



# Art Long Term Planning



'Achieve Excellence'

## **What does it mean to get better at Art at William Stockton?**



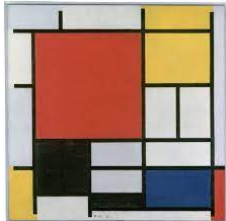
We aim to inspire children in Art by helping them grow their skills and creativity. To get better at Art means building on what they already know while learning techniques in drawing, painting, sculpture, and other crafts and using what they have learnt to express themselves. Our pupils explore the work of various artists from different cultures, both Western and non-Western and across different time periods, to appreciate the diversity in Art.




We create exciting, hands-on experiences that allow children to learn actively and reflectively. By connecting Art to other subjects, we make their learning more meaningful. At the end of each unit, students use the skills they have developed to create a final piece based on their own ideas or prompts provided to them. These artworks are then displayed for everyone to enjoy, showcasing their unique contributions to our artistic community.

Practical - materials, techniques, formal elements

Disciplinary understanding of what is art. Subject content.

Theoretical - thinking about pieces of art work, how it came about, how it makes you feel

	Autumn	Spring	Summer
<b>Nursery</b>  Famous Artists:	<b>Artist: Matisse</b> 	<b>Artist: Jackson Pollock</b> 	<b>Artist: Mondrian</b> 
<b>END POINTS:</b>	<p><b><u>Drawing:</u></b>  Make curved lines and straight lines on different types of surfaces</p> <p>Name mark making tools - pencil, pen, crayon ,chalk</p> <p>Begin to close some lines to create a shape</p> <p><b><u>Painting:</u></b>  Know how to put on an apron.</p> <p>Name painting tools - paintbrush, paint apron, water pot</p> <p>Name colours red, blue, yellow</p> <p>Experiment making print patterns with different objects eg cars, bricks, leaves, twigs, rollers ( inc large scale)</p> <p><b><u>3D Sculpture/Malleables:</u></b></p> <p>Name moulding tools - cutters, stamps, rolling pins</p> <p>Manipulate dough to create 3D shapes</p>	<p><b><u>Drawing:</u></b>  Create closed shapes e.g. Circles with continuous lines and begin to use these shapes to represent familiar objects.</p> <p><b><u>Painting:</u></b>  Create different effects with paint eg splat, bubble, string.</p> <p>Use large paintbrushes to paint paper on the floor</p> <p>Talk about Jackson Pollock style painting - describe the colour and textures.</p> <p><b><u>3D Sculpture/Malleables:</u></b></p> <p>Explore different joining techniques - PVA, glue &amp; masking tape.</p> <p>Experiment with 3D junk modelling eg houses, vehicles</p>	<p><b><u>Drawing:</u></b>  Draw with some detail representing a face with a circle and including details e.g. eyes, nose, mouth ( using a mirror)</p> <p>Select and use different drawing materials and use with increasing control</p> <p><b><u>Painting:</u></b>  Match colours to objects in the environment</p> <p>Explore colour and colour mixing</p> <p>Talk about Mondrian style painting - describe the colours and lines.</p> <p><b><u>3D Sculpture/Malleables:</u></b>  Roll and sculpt shapes eg rolling, twisting, coiling</p> <p>Make impressions in clay/ pastry</p> <p><b><u>Printing</u></b>  Make relief prints using hands, feet, and fruits and vegetables.</p>

