

# The Victory Primary School

## Art Curriculum



# Art and Design

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At the Victory Primary School, we aim to 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 deeper understanding of art and design. They should know how art and design reflect and shape our history, and contribute to the wealth, culture and creativity of our nation.

By the end of KS2, all pupils should be able to:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other techniques within the subject
- Evaluate and analyse creative works using the correct language
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

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# Overview: Whole School

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p><b>Observational Drawing</b></p> <p>Using and manipulating drawing tools with control and dexterity</p> <p>Self Portraits</p>	<p><b>Observational Drawing</b></p> <p>Make studies from observation with increasing accuracy</p> <p>Draw things from different viewpoints</p> <p>The School Building</p>	<p><b>Painting</b></p> <p>Select from different methods to apply colour using a variety of tools and techniques</p> <p>Paint symbols, form and compositions when exploring the work of other artists and cultures</p> <p>Cave Paintings</p>	<p><b>Collage</b></p> <p>Understand the traditional arts and crafts of the Mayan people and represent them using mixed media elements</p> <p>Mayan Masks</p>	<p><b>Collage</b></p> <p>Select and use cutting tools and adhesives with care for a specific outcome</p> <p>Contribute to a large scale piece</p> <p>Roman Mosaic</p>	<p><b>Drawing</b></p> <p>Develop an understanding of calligraphy as a graphic art form</p> <p>Build up drawings of whole or parts of items</p> <p>Embellish decoratively using layers of materials</p> <p>Anglo-Saxon Manuscript</p>
Spring	<p><b>Sculpture</b></p> <p>Select materials and ways of joining them</p> <p>Consider the difference between a 2D and 3D image and understand form has length, height and width</p> <p>Junk Modelling - Castles</p>	<p><b>Collage</b></p> <p>Experiment with a apply and range of techniques for collaging</p> <p>Consider the use of colour and the impact on the viewer</p> <p>The Great Fire Of London</p>	<p><b>Sculpture</b></p> <p>Explore how stimuli can be used as a starting point for 3D work with focus on form , shape , pattern and texture</p> <p>Develop a response through modelling</p> <p>Canopic Jars</p>	<p><b>Sculpture</b></p> <p>Build in clay a functional form using a range of techniques and surface decoration</p> <p>Investigate and apply understanding of pattern</p> <p>Islamic Tiles</p>	<p><b>Painting</b></p> <p>Select from different methods to apply colour using a variety of tools and techniques to express mood/emotion</p> <p>Plan/paint symbols and forms when exploring the work of other cultures</p> <p>Historic military paintings- Roman soldiers</p>	<p><b>Sculpture</b></p> <p>Recreate 2D images in 3D, looking at one area of experience- form and surface</p> <p>Viking Hoard</p>
Summer	<p><b>Printing</b></p> <p>Produce creative work by exploring ideas</p> <p>Apply ink to a shape or surface</p> <p>Press printing using objects - Transport</p>	<p><b>Digital Art</b></p> <p>open and use an art programme, select simple tools, control the size of a mark/line, select/pour/blend colours colours.</p> <p>Space Art</p>	<p><b>Portrait Of An Artist</b></p> <p>Describe the work of a great artist</p> <p>Learn about their style and describe how this is similar to and different from other great artists/practices</p> <p>Make links to own work</p> <p>Pointilism and the work of Seurat to create paintings linked to study of Ancient Greece</p>	<p><b>Printing/photography</b></p> <p>Design a complex pattern from 2 or more motifs and print a tiled version</p> <p>Superimposing images, layering and cutting out for effect</p> <p>Use camera to take specific photos</p> <p>Printing wallpaper from an industrial stimulus</p>	<p><b>Portrait Of An Artist</b></p> <p>Describe the work of a great artist</p> <p>Learn about their style and describe how this is similar to and different from other great artists/practices</p> <p>Make links to own work</p> <p>Kara Walker contemporary black artist using silhouette as form</p>	<p><b>Digital Art</b></p> <p>Use a digital art programme , making decisions about how and where to place images, text and using colour to convey a message</p> <p>Design Magazine cover highlighting an emotive topic – e.g. equality/discrimination</p>



