

Randwick C of E Primary School

Curriculum Map: Art and Design

Intent:

Through art, craft and design we want to engage, inspire and challenge pupils by introducing them to a broad range of techniques, materials and artists, craftspeople and designers. We want to equip them with the knowledge and skills to experiment, explore, take risks, invent and create. It will enable them to be authentic and explore their own identity as well as being curious about respecting and connecting with others.

The teaching and implementation of the Art and Design Curriculum at Randwick fulfils the requirements set out in the National Curriculum but aspires to go beyond this by providing children with an artistic education that is ambitious in its breadth and depth.

Each topic introduces children to a diverse range of artists and movements. The artists have been carefully chosen to allow the children to explore not only a range of styles and mediums, but to find out how different identities and protected characteristics can be explored through the medium of art. Teachers present opportunities to discuss the impact that race, gender, sexuality and disability have on artists' work and find ways to explore and express their own uniqueness and identity through their creations. Cross-curricular links with RE are fostered to allow art to function as a vehicle for understanding faith and religious belief.

Art and design skills progress in complexity as the children move up through the school. Sketchbooks are used from KS1 for children to document their creative and learning journeys; where they have the opportunity to record, review and revisit their ideas. We feel these are a vital part of developing our children to work as artists, craft makers and designers. In every topic, sketching and painting opportunities are utilised

Vocabulary connected to the focus artist, movement and medium are planned out and built upon progressively each year so children can talk confidently and accurately about their own art and that created by others.

Children complete three art and design topics each year, alternating termly between art and design, and design technology. Art learning journeys are connected to the topics explored in class, to ensure children are able to make meaningful and enriching connections between their learning and draw on other subjects for inspiration.

Assessment in the art curriculum is a holistic process and should teach pupils: how to become independent artists, craft makers and designers, to know and understand the creative process, to ask themselves the right questions and to be able to accept praise and take advice in equal measures.

At Randwick, we are keen to take art learning outside of the classroom. We make full use of the wonderful environment surrounding our school for inspiration and take trips to visit local galleries and exhibitions. We also foster links with artists from our community who come into school to share their expertise. Each year, every child has their work presented in an exhibition for the wider community to visit and engage with

**Owls
EYFS**

Early Learning Goal: Expressive Arts and Design

Exploring and using media and materials: Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Being imaginative: To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Take inspiration from the greats: Use some of the ideas from artists studied to create pieces of artwork: Andy Goldsworthy, Minnie Pwerle, Wassily Kandinsky, Giuseppe Arcimboldo,

Exploring a range of mediums:

Drawing: Experiment with a variety of drawing tools; pencils, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Investigate different lines. Draw on different surfaces with a range of media. Use differently textured and sized media. Observe and draw shapes from observations. Encourage accurate drawings of people. Painting. Use a variety of tools including different brush sizes and types. Identify primary colours by name. Mix secondary colours. Work on different scales




Print: Explore printing using toys – car tracks, animal feet. Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Take simple prints of found objects to create patterns e.g. leaves, tree trunks, numicon. Build repeating patterns and recognise pattern in the environment. Create simple printing blocks with press print

Sculpture: Manipulate malleable materials in a variety of ways including rolling and kneading. Explore sculpture with a range of malleable media. Manipulate malleable materials for a purpose. Understand the safety and basic care of materials and tools. Experiment with constructing and joining




Collage: Simple collage; arrange and glue materials to different backgrounds. Sort and group materials for different purposes e.g. colour texture. Fold, crumple, tear and overlap papers. Work on different scales

Textiles: Cut and shape fabric using scissors. Apply shapes with glue or by stitching. Apply colour with printing, fabric crayons. Simple weaving i.e. grass through twigs, wool around nails