	Build models with construction toys		
Theoretical knowledge	Talk about paintings - describe the colours and textures. Talk about different styles of art work - describe the colours and lines.		
Reception	<p><b>Artist: Kandinsky</b></p> 	<p><b>Artist: Andy Goldsworthy</b></p> 	<p><b>Artist: Van Gogh</b></p> 
END POINTS:	<p><b>Drawing:</b> Hold and use drawing tools with increasing control to make marks - pens, chalk, crayon</p> <p>Make simple representations of familiar objects and people e.g. family using different enclosed shapes.</p> <p>Develop and practice closed lines using good control</p> <p>Develop and practice different line types: wavy, curved, straight, thick, thin</p> <p><b>Painting:</b> Independently access painting resources from continuous provision.</p> <p>Name and recognise primary colours</p> <p>Paint on an easel</p>	<p><b>Drawing:</b> Select coloured drawing tools for a purpose.</p> <p>Rehearse and refine using marks, lines and curves to create simple representations of familiar objects and people.</p> <p>Make simple drawings from observations eg self portrait,</p> <p><b>Painting:</b> Select colours for a purpose and begin to mix these colours eg orange, green and purple.</p> <p>Use a stencil to create printed artwork.</p> <p><b>3D Sculpture/Malleables:</b> Sculpt, shape, twist and bend</p>	<p><b>Drawing:</b> Use mark making tools to make drawings that represent ideas or tell a story: Handa's journey, story map, lego model design</p> <p>Share their drawings, explaining the process used;</p> <p><b>Painting:</b> Experience the effect of watercolour paint.</p> <p>Look at and talk about their artwork (Ongoing)</p> <p><b>Printing</b> Investigate relief prints through hands, feet, fingers, fruit, vegetables and natural materials</p> <p><b>3D Sculpture/Malleables:</b></p>

	<p>Select thick and thin brushes for a purpose.</p> <p><b>3D Sculpture/Malleables:</b> Use modelling tools to shape and model materials eg clay, dough, pipe cleaners, tin foil</p> <p>Mould clay to create a Diwali diva lamp.</p>	<p>materials to make new 3D shapes.</p> <p>Attach and join materials using glue, tape, staples, paper fasteners.</p>	<p>Make a paper mache model.</p>
Theoretical knowledge	<p>Close their eyes and describe what they remember, describe the colours and textures about a piece of artwork</p> <p>Close their eyes and describe what they remember, describe the colours and textures, build a story around the art</p> <p>Describe a picture created by an artist</p>		

## Year 1

### Printing

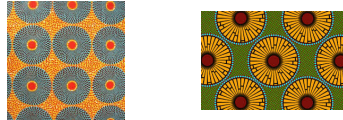
Christmas wrapping paper  
Repeating patterns.

Using Poster paint

#### Formal elements

Pattern, shape, colour

African textile prints (Ankara - if using  
others specify where from)



Christine Schmidt - Artist  
(post-postmodern)



Modern wrapping paper



### Drawing and Painting

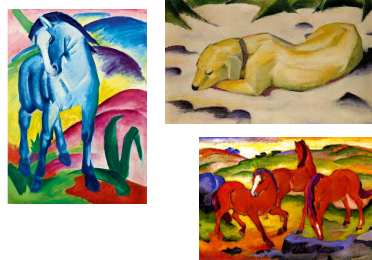
Drawing and painting linking to animals.

Using graphite pencils, and poster paint  
(experiment with putting PVA glue in  
paint) Colour mixing

#### Formal elements

Colour, tone, line, shape, pattern

Franz Marc - artist (modern)



### Sculptures

Chinese Dragon masks  
Fluorescents colours introduced

Using junk modelling

#### Formal elements




Form, space, texture










Non Western - traditional

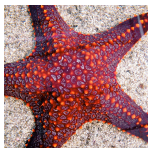






Architecture - Great Wall of China



	<p>Final Product inspiration</p> 	<p>Final Product inspiration</p> 	<p>Final Product inspiration Junk Modelling - Chinese dragon</p> 
End Points:	<p>Generate ideas from stimuli</p> <p>Attempting simple monoprinting</p> <p>Experiment with stencils, wooden or rubber stamps</p> <p>Use simple relief using ready mixed paint ( eg. hand, foot, sponge, stick, fruit veg) to create a sequence of patterns and to compose simple repeating patterns</p> <p>Identify key visual elements of medium: line/dot, tone, colour, pattern</p> <p>Print - learn from mistakes, and rework</p>	<p>Generate ideas from stimuli</p> <p>Experiment with line/dot/scribble/doodle/pattern mark making of different sizes/types and colours.</p> <p>Fill in solid shapes if desired.</p> <p>Make paint marks of different sizes/types/colours on various surfaces with various tools.</p> <p>Experiment: stroke, dab, spread, layer, splash, mix, drip, dribble.</p> <p>Use: brush, finger, stick, sponge, spray, spatula, card strips to apply paint.</p> <p>Use wax crayon to resist paint</p> <p>Identify key visual elements of medium: line/dot, tone, colour, pattern</p> <p>Peer review work and make links between work</p>	<p>Look/discover/respond/express and generate ideas from stimuli</p> <p>Alone or in teams construct, assemble or model into a 3D form using junk modelling.</p> <p>Give meaning to different parts of the model</p> <p>Notice the difference between painting and sculpture - sculptures have form, paintings are flat.</p> <p>Identify key visual elements of medium: texture, shape, form, space</p>
Colour mastery	<p>Make secondary colours using the three primary colours.</p> <p>Introduce different tones</p> <p>Colours used: red, yellow blue, orange, green, purple, black, grey, white.</p>		
Theoretical	<p>Look at artworks from the artist and discuss the following questions:</p>		