# Overview: Year 1

		Substantive knowledge	Disciplinary knowledge	
Autumn	Drawing/ Painting – self portraits	<ul style="list-style-type: none"> <li>Hold a range of drawing tools accurately and control with dexterity to investigate marks that represent their observations</li> <li>Use lines to represent objects seen</li> <li>Accurately represent face with the correct features in the correct relative position</li> <li>Accurately represent face with the correct features an appropriate size and shape</li> <li>Mix colours using powder paint and apply them in their painting to represent real life</li> <li>Select and use different brushes to make marks of different thickness</li> <li>Recognise and describe key features of their own and others work.</li> </ul>	<p><b>Skills</b></p> <p><b>Examples and vocabulary</b></p> <p><b>Artists/Links</b></p>	<p>Colour: Know how to make secondary colours from primary colours Know how to make a colour lighter or darker by adding white/black Shape: Observe and represent shapes in the face accurately Space: Position the features of the face relative to one another and within the face as a whole and discuss choices made, consider the unused space within the face Vocab: self portrait, primary colour, secondary colors, size, shape, oval, bigger than, smaller than, the same as, equal, position, opposite, above, below, to the left/right of, next to Artists: Van Gogh, Graham Sutherland, Anna Katrina Zinkeisen</p>
Spring	Sculpture- Castles	<ul style="list-style-type: none"> <li>Handle and manipulate rigid and malleable materials and found objects to represent something known</li> <li>Select materials considering content, shape, surface and texture</li> <li>Modify materials by tearing and cutting and find ways of joining them to assemble basic forms</li> <li>Add surface features</li> <li>Consider the difference between a 2D and 3D image</li> <li>Evaluate and say what I might change or improve in the future</li> </ul>	<p><b>Skills</b></p> <p><b>Examples and vocabulary</b></p> <p><b>Artists/Links</b></p>	<p>Colour: use colour and painting skills to apply surface techniques to create or suggest a place or time Form: Understand that form is three dimensional and has height, length and width Know how this is different to a flat image, drawing or painting Vocab: select, materials, hinge, tie, fix, fasten, glue, sew, thread, length, height, width, volume, 3D, flat, 2D Artists: 2D images of castles, photographs from a visit to a castle</p>
Summer	Printing - Transport	<ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas</li> <li>Apply ink or paint to a shape or surface – cotton reels, vegetables, corks etc to experiment with printing, improving the placement of the image</li> <li>Select objects for printing on the basis of their size and shape and suitability to combine to create an image of a form of transport from the past/from modern day</li> <li>Create patterns that repeat</li> <li>Evaluate and describe key features of their own and others work.</li> </ul>	<p><b>Skills</b></p> <p><b>Examples and vocabulary</b></p> <p><b>Artists/Links</b></p>	<p>Colour: use colour and painting skills to apply surface techniques to create or suggest a place or time Pattern: explore and create repeating patterns, where placement is controlled and not random Vocab: print, cover, dip, technique, press, pattern, repeating image Artists: Visit to a local transport museum</p>



