

	Autumn	Vocabulary	Spring	Vocabulary	Summer	Vocabulary
EYFS	<p><u>Nursery – Painting</u> Select different tools to paint, e.g. brushes, rollers, sponges, body parts</p> <p>Explore what happens when they mix primary colours</p> <p><u>Nursery - drawing/mark making</u> Make marks in different media and with different materials</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p><u>Nursery – colour, pattern, texture, shape</u> Recognise and name the primary colours, black and white and some secondary colours</p>	<p><u>Nursery Vocabulary:</u> choose, tools, mix, try, colour, chalk, foam, sand, glitter, mark</p> <p><u>Reception Vocabulary:</u> match, technique, watercolour, powder, grip</p>	<p><u>Nursery - drawing/mark making</u> Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p><u>Nursery - painting-</u> Choose particular colours to use for a purpose</p> <p><u>Nursery – colour, pattern, texture, shape</u> Recognise and name a wider range of colours including black, white, grey, silver, gold and the secondary colours (green, orange, purple)</p>	<p><u>Nursery Vocabulary:</u> shape, lines, drawing, straight, choose, lines, circle</p> <p><u>Reception Vocabulary:</u> mix, watercolour, powder, choose, mix, dark, light, thick, thin, texture,</p>	<p><u>Nursery - painting</u> Show different emotions in their paintings, like happiness, sadness, fear, etc</p> <p><u>Nursery - drawing/mark making</u> Show different emotions in their paintings, like happiness, sadness, fear, etc</p> <p><u>Nursery – colour, pattern, texture, shape</u> Experiment to create different textures, e.g. mixing different materials into paint / glue</p> <p>Begin to use simple objects to print and make AB patterns</p>	<p><u>Nursery Vocabulary:</u> Feeling, emotion, bright, dark, feeling, emotion, bright, dark, wavy, print, shape, pattern, repeat, lumpy, gloopy, slippery</p> <p><u>Reception Vocabulary:</u> Observe, detail, shiny, texture, rough, soft</p>

	<p>Show interest in and describe the texture of things</p> <p><u>Reception – Painting</u> Continue to develop their colour-mixing techniques to enable them to match the colours they see and want to represent (link to knowledge of colour and vocabulary).</p> <p>Self-select different tools for painting linked to purpose, e.g. brushes, sponges, rollers. Accurately use a paint brush (appropriate grip).</p> <p><u>Reception drawing/mark making</u> Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas</p>		<p><u>Reception - painting</u> Self-select different types of paint for a purpose, e.g. ready mix, watercolour, powder paint.</p> <p><u>Reception - drawing/mark making</u> When drawing themselves, represent all of the different face / body parts.</p> <p>How to make lines darker/lighter</p> <p><u>Reception – colour, pattern, texture, shape</u> Recognise and name the primary and secondary colours and know how to mix the primary colours to make secondary colours</p>	<p>lighter, darker, shade</p>	<p><u>Reception - drawing/mark making</u> Draw with increasing observation, e.g. the banana has black dots.</p> <p><u>Reception – colour, pattern, texture, shape</u> Select specific textures to represent different things e.g. glitter / sequins for fireworks / Christmas, mixing sand into paint / glue to represent the beach.</p> <p><u>Reception - painting</u> Self-select different tools for painting linked to purpose, e.g. brushes, sponges, rollers.</p>	
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	<u>Reception – colour, pattern, texture, shape</u> Recognise and create different patterns (up to AABC patterns) using loose parts and shapes. Describe patterns using correct vocabulary.					
