thought goes into the background (depth) using techniques practiced - Can explain choices of colour to create mood 	<ul style="list-style-type: none"> Van Gogh dashes style Georges Seurat / Paul Signac pointillism (dots) Georgia O'Keeffe Light and dark tone (watercolour) Paul Cézanne Objects (apples) still life Henri Rousseau Colourful landscapes, textures for trees/furs

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	<ul style="list-style-type: none"> - What is pointillism? Understanding effects of using and terminology - Beginning to understand that mood is create using tone/colour 	<ul style="list-style-type: none"> - Beginning to create backgrounds first before adding detail (watercolour wash) - Using colour to create mood e.g. Georgia O Keeffe 			
Printing	<ul style="list-style-type: none"> - To understand how different textures create a different print/effect - Learning about great artists, architects and designers in history - Understanding and explaining effects of texture 	<ul style="list-style-type: none"> - Explore printing with a range of different materials (links to maths: reflection/ rotation/ symmetry) - To improve their mastery of art and design techniques by experimenting with layering and colours - Teacher modelling to help create print stencils using lino /styrofoam practising repeated patterns 	<ul style="list-style-type: none"> - Strong understanding of print reflection and repeated patterns to use in own designs (Using 2d shapes) e.g. styrofoam, nature in clay for molds. - Creating a 2D relief board to print from: Using styrofoam to push a pattern with a pencil (raised) Developing layers and colours 	<ul style="list-style-type: none"> - Using layering and colour independently to create effects - Considering artist styles to create interesting and repeating patterns for stencils 	<ul style="list-style-type: none"> William Morris styrofoam patterns Yayoi Kusama simple patterns using shapes
Sculpture	<ul style="list-style-type: none"> - To understand and recognise which material is most suited - Beginning to apply knowledge of shapes to real life (combinations) 	<ul style="list-style-type: none"> - Manipulate different materials to create a 3D sculpture. - Combining shapes to create recognisable forms - Beginning to add detail to create interesting effects - Experimentation with dyeing fabrics 	<ul style="list-style-type: none"> - Confident with applying knowledge of shapes to real life (combinations) - pinch pot using clay 	<ul style="list-style-type: none"> - Shapes are being selected in a mindful way to represent specific forms - Considering textures and contrasts to convey effects and explaining ideas 	<ul style="list-style-type: none"> David Hockney 3D animal ceramics (using shapes to represent something familiar) Henry Moore 3D face, body*, abstract shapes
Illustration	<ul style="list-style-type: none"> - To understand difference in perspective through discussion e.g. a tree gets smaller as it becomes further away - To understand what image and medium will best represent the story - Understanding that an illustration is an interpretation or visual explanation of a text, designed for published media. E.g. posters, comics, magazines, books, cartoon animations, video games and films. 	<ul style="list-style-type: none"> - Explore how to represent a narrative through pictures: storyboards, comics etc - Practising emotion through facial expressions and body language 	<ul style="list-style-type: none"> - Understanding how to convey emotion through body language and facial expression 	<ul style="list-style-type: none"> - Using techniques from previous artists to inspire choices 	<ul style="list-style-type: none"> Keith Haring simple figures - comic strip Romero Britto Line, colour and pattern in cartoons Anthony Lee Ross Children's books emotion through facial expression and body language