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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Buzzards Cycle A	<p>Autumn 1 <i>How do you become a hero?</i> Pop Art portraits Artist: Andy Warhol and Roy Lichtenstein Medium: Digital media Style: Pop Art</p>  <p>Topic and cross-curricular links: Art this term further enriches children's learning in their history topic about Florence Nightingale and Mary Seacole. Children will have the opportunity to explore images of heroes and how they are represented.</p> <p>Technical Skills (Digital)</p> <ul style="list-style-type: none"> Select simple tools to create different lines, shapes, and fill colours. Select colours Use predefined shapes, motifs and stamps. <p>Evaluating</p> <ul style="list-style-type: none"> Talk about what we like and don't like about an art piece and give some reasons for these ideas. Describe the differences and similarities between two art pieces. Make links to our own work. <p>Creative and Expressive Skills</p> <ul style="list-style-type: none"> Respond to ideas and starting points. Explore different methods and materials as ideas develop. Make mistakes and try again. 	<p>DT Topic</p>	<p>Spring 1 <i>Can art be delicious?</i> Clay fruit/vegetables Artist: Yayoi Kusama Medium: Sculpture Style: Contemporary</p>  <p>Technical Skills (Sculpture)</p> <ul style="list-style-type: none"> Use rolling, moulding and carving techniques. Use scoring and slurry to make simple joins. Create patterns by making impressions in clay. <p>Evaluating</p> <ul style="list-style-type: none"> Talk about what we like and don't like about an art piece and give some reasons for these ideas. Describe the differences and similarities between two art pieces. Make links to our own work. <p>Creative and Expressive Skills</p> <ul style="list-style-type: none"> Respond to ideas and starting points. Explore different methods and materials as ideas develop. Make mistakes and try again. 	<p>DT Topic</p>	<p>Summer 1 <i>What if we hadn't landed on the moon?</i> Planet-inspired painting Artist: Alma Thomas Medium: Painting Style: Abstract</p>  <p>Topic and cross-curricular links: This art will capture the children's imaginations about space as they explore how to create an image of a planet they would love to visit.</p> <p>Technical Skills (Painting)</p> <ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels. Use short, controlled brush strokes to create pattern and texture. <p>Evaluating</p> <ul style="list-style-type: none"> Talk about what we like and don't like about an art piece and give some reasons for these ideas. Describe the differences and similarities between two art pieces. Make links to our own work. <p>Creative and Expressive Skills</p> <ul style="list-style-type: none"> Respond to ideas and starting points. Explore different methods and materials as ideas develop. Make mistakes and try again. 	<p>DT Topic</p>
Vocabulary	<p>Artist Vocabulary: Andy Warhol, Pop Art, American, Marilyn 1967, screen print,</p> <p>Skills Vocabulary: fill, copy, paste, outline, background, similar, different, bold, repeated, contrast</p>		<p>Artist Vocabulary: Yayoi Kusama, Japan, contemporary artist, installation, sculpture, sculptor, Pumpkin 1994, Infinity Rooms, polka dots,</p> <p>Skills Vocabulary: roll, mould, carve, score, slurry, impression, form, surface, pattern</p>		<p>Artist Vocabulary: Alma Woodsey Thomas, America, abstract, The Eclipse 1970, acrylic, canvas,</p> <p>Skills Vocabulary: primary, secondary, tint, tone, complementary, brush strokes, texture</p>	
	<p>Assessment</p> <p>Teacher assessment of sketchbook work and final piece.</p> <p>To include judgement of evaluative skills and creative expression as well as technical skills with the focus medium.</p>		<p>Assessment</p> <p>Teacher assessment of sketchbook work and final piece.</p> <p>To include judgement of evaluative skills and creative expression as well as technical skills with the focus medium.</p>		<p>Assessment</p> <p>Teacher assessment of sketchbook work and final piece.</p> <p>To include judgement of evaluative skills and creative expression as well as technical skills with the focus medium.</p>	