1	<u>Drawing Block A</u> <u>Artist Studied:</u> Albrecht Durer <u>Lesson sequence</u> 1. Make marks using a variety of tools 2. Organise and arrange marks according to techniques used 3. Apply knowledge of mark making <u>Prior learning:</u> EYFS mark making, drawing lines, enclosed shapes, lighter, darker, tools for a purpose	<u>Block A Core Knowledge:</u> Drawing Pressure Orientation <u>Technical Vocabulary:</u> Cross-hatching Texture Monochrome <u>Block B Core Knowledge:</u> Palette Primary colours Brushstroke <u>Technical Vocabulary:</u> Bristles Ferrule	<u>Printmaking Block C</u> <u>Artist Studied:</u> Karen Lederer <u>Lesson sequence</u> 1. Make marks by printing from everyday objects. Experiment with layering marks by overprinting. Respond to the marks they make 2. Use a stencil and the stippling technique to create printed shapes. Experiment with stencilling techniques to achieve different effects. Create a repeated pattern using the relief printing technique	<u>Block C Core Knowledge:</u> Printmaking Stencil Relief-printing <u>Technical Vocabulary:</u> Stippling Stroking Overprint <u>Block D Core Knowledge:</u> Fabric Yarn Portrait <u>Technical Vocabulary:</u> Thread Assemble	<u>3D Block E</u> <u>Artist Studied:</u> Kenojuak Ashevak <u>Lesson sequence</u> 1. Mould clay to create smooth, rounded forms. Explore how different colours of clay can be used for decoration. Describe the tactile qualities of clay 2. Understand what is meant by balance and weight and apply this knowledge to build a structure. Experiment with different materials and state preferences. Create a structure based on a traditional Inuit inuksuk	<u>Block E Core Knowledge:</u> Inuksuk Smooth Pebble <u>Technical Vocabulary:</u> Balance Construct Model

	<p><u>Painting Block B</u></p> <p><u>Artist Studied:</u> Piet Mondrian</p> <p><u>Lesson sequence</u> 1. Identify parts of a paintbrush. Use water, paint and a palette 2. Develop different brushstrokes 3. Arrange geometric blocks of primary colours</p> <p><u>Prior learning:</u> EYFS hold a paintbrush correctly, rinse and clean a paintbrush, make a range of marks using a paintbrush</p>	Handle	<p>3. Respond to the work of Karen Lederer. Apply a range of printing techniques. Explain processes and personal preferences</p> <p><u>Prior learning:</u> EYFS printing with different objects, patterns</p> <p><u>Textiles Block D</u></p> <p><u>Artist Studied:</u> Anne Kelly</p> <p><u>Lesson sequence</u> 1. Explore methods of manipulating fabric and yarns by poking, pulling, threading and weaving. Use oil crayons and paint with control to explore pattern making. Explore and explain the textural effects created 2. Explore methods of adding texture to a patterned surface. Use drawing tools such as chalk in different ways and on different surfaces. Explain the</p>	Fibres	<p>3. Select modelling materials for their properties and use to create a sculpture from a sketch. Apply techniques of joining, cutting and constructing. Respond to an artist's work and their own</p> <p><u>Prior learning:</u> EYFS sculptures, moulding, joining, cutting, shaping playdough</p>	
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			<p>different ways pattern and texture can be created</p> <p>3. Combine materials to create colourful and textural effects. Apply taught techniques to a different context</p> <p>Prior learning: EYFS texture, materials, mixing media, joining</p>			
2	<p><u>Drawing Block A</u></p> <p><u>Artist Studied:</u> Beth Krommes</p> <p><u>Lesson sequence</u> 1. Different mark makers will create a variety of effects depending on the surface onto which they are placed 2. Music and movement affect mark making 3. Apply knowledge of mark making to identify specific marks and materials that would be appropriate for a given task</p>	<p><u>Block A Core Knowledge:</u> Response Stroke Linework</p> <p><u>Technical Vocabulary:</u> Contrast Media/medium Stippling</p>	<p><u>Printmaking Block C</u></p> <p><u>Artist Studied:</u> William Morris</p> <p><u>Lesson sequence</u> 1. Make a printing block and use this to create repeated prints. Identify the negative and positive space in a printed image. Evaluate the quality of a printed image 2. Create repeated prints from natural objects such as fruit and leaves. Create a symmetrical printed pattern. Explain printing processes and comment on the effects achieved</p>	<p><u>Block C Core Knowledge:</u> Natural Objects Repeated Organic</p> <p><u>Technical Vocabulary:</u> Collagraph Design Pattern</p>	<p><u>3D Block E</u></p> <p><u>Artist Studied:</u> Danny Eastwood</p> <p><u>Lesson sequence</u> 1. Understand the symbolic significance of Australian indigenous art. Use different painting tools to create dot patterns and designs Respond to other artists' work 2. Join materials together to form one sculpture. Use paper sculpting techniques to create 3D forms. Follow and evaluate a process 3. Apply painting techniques to a different context. Create</p>	<p><u>Block E Core Knowledge:</u> Indigenous Inspired Sacred</p> <p><u>Technical Vocabulary:</u> Depth Maquette Sculpt</p>

