

Drawing and Collage- Spirals



Hi there, Buddy the Balance bot is here to help if you need it!

Spirals Artist- Molly Haslund

CORE

Draw from finger tip, wrist, elbow, shoulder, and body

Make drawings using a continuous line

Draw from observation

Make different marks with different drawing tools

Explore how water affects graphite and pen

Make choices about colours

Explore the work of artist Molly Haslund, listening to how she made her work

Share feelings about an artists work

Discuss likes in own artwork and areas to develop

WORKING DEEPER

Working Deeper: Display a higher level of technical skill with a broad range of tools and media and think of innovative ways to use this knowledge to enhance creativity and develop a style of their own

Working Deeper: Evaluate their work analytically and work independently to assess and improve their art

Working Deeper: Display a greater breadth of knowledge about artists and key art movements and explain, make judgements and offer personal opinions about works of art

Printmaking

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CORE

Make simple prints using my hands and feet

Explore the environment and take rubbings of textures

Make prints by pushing objects into plasticine

Cut shapes out of foam board and stick them on a block to make a plate Print from the plate

Use colour, shape, and line to make my prints interesting

Create a repeat print

Create a symmetrical or sequenced print

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Working in Three Dimensions- Making Birds

Making Birds

CORE

Look carefully at photos and films of birds, taking in details and then make drawings

Experiment with a variety of drawing materials, test ways to make marks

Use colour in drawings and mix two or more different media together

Look at the work of other artists who have been inspired by birds and share my response to their work

Fold, tear, crumple and collage paper to transform it from 2d to 3d

Use a variety of materials to make a sculpture, making it balance and stand

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Exploring Watercolour

Exploring Watercolour Artists- Paul Klee, Emma Burleigh

CORE

Explore watercolour and understand the different effects that can be achieved

Work without an end goal in mind- letting the paint lead

Explore the work of other artists who use watercolour, and share my thoughts about their work

Name and use primary colours, and begin to understand how colours mix to make secondary colours

Understand that we all see different things in the artwork we make and we all have a different response

Consider the marks I make and develop them further

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Music and Art

Music and Art Artists- Wassily Kandinsky and Tomoko Kawao

CORE

Explore how some artists are inspired by other artforms such as music

Share responses to their work, and listen to others

Listen to sounds and use mark making skills to make mark in response

Draw from observation whilst listening to a piece of music, and let the music inspire a response

Use imagination and work on a larger scale to make drawings of imaginative instruments, or use my hands to invent musical instruments made from construction materials

Reflect upon artwork made and share with the class

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Cultural heritage- Art Gallery trip

CORE

Study the life and work of L.S. Lowry

Discuss and compare the work of L.S. Lowry

Paint a background using mixed colours

Draw and paint matchstick figures

Visit the Lowry Centre to see his paintings on display in the galleries

Create a piece of artwork inspired by the work of L.S Lowry

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Art

Y3



Cloth, Thread, Paint

Cloth, Thread, Paint- Artists Alice Kettle, Hannah Rae

CORE

Explore how artists combine media and use them in unusual ways to make art

Share my response to their work

Use sketchbooks to make visual notes capturing ideas of interest

Test ideas and explore colour and mark making

Use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions

Use thread and stitching to create textural marks over the top of a painted canvas, creating interesting marks which reflect responses to the landscape

Share my thoughts about the process and outcome

Take photographs of my work, thinking about lighting and focus

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Gestural Drawing with Charcoal

Gestural Drawing with Charcoal Artists- Heather Hansen, Laura McKendry, Edgar Degas

CORE

Explore how artists use charcoal in their work

Talk about the marks produced, and feelings generated

Experiment with the types of marks made with charcoal, using hands as well as charcoal

Working on larger sheets of paper, make loose, gestural sketches

Understand what Chiaroscuro is and explore using it

Use light and dark tonal values in my work, to create a sense of drama

Make drawings inspired by movement, and explore how other artists do the same

Take photographs of my work, thinking about focus, lighting, and composition

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Using Natural Materials to make Images

Using Natural Materials to make Images Artists- Frances Hatch, Anna Atkins

CORE

Explore how artists make art from natural materials around them, such as pigments from plants, the ground, and sunlight

Understand how materials can be transformed through actions

Reflect upon artists work, share responses and listen to the response of classmates

Use my sketchbook to collect ideas

Make visual notes about how artists have made images

Use my sketchbook to try out ideas and experiment

Use a camera or device to take photographs of art work

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Exploring Still Life

Exploring Still Life Artists- Paul Cezanna, Peter Claesa, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato

CORE

Explore the work of contemporary and traditional artists who work within the still life genre

Express thoughts about other artists' work, and talk about the meanings of objects as artists present them

Use a sketchbook to make visual notes, record and reflect

Draw from observation and think about use of line, colour, shape, texture, form and composition to make artwork interesting

Present and share artwork, and explain how sketchbook work helped build knowledge and skills towards a final piece

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Sculpture, Structure, Inventiveness and Determination

