



Newlands Junior School
We are Proud

Health & Wellbeing	Environment	Global Community	Creativity	Possibilities
				

Paint	Y3	Y4	Y5	Y6
Artist	<p>Jackson Pollock 1912-1956 American abstract expressionist, influenced by Picasso</p> <p>Pitmen painters UK male, modern 21st century</p>	<p>Leonardo da Vinci 1452-1519 Italian renaissance artist Painted the Mona Lisa – a representational portrait</p> <p>Pablo Picasso 1881-1973 Spanish, cubism – non-representational portraits Influence by Van Gogh, Cezanne</p>	<p>Edvard Munch (The Scream) Early 20th Century Norwegian Expressionist</p> <p>Vincent Van Gogh (Starry Night) Post-impressionist Dutch</p>	<p>Claude Monet 1840-1926 Impressionism</p> <p>John Constable 1776-1837 Romanticism (reaction against the Industrial Revolution)</p>
Vocab	abstract, technique, texture, stroke, sweep	colour, shade, blend, mix, primary, secondary, tertiary, magenta, amber, chartreuse, violet, vermillion, teal	tint, shade, hue, mood, emotion, expressionist	oil, watercolour, Impressionism, Romanticism
Artist period style	I can discuss the work of Jackson Pollock Pitman Painters noticing similarities and differences using art vocabulary.	I can discuss and compare colour and themes in Leonardo da Vinci Pablo Picasso's work and give my opinions.	I can make comparisons between artists, periods, styles, tools and techniques giving my opinions and justifying them using art vocabulary.	I can discuss emotions, moods and messages message/intention influence of different periods/artists in the work of Claude Monet and John Constable using art vocabulary.
Knowledge & Skills	<p>I can use a variety of brush strokes: sweep, drag, scrub, daub, dab, drip, stipple, fan, splatter, blow.</p> <p>I can create different backgrounds using a wash. Use brushes of different thicknesses. Create a flat wash and a graduated wash (paint on headstocks)</p>	<p>I can mix primary and secondary colours to create tertiary colours.</p> <p>I can mix colours to make a variegated wash (shades).</p> <p>I know that Cubism uses geometric shapes and bright colours. (Picasso, primary colours)</p>	<p>I can create all the colours needed to create tints and shades (black and white).</p> <p>I can select colours to create mood in their paintings and to express emotions through painting (blues, greens, pastels to calm and relieve anxiety; reds, oranges and bold colours stimulate, are fiery, represent love)</p>	<p>I can use a variety of paints and techniques to paint in the style of artists (oil, watercolour).</p> <p>I can represent shape, space, tone, line, form, value, colour, texture in paintings.</p>
Finished pieces	I can paint in the style of Jackson Pollock pitmen painters.	I can paint in the style of Leonardo da Vinci Pablo Picasso. (secondary/ variegated colours)	I can create an original piece using the style/ technique of Vincent van Gogh and Edvard Munch.	I can take inspiration from the style of Claude Monet John Constable to create an original piece.
Evaluation	<p>I can say what I like and dislike about my work.</p> <p>I can give my opinions about other children's work.</p>	<p>I can give reasons for what I like and dislike about my work.</p> <p>I can listen to the opinions of others.</p>	<p>I can suggest improvements for mine and others work.</p> <p>I can give my opinions based on my previous knowledge.</p>	<p>I can adapt and refine my work using mine and others' opinions.</p> <p>I can give my opinions based on my previous knowledge.</p>

Drawing	Y3	Y4	Y5	Y6
Artist	Paul Kandinsky 1866-1944 Russian Abstract artist Paul Klee 1879-1940 European Abstract artist 'a line is a dot that went for a walk' Influence by Picasso, Van Gogh, Matisse	Diego Fazio born 1989 Italian modern artist famous for photo-realistic drawings	Stephen Wiltshire born 1974 British artist famous for reproducing cityscapes from memory	Courtroom sketch artists
Vocab	pattern, line, tone, light/ dark, thick/thin, vertical, horizontal, diagonal, straight, curved, spiral, wavy, loops, dots, dashes, zig zag	shading, hatching, cross hatching, stippling, scribbling, circling, blending	light, highlight, dark, shadow, reflection	texture, taper, contour, perspective, tone, hard/ soft, lines, light/shadow
Artist Period Style	I can discuss the work of noticing similarities and differences using art vocabulary.	I can discuss and compare colour and themes in Diego Fazio's work and give my opinions.	I can make comparisons between artists, periods, styles, tools and techniques giving my opinions and justifying them using art vocabulary.	I can discuss emotions, moods and messages message/intention influence of different periods/artists in the work of courtroom sketch artists using art vocabulary.
Knowledge & Skills	I can create patterns using a variety of lines. I can use different pencils to create light/dark and thick/ thin tone.	I can use a variety of shading techniques.	I can use the taught sketching techniques to represent shadows and reflections and the effects of light on an object. I can use an eraser to create highlights.	I can represent texture on objects with pencils. I can represent texture on objects with other mediums. I can represent perspective in drawings.
Finished pieces	I can draw in the style of Paul Kandinsky Paul Klee.	I can draw in the style of Diego Fazio.	I can create an original piece using the style/ technique of Stephen Wiltshire.	I can take inspiration from the style of courtroom sketch artists to create an original piece.
Evaluation	I can say what I like and dislike about my work. I can give my opinions about other children's work.	I can give reasons for what I like and dislike about my work. I can listen to the opinions of others.	I can suggest improvements for mine and others work. I can give my opinions based on my previous knowledge.	I can adapt and refine my work using mine and others' opinions. I can give my opinions based on my previous knowledge.