<p>knowledge</p>	<p>What different lines has the artist used?  <b>Look at artworks from the artist and discuss the following questions:</b>  <b>How does this artwork make you feel?</b>  <b>What do the colours remind you of?</b>          Look at the sculptures: does the sculpture tell a story?          What could this story be? (Use your imagination)</p>		
<p><b>Year 2</b></p>	<p><b>Sculpture</b>          Sea Creatures – the natural world</p> <p>Use clay and natural resources (pebbles, shells etc) adding textures (inverse and relief).</p> <p><b>Formal elements</b>          Texture, form, pattern, space</p> <p><b>Yayoi Kusama</b></p>   <p><b>Natural world inspiration</b></p>  	<p><b>Drawing and Painting</b>          Draw and painting - Great Fire of London</p> <p>Using: Graphite, chalk, pencils (different weights), PVA mixed with paints. Oil pastels.</p> <p><b>Formal elements</b>          Line, tone, colour</p> <p><b>Paul Klee</b></p>  <p><b>Hundertwasser</b></p>  	<p><b>Print and Collage</b>          Plants</p> <p>Using: different papers (colours and thicknesses), card, tissue paper, paints, printing ink (water based). Print onto different textures and create individual/group collages</p> <p><b>Formal elements</b>          Pattern, texture, shape</p> <p><b>Henri Rousseau</b></p>  <p><b>Quentine Blake</b></p> 

		<b>Historical Maps</b> 	
	<p><b>Final product inspiration</b></p> <p><b>Making a tile or using the artists style</b></p> 	<p><b>Final product inspiration</b></p> 	<p><b>Final product inspiration</b></p> <p>One big exhibition made up of all the bits and printing that the children have done. Including lines from books, poems etc.</p>
End points:	<p>Look/discover/imagine/respond/express - generate ideas from stimuli</p> <p>Use sketchbooks to record/support work.</p> <p>Make clay thumb pots</p> <p>Use clay to do free modelling</p> <p>Use modelling/impressing tools.</p>	<p>Look/discover/imagine/respond/express - generate ideas from stimuli</p> <p>Work with more speed, control and accuracy.</p> <p>Experiment with shading techniques (smudging/hatching/cross-hatching using dots.)</p> <p>Know H = Hard, B = Black in pencils and choose which pencil to use</p>	<p>Look/discover/imagine/respond/express - generate ideas from stimuli</p> <p>Know that collage is a picture made by sticking torn or cut up materials together used by many artists.</p> <p>Identify and consider key visual elements thinking about the colour, pattern, texture and shape.</p>

	<p>Talk about what sculptures can be made of and compare different forms (eg. texture, weight, pattern, size and shape)</p>	<p>Paint marks of different sizes/types/colours on various surfaces</p> <p>Use various tools including finer ones.</p> <p>Practise holding painting tools correctly</p> <p>Experiment to create texture with mark styles or thicker paint</p> <p>Respect brushes and stroke across surfaces (not pushing against the bristles)</p>	<p>Create simple collagraph printing plate from collage materials.</p> <p>Print from a collagraph plate using water based ink.</p> <p>Take rubbings when dry.</p> <p>Manipulate various materials and consider their arrangement</p>
Colour mastery	<p>Experience how colours are made through mixing using the 3 primary colour wheel as a reference.</p> <p>Be confident with primaries, secondaries and tones.</p> <p>Become familiar with tertiaries: and the effect of black and white when added to other colours.</p>		
Theoretical knowledge	<p>Discuss how they would describe this artwork to somebody who hasn't seen it</p> <p><b>Express thoughts and feelings about a piece of art</b></p> <p>Describe their first reaction to a piece of artwork</p> <p>Discuss whether their reactions change the more they look at it.</p> <p>To look at clay sculptures by well known artists</p> <p>Discuss how do they think a piece of art was made.</p>		