	<p><u>Prior learning:</u> YR1 recognise different marks, apply pressure to change marks, use tools to create a variety of marks</p> <p><u>Painting Block B</u></p> <p><u>Artist Studied:</u> Wassily Kandinsky</p> <p><u>Lesson sequence</u> 1.Trace around a shape Use slow, controlled movements to fill in blocks of colour in small spaces Use different painting tools 2. Mix two primary colours to create a secondary colour 3. Use lines and colour to express feeling</p> <p><u>Prior learning:</u> YR1 identify shades of primary colours, make a range of thick and thin marks on different surfaces</p>	<p><u>Technical Vocabulary:</u> Concentric shapes Contrast Motif</p>	<p>3. Apply a range of printing techniques to create patterned effects. Use the technique of overprinting to create interesting effects. Evaluate the effectiveness of printing techniques used</p> <p><u>Prior learning:</u> YR1 Make prints from ordinary objects, make and use a stencil and relief block, combine printing techniques such as stencilling and relief printing</p> <p><u>Textiles and Collage Block D</u></p> <p><u>Artist Studied:</u> Katie Vernon</p> <p><u>Lesson sequence</u> 1.Apply previously taught techniques to different contexts. Use a variety of materials and methods to create colourful and patterned effects. Respond to the work of others 2. Select materials and combine to create interesting textural and visual effects.</p>	<p>Reconstruct Montage Manipulate</p>	<p>a design in-keeping with the style of indigenous Australian art Evaluate the work of others</p> <p><u>Prior learning:</u> YR1 use different painting tools, apply techniques of joining, cutting and constructing, select modelling materials for their properties and use to create a sculpture from a sketch</p>	
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			<p>Explore and explain the textural, visual and tactile qualities of artwork</p> <p>3. Respond to the work of artists and illustrators. Understand the term reconstructed and apply this method to create a balanced collage image. Use cutting and stitching techniques</p> <p><u>Prior learning:</u> YR1 apply a range of printing techniques, manipulate fabric and yarns, use drawing tools such as chalk in different ways and on different surfaces, combine materials to create colourful and textural effects</p>			
3	<p><u>Drawing and Painting Block A</u></p> <p><u>Artist Studied:</u> Vincent Van Gogh</p> <p><u>Lesson sequence</u> 1. Use graphic marks to depict the line and contour of a shape. Use</p>	<p><u>Block A Core Knowledge:</u> Hue Repetition Resist</p> <p><u>Technical Vocabulary:</u> Tonking Sgraffito Impasto</p>	<p><u>Textiles and Collage Block C</u></p> <p><u>Artist Studied:</u> Faith Ringgold</p> <p><u>Lesson sequence</u> 1. Experiment with the effects of adding water to marks made with pen. Use the dip and dye technique. Explore and explain</p>	<p><u>Block C Core Knowledge:</u> Mandala Dye Quilt</p> <p><u>Technical Vocabulary:</u> Radial Pigment Symbol</p>	<p><u>Painting Block E</u></p> <p><u>Artist Studied:</u> Kehinde Wiley</p> <p><u>Lesson sequence</u> 1. Explore the range of effects that can be achieved by applying paint in different ways. Explain what the term gradient means. Experiment</p>	<p><u>Block E Core Knowledge:</u> Background Traditional Wash</p> <p><u>Technical Vocabulary:</u> Negative space Gradient Effect</p>