# Overview: Year 2

		Substantive knowledge	Disciplinary knowledge	
Autumn	Drawing-school building	<ul style="list-style-type: none"> <li>• Make studies from observation with increasing accuracy, positioning marks and features with some care</li> <li>• Develop ideas in a sketch book</li> <li>• Make line and shape drawings from observation adding light/dark tone, colour and features</li> <li>• Draw from different viewpoints</li> <li>• Use a view finder to select a view, shapes and visual clues in an image and record what has been selected within the frame</li> <li>• Add white to make tints and black to make tones.</li> <li>• Comment on differences in other's work and suggest ways of improving my own work</li> </ul>	<b>Skills</b> <b>Examples and vocabulary</b>  <b>Artists/Links</b>	Colour: select from a limited palette to create mood and feeling Shape: record shapes accurately taking account of their relationship to one another Space: develop an awareness of the spaces between shapes Form: add light and dark through shading and cross hatching Pattern: Investigation of pattern and symmetry within the architecture of a building Line: use line and dots to represent the texture of different parts of the building Explore tone using different grades of pencil, experiment and investigate Vocab: Soft, hard, pencil, line, thin, thick, faint, bold, wide, narrow, texture, rough, smooth, pattern, repeating, mirror image, symmetrical, tint, tone  L.S Lowry
Spring	Collage-Great Fire Of London	<ul style="list-style-type: none"> <li>• Experiment with and apply a range of techniques for collaging- modify materials by cutting, tearing, layering, super imposing before adding other marks( including text) and colour to represent an idea and give texture</li> <li>• Sort and use materials according to specific qualities e.g. shiny , hot colours</li> <li>• Use paste and adhesives to select and place cut and torn shapes/words/images onto a flat surface to convey an idea.</li> <li>• Comment on differences in other's work and suggest ways of improving my own work</li> </ul>	<b>Skills</b> <b>Examples and vocabulary</b>  <b>Artists/Links</b>	Colour: consider the use of colour for effect – warm and hot colours Pattern: Consider the effect of the juxtaposition of hot colours and black in a random arrangement Space: consider how the space between, above and below collaged areas contributes to the overall effect of the piece Vocab: ripping, cutting, tearing, layering, super imposing, hot and warm colours, cold colours texture  Museum Of London collection
Summer	Digital Art-Space	<ul style="list-style-type: none"> <li>• Open and use an art programme, select simple tools to make lines, shapes and pour colours</li> <li>• Control the size of a mark/line and use predefined stamps, shapes or motifs</li> <li>• Copy and paste areas of an image</li> <li>• Save and print an image.</li> <li>• Comment on differences in other's work and suggest ways of improving my own work</li> </ul>	<b>Skills</b> <b>Examples and vocabulary</b> <b>Artists/Links</b>	Colour: Use contrasting colours together for impact – draw on previous knowledge and apply in own work. Use the erase tool to investigate the impact of areas with an absence of colour Shape: Consider the impact on their composition of the positioning of different shapes Vocab: fill effect, impact. erase, blend, graduate, paint, stamp, motif,  Greg Martin



