

# Art

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*“Art is not what you see, but what  
you make others see.”*

**Edgar Degas.**

<p style="text-align: center;"><b>Autumn Year 5</b> <b>Topic title: Printing- Ancient Greece</b></p>	<p style="text-align: center;"><b>Spring Year 5</b> <b>Topic title: Drawing Movement.</b></p>	<p style="text-align: center;"><b>Summer Year 5</b> <b>Topic title: Painting-expression</b></p>
<p><b>Prior learning-</b>  <i>Pupils have printed with their fingers, and other body parts. They have printed with natural and man-made objects. Pupils have created rubbings of different textures and patterns and have recreated them in print and malleable materials. Children have learnt to print by pressing, rubbing, rolling and stamping. They have designed and printed with a polystyrene tile. They have worked in the style of Andy Warhol. Pupils have printed hieroglyphics onto a cartouche using at least 4 colours and have used lines and marks to emboss print in foil. They have learnt about negative spaces in printing.</i></p>	<p><b>Prior learning-</b>  <i>Pupils have begun making marks (lines, circles and curves) holding drawing tools with some control, before progressing to drawing accurate representations of people and objects. Pupils have experienced drawing lines of different sizes and thicknesses and have talked about the line that they have produced. They have used various graded of pencils to demonstrate tones and have drawn self-portraits and tonal still life drawings. Children have learnt to recognise the difference between lights and darks. They have demonstrated textures with a pencil. Pupils have studied Kumi Yamashita and Romero Britto.</i></p>	<p><b>Prior learning-</b>  <i>Pupils have studied colour in terms of primary, secondary and tertiary colours. Pupils are expected to mix all colours using primary colours as a starting point. They have used watercolours to create a wash and used a range of brushes to create effects, such as reflections. They have used these techniques to work in the style of Van Gogh (Starry Night) and Andy Goldsworthy. They have also researched stone-age art. (historical art) and recreated cave paintings. They have created a collage to show a cityscape.</i></p>
<p style="text-align: center;"><b><u>Curriculum objectives from derived from the national curriculum</u></b></p> <ul style="list-style-type: none"> <li>• To explain some of the features of art from historical periods. (Ancient Greek Vases)</li> <li>• To use the circle and tube technique to draw figures.</li> <li>• To identify pattern types and textures within historical works.</li> <li>• To replicate work in the style of the ancient Greeks.</li> <li>• To design and print a Greek inspired vase.</li> <li>• To print accurately.</li> </ul>	<p style="text-align: center;"><b><u>Curriculum objectives from derived from the national curriculum</u></b></p> <ul style="list-style-type: none"> <li>• To compare methods used to show figures and forms in movement</li> <li>• To show movement in art from a series of drawings or images.</li> <li>• To show movement through preliminary sketches.</li> <li>• To identify ways in which visual effects can be used to show movement.</li> <li>• To use visual effects and digital images to show movement.</li> </ul>	<p style="text-align: center;"><b><u>Curriculum objectives from derived from the national curriculum</u></b></p> <ul style="list-style-type: none"> <li>• To use sketch books to express and gather ideas about feelings</li> <li>• To respond to the elements of Earth, Wind, Fire and Water using appropriate colours and shapes.</li> <li>• To use colour to create mood and feeling.</li> <li>• To interpret expression in artists' work. To use a variety of media to express a piece of music through art.</li> <li>• To replicate the work of an artist that I have researched, and show expression.</li> </ul>