	<p>white to change the tint of a colour</p> <p>2. Understand how paint is mixed and applied to create effect</p> <p>3. Use technical vocabulary to describe marks. Reflect on how marks have been made</p> <p><u>Prior learning:</u></p> <p>YR2 explore mark making using a range of tools and media, use different brushstrokes to make a variety of marks, combine the visual and tactile quality of paint, talk about their work and that of others using appropriate vocabulary</p> <p><u>Printmaking Block B</u></p> <p><u>Artist Studied:</u></p> <p>Neil Bousfield</p> <p><u>Lesson sequence</u></p>	<p><u>Block B Core Knowledge:</u></p> <p>Textured Ink slab Thumbnail sketch</p> <p><u>Technical Vocabulary:</u></p> <p>Repeated Pressed stamp Monoprint</p>	<p>the effects created by dying fabric using primary colours</p> <p>2. Paint concentric circles to create a mandala. Draw detailed repeating patterns and designs. Create a concentric circle design using collage</p> <p>3. Print and paint onto fabric Respond to the work of artists. Tell a story using collage and textiles</p> <p><u>Prior learning:</u></p> <p>YR2 hold a paintbrush correctly, paint using controlled strokes, identify primary and secondary colours</p> <p><u>3D Block D</u></p> <p><u>Artist Studied:</u></p> <p>Louise Bourgeois</p> <p><u>Lesson Sequence</u></p> <p>1. Use plaster and natural and man made objects to create relief artwork. Create texture and pattern by positioning objects systematically or</p>	<p><u>Block D Core Knowledge:</u></p> <p>Pliers Pargeting Gauge</p> <p><u>Technical Vocabulary:</u></p> <p>Gesso Relief Installation</p>	<p>with creating gradients of colour by mixing colours with white and / or water.</p> <p>Evaluate outcomes, suggesting ways in which effects can be developed further</p> <p>2. Explain the difference between positive and negative space. Use shapes cut from painted surfaces and arrange to create interesting positive and negative spaces. Explore ways in which backgrounds can contrast with foregrounds, thus influencing the focus of the viewer. Evaluate outcomes</p> <p>3. Explore how equally colourful or detailed backgrounds and objects in the foreground compete for our visual focus. Add a detailed or colourful image to an equally colourful or detailed background and evaluate the effects achieved</p> <p><u>Prior learning:</u></p>	

	<p>1. Use water-based printing ink, rollers and ink blocks</p> <p>2. Create monoprints. Look at the work of a printmaker</p> <p>3. Organise and arrange printed marks including impressed printing</p> <p>Prior learning: YR2 explore relief printing, experiment with printing with found objects, investigate the effect of printing on different surfaces, make stencils which generate both and negative stencil prints</p>		<p>randomly. Discuss the effects created by scoring into a plaster surface</p> <p>2. Apply paint evenly to a textured and three dimensional surface. Use the technique of removing areas of a second coat of paint to reveal the first layer. Summarise a process</p> <p>3. Respond to the work of an artist. Use techniques of manipulating wire and fabric to construct 3D sculptures. Make accurate observations of anatomical structures and details. Evaluate application of techniques</p> <p>Prior learning: YR2 Explore methods of manipulating fabric and yarns by poking, pulling, threading and weaving, select and combine materials to create interesting textural and visual effects, explore and explain the textural, visual and tactile qualities of artwork</p>		<p>YR2 Identify primary and secondary colours, mix tones and tints, apply paint using a range of techniques</p>	
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4	<u>Drawing Block A</u>	<u>Block A Core Knowledge:</u> Composition Focal point Form	<u>Printmaking and Textiles Block C</u>	<u>Block C Core Knowledge:</u> Kente cloth Geometric designs Symbolise	<u>Painting Block E</u>	<u>Core Knowledge:</u> Opaque Translucent Stain
	<u>Artist Studied:</u> Giorgio Morandi		<u>Artist Studied:</u> Gilbert (Bobbo) Ahiagble		<u>Artist Studied:</u> Helen Frankenthaler	
	<u>Lesson sequence</u> 1.Introduce 'composition' of a group of objects to be used for still life. Create contour drawings of the still life 2.Record observations of details 3. Negative space – the space between the lines of the objects drawn	<u>Technical Vocabulary:</u> Viewfinder Contour line Negative space	<u>Lesson sequence</u> 1.Use tie dye technique to create coloured designs on fabric Select materials for use as weft and warp and comment on the effects achieved Learn and apply weaving techniques 2. Respond to the work of artists and crafts people. Create designs based on traditional West African patterns and colours. Create repeat geometric patterns using printing techniques 3. Combine printing and textiles to create a mixed media piece of artwork Respond to their own and others' work	<u>Technical Vocabulary:</u> Tie dye Weft Warp	<u>Lesson sequence</u> 1. Define vocabulary relating to colour mixing 2. Demonstrate the ombre effect and show how tones of colour can be blended into each other gradually 3. Paint can be applied to a surface in a variety of ways. Scrunched tissue can be used to blend colours to achieve a gradient of shades from light to dark. The illusion of distance can be created by using lighter colours in the background and darker colours in the foreground	<u>Technical Vocabulary:</u> Ombre Plane Shade
