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|  | **Knowledge** | **Skills** | **Vocabulary** |
| **A** | **Drawing**  **(pencil, charcoal, inks, chalk, pastels, ICT software)**   * To know pencils can be used in a variety of ways * To understand perspective * To know how to enlarge/decrease a picture   **Colour**  **(painting, ink, dye, textiles, pencils, crayon, pastels)**   * To understand that colours can be mixed * To know different brushes are used for different purposes * To know a variety of techniques to apply colour   **Printing/Pattern**  **(found materials, fruit/veg, wood blocks, press print, lino, string) ( paint, pencil, textiles, clay, printing)**   * To know there are different types of printing * To know that different types of printing can create different textures/patterns which can be symmetrical or asymmetrical   **Texture/Form**  **(textiles, clay, sand, plaster, stone) (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )**   * To know how to weave using a variety of materials * To know the effectiveness of different adhesives * To know that work must look aesthetically pleasing   *Artist to be studied each half-term along-side lessons* | * Experiment with the potential of various pencils * Close observation * Draw both the positive and negative shapes * Initial sketches as a preparation for painting * Scale and proportion * Colour mixing and matching; tint, tone, shade * Make colour wheels * Introduce different types of brushes * Techniques- apply colour using dotting, scratching, splashing * Relief and impressed printing * Recording textures/patterns * Monoprinting * Colour mixing through overlapping colour prints * Using ICT to create images (Pop art) * Symmetry * Weaving * Shape, form, model and construct ( malleable and rigid materials) * Understanding of different adhesives and methods of construction * Aesthetics to be a focus of work created | * Observation * Positive/Negative shapes * Scale * Proportion * Tint * Tone * Shade * Technique * Dotting * Scratching * Splashing * Relief printing * Impressed printing * Monoprinting * Texture/pattern * Malleable materials * Rigid materials * Adhesive * Aesthetics |
| **B** | **Drawing**  **(pencil, charcoal, inks, chalk, pastels, ICT software)**   * To know the proportions to draw a face accurately * To draw people in proportion using tone, tint, shade   **Colour**  **(painting, ink, dye, textiles, pencils, crayon, pastels)**   * To use a paint programme to use colours to reflect mood   **Printing/Pattern**  **(found materials, fruit/veg, wood blocks, press print, lino, string) ( paint, pencil, textiles, clay, printing)**   * To know how to gather a range of patterns/textures from the environment * To know and understand the difference between environmental and manmade patterns * To know what tessellation is   **Texture/Form**  **(textiles, clay, sand, plaster, stone) (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )**   * To know how to manipulate different textures to create an end product   *Artist to be studied each half-term along-side lessons* | * Accurate drawings of people – particularly faces * Identify and draw the effect of light * Accurate drawings of whole people including proportion and placement * Work on a variety of scales * Computer generated drawings * Colour to reflect mood * Use sketchbook for recording textures/patterns * Interpret environmental and manmade patterns * Modify and adapt print * Explore environmental and manmade patterns * Tessellation * Experience surface patterns / textures * Analyse and interpret natural and manmade forms of construction * Explore a sculptor’s piece of work to use to stimulate own ideas | * Proportion * Placement * Environmental patterns * Manmade patterns * Tessellation * Sculptor |
| **C** | **Drawing**  **(pencil, charcoal, inks, chalk, pastels, ICT software)**   * To know the effect of light on objects from different directions and know the effect on people * To understand the concept of perspective * To understand shade, hue, mood, tint and tone   **Colour**  **(painting, ink, dye, textiles, pencils, crayon, pastels)**  **Printing/Pattern**  **(found materials, fruit/veg, wood blocks, press print, lino, string) ( paint, pencil, textiles, clay, printing)**   * To have an understanding of pattern building   **Texture/Form**  **(textiles, clay, sand, plaster, stone) (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )**   * To know how to thread a needle * To understand the difference between types of threads * To develop knowledge of textile stitches * To know how to create mood, feeling and movement   *Artist to be studied each half-term along-side lessons* | * Interpret the texture of a surface * Produce increasingly accurate drawings of objects/people including using perspective * Explore the use of texture in colour * Use colour for different purposes * Combining prints * Design prints * Make connections * Discuss and evaluate own work * Create own abstract pattern (using previous knowledge) to reflect personal experiences * Create pattern for purposes * Use smaller eyed needles and finer threads and refine the running stitch * Use a wider variety of stitches (cross stitch, backstitch) * Compare different fabrics | * Perspective * Combine * Abstract * Needle eye * Thread * Running, back, cross stitch * Fabrics |
| **D** | **Drawing**  **(pencil, charcoal, inks, chalk, pastels, ICT software)**   * To know how images can be manipulated using a graphic package. * To understand that a digital image is made by layering   **Colour**  **(painting, ink, dye, textiles, pencils, crayon, pastels)**  **Printing/Pattern**  **(found materials, fruit/veg, wood blocks, press print, lino, string) ( paint, pencil, textiles, clay, printing)**   * To know a range of different printing techniques * To know a range of printing techniques used by various artists   **Texture/Form**  **(textiles, clay, sand, plaster, stone) (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )**   * Understand shape, form * Understand properties of media * Discuss and evaluate the work of other sculptors   *Artist to be studied each half-term along-side lessons* | * To record, collect and store visual information using cameras or video recorders. * Present recorded digital images using software (e.g. Photostory or PowerPoint). * Use a graphics package to create and manipulate new images * Create layered images from original ideas * Use colour to express feelings * Builds up drawings and images of whole or parts of items using various techniques * Screen printing * Explore printing techniques used by various artists * Create pattern for different purposes * Experience surface patterns / textures * Analyse and interpret natural and manmade forms of construction * Explore a sculptor’s piece of work to use to stimulate own ideas | * Visual information * Graphics * Screen printing * Patterns * Textures |