**Year 3/4  
Cycle 1**

**Sculpture**

Animals including humans

Using: scrunched paper/ stuffed bags, tape, textured papers, boxes. Group work

**Formal elements**  
form , space, texture

**Elizabeth Frink**



**Tao Chiezo**



**Sarah Gallagher Hayes**



**Mosaic (texture work)**

Romans

Using: clay tiles (make them) and paint this includes drawing and mapping out design onto a larger scale. Group work

**Formal elements**  
texture , pattern, shape

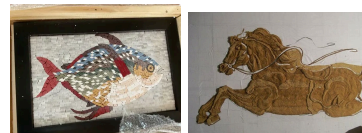
**Roman Artwork**



**John Botica**



**Saimir Strati**



**Draw/Paint/Print**

Collagraphs - incised and relief printing

Using: Acrylics/graphite/weighted pencils/chalks/charcoal, printing ink (water based), polystyrene, thick card,




**Formal elements**  
Pattern, colour, shape

**William Morris**



**Indian textile prints**



	<p><b>Final Artwork inspiration:</b></p> 	<p><b>Final Artwork inspiration:</b></p> 	<p><b>Final Artwork inspiration:</b></p> 
<p><b>End Points:</b></p>	<p>Observe/experiment/imagine/research/respond/express - generating ideas from stimuli using sketchbooks to support work.</p> <p>In teams/pairs construct, assemble into 3D form using materials.</p> <p>Develop finer motor skills to make improvements</p> <p>Use scrunched and rolled brown paper (and cover in a skin of tapes/glued paper) art straws and string.</p> <p>Consider scale for purpose/location of display.</p> <p>Assemble and use suitable sculpting materials; use various fastening/connecting techniques.</p>	<p>Observe, experiment, imagine, research, respond and express - generate ideas from stimuli using sketchbooks.</p> <p>Make a piece of artwork for decorative/pictorial purpose.</p> <p>Identify and consider the use of key visual elements.</p> <p>Design create an image using tile pieces and gluing to a base.</p> <p>Know a mosaic is a picture made up of little pieces paper/card/tiles.</p> <p>Use card and paper to make a mosaic onto a thick card base.</p> <p>Create an image for an indoor exhibition using own-made clay painted tiles.</p>	<p>Observe, experiment, imagine, research, respond and express - generate ideas from stimuli using sketchbooks.</p> <p>Observe closely and notice detail when doing observational drawings</p> <p>Do a rough draft, light sketch of ideas/observations</p> <p>In observational drawing show increasing ability to notice finer detail and draw it more accurately</p> <p>Use different sketching pencils for different effects</p> <p>Before painting roughly plan composition</p> <p>Hold paint tools correctly to suit the mark making intended (without damaging brushes).</p>

	<p>Make a strong supporting substructure and add a suitable skin and pattern decoration.</p> <p>Develop methods of connecting different materials.</p> <p>Know that sculptures are 3D and this means 3 dimensional.</p> <p>Identify key visual elements of medium: texture, shape, form, space.</p>		<p>Know the brush part is the ferrule (silver section)</p> <p>Print - demonstrating fine motor skills</p> <p>Create an incised printing plate and repeat simple patterns.</p> <p>Attempt some tessellating patterns (clockwise or anticlockwise ¼, ½, ¾ turns NB. mark back of the plate T for top)</p> <p>Hold inked plate still onto the surface.</p> <p>Use clean paper on back of plate and press with dry roller.</p> <p>Use mirror when incising lettering to ensure it reads correctly.</p>
<b>Colour mastery y3</b>	<p>Be confident in primaries, secondaries, tones, and tertiaries</p> <p>Know fluorescent colours are very bright</p> <p>Become familiar with complementary colours (opposites on the colour wheel)</p> <p>Become familiar with analogous (similar) colours next to each other on the colour wheel.</p> <p>Create a range of colour temperatures when mixing (warm yellow, cool yellow)</p>		
<b>Colour mastery y4</b>	<p>Increase in confidence with complementary and analogous colours, warm and cool colours, secondaries, tones (tints and shades), tertiary colours, fluorescent colours, metallics</p> <p>Become familiar with monochrome (1 colour can be different shades/tints)</p>		
<b>Theoretical knowledge</b>	<p>Form questions such as: If you could interview the artist, what would you ask?</p> <p><b>Describe what do you like/not like about the artist's style</b></p> <p>Give titles to individual pieces of work explaining why</p> <p>Explain what would you do with this piece of art if you owned it?</p> <p>Describe if you could change one thing about a piece of art, what would it be?</p> <p><b>Explain how does the art makes you feel</b></p> <p>Explain likes and dislikes about a piece of art</p>		
<b>Year 3/4</b>	<p><b>Sculpture and Painting</b></p> <p>Clay - Egyptian sarcophagus.</p>	<p><b>Drawing</b></p> <p>Portraits</p>	<p><b>Textured Boards (collage)</b></p>

