

Knowledge Building

Techniques

Techniques are the procedures and methods by which an artist defines themselves. Most artists will specialise in one technique, and, for some, it is this that makes their work well-known. It is by learning about and exploring these techniques that pupils become aware that art has many styles and forms, and techniques are chosen for specific purposes.

Tools

It is by using different **tools** that artists can develop their chosen techniques. Painters require brushes and paint, photographers need cameras etc. By knowing about a range of tools used to produce art, pupils will appreciate how artists can perform certain techniques. Some tools are chosen with exacting purposes in mind, but tools can be mixed to create new techniques, styles and forms e.g. sand animation art.

People

For tools and techniques to be used, there obviously needs to be **people** using them. These people are known as artists and architects. By being able to recognise the art produced by both **people groups** and **individuals**, pupils can then start to recognise how the cultural, geographical, historical and social backgrounds of these artists influences their work.

Art and Design Vocabulary

The language of art and design can be broken down into different categories such as: the language of **form and technique**, for example, stippling, etching, painting, drawing, sculpture, photography; the language of **tools**, e.g. brush, camera, chisel, clay, paint, pastels; the language of **style or movements** as in cubism, abstract, expressionism and pop art. Having an expansive art and design vocabulary is important for children so they can talk about their own work, as well as art produced by skilled artists.

Architecture

Architecture is an aspect of art that focuses on the design of buildings. It is included in the art curriculum so that children are aware that art and design doesn't just focus on painting or drawing. **Architecture** reflects a range of styles across different eras and developing knowledge about them will help pupils become aware of how architecture shapes landscapes, making some places easily recognisable, which links directly to human geography.







Cultural Understanding

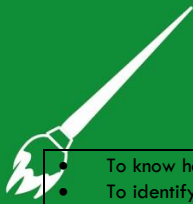
The production of art dates back as far as when humankind started thinking creatively. It has always been a way of displaying and interpreting the world around us. Artists have come from many different backgrounds and **cultures**. By having an **understanding** of an artist's **culture**, we can then understand what they are trying to show. It is important that pupils recognise that art can be found everywhere and is deeply subjective; what they like to look at may not be the same as their peers. They will know that artists come from across the globe, and many use their environment, culture or religion (or a combination of all three) to influence the art they produce.