# Overview: Year 3

		Substantive knowledge	Disciplinary knowledge	
Autumn	Painting- Cave Paintings	<ul style="list-style-type: none"> <li>Collect visual and other information to develop ideas and record them in a sketch book</li> <li>Select from different methods to apply colour using a variety of tools and techniques, including painting with natural materials e.g. mud, ink, cochineal, charcoal and with a range of natural materials e.g. sticks, feathers, hands</li> <li>Paint symbols, form and compositions when exploring the work of other artists and cultures</li> <li>Experiment with painting onto wet and dry surfaces</li> <li>Explore the effect of adding glue, sawdust and use this in painting</li> <li>Comment on similarities and differences between my own and someone else's work</li> </ul>	<p><b>Skills</b></p> <p><b>Examples and vocabulary</b></p> <p><b>Artists/Links</b></p>	<p>Colour: Experiment with a range of types of paint, adjusting the strength of colours used. Replicate a colour palette appropriate for cave paintings Mix colours using tints and tones.</p> <p>Line: Understand how line can be affected by the nature of the range of tools used. Make decisions about which tools to select for the type of line required Shape: consider shapes drawn and the surrounding spaces – how will colour be used in both these areas?</p> <p>Vocab: silhouette, wax resist, language of direction, zig zag, continuous line, broken line, dotted line, dashes, curved line, wiggly line The Lascaux Cave artists ( as story tellers linked to modern cartoonist Max Groening</p>
Spring	Sculpture- Canopic Jars	<ul style="list-style-type: none"> <li>Use a sketch book for different purposes, including recording and observations, planning and shaping ideas.</li> <li>Explore how stimuli can be used as a starting point for 3D work with focus on form , shape , pattern and texture</li> <li>Develop a response through modelling</li> <li>Understand how structure needs to be created to hold its shape, have volume</li> <li>Identify and assemble materials to make a new form, carefully covering with papier mache</li> <li>Compare own designs and pattern making with those from periods of history – Ancient Egypt</li> <li>Take the time to reflect upon what they like and dislike about their work in order to improve it.</li> </ul>	<p><b>Skills</b></p> <p><b>Examples and vocabulary</b></p> <p><b>Artists/Links</b></p>	<p>Colour: represent things observed or remembered using colour , selecting appropriate paint, colour and brushes</p> <p>Pattern: investigate and apply geometric and interlacing patterns from other cultures and times</p> <p>Form: build on understanding of layering to create a robust 3D structure</p> <p>Vocab: papier mache, geometric patterns, symmetry, interlacing pattern, band pattern, motif</p> <p>Links to other cultural art which focuses on pattern e.g. Rangoli patterns Pramod Arvi</p>
Summer	Portrait of an artist	<ul style="list-style-type: none"> <li>Collect visual and other information to develop ideas and record them in a sketch book</li> <li>Learn about the life and work of Seurat and the pointillist style</li> <li>Learn about 'how to..' from an artists work</li> <li>Understand how paintings communicate ideas and emotions</li> <li>Experiment with creating moods and feelings.</li> <li>Comment on similarities and differences between my own and someone else's work</li> </ul>	<p><b>Skills</b></p> <p><b>Examples and vocabulary</b></p> <p><b>Artists/Links</b></p>	<p>Critical and contextual skills: Describe what you see, think, feel when looking at images and artefacts in different forms and suggest reasons for the artist's intention or meaning of the work. Say how other artists have used texture, colour, pattern or shape How could you use these considerations of an artist's work to improve your own?</p> <p>Line: Use line and dots to represent the texture Vocab: preference, like, dislike, mood, feeling,</p> <p>Seurat</p>

