


Uplands Junior Academy Subject Overview

Art and design

Intent: *We want art 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.*

	Step 1: observational drawing with pencil, revisiting prior knowledge. (Black and white.)	Step 2: exploring other forms of drawing. This where the new techniques are styles are taught. (Black and white.)	Step 3: create double page spread based on artist, interpreting/replicating artists work using new knowledge/ techniques and media specific to the artist and/or outcome. Children choose which colours to use. Annotations made in pencil from this step onwards.	Step 4: working with colour. Children learn and apply specific knowledge about colour.	Step 5: Outcome
	Year 3	Year 4	Year 5	Year 6	
Autumn	<p>Unit: Printing</p> <p>Where can Bushman art be found?</p> <p>Key Vocabulary: Outline, line, marks, patterns</p> <p><u>Step 1</u> Outline, lines</p> <p><u>Step 2</u></p>	<p>Unit: Drawing</p> <p>What interesting shapes and colours can you find in Paul Klee's cityscapes and how can you use them to create your own imaginative cityscape?</p> <p>Key Vocabulary: Horizon, perspective</p> <p><u>Step 1</u> Simple patterns, lines and dots to create texture, shapes, develop</p>	<p>Unit: Drawing</p> <p>How might Van Gogh interpret Egyptian artefacts in his expressive style?</p> <p>Key Vocabulary: Scale, composition.</p> <p><u>Step 1</u> Use a single focal point and horizon to develop simple perspective, develop an awareness that some objects have a third dimension.</p>	<p>Unit: Sculpture</p> <p>What impact did World War have on Henry Moore's sculptures?</p> <p>Key Vocabulary: Contrast, armature, mood.</p> <p><u>Step 1</u> Intricate patterns, texture, 3D, perspective, scale, proportion, composition.</p> <p><u>Step 2:</u></p>	