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	- An illustration is typically created by an illustrator.				
Key Vocabulary	medium, print, transfer, mix, colour, 3D, primary, secondary, material, explore, malleable, storyboard, narrative, depression, motion, convey emotions, dimensions, distressed, combinations, variations, addition of white = pastel, addition of black = shade, perspective, invent, similarities, differences, explain, warm/cool, temperature, critique, emphasis, movement				
Upper Key Stage 2	Essential Knowledge	Essential Skills	Additional Knowledge	Additional Skills	Artists
Sketching	<ul style="list-style-type: none"> - To understand and explain that different mediums will create different tones and shades - To understand when and how to use proportion and scale - To understand how to represent figures with accurate proportion from different perspectives in positions (PE) - Using a range of techniques to record their observations and review own and others work with technical vocabulary (and respond to feedback by editing picture) - Use range of techniques to add interesting effects: eg. shadows direction of light.reflections - Be aware of realistic and impressionistic - Representing a self portrait using knowledge of shapes, proportion, line work and focus on tone and depth (HD photo reference) 	<ul style="list-style-type: none"> - Use a variety of sketching pencils to create tone and shade - choose appropriately. - Draw from a photo where they add the grid - accuracy of proportion and size. - Use guidelines to draw perspective - landscape - Draw a 3D object and consider the form (width, length, depth) relating to 3D shapes such as cone/cylinder/etc. - Use a choice of technique to depict movement /perspective /shadows and reflections -Make limited choices in selecting an appropriate style. - To use line/tone/shape to represent figures with accurate proportion (use art mannequins) 	<ul style="list-style-type: none"> - To analyse and evaluate their own/others work in order to strengthen the visual impact or applications of their work. - To draw a basic group of buildings on the street from foreground to background without using a grid (perspective). - Be aware of a whole range of artistic styles (e.g. David Hockney, Marco Mazzoni, Leonardo Da Vinci, Michelangelo, Salvador Dali) 	<ul style="list-style-type: none"> - Use a grid to help upscale and downscale a picture -Well chosen combinations of techniques achieve striking and interesting effects. - Being able to explain these choices using vocabulary about techniques and tools. - A good understanding of artistic styles is described in explaining style choices. 	<ul style="list-style-type: none"> Leonardo da Vinci Figures, proportion, detail (Renaissance) Michelangelo Hands and legs study Salvador Dali Expressive sketch (Surrealism)
Painting	<ul style="list-style-type: none"> - To understand and explain that different colours create and represent moods. - To understand and create tertiary colours and tones. 	<ul style="list-style-type: none"> - Understand colour mood, shades of colour, matching colours - Experiment with ratio of colour and how it affects the tone 	<ul style="list-style-type: none"> - Using a variety of brush stroke techniques learnt and displaying an understanding of qualities of paints to create striking textures 	<ul style="list-style-type: none"> - Displaying a personal style within different units. - Being able to explain personal choices made and how this would affect the audience 	<ul style="list-style-type: none"> John Constable Mysterious, dark tone/mood Pablo Picasso (Cubism)

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	<ul style="list-style-type: none"> - Colour palettes are created displaying knowledge of colour mixing (knowing the primary, secondary and introduction into tertiary) - To understand and explain how specific colours will change the result. - Knowing why it is important to use light sketches before painting - Introduction in to Cubism /Surrealism 	<ul style="list-style-type: none"> - Experimentation in creating texture using personal choice of brush techniques and paints (I.e. effect of watercolour vs affects of acrylic) - Beginning to develop a personal style through technique choices - Light sketches are usually used before painting as a guide - Creating mood using knowledge of tints/tones (acrylic/ gouache/ watercolour/ delicate thin brushes for details) 	<ul style="list-style-type: none"> - Understanding the benefit of creating a colour palette before beginning a piece - Realistic colour palettes are created displaying good knowledge of colour mixing 	<ul style="list-style-type: none"> - An excellent combination of line and colour is achieved by producing accurate light sketches before painting consistently. - Mood is apparent from tint/ tone and they are able to display understanding by explaining their choices 	<p>Paul Gauguin Light, colourful, cheerful tone/mood</p> <p>Salvador Dalí Cubism/Surrealism</p>
Printing	<ul style="list-style-type: none"> - To understand how to order colours and textures effectively - The purpose is apparent to the audience and choices can be explained - Understanding contrast of colours to create mood/atmosphere e.g. Banksy 	<ul style="list-style-type: none"> - Explore layered printing, using different materials, shapes and textures - Techniques are generally precise and learning to use a mixture of techniques for effect - Layers of colour , beginning to consider overlapping to cause effects. - Accurate patterns are created with simple designs e.g. Fernand Leger 	<ul style="list-style-type: none"> - Well-chosen techniques and detailed explanations reflect the purpose well - Understanding different effects of inks and layering for tone contrast and mood - Using knowledge of artists to develop own style (screen printing, etching with plastic) 	<ul style="list-style-type: none"> - Techniques are combined and done in a precise manner and show a high-level of control - Altering opacity and contrast of inks to create striking effects and explaining choices - Accurate patterns are created using more complex designs 	<p>Fernand Léger layers</p> <p>Banksy contrast (black and white use of red)</p> <p>(Street Art)</p>
Sculpture	<ul style="list-style-type: none"> - To understand/determine which materials combine together and how best to join them. - Using knowledge of textures to create effects - Knowledge of dyeing fabric to create patterns - Knowledge of artists is beginning to link when discussing techniques used in own work 	<ul style="list-style-type: none"> - Explore and combine different materials to create a 3D sculpture. - Including interesting aspects within the sculpture to allow interpretation - Using appropriate tools with control to create textures and effects(mod rock, chicken mesh, solder wire) - Creating patterns when dyeing fabrics (batik - wax and dye) 	<ul style="list-style-type: none"> - Good understanding of textures and effects of tools used, properties of materials and applying this when creating pieces - Using knowledge built from previous exploration to understand that the type of fabric affects the result when dyeing - Knowledge of a range of artists is displayed when discussing techniques used in own work 	<ul style="list-style-type: none"> - Using detail and accuracy to create interesting aspects that provoke discussions - Experimenting with more tools to create excellent effects and explaining choices - Describe the differences and similarities between different artists work, and making links to their own work 	<p>Alexander Calder intricate design through balance and shape</p> <p>(Modern Art)</p> <p>Romero Britto mixing paint techniques with 3D aspects</p>

