Art & Design

Essential Characteristics of Artists

* The ability to use visual language skilfully and convincingly (for examples, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
* The ability to communicate fluently in visual and tactile form.
* The ability to draw confidently and adventurously from observation, memory and imagination.
* The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2d, 3d and digital media.
* An impressive knowledge of other artists, craft makers and designers.
* The ability to think and act like creative practitioners by using their knowledge and understanding to interpret ideas, observations and feelings.
* Independence, initiative and originality which they can use to develop their creativity.
* The ability to select and use materials, processes and techniques, skilfully and inventively to realise intentions and capitalise on the unexpected.
* The ability to reflect on, analyse and critically evaluate their own work and that of others.
* A passion for and a commitment to the subject.

Key Concepts:

* **Develop ideas** – This concept involves understanding how ideas develop through an artistic process.
* **Master Techniques** – This concept involves developing a skill set so that ideas may be communicated.
* **Take inspiration from the greats** – This concept involves learning from the artistic process and techniques of great artists and artisans throughout the history.

Art & Design Y3/4/5(milestone 2)

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|  | **CYCLE A** | | | **CYCLE B** | | | **CYCLE C** | | |
|  | **AUT**  **19**  **Ancient Egyptians** | **SPR**  **20**  **South America** | **SUM**  **20**  **We Are Britain** | **AUT**  **20**  **Romans** | **SPR**  **21**  **Books** | **SUM**  **21**  **Horsham vs Lancashire** | **AUT**  **21**  **Greeks** | **SPR**  **22**  **France** | **SUM**  **22**  **Tudors** |
| **Develop ideas** | | | | | | | | | |
| • 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. |  |  |  |  |  |  |  | **√** |  |
| • Comment on artworks using visual language. |  |  |  |  |  |  | **√** | **√** |  |
| **Master Techniques** | | | | | | | | | |
| 1. Painting |  |  |  |  |  |  |  | **Impressionists** |  |
| • 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. |  |  |  |  |  |  |  | **√** |  |
| 1. collage |  |  |  |  |  |  | **Mythologica** |  |  |
| • Select and arrange materials for a striking effect. |  |  |  |  |  |  | **√** |  |  |
| • Ensure work is precise. |  |  |  |  |  |  | **√** |  |  |
| • Use coiling, overlapping, tessellation, mosaic and montage. |  |  |  |  |  |  | **√** |  |  |
| 1. Sculpture |  |  |  |  |  |  | **Vases or Theatre Masks** |  |  |
| • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). |  |  |  |  |  |  | **√** |  |  |
| • Include texture that conveys feelings, expression or movement. |  |  |  |  |  |  | **√** |  |  |
| • Use clay and other mouldable materials. |  |  |  |  |  |  | **√** |  |  |
| • Add materials to provide interesting detail. |  |  |  |  |  |  | **√** |  |  |
| 1. Drawing |  |  |  |  |  |  |  | **French Architecture** |  |
| • 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. |  |  |  |  |  |  |  | **√** |  |
| 1. Print |  |  |  |  |  |  |  |  | **Tudor Knot Gardens** |
| • Use layers of two or more colours. |  |  |  |  |  |  |  |  | **√** |
| • Make printing blocks (e.g. from coiled string glued to a block). |  |  |  |  |  |  |  |  | **√** |
| • Make precise repeating patterns. |  |  |  |  |  |  |  |  | **√** |
| 1. Textiles |  |  |  |  |  | **Lancashire Weaving** |  |  | **Tudor Embroidery** |
| • Shape and stitch materials. |  |  |  |  |  | **√** |  |  | **√** |
| • Use basic cross stitch and back stitch. |  |  |  |  |  | **√** |  |  | **√** |
| • Colour fabric. |  |  |  |  |  | **√** |  |  | **√** |
| • Create weavings. |  |  |  |  |  | **√** |  |  |  |
| • Quilt, pad and gather fabric. |  |  |  |  |  |  |  |  | **√** |
| 1. Digital Media |  |  |  |  |  |  |  |  |  |
| • Create images, video and sound recordings and explain why they were created. |  |  |  |  |  |  |  |  |  |
| **Take Inspiration from the Greats** | | | | | | | | | |
| • Replicate some of the techniques used by notable artists, artisans and designers. |  |  |  |  |  |  | **√** | **√**  **Cezanne, Monet** |  |
| • Create original pieces that are influenced by studies of others. |  |  |  |  |  |  | **√** | **√** |  |