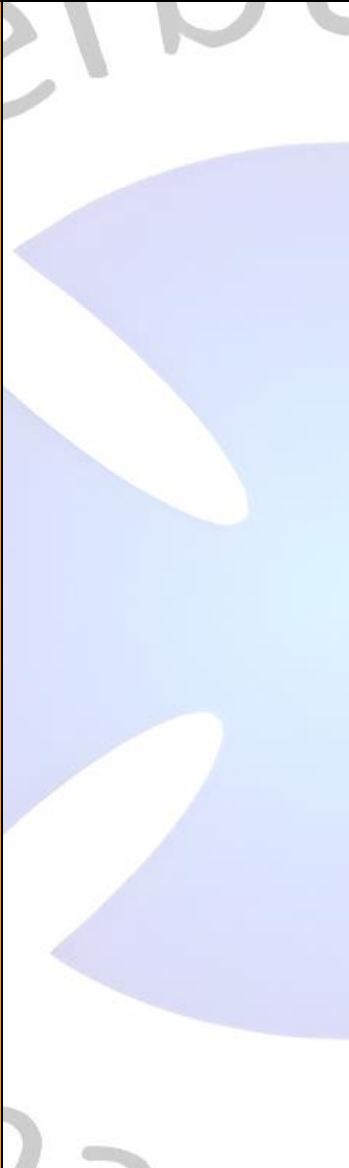


| Year 4 NC - pupils should be taught to: | Desert and Tundra How we do this in Year 4 | Year 4 Vocabulary | Year 6 NC - pupils should be taught to: | Landscapes and cityscapes How we do this in Year 6 | Year 6 Vocabulary |
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| <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; about great artists, | <p>Learn about warm and cool colours and apply colours to identical outlines / picture - discuss how colour effects mood Ext - create tones</p> <p>Explore landscape art - show preference for a piece and annotate use of Art elements (colour, line, shape, value, texture)</p> <p>Study the work of two artists: Jonathan Harris - desert inspiration Paul Klee's oceanic landscape - tundra inspiration Express an opinion on the work-referring to techniques adopted and effect of colour, line, shape, value, texture</p> <p>Use ICT to create a digital landscape collage, layering textured materials. http://aminahsworld.org/create/ArtBuilder.html</p> <p>Use a range of materials to create a collage of a landscape; layering background, middle ground and foreground, -select colours and materials to create effect,</p> | <p>foreground, middle ground, background, emotion, atmosphere, affect, mosaic,</p> <p>Colour Hue, bright, pure, vivid, strong, dramatic, vibrant, intense, powerful, primary, secondary, tertiary, dull, gloomy, faded, gentle, blend, clash, cold & warm, mixed, tint, tone, opaque, complementary</p> <p>Shape geometric, sharp, rounded, curved, irregular & regular, overlapping, perspective, tessellation</p> <p>Texture uneven, rough, smooth, plain, fine, flat, brushstroke, dull, delicate</p> | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; about great artists, architects and designers in history. | <p>Reintroduce landscape art and children to offer facts on an artist's work and life.</p> <p>Offer opinion and compare and contrast art, annotating use of Art elements (colour, line, shape, value, texture, space, pattern)</p> <p>Explore elements by adding colour, texture and pattern to a landscape using 'Zentangles' (year 6 Drawing) (Hiroshige - Kisokaido Road) using a range of drawing materials -pen (black and coloured) -pencil (standard and coloured)</p> <p>Sketch a landscape (Lowry - canal and factories) focusing on: -shape and proportion -depict perspective (back ground, middle ground, foreground) - use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-</p> | <p>Cityscape art a) A drawing of a city which often appears as a landscape b) Artists usually focus on bigger, more popular towns c) Often from a 3D perspective</p> <p>3D perspective a) Perspective is what gives a three-dimensional feeling to a flat image such as a drawing or painting. b) Crucial to create realistic and believable scenes.</p> <p>Vanishing point a) The point at which two parallel lines appear to converge b) Creates perspective c) Makes objects look like they are getting further away</p> <p>Horizon line a) Refers to where the sky separates from land and sea b) Represents the viewer's eye level c) Suggests that the figures are the same height as the</p> |

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| <p>architects and designers in history.</p> | <p>giving reasons for their choices; -refine work as they go to ensure precision; -learn and practice a variety of techniques, e.g. overlapping, tessellation and mosaic</p> <p>Experiment with colour, tools (brush thickness, sponges etc) and paint (poster, water colours) to replicate each work of Art (studied pieces) -explore paints - poster, water colors, acrylic -mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; -create texture through use of tools (e.g varied brush strokes, sponges, unconventional mediums- cotton buds?)</p> <p>reflect upon their work, in particular the development of their art skills;</p> <p>Develop a design/ sketch for a landscape that incorporates aspects of both desert and tundra, showing increased independence and creativity with the painting process (mixing colours, choosing tools, materials etc)</p> |  | | <p>hatching: (year 5 Drawing)</p> <p>Explore how colour is used to show emotions and atmosphere studying the techniques and processes used by artists.</p> <p>Experiment with different media and make annotations, e.g: water colours poster paints acrylic paints oil pastels chalk</p> <p>Replicate work using explored media: -pastels - blend, smudge, use of tones (Georgia O'Keeffe- black mesa landscape) -paint - create their own colour palette (Oskar Kokoschka - London views)</p> <p>Reflect upon own work and adapt / refine - add a collage for texture? Compare work to work / style of artist</p> <p>Introduce cityscape art (e.g Paul Kenton, Leonid Afremov, Charles Fazzino) recapping on</p> | <p>viewer of the picture</p> <p>Colour Complementary, bright, pure, vivid, strong, dramatic, vibrant, intense powerful, primary, secondary, tertiary, intermediate, dull delicate, gloomy, faded, gentle, blend, clash, cold & warm deep, neutral, mixed, tint, tone opaque,</p> <p>Tone light, dark, mid-tone, deep, rich, strong, pale, faded, bright, shade, smooth</p> <p>Line Straight, angular, faint flowing, free, scribble, sweeping, fine, thick, solid</p> <p>Shape geometric, angular, model, rough, sculpt, sharp, body, figure, sharp, rounded, curved, irregular & regular, overlapping, perspective, enlarge, overlapping</p> <p>Texture uneven, bumpy, rough, coarse,</p> |
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| | <p>make changes / adapt design where necessary</p> <p>reflect upon their overall work, in particular the development of their art skills;</p> | | <p>horizon line and introducing vanishing point and how 3D perspective is achieved.</p> <p>Mimic style of Leonid Afremov. Use palette knives in different ways to create different effects.</p> <p>Recap on the colour theory and explore how the sky and light in photos of cityscapes changes at different times of the day. Explain what a silhouette is before looking at how to create cityscape art using digital silhouettes https://sketch.io/sketchpad/ and creative, colourful backgrounds.</p> <p>Plan and create own cityscape artwork, making decision about which city to portray, what styles and techniques to use and what materials and tools to us.</p> | <p>smooth, plain, glossy, cross-hatching, fine, flat, brushstroke dull, delicate</p> |
| | | <p>Previous knowledge</p> <p>Drawing See year 2</p> | | <p>Previous knowledge</p> <p>Drawing See year 5</p> <p>Drawing see year 6</p> |