ADVENTURERS Y3&4

Knowledge Progression

Adventurers 1 / Year 3	Adventurers 2 / Year 4
<p> As pupils should now be able to correctly hold and control a paintbrush, they will be introduced to a wider range of brushes and explore using them in different tasks. Pupils will develop their painting technique by using the brushes to produce different effects, including those of stippling and pointillism.</p> <p>Pupils will also be introduced to Jack Kirby, a famous comic artist. They should recognise some of his work and use him as an inspiration to produce their own.</p> <p>Painting</p> <p>Skills Development</p> <ul style="list-style-type: none"> To learn about different brushes, brush strokes and how to choose appropriate brushes for different tasks <p>Concepts</p> <p>NC - To create sketch books to record their observations and use them to review and revisit ideas</p> <p>NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>NC - To know about great artists, architects and designers</p> <ul style="list-style-type: none"> To learn about different brushes, brush strokes and how to choose appropriate brushes for different tasks To identify that Jack Kirby is famous for his comic book style To learn that Jack Kirby was the creator of Captain America and many more Marvel characters To know that various methods can be used to create comic art 	<p> In this unit, the pupils will see clearly that art can have deep cultural and religious connections. The cyclical design and pattern of mandalas encourage meditation and focus in the Buddhist faith. Pupils also explore the importance of geometric pattern in Islamic art, using a range of tools to create colour and vibrancy.</p> <p>Drawing / Painting</p> <p>Concepts</p> <p>NC - To create sketch books to record their observations and use them to review and revisit ideas</p> <p>NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <ul style="list-style-type: none"> To know that the mandala is a symbolic representation of the universe in Tibetan Buddhism To understand that the mandala is derived from the world 'circle' To learn that Mandalas are used as spiritual teaching tool that helps strengthen meditation and increase focus To understand some of the features from Islamic art
<p> Pupils will develop their sculpting skills through the use of another medium, papier maché. Taking inspiration from Julie Taymor's 'Lion King' masks, pupils will follow instructions to produce their own.</p> <p>3D Form</p> <p>Concepts</p> <p>NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <ul style="list-style-type: none"> To learn how to make an animal mask To know that Julie Taymor is famous for making all the 'Lion King' show masks / puppets 	<p> Pupils will learn about graffiti and how it is viewed in society. Looking specifically at the use of this art medium in political activism, they are introduced to Banksy, a renowned graffiti artist.</p> <p>They will use their sketchbooks to create images that portray slave labour which they then add a slogan to. They then create stencils which they experiment with spray or stipple painting.</p> <p>Mixed Media</p> <p>Concepts</p> <p>NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <ul style="list-style-type: none"> To learn about the role of graffiti as an artform and a political tool in society (as well as a discouraged form of vandalism) To learn about Banksy and how he uses graffiti to speak out on issues such as greed, poverty and slave labour
<p> In this unit, pupils will refine their clay moulding technique with the introduction of 'slip'. Slip will be used to join coils of clay together, in order for the pupils to make simple clay pots with lids. Pupils will also find out about the cultural importance of Greek pottery in conveying stories and messages and use original designs to inspire their own.</p> <p>3D Form</p> <p>Skills Development</p> <ul style="list-style-type: none"> To know how to make a coil pot <p>Concepts</p> <p>NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p> Pupils will know that lines are a key aspect of drawing and, in this unit, further explore how using a variety of line drawing techniques can be effective and eye-catching. Pupils will be encouraged to talk in more depth and with wider artistic vocabulary about their own art and that of others. Pupils will use line to draw buildings, noting some architectural features before deepening their understanding of effective drawing techniques through the 'rule of thirds' in drawing landscapes.</p> <p>Drawing</p> <p>Skills Development</p> <ul style="list-style-type: none"> To know that line can be used effectively as a visual element in drawing <p>Concepts</p> <p>NC - To create sketch books to record their observations and use them to review and revisit ideas</p>



Art

- To know how to make a coil pot
- To identify different variations of pottery design from the past to modern times

- NC** - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- To know that line can be used effectively as a visual element in drawing
 - To know the rule of thirds is a set of guidelines used to composing artwork for 2D mediums, such as photography, drawing and painting
 - To know that artists use the rule of thirds when creating landscapes, but that it can also be used for subject matter, still life, figures and portraits

Picture Our Planet



Pupils will be introduced to the work of Romero Britto, a Brazilian artist who is well-known for his bright and vibrant collage-like artwork. Pupils will use his work to inspire their own colourful textile collage piece. Pupils will need to identify fabrics that would be the most suitable for their design by discussing their features. They will be introduced to the technique of layering to produce interesting art pieces.

Textiles / Collage

Skills Development

- To know how to cut, layer and join materials

Concepts

NC - To know about great artists, architects and designers

- To know how to cut, layer and join materials
- To learn about Romero Britto and discuss the key features of his work e.g. bright colours, abstract form, bold lines

Under the Canopy



Pupils will use drawing techniques developed over the course of this phase and earlier to create observational drawings using pastels as their tool. Pupils will notice that pastels can be hard to work with so will need to adapt their technique as appropriate.

As well as drawing, pupils will explore the art of tattooing as an artform, recognising that it has a long cultural history in central America and is used as a sign of courage.

Drawing / Painting

Concepts

NC - To create sketch books to record their observations and use them to review and revisit ideas

NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

- To know how to make close observational drawings
- To know how to use oil pastels in drawing
- To know that body art, in the form of tattooing, was being used in the 16th century in Mexico and Central America
- To identify different methods of body and face painting

Lightning Speed



Pupils will revisit the printing techniques developed in Pathfinders and will go on to develop them by exploring the use of line to produce effective printing patterns. Pupils will also be reminded of vocabulary previously introduced to them.