Sculpture	Y3	Y4	Y5	Y6
Artist	Beaker people 2800-1800BC Bronze age europeans	Henry Moore 1898-1986 compared to Barbara Hepworth 1903-1975 Both modern British sculptors	Rachel Ducker born 1986 Modern British wire sculptor	
Vocab	roll, squeeze, pull, pinch, carve, smooth, join, slip, score, shape, texture, pattern	sculpture, form, shape, volume, thickness, texture, soak, squeeze, wrap, layer, set	sculpture, form, scale, proportion, texture, layer, armature, flexible, wrap, coil, corkscrew, shape, twist, hook, loop, braid, bend, join, spiral	
Artist Period Style	I can discuss the work of noticing similarities and differences using art vocabulary.	I can discuss and compare colour and themes in Henry Moore and Barbara Hepworth's work and give my opinions.	I can make comparisons between artists, periods, styles, tools and techniques giving my opinions and justifying them using art vocabulary.	
Knowledge & Skills	I can sculpt clay and other mouldable materials. I can use clay to cut, make and combine shapes. I can use tools and materials to carve, add shape, texture and pattern.	I can experiment and combine materials to make 3D forms, creating volume and thickness.	I can experiment and combine materials to make 3D forms, focusing on scale and proportion.	
Finished pieces	I can sculpt in the style of the Beaker people.	I can sculpt in the style of Henry Moore and Barbara Hepworth.	I can create an original piece using the style/ technique of Rachel Ducker.	
Evaluation	I can say what I like and dislike about my work. I can give my opinions about other children's work.	I can give reasons for what I like and dislike about my work. I can listen to the opinions of others.	I can suggest improvements for mine and others work. I can give my opinions based on my previous knowledge.	

Textiles & Collage	Y3	Y4	Y5	Y6
Artist	Kurt Schwitters 1887 German, famous for Dada/assemblage collage	Robert Fathauer born 1960 Modern American famous for tessellations	Andy Goldsworthy Modern day artist famous for collage with a variety of natural materials	Kwasi Asare born 1963, Ghana Weaving of Kente cloth
Vocab	straight, zig-zag, curved, fold, loop, roll, pleat, concertina, spiral, cone, fringe, curl, crimp, tab, chain, feather, overlap, twist, quill, layer	mosaic, tessellation, repeat, symmetry	3D, scrunch, tactile, texture, man-made, natural, overlap, tear, represent	textile, thread, stitches, running stitch, back stitch, cross stitch, overstitch, overcast, applique, weaving, loom, warp, weft, fibres, balanced weave
Artist Period Style	I can discuss the work of noticing similarities and differences using art vocabulary.	I can discuss and compare colour and themes in Fathauer's work and give my opinions.	I can make comparisons between artists, periods, styles, tools and techniques giving my opinions and justifying them using art vocabulary.	I can discuss emotions, moods and messages message/intention influence of different periods/artists in the work of Kwasi Asare using art vocabulary.
Knowledge & Skills	I can cut accurately in a variety of ways. I can use a variety of collage techniques. I can experiment with colour, selecting colours and materials to create effect and give reasons for my choices.	I can create tessellations using a variety of shapes, forms and colours. I can create regular and irregular patterns, including symmetry.	I can experiment with different textures, both man-made and natural, to represent different landscapes. I can make a picture that can be explored by touch and hearing, as well as sight.	I can weave a variety of materials to create strips which, when put together, make a large piece of fabric.
Finished pieces	I can collage in the style of Kurt Schwitters.	I can mosaic in the style of Fathauer.	I can create an original piece using the style/ technique of Andy Goldsworthy.	I can take inspiration from the style of Kwasi Asare to create an original piece.
Evaluation	I can say what I like and dislike about my work. I can give my opinions about other children's work.	I can give reasons for what I like and dislike about my work. I can listen to the opinions of others.	I can suggest improvements for mine and others work. I can give my opinions based on my previous knowledge.	I can adapt and refine my work using mine and others' opinions. I can give my opinions based on my previous knowledge.