## Cycle 2

Use: Clay

### Formal elements

Form, shape, pattern, space, colour

### Ancient Egypt



Using: monochrome (Charcoal, graphite, chalks black and white, pastels.)

### Formal elements

Line, tone

### Da Vinci



### Kareem Olamilekan



### Kings and Queens

Using: magazine cuttings, ribbons, found objects, dried pasta/beans/pulses, matchsticks, lollipop sticks, acorns, helicopters, pennies, nuts, bolts, packing materials, fabric, bottle tops on to canvas.

### Formal elements

Texture, pattern, colour, form

### Jane Perkins




### Final Artwork inspiration:

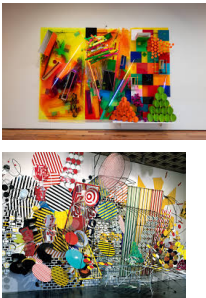
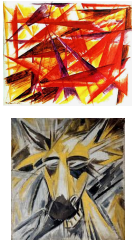
### Final Artwork inspiration:




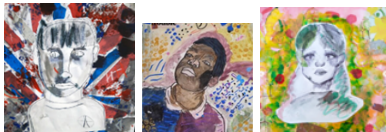


### Final Artwork inspiration:













			
End Points:	<p>Observe/experiment/imagine/research/respond/express - generating ideas from stimuli using a sketchbook to support work.</p> <p>Assemble and use suitable sculpting materials; use various fastening/connecting techniques.</p> <p>Use clay to make a coil pot</p> <p>Use clay to make 2 parts of a shape that fit together (lid and bottom)</p> <p>Before painting roughly plan composition</p> <p>Hold paint tools correctly to suit the mark making intended (without damaging brushes).</p> <p>Know the brush part is the ferrule (silver section)</p> <p>Use impasto (thick layers of paint)</p> <p>Paint background first, then middle ground, then foreground</p>	<p>Observe/experiment/imagine/research/respond/express - generating ideas from stimuli using a sketchbook to support work.</p> <p>Draw demonstrating increasingly fine motor skills</p> <p>Use varied surfaces, colours, scales, tools, and styles (eg. cartoon, portrait, realistic)</p> <p>Show increasing ability to notice finer detail and draw it more accurately, lightly sketching rough outlines.</p> <p>Use different sketching pencils for different effects</p> <p>In observational drawing show increasing ability to notice finer detail and draw it more accurately</p> <p>Use shading/masking off techniques.</p> <p>Consider pattern, tone, shape and composition.</p>	<p>Observe/experiment/imagine/research/respond/express - generating ideas from stimuli using a sketchbook to support work.</p> <p>Identify and consider use of key visual elements of medium in decision making: colour, pattern, texture, shape/</p> <p>Use various materials</p> <p>Use a theme to create a pattern (realistic or abstract)</p> <p>When gluing work from background to foreground.</p> <p>Use a viewfinder when required.</p>
Colour mastery y3	<p>Be confident in primaries, secondaries, tones, and tertiaries</p> <p>Know fluorescent colours are very bright</p> <p>Become familiar with complementary colours (opposites on the colour wheel)</p>		