Sculpture, Structure, Inventiveness and Determination Artist- Marcus Coates

CORE

Explore how we can learn about ourselves through art

Experiment with different materials freely

Explore new materials, learning through experimentation

Use a variety of drawing materials to make experimental drawings based upon observation

Construct with a variety of materials to make a sculpture

Show personality through my artwork

Talk about artwork sharing success and thinking about areas for improvement

Identifying similarities and differences in approaches and outcomes

Take photographs of my work thinking about presentation, focus and lighting

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Exploring Pattern

Exploring Pattern Artists- Rachel Parker, Shaheen Ahmed, Andy Gilmore, Lousie Despont

CORE

Relax into making a sensory drawing using a pencil, making marks on the page without having a predefined outcome

Explore the work of an artist who creates artwork inspired by pattern. Think about where we use pattern in our life to make our worlds brighter

Use a sketchbooks to make drawings inspired by "rules." Generate lots of different types of patterns

Make a tessellated design and think about colour and shape, exploring positive and negative shapes

Explore the work of a surface pattern designer and a repeating pattern, exploring colour, shape and composition

Present and share artwork. Reflect and share thoughts with others. Listen to the reflections of classmates and feedback on their work

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Art

Y5



Mixed Media- Land and City Scapes

Mixed Media- Land and City Scapes Artists- Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones, Saoirse Morgan

CORE

Explore how artists respond to land and city scapes in various ways by using inventive mixed media combinations

Explore how artists work outside amongst the land and city scapes which inspire them, and how they use all their senses to capture the spirit of the place. I have been able to share my response to their work

Thinking creatively about how to change the pages of a sketchbook, creating different sizes and shapes of paper to work on

Use a sketchbook to explore and experiment. Take creative risks and be able to reflect upon what worked and what didn't work

Explore work outside of sketchbooks, bringing my "sketchbook way of thinking" to larger sheets of paper

Share the artistic journey and discoveries with others, reflecting on the different steps

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Making Monotypes

Making Monotypes Artist- Kevork Mourad

CORE

Understand what a Monotype is and can see how artists use monotypes in their work. Share responses to their work.

Study drawings made by other artists and identify particular marks they have used in their drawings. Use a sketchbook to create a collection of marks for me to use later.

Listen to a piece of poetry and think about how the piece evokes colours, lines, shapes and words, and use these to create imagery which captures the mood of the piece of poetry

Use a sketchbook to explore ideas

Use mark making skills to create exciting monotypes, combining the process with painting and collage

Share my thinking and outcomes with peers

Share my response to the artwork made by peers

Photograph my work, thinking about lighting, focus and composition

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2D Drawing to 3D Making

2D Drawing to 3D Making Artist- Lubaina Himid, Claire Harrup

CORE

Explore artists who use their drawing skills to make objects, and share responses to their work, thinking about their intention and outcome

Use a sketchbook to record and reflect, collecting the ideas and approaches

Use line, mark making, tonal values, colour, shape and composition to make my work interesting

Use negative space and the grid method to help me see and draw

Explore typography and design lettering which is fit for purpose

Transform drawings into a three dimensional object

Share work with others, and talk about intention and the outcome. Listen to responses and take feedback on board

Photograph my three dimensional work, thinking about presentation, lighting, focus and composition

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Typography and Maps

Typography and Maps Artists- Louise Fili, Grayson Perry, Paula Scher. Chris Kenny

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Understand that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions

Explore how other artists work with typography and share thoughts on their work

Explore how to create letters in a playful way using cutting and collage.

Draw letters using pen and pencil inspired by chosen objects. Reflect upon why my letters have a meaning to me.

Use sketchbooks for referencing, collecting and testing ideas, and reflecting

Make drawings appear visually stronger by working over maps or newspaper to make marks stronger

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Explore how some artists use their typography skills and drawing skills to make maps which are personal to them. Reflect upon what maps mean, likes and interests

Use mark making, cutting and collage skills to create visual map, using symbols, drawn elements and typography to express themes which are important to me

Brave Colour

Brave Colour- Installation Art, Sketchbooks

CORE

Explore the work of installation artists who use colour, light and form to create immersive environments.

Imagine what it might be like to be in those environments, and to share my thoughts with others.

Respond to a creative challenge or stimulus, research the area, and make a creative response

Create a 3d model or 2d artwork which shares my vision with others.

Use a sketchbook to focus my exploration of colour, taking time to record thoughts, test ideas and reflect

Take photos of my artwork, thinking about focus, lighting and composition

Present my ideas and vision to others, articulate my thoughts and listen to the response of my classmates, taking on board their feedback.

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Exploring Identity

Add your text here

CORE

Understand how artists explore their identity by creating layered and constructed images. I can share my response to their work with my classmates.

Use my curiosity to think about how I might adapt techniques and processes to suit me.

Use my sketchbook to record, generate ideas, test, reflect and record.

Work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning

Share my work with my classmates, articulate how I feel about the journey and outcome. I can listen to feedback from my classmates and respond

Appreciate the work of my classmates and I can reflect upon the differences and similarities of their work (and experience) to mine. I can share my response to their work.

Take photographs of my artwork, thinking about lighting, focus and composition

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