<p><b><u>Key assessment questions</u></b></p> <ol style="list-style-type: none"> <li>1. What was portrayed on ancient Greek vases?</li> <li>2. What types of lines are used in Greek Patterns?</li> <li>3. What is used to show different textures?</li> <li>4. How can you tell what sport is depicted/represented on each vase?</li> <li>5. Describes the colours used on Greek Vases? Why do you think they weren't brightly coloured?</li> <li>6. Evaluate your print design.</li> </ol>	<p><b><u>Key assessment questions</u></b></p> <ol style="list-style-type: none"> <li>1. What do the tubes and circles represent when drawing figures?</li> <li>2. How did Eadweard MuyBridge make his photos look like they were moving?</li> <li>3. What appears to be happening in the picture?</li> <li>4. How are media and line, tone, shape and colour used to express the idea of movement? (Referring to examples in SoW)</li> </ol>	<p><b><u>Key assessment questions</u></b></p> <ol style="list-style-type: none"> <li>1. What is meant by the term 'expression' in art?</li> <li>2. Consider the terms: lines, shapes, colours, tones and textures to describe the 4 elements. (Earth, Wind, fire and water)</li> <li>3. How can I use 'shade' to alter a colour to represent a darker or more uplifting feeling or mood?</li> <li>4. Choose 2 artists that you have studied in this unit. How did the artist show expression in them? Were there any similarities or differences between the 2?</li> </ol>
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<p><b>Autumn Year 6</b> <b>Topic title: Printing- William Morris</b></p>	<p><b>Spring Year 6</b> <b>Topic title: Painting-Paul Nash</b></p>	<p><b>Summer Year 6</b> <b>Topic title: Drawing/Sculpture-Lowry</b></p>
<p><b>Prior learning-</b> Pupils have printed with their fingers, and other body parts. They have printed with natural and man-made objects. Pupils have created rubbings of different textures and patterns and have recreated them in print and malleable materials. Children have learnt to print by pressing, rubbing, rolling and stamping. They have designed and printed with a polystyrene tile. They have worked in the style of Andy Warhol. Pupils have printed hieroglyphics onto a cartouche using at least 4 colours and have used lines and marks to emboss print in foil. They have learnt about negative spaces in printing. Pupils have printed a Greek inspired vase accurately.</p>	<p><b>Prior learning-</b> Pupils have studied colour in terms of primary, secondary and tertiary colours. Pupils are expected to mix all colours using primary colours as a starting point. They have used watercolours to create a wash and used a range of brushes to create effects, such as reflections. Pupils have used colour to create mood and feeling. They have used these techniques to work in the style of Van Gogh (Starry Night) and Andy Goldsworthy. They have also researched stone-age art. (historical art) and recreated cave paintings. They have created a collage to show a cityscape.</p>	<p><b>Prior learning-</b> Pupils have begun making marks (lines, circles and curves) holding drawing tools with some control, before progressing to drawing accurate representations of people and objects. Pupils have experienced drawing lines of different sizes and thicknesses and have talked about the line that they have produced. They have used various graded of pencils to demonstrate tones and have drawn self-portraits and tonal still life drawings. Children have learnt to recognise the difference between lights and darks. They have demonstrated textures with a pencil. Pupils have compared methods of drawing figures and forms of movement, including the circle and tube technique. Pupils have studied Kumi Yamashita, Romero Britto, and Eadward Muybridge.</p>

<p><b><u>Curriculum objectives from derived from the national curriculum</u></b></p> <ul style="list-style-type: none"> <li>• To critique the works of William Morris.</li> <li>• To create a motif</li> <li>• To recognise and name pattern types</li> <li>• To identify pattern types within famous works.</li> <li>• To over-print to create a design.</li> </ul>	<p><b><u>Curriculum objectives from derived from the national curriculum</u></b></p> <ul style="list-style-type: none"> <li>• To interpret war art.</li> <li>• To experiment with different painting and brush techniques.</li> <li>• To re-create a piece of Nash's works using varied brush techniques.</li> <li>• To use pastels effectively.</li> <li>• To gather thoughts, feelings and interpretations from art to influence a personal piece.</li> <li>• To explain how artists have influenced by works.</li> </ul>	<p><b><u>Curriculum objectives from derived from the national curriculum</u></b></p> <ul style="list-style-type: none"> <li>• To compare and contrast Lowry scenes.</li> <li>• To show perspective within a landscape drawing.</li> <li>• To create line drawings using pencil</li> <li>• To show perspective within my drawings.</li> <li>• To recreate a scene in the style of Lowry.</li> <li>• To explore 3D media.</li> <li>• To use e-resources to explore art.</li> </ul>
<p><b><u>Key assessment questions</u></b></p> <ol style="list-style-type: none"> <li>1. What type of artwork was William Morris famous for and where did he get his inspiration from?</li> <li>2. How does he express mood/emotion within his pieces?</li> <li>3. How does his work differ from that of abstract artists?</li> <li>4. What is the difference between a motif and a pattern?</li> <li>5. Name the different pattern techniques used by Morris</li> <li>6. Explain the method of printing, you used to create your piece</li> </ol>	<p><b><u>Key assessment questions</u></b></p> <ol style="list-style-type: none"> <li>1. What type of artwork was Paul Nash famous for?</li> <li>2. What painting techniques are evident within his works?</li> <li>3. How does Nash's work differ from Morris' works?</li> <li>4. What influences the way a piece of artwork makes you feel?</li> <li>5. Can you suggest other tools we could use instead of brushes and pastels to create these different techniques?</li> </ol>	<p><b><u>Key assessment questions</u></b></p> <ol style="list-style-type: none"> <li>1. What was different about Lowry's work compared to other artists at this time?</li> <li>2. What is meant by these terms: "perspective", "foreground", "background" and "vanishing point"?</li> <li>3. Why were the 'characters' in Lowry's works described as "match-stick"?</li> <li>4. What does the word malleable mean?</li> </ol>