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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Buzzards Cycle B	DT Topic	<p>Autumn 2 <i>Can you step inside a picture?</i> Printed forests Artist: Gustav Klimt Medium: Printing Style: Impressionism</p>  <p>Technical Skills (Printing)</p> <ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. <p>Evaluating</p> <ul style="list-style-type: none"> • Talk about what we like and don't like about an art piece and give some reasons for these ideas. • Describe the differences and similarities between two art pieces. • Make links to our own work. <p>Creative and Expressive Skills</p> <ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore different methods and materials as ideas develop. • Make mistakes and try again. 	DT Topic	<p>Spring 2 <i>How can you bring a picture to life?</i> Coral reef collages Artist: Rachel Jones Medium: Collage Style: Abstract</p>  <p>Technical Skills (Collage)</p> <ul style="list-style-type: none"> • Cutting and tearing different shapes • Arranging materials to build up layers. • Overlapping shapes to create texture. • Combining different materials based on their qualities (colour, texture, pattern, matt or shiny) • Embellish collage using a range of media <p>Evaluating</p> <ul style="list-style-type: none"> • Talk about what we like and don't like about an art piece and give some reasons for these ideas. • Describe the differences and similarities between two art pieces. • Make links to our own work. <p>Creative and Expressive Skills</p> <ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore different methods and materials as ideas develop. • Make mistakes and try again. 	DT Topic	<p>Summer 2 <i>Should paintings be realistic?</i> Colour pencil portraits Artist: James Mbutia Medium: Drawing Style: Contemporary</p>  <p>Topic and cross-curricular links: Pupils will be able to make connections to their learning about Kenya from their Geography topic.</p> <p>Technical Skills (Drawing)</p> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. <p>Evaluating</p> <ul style="list-style-type: none"> • Talk about what we like and don't like about an art piece and give some reasons for these ideas. • Describe the differences and similarities between two art pieces. • Make links to our own work. <p>Creative and Expressive Skills</p> <ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore different methods and materials as ideas develop. • Make mistakes and try again.
Vocabulary		<p>Artist Vocabulary: Gustav Klimt, symbolism, art nouveau , Tree of Life 1905, Birch Forest 1902, oil paint on canvas, gold leaf</p> <p>Skills Vocabulary: collagraph, relief printing, textures, collage, printing plate, overprint, repeat realistic, abstract, detail</p>		<p>Artist Vocabulary: Rachel Jones, British, modern, abstract, drawing, oil pastels, 'lick your teeth, they so clutch' 2021</p> <p>Skills Vocabulary: overlap, layer, materials, qualities, colour, texture, pattern, matt, shiny, embellish figurative, pattern, colour, emotion, bold, vibrant,</p>		<p>Artist Vocabulary: James Mbutia, Kenya, contemporary, Under the tree 2012, oil, canvas,</p> <p>Skills Vocabulary: Pattern, texture, line, dull, vibrant, block, blend,</p>
Assessment	<p><u>Assessment</u></p> <p>Teacher assessment of sketchbook work and final piece.</p> <p>To include judgement of evaluative skills and creative expression as well as technical skills with the focus medium.</p>					

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Kestrels Cycle A	<p>Autumn 1 <i>Can you sketch a mystery?</i></p>  <p>Mixed-media landscapes (Stonehenge) Artist: Van Gogh Medium: Pencil and oil pastel Style: Post-impressionist</p> <p>Topic and cross-curricular links: Art this term further enriches children's learning in their history topic about prehistory. Children will have the opportunity to explore images of prehistoric monuments and art.</p> <p>Technical Skills (Drawing)</p> <ul style="list-style-type: none"> Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. <p>Evaluating</p> <ul style="list-style-type: none"> Draw comparisons between our own work and that of other artists. Comment on the choices of material and techniques and the effect they create. <p>Creative and Expressive Skills</p> <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. 	DT Topic	<p>Spring 1 <i>What have the Romans ever done for us?</i></p> <p>Animal paper mosaics Artist: Antoni Gaudi Medium: Collage Style: Modernist</p>  <p>Topic and cross-curricular links: Art this term further enriches children's learning in their history topic about the Roman Empire. Children will have the opportunity to compare architecture and mosaic.</p> <p>Technical Skills (Collage)</p> <ul style="list-style-type: none"> Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation and mosaic. <p>Evaluating</p> <ul style="list-style-type: none"> Draw comparisons between our own work and that of other artists. Comment on the choices of material and techniques and the effect they create. <p>Creative and Expressive Skills</p> <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. 	DT Topic	<p>Summer 1 <i>Does decoration matter?</i></p>  <p>Habitat wallpaper Artist: William Morris Medium: Printing Style: Arts and Crafts</p> <p>Topic and cross-curricular links: Art this term further enriches children's learning in their Science topic about animals and habitats. Children will research a specific animal and its habitat for their wallpaper.</p> <p>Technical Skills (Printing)</p> <ul style="list-style-type: none"> Use layers of two colours. Replicate patterns observed in natural or built environments Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns <p>Evaluating</p> <ul style="list-style-type: none"> Draw comparisons between our own work and that of other artists. Comment on the choices of material and techniques and the effect they create. <p>Creative and Expressive Skills</p> <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. 	DT Topic
Vocabulary	<p>Artist Vocabulary: Van Gogh, Dutch, Post-impressionist, oil paint, impasto, Starry Night 1889</p> <p>Skills Vocabulary: hardness, tone, line, texture, annotate, shading, hatching, cross hatching</p>		<p>Artist Vocabulary: Antoni Gaudi, Spanish, modernist, architect, mosaic, Park Guell 1990</p> <p>Skills Vocabulary: select, arrange, precise, coil, overlap, tessellation, layer, mosaic,</p>		<p>Artist Vocabulary: William Morris, British, Arts and Crafts, textile designer, Strawberry Thief 1883</p> <p>Skills Vocabulary: layers, replicate, collagraphs, multi-colour printing, printing plate, overprint,</p>	
Assessment	<p>Teacher assessment of sketchbook work and final piece.</p> <p>To include judgement of evaluative skills and creative expression as well as technical skills with the focus medium.</p>					