# Overview: Year 4

		Substantive knowledge	Disciplinary knowledge	
Autumn	Collage- Mayan Masks	<ul style="list-style-type: none"> <li>Use sketch books and drawing purposefully to improve understanding and inform ideas and plan for an outcome.</li> <li>Understand the traditional arts and crafts of the Mayan people and represent them using mixed media elements</li> <li>Improve the skills of overlapping and overlaying to place objects in front and behind</li> <li>Use understanding of Mayan Gods to draw an image from their imagination</li> <li>Use human and animal shapes to create a mask for a specific purpose – death, war, priest, celebration</li> <li>Design and make a 3D form and consider its function</li> <li>Decorate using colour to reflect mood and purpose</li> <li>Compare the traditional art of the Mayans with Lascaux cave paintings, with focus on use of colour</li> <li>Use contrasting textures, colours or patterns – rough/ smooth / light / dark / plain / patterned</li> <li>Regularly reflect upon their own work and use comparisons with the work of others (pupils and artists) to identify how to improve.</li> </ul>	<p><b>Skills</b></p> <p><b>Examples and vocabulary</b></p> <p><b>Artists/Links</b></p>	<p><b>Colour:</b> Experiment with colour to portray a symbolic message Red = East (where the sun is born), White = North (sacred items are white), Yellow = South (the dying place of the sun) <b>Pattern:</b> apply recognized patterns to their own work, adapt and apply using spatial and geometrical thinking <b>Vocab:</b> mask, symbols, symbolize, symbolism, message, represent, concept, association, image</p> <p>Traditional Mayan Art</p>
Spring	Sculpture – Islamic Tiles	<ul style="list-style-type: none"> <li>Use sketch books and drawing purposefully to improve understanding and inform ideas and plan for an outcome.</li> <li>Build in clay a functional form using a range of techniques and surface decoration</li> <li>Understand how to create a relief by making indentions with a range of tools</li> <li>Experiment with “cross hatching and grafting” and use of slip to attach additional raised sections</li> <li>Scale a design up to a larger scale and work as part of a group to create a whole class piece</li> <li>Evaluate their own work and use comparisons with the work of others (pupils and artists) to identify how to improve.</li> </ul>	<p><b>Skills</b></p> <p><b>Examples and vocabulary</b></p> <p><b>Artists/Links</b></p>	<p><b>Colour:</b> Experiment with colour to portray a cultural message - <b>Pattern:</b> Investigate and apply understanding of pattern: geometric shapes in Islamic pattern ( arabesque) <b>Line:</b> make choices of tool, based on the quality of the lines they produce – width, depth, feel <b>Shape:</b> recreate shapes from ancient Islamic art, using curved, straight, dotted lines and the shapes they define <b>Form :</b> work in 3D on a small scale and combine to make a 3D image <b>Vocab:</b> relief, tiles, ceramic, theme, indent, press, apply, hatching, slip, graft, indentation</p> <p>Traditional Islamic Art</p>
Summer	Printing/ Photography	<ul style="list-style-type: none"> <li>Record from <u>first hand</u> evidence, experience and imagination for a variety of purposes and record <u>their ideas</u> in a sketch book.</li> <li>Design a complex pattern from 2 or more motifs and print a tiled version- polystyrene tile and ink</li> <li>Superimposing images, layering and cutting out for effect</li> <li>Use the work of a <u>well known</u> artist to understand “how to...” ( create a repeating motif for wallpaper)</li> <li>Use camera to take photos with a specific focus- industrial shapes, cogs, wheels, looms</li> <li>Record photographic images and select from them , as inspiration for own work</li> <li>Evaluate their own work and use comparisons with the work of others (pupils and artists) to identify how to improve.</li> </ul>	<p><b>Skills</b></p> <p><b>Examples and vocabulary</b></p> <p><b>Artists/Links</b></p>	<p><b>Colour:</b> selecting colours to overlap for effect and to create mood <b>Pattern:</b> Recognise patterns in industrial shapes and use as inspiration for own patterns, make choices about what is repeated and how it is repeated – is the pattern regular or irregular? Understand motif as a single element within a more complex arrangement <b>Line:</b> Consider the type of line used in the motif. How does this help the motif to tessellate ? <b>Space:</b> Consider size, shape, arrangement of space between and around the motif. How is colour used to emphasize the motif or to extend the motif? <b>William Turner</b> Visit to local industrial museum</p>