	<u>Prior learning:</u> YR3 sort, collect and compare graphic marks, compare ideas and approaches, use cross-hatching, dots and dashes to create light and shaded areas, identify patterns and lines in nature, select appropriate materials, use the vocabulary of an artist, name artists and select	<u>Block B Core Knowledge:</u> Wash Background Watercolour		<u>Block D Core Knowledge:</u> Elongated Motion Figure		
		<u>Technical Vocabulary:</u> Overpainting Tertiary colour Wet-on-wet	<u>Prior learning:</u> YR3 tell a story using textiles and collage, use the dip and	<u>Technical Vocabulary:</u> Form Proportion Decoupage	<u>Prior learning:</u> YR3 mix tertiary colours, apply paint to a surface using a variety of techniques, mix colours with white to create tints, create gradients of colour	

	<p>pieces of their work that link to drawing techniques</p> <p><u>Painting Block B</u></p> <p><u>Artist Studied:</u> Georgia O'Keeffe</p> <p><u>Lesson sequence</u> 1. A tertiary colour is made when equal amounts of a primary colour and a secondary colour are mixed together. A tertiary colour is sometimes called an intermediate colour. Overpainting is when one painted mark is placed on top of another 2. Adding detail means drawing or painting what you see in front of you as realistically and true to life as possible. The technique of painting wet paint over wet paint. 3. Opinion is a personal view formed about something and is not necessarily based on fact</p>		<p>dye technique, explain the effects created by dying fabric, print and paint onto fabric</p> <p><u>3D and Collage Block D</u></p> <p><u>Artist Studied:</u> Alberto Giacometti</p> <p><u>Lesson sequence</u> 1. Use complementary colours to create the illusion of movement. Show an understanding of the basic proportions of the human figure. Arrange simple body part shapes to depict movement 2. Use the technique of decoupage. Use form and colour to create the illusion of movement. Apply sculpting skills to construct a 3D wire form 3. Respond to the work of an artist. Use wire and foil to sculpt a figure, inspired by the work of Giacometti Evaluate artwork, giving reasons for responses</p>				
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	<p>or knowledge. Abstract art is more about the shapes, colours and feelings it expresses – it is not about it being a realistic depiction</p> <p><u>Prior learning:</u> YR3 hold a paintbrush correctly, experiment with brush marks, make a secondary colour by mixing two primary colours together use water to clean a paintbrush between colours, use a paper towel to blot and clean their brush and to absorb excess water. Prior Learning, use a viewfinder</p>		<p><u>Prior learning:</u> YR3 use knowledge of primary colours to create secondary colours, use techniques of manipulating wire and fabric to construct 3D sculptures, make accurate observations of anatomical structures and details, understand the terms 2D and 3D, paint evenly onto a textured and three-dimensional surface</p>			
5	<p><u>Drawing and Painting Block A</u></p> <p><u>Artist Studied:</u> Friedensreich Hundertwasser</p> <p><u>Lesson sequence</u> 1. Subtractive drawing (working in the negative)</p>	<p><u>Block A Core Knowledge:</u> Subtractive drawing Organic Harmony</p> <p><u>Technical Vocabulary:</u> Overlay</p>	<p><u>Textiles and Collage Block C</u></p> <p><u>Artist Studied:</u> Lesley Richmond</p> <p><u>Lesson sequence</u> 1. Lines can be used to represent pattern and texture 2. Many artists use nature as their inspiration for artwork. A</p>	<p><u>Block C Core Knowledge:</u> Texere Tactile Assemble</p> <p><u>Technical Vocabulary:</u> Applique Natural</p>	<p><u>Painting Block E</u></p> <p><u>Artist Studied:</u> Jim Dine</p> <p><u>Lesson sequence</u> 1. Explore the effects that can be achieved by adding salt to a surface painted with watercolour. Salt crystals</p>	<p><u>Block E Core Knowledge:</u> Coarseness Adhere Dissolve</p> <p><u>Technical Vocabulary:</u> Warping Spritz</p>