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Illustration	<ul style="list-style-type: none"> - To understand what effect and impact different shots /angles have. - Understanding how to convey atmosphere through story lines using previous learning knowledge and beginning to explain the links 	<ul style="list-style-type: none"> - Further practice of storyboarding: comics etc - Explore different layouts, angles and perspectives. - Considering techniques to create atmosphere through storylines - Exploring modern art style of illustration to tell a story in one image (in the style of Maurits Cornelis Escher) 	<ul style="list-style-type: none"> - Knowing great artists, architects and designers in history - Understanding how to convey emotion and atmosphere through story lines using previous learning knowledge and explaining the links 	<ul style="list-style-type: none"> - Bold experimentation is used with a mixture of techniques to create atmosphere with striking effects 	<ul style="list-style-type: none"> Isambard K. Brunel Drawings/plans for buildings for perspective and proportion of structures Maurits Cornelis Escher illusion (Modern Art) Arthur Rackham/Beatrix Potter Realistic illustration for stories, animals, texture
Key Vocabulary	filmography, angles, draw, combine, explore, perspective, viewpoint, zoom, grid, scale, proportion, accuracy, tone, layered, texture, tertiary, 2D relief, static, perception (of light reflected off of objects), tertiary, depth, examine, interpret, pure, variations, purity, intensity, tints, complementary, analogous, balance				

Vocabulary				
Concepts			Skills	
<ul style="list-style-type: none"> - Context <ul style="list-style-type: none"> > Art > Craft > Design - Line <ul style="list-style-type: none"> > Types > Static > Depression > Motion > Convey emotions - Shape <ul style="list-style-type: none"> > 2D > Dimensions > Flat 	<ul style="list-style-type: none"> - Tone <ul style="list-style-type: none"> > Distressed - Colour <ul style="list-style-type: none"> > Combinations > Variations > Mixtures > Perception (of light reflected off of objects) > Primary > Secondary > Tertiary > Addition of white = pastel > Addition of black = shade 	<ul style="list-style-type: none"> - Form <ul style="list-style-type: none"> > 3D > Dimensions > Perspective > Depth - Texture <ul style="list-style-type: none"> > Use touch sense > Material > Medium > 3D texture actual > 2D texture implied 	<ul style="list-style-type: none"> - Develop <ul style="list-style-type: none"> > Draw > Paint > Sculpt - Explore <ul style="list-style-type: none"> > Experiment > Control - Create/Be Creative <ul style="list-style-type: none"> > Invent > Solve problems > Design 	<ul style="list-style-type: none"> - Analyse <ul style="list-style-type: none"> > Examine > Similarities > Differences - Communicate <ul style="list-style-type: none"> > Interpret > Explain
Subject Words			'Taught' Words	

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<ul style="list-style-type: none"> - Hue <ul style="list-style-type: none"> > Pure > Variations - Monochrome - Saturation <ul style="list-style-type: none"> > Purity > Intensity > Temperature > Warm/ cool 	<ul style="list-style-type: none"> - Tints - Shades - Complementary (Opposites on colour wheel) - Analogous (Groups of three colours that are next to each other on the colour wheel) 	<ul style="list-style-type: none"> - Technique <ul style="list-style-type: none"> > Function > Design > Intention > Critique - Expression <ul style="list-style-type: none"> > Balance > Emphasis > Harmony 	<ul style="list-style-type: none"> > Movement > Pattern > Contrast > Variety > Rhythm > Proportion > Repetition - Culture <ul style="list-style-type: none"> > Purpose
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