



Newlands Junior School
We are Proud



National Curriculum

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
 - about great artists, architects and designers in history

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</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, modern art	colour, shade, blend, mix, primary, secondary, tertiary, magenta, amber, chartreuse, violet, vermillion, teal, Renaissance	tint, shade, hue, mood, emotion, expressionist, post expressionist	oil, watercolour, Impressionism, Romanticism
Artist period style	I can discuss the work of Jackson Pollock and the Pitman Painters noticing similarities and differences using art vocabulary.	I can discuss and compare colour and themes in Leonardo da Vinci and Pablo Picasso's work and give my opinions using art vocabulary.	I can make comparisons between Munch and Van Gogh (periods, styles, tools and techniques) giving my opinions and justifying them using art vocabulary.	I can make comparisons between Monet and Constable (emotions, moods, messages, intention, periods) giving my opinions and justifying them 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 and The 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'	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, modern, abstract, cubism, expressionism, surrealism	shading, hatching, cross hatching, stippling, scribbling, circling, blending, Hyperrealism	light, highlight, dark, shadow, reflection, Architectural artist	texture, taper, contour, perspective, tone, hard/ soft, lines, light/shadow, illustrator, observational artist
Artist Period Style	I can discuss the work of Kandinsky 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 Kandinsky, Fazio and Wiltshire (periods, styles, tools and techniques), giving my opinions and justifying them using art vocabulary.	I can make comparisons between different illustrations/illustrators (emotions, moods, messages, intention, periods), giving my opinions and justifying them 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 and 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, modernism	sculpture, form, scale, proportion, texture, layer, armature, flexible, wrap, coil, corkscrew, shape, twist, hook, loop, braid, bend, join, spiral, contemporary	
Artist Period Style	I can discuss the work of the Beaker people 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 Moore and Ducker (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/ techniques of Rachel Ducker.	
Evauation	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, modern art, surrealism, Dada	mosaic, tessellation, repeat, symmetry, mathematical art	3D, scrunch, tactile, texture, man- made, natural, overlap, tear, represent, land art	textile, thread, stitches, running stitch, back stitch, cross stitch, overstitch, overcast, applique, weaving, loom, warp, weft, fibres, balanced weave, contemporary
Artist Period Style	I can discuss the work of Kurt Schwitters 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 Schwitters, Fathauer and Goldsworthy (periods, styles, tools and techniques), giving my opinions and justifying them using art vocabulary.	I can make comparisons between the work of Kwasi Asare and other African cloths (emotions, moods, messages, representation, periods), giving my opinions and justifying them 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 create representations. 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 English born 1937 Photo montage	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, graphic designer, illustrator	image, style, subject, perspective, imitate/replicate, photo editor, contemporary	feeling, perspective, camera angles (close up, pan, tilt, zoom, point of view), editing tools (soft focus, sharpen, blur, contrast, brightness, vibrance, saturation, warmth, vignette), portraiture
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 Hussein, Dekk and Hockney (periods, styles, tools and techniques), giving my opinions and justifying them using art vocabulary.	I can make comparisons between Julia Margaret Cameron and modern photography (emotions, moods, messages, intention, periods), giving my opinions and justifying them 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.	I can create a piece of art work which includes the integration of digital images I have taken. I can combine graphics and text using Pic Collage. I can add filters to photographs to alter their appearance, offering a range of creative effects. I know how to add a filter to a photograph (dramatic, warm, cool, silver tone, mono, noir).	I can create a piece of art which includes the integration of digital images I have taken, combining text and graphics. I can use software to alter and adapt digital photos, creating work with meaning.	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	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.

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, impressionism, modern art	printing block, raised surface, layer, tessellate, nature, modern art	screen, mesh, print, over print, block out, stencil, pop art	relief print, lino, etch, half drop, arts and crafts movement
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 Matisse, Escher, and Warhol (periods, styles, tools and techniques), giving my opinions and justifying them using art vocabulary.	I can discuss the influence of Islamic patterns (incorporating symmetry and intricate motifs) on the work of William Morris giving my opinions and justifying them 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 and 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 use my stencil, applying paint to create a single layer print. I can use my stencils to add additional layers.	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 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.