	<p>using an eraser to reveal white</p> <p>2. Enlarge and transfer an image from a small drawing</p> <p>3. Abstract art – a way to communicate an image or idea beyond the boundaries of reality</p> <p><u>Prior learning:</u></p> <p>YR4 refine drawing skills to focus on lines and details, make detailed thumbnail drawings using a pencil or pain, understand that abstract art is more about shape, colour and expressing feelings than being a realistic depiction, make secondary and tertiary colours</p> <p><u>Printmaking Block B</u></p> <p><u>Artist Studied:</u></p> <p>John Brunson</p> <p><u>Lesson sequence</u></p>	<p>Abstract Chroma</p> <p><u>Block B Core Knowledge:</u></p> <p>Edition Overlaid Reduction printing</p> <p><u>Technical Vocabulary:</u></p> <p>Transpose Incision Inverted</p>	<p>range of materials can be used for weaving and loom-making. Paper can be manipulated to form three dimensional objects</p> <p>3. Use fabric and paint to create textured surfaces, representing natural objects. Understand the term appliqué and use this technique to respond to textures and lines found in nature. Evaluate the effectiveness of techniques</p> <p><u>Prior learning:</u></p> <p>YR4 weave with a range of materials, combine media to create texture and pattern, make observational drawings from natural objects</p> <p><u>3D Block D</u></p> <p><u>Artist Studied:</u></p> <p>Barbara Hepworth</p> <p><u>Lesson sequence</u></p> <p>1. Define and explore analogous colours. Use an armature to support modelling</p>	<p>Fibre</p> <p><u>Block D Core Knowledge:</u></p> <p>Armature Papier-mâché Slip</p> <p><u>Technical Vocabulary:</u></p> <p>Analogous colours Contour Score</p>	<p>absorb some of the water from the painted surface and leave impressions on the paper. Watercolour paper is used because of its thickness and tendency not to warp when watery paint is applied. Describe and evaluate the effects achieved using this technique</p> <p>2. Explore how wet or dry watercolour reacts to substances such as wax, bleach and salty water. Use a range of materials and methods to apply paint or remove areas of paint. Note the effects of texturising the paper prior to painting. Explain methods used Describe and compare results</p> <p>3. Respond to the work of an artist using technical language. Create a painting in a similar style. Make choices about techniques to use to achieve a desired effect. Evaluate outcomes</p> <p><u>Prior learning:</u></p>	<p>Absorb</p>

	<p>1. Printmaking – a process that allows artists to make multiple original works of art. Reduction – a method of printing multiple images</p> <p>2. Technical vocabulary and terminology can be used to create a clear reflection from which ideas can be adapted and modified</p> <p>3. A printed image can be created using a range of skills and by combining printing techniques. Articulate opinions</p> <p><u>Prior learning:</u> YR4 explain what a monoprint is, understand stencilling, impression and collagraph block printing methods</p>		<p>of soft materials. Explain and explore the effects created by using different modelling materials</p> <p>2. Use an armature to support modelling with clay. Recreate a design by modelling shapes and lines from clay. Apply the score and slip method of joining clay. Explain techniques and processes</p> <p>3. Explore methods of creating and combining shapes and coils to build and decorate a 3D form. Apply previously taught techniques to join clay securely. Describe and respond to the methods used</p> <p><u>Prior learning:</u> YR4 make impressions in a smooth clay surface, roll and cut clay, construct 3D forms from wire</p>		<p>YR4 change the consistency of paint by mixing with water, glue or flour, Use the wet-on-wet technique to create interesting paint effects</p>	
6	<p><u>Drawing Block A</u></p> <p><u>Artist Studied:</u> Frida Kahlo</p> <p><u>Lesson sequence</u></p>	<p><u>Block A Core Knowledge:</u> Surreal Portraiture Symbolism</p>	<p><u>Printing and Textiles Block C</u></p> <p><u>Artist Studied:</u> Patrick Hughes</p> <p><u>Lesson sequence</u> 1. Understand the concept of perspective and related</p>	<p><u>Block C Core Knowledge:</u> Vanishing point Illusion Perspective</p>	<p><u>Painting Block E</u></p> <p><u>Artist Studied:</u> Terry Gilecki</p> <p><u>Lesson sequence</u></p>	<p><u>Block E Core Knowledge:</u> Reflective Oil Translucent</p>