### 3. Overview: Year 5

		Substantive knowledge	Disciplinary knowledge	
Autumn	Collage-Roman Mosaic	<ul style="list-style-type: none"> <li>Confidently use sketch books for a variety of purposes, including recording observations, developing ideas, testing materials, planning and recording information.</li> <li>Select and use cutting tools and adhesives with care for a specific outcome</li> <li>Explore how a stimulus can be used as a starting point for work in 3D, with a particular focus on form, shape, colour, pattern and texture</li> <li>Use a study of work in 3D from other times and cultures to develop their own models, experimentation and designs</li> <li>Make imaginative use of the knowledge previously acquired to use tools, techniques and materials with increasing precision and matched to an intended outcome</li> <li>Contribute to a large scale piece, use a viewfinder to focus on a specific section of a larger work</li> <li>Embellish decoratively, ensure that fixings selected are secure</li> <li>Evaluate- analyse and comment on ideas, method and approaches used in my own and others work, relating these to its context.</li> </ul>	<p><b>Skills</b></p> <p><b>Examples and vocabulary</b></p> <p><b>Artists/Links</b></p>	<p><b>Colour:</b> Make own selection of colour adhering to conventions of culture and tradition and as part of a larger collaborative piece</p> <p><b>Texture:</b> Work in raised relief, using smaller tiles (coloured glass tiles, broken up mosaic style bathroom tiles) to create an image on a larger clay tile</p> <p><b>Shape:</b> Understand how an overall image is made from the placement of a series of coloured squares</p> <p><b>Pattern:</b> Apply previous knowledge of band patterns, considering rotation, reflection</p> <p><b>Form:</b> Build complexity into the surface of a 3D piece</p> <p><b>Vocab:</b> mosaic, embed, fixing, secure, band pattern, reflection, rotation, border</p> <p>Traditional Roman mosaic designs Visit to local Roman site/museum</p>
Spring	Painting – Roman military portraits	<ul style="list-style-type: none"> <li>Confidently use sketch books for a variety of purposes, including recording observations, developing ideas, testing materials, planning and recording information.</li> <li>Select from different methods to apply colour using a variety of tools and techniques to express mood/emotion- colour wash as base onto which to add details</li> <li>Paint with water colours, mix colours and use range of ways of including tone – adding white/black, using more paint, using more water, layering /painting over top</li> <li>Plan/paint symbols and forms when exploring the work of other cultures- combining pencil drawing with painting to mark out both subject and background</li> <li>Using manikin to understand proportion in the human form- plan and complete a set of prelim drawings to plan a piece.</li> <li>Evaluate- analyse and comment on ideas, method and approaches used in my own and others work, relating these to its context.</li> </ul>	<p><b>Skills</b></p> <p><b>Examples and vocabulary</b></p> <p><b>Artists/Links</b></p>	<p><b>Colour:</b> creating a colour wash, as a base/background to a painting, recognizing how a wash differs from painting subsequent layers (diluted strength) and how it is built upon by subsequent layers of stronger colour to arrive at the final piece.</p> <p>Mix a full range of colours and shades from a standard water colour palette</p> <p><b>Shape:</b> Understand and represent proportion accurately</p> <p><b>Space:</b> Understand how blocking out space projects an image forward</p> <p><b>Texture:</b> Understand how to use brushes of different sizes to create effects that re create texture in a 2D painting e.g. stippling, dabbing, washing</p> <p><b>Vocab:</b> proportion, colour blocking, under painting, wash, base coat, background, detail, stippling, project, stand out, draw the eye</p> <p>Roman Military paintings by Graham Turner</p>
Summer	Portrait Of An Artist- Kara Walker	<ul style="list-style-type: none"> <li>Confidently use sketch books for a variety of purposes, including recording observations, developing ideas, testing materials, planning and recording information.</li> <li>Describe the work of a great artist</li> <li>Learn about their style and describe how this is similar to and different from other great artists/practices</li> <li>Make links to own work</li> <li>Plan and annotate and record ideas as thumbnails</li> <li>Build up drawings of parts of designs using a range of techniques – cutting out proto type from card</li> <li>Use shadow puppets to investigate form</li> <li>Evaluate- analyse and comment on ideas, method and approaches used in my own and others work, relating these to its context.</li> </ul>	<p><b>Skills</b></p> <p><b>Examples and vocabulary</b></p> <p><b>Artists/Links</b></p>	<p><b>Colour:</b> Understand darkness as the absence of light, Recognise and make choices around the elements of dark against light and light against dark</p> <p><b>Form:</b> How is form created by what is cut out and what is left where pieces have been removed?</p> <p><b>Vocab:</b> silhouette, shadow, puppet, outline, definition, light, dark, cut out, stencil</p> <p>Kara Walker contemporary black artist using silhouette as form Link to Chinese folk art</p>