Digital media	Y3	Y4	Y5	Y6
Artist	Hazem Taha Hussein born in 1961, Cairo, Egypt	Dorrit Dekk 1917-2014 Czech-born British graphic designer, printmaker and painter	David Hockney British printer, born 1937 Important contributor to pop art in the 1960s	Julia Margaret Cameron 1815-1879 British Victorian photographer
Vocab	motif, repeating pattern, copy, paste, line, shape	print, shape, texture, form, composition, space, filter, dramatic, warm, cool, silver tone, mono, noir	pop art, colour palette, image, style, subject, perspective, imitate/replicate, photobooth, pop art camera, photo editor	feeling, perspective, camera angles (close up, pan, tilt, zoom, point of view), editing tools (soft focus, sharpen, blur, contrast, brightness, vibrance, saturation, warmth, vignette)
Artist Period Style	I can discuss the work of noticing similarities and differences using art vocabulary.	I can discuss and compare colour and themes in Dorrit Dekk's work and give my opinions.	I can make comparisons between artists, periods, styles, tools and techniques giving my opinions and justifying them using art vocabulary.	I can discuss emotions, moods and messages message/intention influence of different periods/artists in the work of Julia Margaret Cameron using art vocabulary.
Knowledge & Skills	I can copy and paste to make a simple layered repeating pattern using 2Paint to create a picture on Purple Mash.	<p>I can create a piece of art work which includes the integration of digital images I have taken.</p> <p>I can add filters to photographs to alter their appearance, offering a range of creative effects.</p> <p>I can combine graphics and text using Pic Collage.</p> <p>I know how to combine media for a specific purpose.</p> <p>I know how to add a filter to a photograph (dramatic, warm, cool, silver tone, mono, noir).</p>	<p>I can create a piece of art which includes the integration of digital images I have taken, combining text and graphics.</p> <p>I can use software to alter and adapt digital photos, creating work with meaning.</p>	I can edit and enhance a photo in order to create a digital photo album categorised by subject matter (feeling and perspective).
Finished pieces	I can create digital media in the style of Hazem Taha Hussein.	I can create propaganda posters in the style of Dorrit Dekk.	I can create an original piece using the style/ technique of David Hockney.	I can take inspiration from the style of Julia Margaret Cameron to create an original piece.
Evaluation	<p>I can say what I like and dislike about my work.</p> <p>I can give my opinions about other children's work.</p>	<p>I can give reasons for what I like and dislike about my work.</p> <p>I can listen to the opinions of others.</p>	<p>I can suggest improvements for mine and others work.</p> <p>I can give my opinions based on my previous knowledge.</p>	<p>I can adapt and refine my work using mine and others' opinions.</p> <p>I can give my opinions based on my previous knowledge.</p>

Printing	Y3	Y4	Y5	Y6
Artist	Henri Matisse 1869-1954 French lino printmaker	Maurits Cornelius Escher Dutch, 1898-1972 Graphic artist	Andy Warhol American 1950s pop artist famous for photography and screen printing	William Morris 1834-1896 British Victorian famous for block printing
Vocab	Stencil print, cut out, layers	printing block, raised surface, layer, tessellate	screen, mesh, print, over print, block out, stencil	relief print, lino, etch, half drop
Artist Period Style	I can discuss the work of Henri Matisse noticing similarities and differences using art vocabulary.	I can discuss and compare colour and themes in Escher's work and give my opinions.	I can make comparisons between artists, periods, styles, tools and techniques giving my opinions and justifying them using art vocabulary.	I can discuss emotions, moods and messages message/intention influence of different periods/artists in the work of William Morris using art vocabulary.
Knowledge & Skills	Stencil printing requires knowledge of design, stencil creation, material selection, and printing techniques. Skills include I can cut a simple stencil to use to print a pattern I can apply paint to create a pattern and layer multiple colours. I can use rollers, sponges or brushes to apply the layers of paint.	I can design different printing blocks using string. I can produce a repeating pattern using my printing block. I can use more than one block to layer.	I can design and create a stencil. I can attach my stencil to a screen and apply paint to create a print. I can use my stencils to add layer.	I understand that a motif is a repeating decorative image that creates a pattern. I can create a relief print stencil and use this to print a pattern which may include a half drop.
Finished pieces	I can create in the style of Henri Matisse.	I can print in the style of Escher.	I can create an original piece using the style/technique of Andy Warhol.	I can take inspiration from the style of William Morris to create an original piece.
Evaluation	I can say what I like and dislike about my work.	I can give reasons for what I like and dislike about my work.	I can suggest improvements for mine and others work.	I can adapt and refine my work using mine and others' opinions.

	I can give my opinions about other children’s work.	I can listen to the opinions of others.	I can give my opinions based on my previous knowledge.	I can give my opinions based on my previous knowledge.
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