<p>Materials: Charcoal</p> <p>Components: Circular scribbles Horizontal and vertical lines Slanted broken lines Diagonal lines Finger blending Shapes</p> <p>Step 3: Examples of Xaga Tcuixgao's work.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Create printing blocks using stencils • understand positive and negative spaces • understand 3 colour printing <p>Step 4: Material/media: Card for the stencil – brushes or roller and inks to print.</p> <p>Focus: Natural colours</p> <p>Step 5: Outcome</p>	<p>an awareness that some objects have a third dimension.</p> <p>Step 2: Materials: Graded pencils, oil pastels</p> <p>Components: Using a single focal point and horizon to develop simple perspective Lines that enclose spaces.</p> <p>Step 3: Examples of Paul Klee's work.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Use horizontal & vertical lines • Use a single focal point and horizon to develop simple perspective • Include a third dimension in drawings <p>Step 4: Material: Oil pastels, graded pencils</p> <p>Focus: blending colours</p> <p>Step 5: Outcome</p>	<p>Step 2: Materials: Graded pencils</p> <p>Components: Hatching Cross hatching Stippling</p> <p>Step 3: Examples of Van Gogh's work.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Develop an understanding of scale and composition <p>Step 4: Material/media: crayons, ballpoint pens</p> <p>Focus: Texture</p> <p>Step 5: Outcome Egyptian artefact drawing</p>	<p>Materials: Graded pencils, chalk</p> <p>Components: Contrast</p> <p>Step 3: Examples of Henry Moore's work.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Use wire to create a figure - armatures. <p>Step 4: Material: Wire, clay, newspaper, pva, card</p> <p>Focus: Mood</p> <p>Step 5: Outcome Human sculpture depicting conditions inside Anderson shelter.</p>
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	<p>Printing on fabric</p>	<p>Cityscape</p>		
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Spring	<p>Unit: Drawing</p> <p>Can you draw an illustration in the style of Sara Ogilvie?</p> <p>Key Vocabulary: Texture, dimension, vibrant</p> <p>Step 1 Simple patterns, simple marks, finger blends, shapes.</p> <p>Step 2: Materials: Graded pencils Components: Pencil grip Lines and dots to create texture</p> <p>Step 3: Examples of Sara Ogilvie's work.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Develop an awareness of objects having a third dimension • Use lines and dots to create textures <p>Step 4: Material/media</p>	<p>Unit: Sculpture</p> <p>What materials and processes does Louise Goodman use to bring her coil pot sculptures to life?</p> <p>Key Vocabulary: Slip, score, blend, impress, complementary.</p> <p>Step 1 Lines and dots to create textures, Use a single focal point and horizon to develop simple perspective, develop an awareness that some objects have a third dimension.</p> <p>Step 2: Materials: Graded pencils & crayons Components: Loose strokes</p> <p>Step 3: Examples of Louis Goodman's work.</p> <p>Knowledge: Join using slip, score, blend, coil.</p>	<p>Unit: Collage</p> <p>How did the Ancient Greeks and Kara Walker use historical and cultural references in their work?</p> <p>Key Vocabulary: Silhouette.</p> <p>Step 1 Use a single focal point and horizon to develop simple perspective, develop an awareness that some objects have a third dimension, develop an understanding of scale and composition</p> <p>Step 2: Materials: Graded pencils & felt tips Components: Complex shapes Scale Proportion</p> <p>Step 3: Examples of Kara Walker's collage work.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Overlap and layer materials to create interesting colours and textures 	<p>Unit: Painting</p> <p>How does Gustav Klimt use composition to create meaningful art?</p> <p>Key Vocabulary: Form, control.</p> <p>Step 1 Intricate patterns, texture, 3D, perspective, scale, proportion, composition.</p> <p>Step 2: Materials: Graded pencils Components: Shading to suggest form and shape. Develop own style of drawing through: line, tone, texture, contrast</p> <p>Step 3: Examples of Gustav Klimt's work.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Demonstrate control when mark-making. • Understand which colour, shade, tone and type of paint works well in their work and why.
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	<p>Pencils and crayons</p> <p>Focus: Vibrant colours</p> <p>Step 5: Outcome: Create an illustration for the book to depict the new dragons.</p>	<p>Cutting shaping and impressing clay.</p> <p>Step 4: Material: Clay, acrylic paints, finish paint (varnish/polish), sculpting tools</p> <p>Focus: complementary colours</p> <p>Step 5: Outcome Coil pots</p>	<ul style="list-style-type: none"> • Accurately cut and stick complex shapes. <p>Step 4: Material/media: Black marker, tissue paper, cellophane, black, brown, orange, neutral card, string</p> <p>Focus: Story</p> <p>Step 5: Outcome Greek vase</p>	<p>Step 4: Material/media: Ready mixed and watercolour paints</p> <p>Focus: Emotions</p> <p>Step 5: Outcome Painting of Ruby showing emotions</p>
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Summer	<p>Unit: Collage</p> <p>How did Picasso use different materials to create collages in his artwork and what effect did this have on his overall artistic style?</p> <p>Key Vocabulary: Collage</p> <p>Step 1 Simple patterns, lines and dots to create texture, shapes</p> <p>Step 2: Materials: Graded pencils and wax crayons Components: Develop an awareness that some objects have a third dimension.</p> <p>Step 3: Examples of Picasso's collage work.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Use crumpling and folding, tearing. • Accurately cut and stick. <p>Step 4:</p>	<p>Unit: Painting</p> <p>How did Henri Rousseau capture the beauty and diversity of the rainforest ecosystem?</p> <p>Key Vocabulary: Intricate, primary, secondary.</p> <p>Step 1 Use a single focal point and horizon to develop simple perspective, develop an awareness that some objects have a third dimension.</p> <p>Step 2: Materials: Graded pencils Components: Represent light and dark with pencil control Create intricate patterns and textures using different grades of pencil Using pencils to develop tone.</p> <p>Step 3: Examples of Henri Rousseau's work.</p> <p>Knowledge:</p>	<p>Unit: Printing</p> <p>How did William Morris's wallpaper show his love for nature and craftsmanship?</p> <p>Key Vocabulary: Orientation.</p> <p>Step 1 Use a single focal point and horizon to develop simple perspective, develop an awareness that some objects have a third dimension, develop an understanding of scale, composition and proportion.</p> <p>Step 2: Materials: Graded pencils, ballpoint pens</p> <p>Components: Using view finders to observe small sections</p> <p>Step 3: Examples of William Morris's work.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Use positive and negative spaces effectively 	<p>Unit: Drawing (around rule of law)</p> <p>How does Banksy's work of political and social commentary create strong messages?</p> <p>Key Vocabulary: Commentary.</p> <p>Step 1 Intricate patterns, texture, 3D, perspective, scale, proportion, composition.</p> <p>Step 2: Materials: Graded pencils, crayon, charcoal, oil pastels, chalk pastels, felt tips, ballpoint pens</p> <p>Components: Shading to suggest form and shape. Develop own style of drawing through: line, tone, texture, contrast and mixed media.</p> <p>Step 3: Examples of Banksy's work.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Draw for a sustained period of time over a number of
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	<p>Material/media: Tissue paper, coloured paper, natural materials, pencil crayons</p> <p>Focus: Contrast of colours</p> <p>Step 5: Outcome Self-portrait</p>	<ul style="list-style-type: none"> Mix primary and secondary colours to achieve colour matching, <p>Step 4: Material/media: Watercolour pencils, watercolours</p> <p>Focus: Light and dark colours</p> <p>Step 5: Outcome Painting of a rainforest</p> <p>Trip (gallery visit) - Event Details – Leicester Museums (exploring nature art)</p>	<ul style="list-style-type: none"> Use a template for mono printing Use precise orientation of templates. <p>Step 4: Material/media: ink, collagraphs, fabric, wallpaper, leaves</p> <p>Focus: Nature vs industry</p> <p>Step 5: Outcome Wallpaper</p>	<p>sessions working on one piece.</p> <ul style="list-style-type: none"> Develop own style of drawing through: line, tone, pattern, texture, contrast and mixed media. <p>Step 4: Material/media: Graded pencils, crayon, charcoal, oil pastels, chalk pastels, felt tips, ballpoint pens</p> <p>Focus: Protest</p> <p>Step 5: Outcome Drawing reflecting rule of law</p>
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