# Overview: Year 6

		Substantive knowledge	Disciplinary knowledge	
Autumn	Drawing Calligraphy -Anglo Saxon Manuscript (Runes )	<ul style="list-style-type: none"> <li>Systematically investigate, research and test ideas and plans using sketch books and other appropriate approaches.</li> <li>Develop an understanding of calligraphy as a graphic art form</li> <li>Consider use of colour, line and shape when exploring work from another time or culture</li> <li>Build up drawings of whole or parts of items</li> <li>Embellish decoratively using layers of materials, drawing on known skills and techniques in collage, painting, drawing, printing.</li> <li>Plan and complete extended sets of drawings in sketchbooks</li> <li>Provide a reasoned evaluation of both their own and professionals work which takes account of the starting points, intentions and context behind the work.</li> </ul>	<p><b>Skills</b></p> <p><b>Examples and vocabulary</b></p> <p><b>Artists/Links</b></p>	<p><b>Colour:</b> Convey tonal features <b>Form:</b> Investigate different type faces – what is their impact on the reader? How does typeface reflect the time, culture, purpose of the piece?</p> <p><b>Line:</b> consider the visual impact of hard straight lines and symbols</p> <p><b>Vocab:</b> layer, super impose, embellish, layer, assemble, decorate, calligraphy, graphics, text, font, rune, composition</p> <p>Images of rune manuscripts</p>
Spring	Sculpture – Viking Hoard	<ul style="list-style-type: none"> <li>Systematically investigate, research and test ideas and plans using sketch books and other appropriate approaches.</li> <li>Recreate 2D images in 3D, looking at one area of experience- form and surface</li> <li>Use the study of 3D work from a variety of genres and cultures to develop a personal response through models, experimentation and design stages</li> <li>Explore a stimulus as a starting point for developing own ideas</li> <li>Make imaginative use of previous knowledge of tools, materials ( Clay) and techniques to express own ideas and feelings</li> <li>Apply previous knowledge to judging scale</li> <li>Provide a reasoned evaluation of both their own and others’ work which takes account of the starting points, intentions and context behind the work.</li> </ul>	<p><b>Skills</b></p> <p><b>Examples and vocabulary</b></p> <p><b>Artists/Links</b></p>	<p><b>Colour:</b> Mixing and matching colour for effect ( to resemble precious metals)</p> <p><b>Form:</b> Continue to develop solid 3D skills, working on a range of scales – small scale , precision</p> <p><b>Line:</b> Make decisions about the width and type of lines used to decorate or to represent factors of cultural or religious significance</p> <p><b>Texture:</b> Apply knowledge of using a range of tools to create rough and smooth textures on the surface of the clay, as appropriate for the nature of the piece</p> <p><b>Vocab:</b> size, weight, scale, surface, shape, cross hatching, score, slip, relief, slab, blending, welding, proportion</p> <p>Visit to/ online collection from British Museum or Yorvik Centre</p>
Summer	Digital Art – Magazine Cover	<ul style="list-style-type: none"> <li>Systematically investigate, research and test ideas and plans using sketch books and other appropriate approaches.</li> <li>Use a digital art programme , making decisions about how and where to place images, text and using colour to convey a message</li> <li>Plan and take photographs to provide content to be cut and pasted /superimposed in other images</li> <li>Design Magazine cover highlighting an emotive topic – e.g. equality/discrimination</li> <li>Work communicates a meaning, idea, thought, feeling or emotion.</li> <li>Provide a reasoned evaluation of both their own and others’ work which takes account of the starting points, intentions and context of the work.</li> </ul>	<p><b>Skills</b></p> <p><b>Examples and vocabulary</b></p> <p><b>Artists/Links</b></p>	<p><b>Colour:</b> Confidently make and apply decisions about the use of colour to accentuate the message conveyed by the design of the magazine cover, use block fill, fading, blending tools to manipulate colour . Consider how colour is used in both subject and background and how it links with the choice of font and arrangement of text.</p> <p><b>Line:</b> How have decisions been made about line size, style, width and colour in line with the brief? What is the impact on the reader?</p> <p><b>Form:</b> How have images been made to look 3D? How have 2 and 3D images been combined ?</p> <p><b>Space:</b> How have decisions been made about the layout of the images, text and the background space, spaced between items?</p> <p><b>Vocab:</b> photoshop, crop, rotate, insert, enlarge, reduce, scale, font, graphics, size, re size, background, colour fill, block fill, graduated colour, blending</p> <p>National Geographic, Range of magazine covers</p>