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Kestrels Cycle B	<p>Autumn 1</p> <p><i>Can you paint with a computer?</i> Sci-fi landscapes Artist: David Hockney Medium: Digital Style: Modernist and Pop Art</p>  <p>Topic and cross-curricular links: Art this term will help to inspire children's sci-fi writing in English. They will explore how to create a digital landscape from an alien planet.</p> <p>Technical Skills (Digital)</p> <ul style="list-style-type: none"> Use a range of tools to combine shapes and drawn lines. Change the thickness of lines and brushstrokes. Change outline colours, fill backgrounds and shapes. Create custom colours. <p>Evaluating</p> <ul style="list-style-type: none"> Draw comparisons between our own work and that of other artists. Comment on the choices of material and techniques and the effect they create. <p>Creative and Expressive Skills</p> <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. 	DT Topic	DT Topic	<p>Spring 2</p> <p><i>What would it be like to be tiny?</i> Clay abstract forms Artist: Barbara Hepworth Medium: Clay Sculpture Style: Modernist movement.</p>  <p>Topic and cross-curricular links: Art this term will help to inspire children's fairytale writing about living in a tiny world. They will look closely at natural objects and create scaled-up, abstracted sculptures.</p> <p>Technical Skills (Sculpture)</p> <ul style="list-style-type: none"> Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, Use clay and other mouldable materials. Add materials to provide interesting detail. Use scoring, blending and slip Explore ways of finishing work (paint, varnish) <p>Evaluating</p> <ul style="list-style-type: none"> Draw comparisons between our own work and that of other artists. Comment on the choices of material and techniques and the effect they create. <p>Creative and Expressive Skills</p> <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. 	<p>Summer 1</p> <p><i>What is the story of the Windrush Generation?</i> Narrative paintings Artist: Lubaina Himid Medium: Painting Style: Modernist</p>  <p>Topic and cross-curricular links: Art this term will be a vehicle for children to tell the story of the Windrush generation through visual imagery and symbolism.</p> <p>Technical Skills (Painting)</p> <ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. <p>Evaluating</p> <ul style="list-style-type: none"> Draw comparisons between our own work and that of other artists. Comment on the choices of material and techniques and the effect they create. <p>Creative and Expressive Skills</p> <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. 	DT Topic
Vocabulary	<p>Artist Vocabulary: David Hockney, British, Pop Art and Modernist, computer drawings (2000s),</p> <p>Skills Vocabulary: fill, background, custom colours, pre-set, outline, layers,</p>			<p>Artist Vocabulary: Barbara Hepworth, British, St Ives, Modernist, sculpture, cast, carve, Oval Sculpture (No. 2) 1943, wood, bronze</p> <p>Skills Vocabulary: form, hollow, carve, score, slip, blend, varnish, texture, surface, pierce</p>	<p>Artist Vocabulary: Lubaina Himid, British, Zanzibar, painter, Black Arts Movement, Five 1954, oil on canvas, mixed media</p> <p>Skills Vocabulary: Cross stitch, back stitch, weave, quilt, pad, gather, embellish</p>	
Assessment	<p>Teacher assessment of sketchbook work and final piece.</p> <p>To include judgement of evaluative skills and creative expression as well as technical skills with the focus medium.</p>					