	<p>Become familiar with analogous (similar) colours next to each other on the colour wheel. Create a range of colour temperatures when mixing (warm yellow, cool yellow)</p>		
<b>Colour mastery y4</b>	<p>Increase in confidence with complementary and analogous colours, warm and cool colours, secondaries, tones (tints and shades), tertiary colours, fluorescent colours, metallics</p> <p>Become familiar with monochrome (1 colour can be different shades/tints)</p>		
<b>Theoretical knowledge</b>	<p>Form questions such as: If you could interview the artist, what would you ask? Describe what you like/not like about the artist's style Give titles to individual pieces of work explaining why Final piece-Explain what would you do with this piece of art if you owned it? Describe if you could change one thing about a piece of art, what would it be? Explain how the art makes you feel Explain likes and dislikes about a piece of art</p>		
<b>Year 5/6</b>  <b>Cycle 1:</b>	<p><b>Textured art</b></p> <p>Maya/ rainforest individual pieces that make up an exhibition including printing - repeat patterns.</p> <p>Use: variety of materials including recycled materials, sewn items, printing, wire (nb need safety goggles for wire)</p> <p><b>Formal elements</b> Texture, pattern, colour, form, space</p> <p><b>Judy Pfaff</b></p> 	<p><b>Drawing/paint</b></p> <p>Link to Science : Light Rayonism Light reference film and photography National Geographic exhibition</p> <p>Using: oil pastels/ chalks Mixing paint with other materials eg sand/porridge and ink spray, acrylic paint. Fluorescent paints too.</p> <p><b>Formal elements</b> Colour, line, tone,</p> <p><b>Natalia Goncharova.</b> <b>Mikhail Larionov</b></p> 	<p><b>Painting</b></p> <p>Exploring my identity Layered painting with embellishments.</p> <p>Use: sewing, collage, charcoal drawings, words, Soft B pencils, handwriting pens, sharpies, oil/chalk pastels, acrylic, inks, brushes, A4 cartridge paper, collage papers, digital devices (tablets) if working digitally.</p> <p><b>Formal elements</b> colour , shape, line, tone.</p> <p><b>Mike Barrett and Frank Bowling, Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu</b></p>

			
	<b>Final Artwork inspiration:</b> 	<b>Final Artwork inspiration:</b>	<b>Final Artwork Inspiration</b> 
End points	<p>Make for more decorative, pictorial purposes considering scale.</p> <p>Use various collage materials, natural and man made.</p> <p>Communicate a message evoking a mood or symbolising something.</p> <p>Create and use collage materials to join together to make one piece of artwork.</p> <p>Use weaving, and stitching to add detail to a piece</p> <p>Use various collage materials: paper, card, fabrics, plastics, photos, haberdashery, small found objects (eg. shells, pennies, pebbles, washers, nuts, bolts, sticks)</p> <p>Create collagraph printing plate using hand cut card collage pieces.</p>	<p>Generate ideas from stimuli including others' work.</p> <p>Use a view finder and/or mask off areas as required</p> <p>For a sustained period of time draw what is intended with increasing independence.</p> <p>Use varied surfaces, colours and scales.</p> <p>Consider tone/shading and visual texture, pattern, shape and composition.</p> <p>Mask off areas not to receive paint.</p> <p>Hold tools with control/accuracy to suit marks.</p> <p>Outline, fill in and create some tactile texture</p> <p>Explore one and two point perspective (where applicable)</p>	<p>See how artists explore their identity by creating layered and constructed images.</p> <p>Share own response to artists' work</p> <p>Use curiosity to think about how I might adapt techniques and processes to suit me.</p> <p>Physically create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning.</p> <p>Take photographs of my artwork, thinking about lighting, focus and composition.</p> <p>Use symbolism to evoke mood.</p> <p>Work on the background first, moving to</p>