	<p>1. Focus on and include detail</p> <p>2. understand proportion of facial features</p> <p>3. Draw a self-portrait and include a surreal background</p> <p><u>Prior learning:</u></p> <p>YR5 use a wide range of drawing tools, enlarge an image from a sketch, explain their choices and the effects they intend to create</p> <p><u>Painting and Collage Block B</u></p> <p><u>Artist Studied:</u></p> <p>Patrick Caulfield, Pablo Picasso</p> <p><u>Lesson sequence</u></p> <p>1.Cubism – a style of art which aims to show multiple viewpoints at one time; objects depicted</p>	<p><u>Technical Vocabulary:</u></p> <p>Scale</p> <p>Proportion</p> <p>Figurative</p>	<p>vocabulary. Follow the process of creating a one-point perspective drawing. Explain how perspective drawings create the illusion of objects being near or far away.</p>	<p><u>Technical Vocabulary:</u></p> <p>Batik</p> <p>Tjanting tool</p> <p>Resist art</p>	<p>1. Use appropriate vocabulary to describe the appearance and qualities of water. Experiment with a range of techniques to achieved a specific outcome.</p>	<p><u>Technical Vocabulary:</u></p> <p>Resist</p> <p>Absorb</p> <p>Depth</p>
		<p><u>Block B Core Knowledge:</u></p> <p>Cubism</p> <p>Superimpose</p> <p>Still life</p> <p><u>Technical Vocabulary:</u></p> <p>Balance</p> <p>Observational drawing</p> <p>Angles</p>	<p>Understand that perspective allows three dimensions to be presented on a flat surface</p> <p>2. Follow a specific printing process. Explore how the application of paint and colour choices contribute to the effects achieved. Create negative and positive spaces by repeating the same image by printing</p> <p>3. Use specialist tools and resist processes such as batik to create colourful images. Gain knowledge and understanding of the origins and applications of traditional art processes. Explore the effects of applying dye to a surface where wax has been applied</p> <p><u>Prior learning:</u></p>	<p><u>Block D Core Knowledge:</u></p> <p>Translucent</p> <p>Glass-blowing</p> <p>Starch</p> <p><u>Technical Vocabulary:</u></p> <p>Assymetrical balance</p> <p>Amorphous</p> <p>Biomorphic</p>	<p>Make decisions about which techniques and materials were most effective and why</p> <p>2. Respond to the work of an artist, describing the effects created. Use horizontal brushstrokes of different lengths and widths to create the illusion of ripples on water. Alternate light and dark colours to create the illusion of movement and depth. Use white in specific areas as a way of creating the illusion of light reflecting on water. Evaluate outcomes</p> <p>3. Observe, draw and paint Koi fish. Consider the position of drawings to create the illusion of depth and distance. Vary the amount of painted details to distinguish between those fish that are nearer the surface and those</p>	

	<p>look like they are made out of cubes and other geometric shapes</p> <p>2. Build up surfaces to show colour and shape. Create changes in tone, shade or intensity by overlapping colours. Transpose an image using tracing paper</p> <p>3. Consider colour, texture and weight of materials when balancing an image Use contrasting colours and patterns to affect how shapes and forms are seen Use collaging techniques to complement painting</p> <p><u>Prior learning:</u> YR5 understand the purpose of contrast by using opposing colours on the colour wheel, combine colours as well as create tones and tints for effect and purpose</p>		<p>YR5 follow a process to produce three colour reduction prints, explain the terms: three dimensional, vertical, horizontal and diagonal, apply the tie dye technique, make drawings applying proportion and scale</p> <p><u>3D Block D</u></p> <p><u>Artist Studied:</u> Dale Chihuly</p> <p><u>Lesson sequence</u></p> <p>1. Apply and adapt previously learned techniques to create 3D forms. Create intentional designs using line and colour combinations. Understand and use the terms amorphic and biomorphic</p> <p>2. Respond to the work of an artist. Create biomorphic forms using starch as a stiffening agent. Apply knowledge of complementary and analogous colours</p> <p>3. Explore how the application of heat can alter the properties</p>		<p>that are further away. Add a final layer of paint effects to represent the surface of the water. Evaluate outcomes</p> <p><u>Prior learning:</u> YR5 explain the effects that can be achieved by adding salt to a surface painted with watercolour, use a range of materials and methods to apply paint or remove areas of paint</p>	
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