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Hawks</p> <p>Cycle A</p>	<p>DT Topic</p>	<p>Autumn 2</p> <p><i>Does art need to be realistic?</i></p>  <p>Painted rainforests</p> <p>Artist: Henri Rousseau</p> <p>Medium: Painting</p> <p>Style: naïve and primitive</p> <p>Topic and cross-curricular links: Art this term further enriches children’s learning in their geography topic about the rainforest. Children will build up layers of paint from a background to create depth and detail.</p> <p>Technical Skills (Painting)</p> <ul style="list-style-type: none"> Build on understanding of background, mid-ground and foreground by layering and overlapping forms. Revisit mixing colours, tints, shades and tones, building on previous knowledge of the colour wheel. <p>Evaluating</p> <ul style="list-style-type: none"> Comment on artworks with a fluent grasp of visual language. Contrast two different art works or artists and discuss the themes, mood and techniques. Explain how artists have created certain effects or moods. Identify stylistic choices and explain why these were made. <p>Creative and Expressive Skills</p> <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. 	<p>DT Topic</p>	<p>Spring 2</p> <p><i>How can we express ourselves through art?</i></p>  <p>Collaged Self Portraits</p> <p>Artist: Frida Kahlo</p> <p>Medium: Collage and mixed-media</p> <p>Style: surrealism</p> <p>Topic and cross-curricular links: Art this term develops a wider understanding about the culture of Mexico and Mexican art. Children will explore how Frida Kahlo used art as a vehicle for self-expression.</p> <p>Technical Skills (Collage)</p> <ul style="list-style-type: none"> Select imagery for its mood and symbolism Combine elements from two different images Incorporate other mediums such as paint, drawing and prints Build on understanding of background, mid-ground and foreground <p>Evaluating</p> <ul style="list-style-type: none"> Comment on artworks with a fluent grasp of visual language. Contrast two different art works or artists and discuss the themes, mood and techniques. Explain how artists have created certain effects or moods. Identify stylistic choices and explain why these were made. <p>Creative and Expressive Skills</p> <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. 	<p>Summer 1</p> <p><i>Is a photograph better than a painting?</i></p>  <p>Pencil sketch monarch portraits</p> <p>Artist: Chuck Close</p> <p>Medium: Drawing</p> <p>Style: photorealism</p> <p>Topic and cross-curricular links: Art this term can be used to help pupils look a little closer at the monarchs they are studying.</p> <p>Technical Skills (Drawing)</p> <ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement. <p>Evaluating</p> <ul style="list-style-type: none"> Comment on artworks with a fluent grasp of visual language. Contrast two different art works or artists and discuss the themes, mood and techniques. Explain how artists have created certain effects or moods. Identify stylistic choices and explain why these were made. 	<p>DT Topic</p>

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		<ul style="list-style-type: none"> Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. 		<ul style="list-style-type: none"> Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. 	Creative and Expressive Skills <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. 	
Vocabulary		Artist Vocabulary: Henri Rousseau, Naïve, Primitive, Post-Impressionist, painter, French, Surprised (or The Lion in a Tropical Storm) 1891, self-taught, Skills Vocabulary: Build on: brush strokes, primary colours, secondary colours, tertiary colours, tint, tone, shade, complementary, shade, New: light source, flat perspective, dense, foreground mid-ground background, flat, block		Artist Vocabulary: Frida Kahlo, surrealist, painter, Mexican, Self portrait with thorn necklace and hummingbird 1940, oil on canvas Skills Vocabulary: Build on: foreground, mid-ground, background, overlap, tessellation, layer, mosaic, New: photo-montage, splice, combine	Artist Vocabulary: Chuck Close, photorealist, painter, American, Big Self Portrait 1968 acrylic on canvas, disability, Skills Vocabulary: Build on: hardness, tone, line, texture, shading, hatching, cross hatching New: shadow, light source, perspective, movement, reflection,	
Assessment	Teacher assessment of sketchbook work and final piece. To include judgement of evaluative skills and creative expression as well as technical skills with the focus medium.					