	Use collagraph and monoprints to add texture and pattern to artwork	Choose drawing tools for effect (charcoal, graphite, pencils)  Mask areas off not to receive paint.  Work on various surfaces and various scales.  Investigate different paint techniques: blob, dab, daub, dribble, drip, impasto, rough, smear, smooth, splash, spray, stipple, stroke, watery and choose for effect.	middle ground and foreground.  Paint marks of different sizes, types and colours on various surfaces with various tools.  Mask areas off not to receive paint.  Work on various surfaces and various scales.  Investigate different paint techniques: blob, dab, daub, dribble, drip, impasto, rough, smear, smooth, splash, spray, stipple, stroke, watery and choose for effect.
<b>Colour Mastery Y5</b>	Over the year, understand that colours are made through mixing and consider these in their artwork with a mood or message in mind using only 3 primary colours.  Increase in confidence with complimentary and colours of the same hue.		
<b>Colour Mastery Y6</b>	Have a colour focus in art activities, making, using and choosing colours for effect using the 3 primary colours as a basis.  Use colour accurately to convey the mood of the artwork.  Use fluorescent colours.  Become familiar with tints and shades of tertiaries eg. turquoise: tint Jade, shade, teal.		
<b>Theoretical Knowledge</b>	Identify elements of perspective in an artist's work. Can interpret a piece of art and compare the practice to other artists Identify the purpose of colour in artwork and link to colour families. <b>Make connections between an artwork and their own work.</b>		
<b>Year 5/6 Cycle 2:</b>	<b>Drawing</b>  Linked to Geography - populations  Use: oils pastels/ chalk/charcoal/graphite Printing patterns: ink	<b>Sculpture</b> Skylines of buildings  on strips of card including detail close up as a sky line done big. Each line sticks up and then brown paper tape over the top	<b>Sculpture and Painting</b> Taking inspiration from the world around us.  Using cardboard, tinfoil, papier mache.  <b>Formal elements</b>

<p>END POINTS:</p>	<p><b>Lowry</b></p>  <p><b>Anton van Dalen</b></p>  <p><b>Animators - Matt Groening</b></p>  <p><b>Formal elements</b> Tone, line, pattern, shape</p>	<p><b>Louise Nevelson</b> - buildings and architecture project artist to reference <b>Isabelle Bonte and Zara Hadid</b></p>    <p><b>Formal elements</b> Form, texture, space</p>	<p><b>Form, space, texture, colour</b></p> <p><b>Jean Miro</b></p>   
	<p><b>Final Artwork Inspiration</b></p>	<p><b>Final Artwork Inspiration</b></p>	<p><b>Final Artwork inspiration:</b></p>

			
End points:	<p>Generate ideas from stimuli including others' work.</p> <p>For a sustained period of time draw what is intended with increasing independence.</p> <p>Use varied colours and scales.</p> <p>Consider tone/shading and visual texture, pattern, shape and composition.</p> <p>Explore one and two point perspective</p> <p>Hold tools with control/accuracy to suit marks.</p> <p>Choose drawing tools for effect (charcoal, graphite, pencils)</p>	<p>Construct, assemble and model into 3D form using various materials.</p> <p>Learn from mistakes</p> <p>Rework when necessary</p> <p>Sculpt with suitable materials</p> <p>Create a sculpture that can convey a message</p> <p>Use knowledge of 2D and 3D shapes and their properties to make the sculpture.</p> <p>Consider different viewpoints and how something looks different from different angles</p>	<p>Construct, assemble and model into 3D form using various materials.</p> <p>Learn from mistakes</p> <p>Rework when necessary</p> <p>Sculpt with suitable materials</p> <p>Use knowledge of 2D and 3D shapes and their properties to assist in the creation of a sculpture.</p> <p>Consider more complex views: view from below, cross section,</p> <p>Explore sculpture attachment techniques.</p> <p>Use a variety of paints to share an abstract/realistic look.</p> <p>Make considered choices regarding the visual effect that they are after, and work and experiment to achieve this.</p>
Colour	<p>Over the year, understand that colours are made through mixing and consider these in their artwork with a mood or message in mind using only 3 primary colours.</p>		

Mastery Y5	<p>Increase in confidence with complimentary and colours of the same hue.</p>
Colour Mastery Y6	<p>Have a colour focus in art activities, making, using and choosing colours for effect using the 3 primary colours as a basis.</p> <p>Use colour accurately to convey the mood of the artwork.</p> <p>Use fluorescent colours.</p> <p>Become familiar with tints and shades of tertiaries eg. turquoise: tint Jade, shade, teal.</p>
Theoretical knowledge	<p>Identify elements of perspective in an artist's work.</p> <p>Can interpret a piece of art and compare the practice to other artists</p> <p>Identify the purpose of colour in artwork and link to colour families.</p> <p><b>Make connections between an artists' artwork and our own work.</b></p> <p>Interpret an object in a 3D form</p>