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Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Hawks Cycle B	<p>Autumn 1</p> <p><i>Can clay tell a story?</i> Story pots Artist: Grayson Perry Medium: Clay Style: Contemporary</p>  <p>Topic and cross-curricular links: Art this term give children the opportunity to use the Greek method of story-telling on ceramics to express themselves about modern issues.</p> <p>Technical Skills (Clay)</p> <ul style="list-style-type: none"> Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Use slip to add relief shapes to the vessel. Use glazes, paints and varnishes to create specific effect. <p>Evaluating</p> <ul style="list-style-type: none"> Comment on artworks with a fluent grasp of visual language. Contrast two different art works or artists and discuss the themes, mood and techniques. Explain how artists have created certain effects or moods. Identify stylistic choices and explain why these were made. <p>Creative and Expressive Skills</p> <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. 	<p>DT Topic</p>	<p>DT Topic</p>	<p>Spring 2</p> <p><i>Can a landscape have emotion?</i> Arctic Landscapes Artist: Katsushika Hokusai Medium: Printing Style: Contemporary</p>  <p>Topic and cross-curricular links: Art this term will give Hawks an opportunity to represent the arctic landscapes they are learning about in geography. Can they create a landscape that conveys emotion?</p> <p>Technical Skills (Printing)</p> <ul style="list-style-type: none"> Use lino cut techniques to build up layers of more than two colours. Monoprint by drawing into a surface to create a detailed image. Create an accurate pattern, showing fine detail. <p>Evaluating</p> <ul style="list-style-type: none"> Comment on artworks with a fluent grasp of visual language. Contrast two different art works or artists and discuss the themes, mood and techniques. Explain how artists have created certain effects or moods. Identify stylistic choices and explain why these were made. <p>Creative and Expressive Skills</p> <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. 	<p>DT Topic</p>	<p>Summer 2</p> <p><i>What do we notice when we look closely?</i> Close-up botanical painting Artist: Georgia O'Keeffe Medium: Painting Style: Contemporary</p>  <p>Technical Skills (Painting)</p> <ul style="list-style-type: none"> Confidently mix colours, tints, shades and tones, building on previous knowledge of the colour wheel. Use complementary colours to create shadow and shade. Confidently create atmosphere and light effects through colour mixing. Make choices about scale and composition when painting <p>Evaluating</p> <ul style="list-style-type: none"> Comment on artworks with a fluent grasp of visual language. Contrast two different art works or artists and discuss the themes, mood and techniques. Explain how artists have created certain effects or moods. Identify stylistic choices and explain why these were made. <p>Creative and Expressive Skills</p> <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses.
	<p>Vocabulary</p> <p>Artist Vocabulary: Grayson Perry, ceramicist, British, working class, We are what we buy 2000,</p> <p>Skills Vocabulary: Build on: brush strokes, primary colours, secondary colours, tertiary colours, tint, tone, shade, complementary, shad New: light source, flat perspective, dense, foreground mid-ground background , flat, block</p>			<p>Artist Vocabulary: Katsushika Hokusai, Japanese, Edo, woodblock prints, 36 views of Mount Fuji 1830-1832</p> <p>Skills Vocabulary: relief printing, woodblock print, linocut print, impression, monoprinting,</p>		<p>Artist Vocabulary: Georgia O'Keeffe, modernist, painter, American, From the Faraway, Nearby 1937, oil paint</p> <p>Skills Vocabulary: Build on: brush strokes, primary colours, secondary colours, tertiary colours, tint, tone, shade, complementary, shade, light source, New: composition, simplified, atmosphere, palette, observation, botanical, surreal, juxtaposition/contrast, close-up, panorama, expansive, scale, proportion, motif, imagery, symbol,</p>
<p>Assessment</p>	<p>Teacher assessment of sketchbook work and final piece.</p> <p>To include judgement of evaluative skills and creative expression as well as technical skills with the focus medium.</p>					