Pupils will discuss the uses of printing by looking at the work of Gutenberg. They will improve their printing skills by producing book covers and using marbling techniques to make end papers.

Printing

Skills Development

- To know about a range of lines and marks that create different effects when printing

Concepts

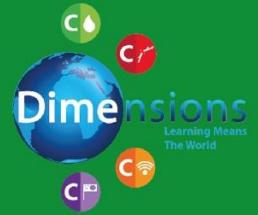
NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

- To know about a range of lines and marks that create different effects when printing
- To learn a range of printing techniques that were used from both Ancient and Modern times e.g. 'wood block'





Art

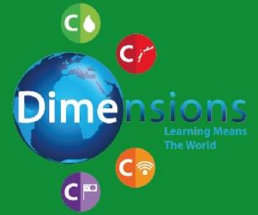


Key Vocabulary

Adventurers 1 / Year 3		Adventurers 2 / Year 4	
Come Fly With Me! Africa		A World of Difference	
Julie Taymor	puppet	mandala	nature
mask		Buddhism	pattern
Lion King		circle	draw
papier maché		geometric	reflect
3D		calligraphy	image
design		artefact	line
model			
"That's All, Folks!"		Lightning Speed	
brush technique	character design	printing	Gutenberg
brush stroke	applied technique	Lino press	stamp
sketchbook	comic art	ink	printing press
stippling pointillism	layer	roller	relief print
Jack Kirby		crosshatch	marbling
		non-porous	book covers
Athens v Sparta		Law and Order	
coil pot		Landscapes	
slip		line	
clay		photography	
cross-hatching		portrait	
clay guide		rule of thirds	
pottery		still life	
		Van Gogh	
Picture Our Planet		Under the Canopy	
abstract form	Romero Britto	dye	tattooing
fray		observational drawing	
layering		oil painting	
line		oil pastel	



Art



	Cry Freedom
	graffiti spray paint stipple stencil acetate vandalism political activist

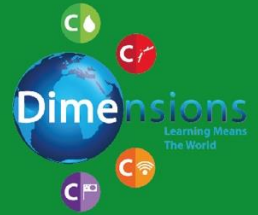


NAVIGATORS Y5&6







Knowledge Building					
Techniques	Tools	People	Art and Design Vocabulary	Architecture	Cultural Understanding
Know which art techniques to choose for specific purposes	Know which art tools to choose specific purposes and how to use them safely	Know about the influence of different historical cultural and social contexts on artists	Know and use a wide range of art and design vocabulary in critiques	Know how architecture shapes communities and landscapes	Know what art reflects and influences culture and vice versa
Skills Progression					
Art Skills Navigators 1 / Y5			Art Skills Navigators 2 / Y6		
<p>Ar70 <i>Drawing</i> Research and use a variety of source materials for their work</p> <p>Ar71 <i>Drawing</i> Explore the potential properties of the visual elements of line, tone, pattern, texture, colour and shape</p> <p>Ar72 <i>Painting</i> Work on preliminary studies to test media and materials. Investigate, explore and record information to generate imaginative ideas</p> <p>Ar73 <i>Drawing</i> Work in a sustained and independent way from observation, experience and imagination</p> <p>Ar74 <i>Printing</i> Become familiar with new techniques e.g. the use of poly-blocks, relief, mono and resist printing</p> <p>Ar75 Compare and comment on ideas, methods and approaches used in their own and others' work, beginning to relate these to intention, in order to adapt and improve outcomes</p> <p>Ar76 <i>Drawing</i> Use a sketchbook to develop ideas</p> <p>Ar77 <i>Painting</i> Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours</p> <p>Ar78 <i>Painting</i> Create imaginative work from a variety of sources</p> <p>Ar79 <i>Printing</i> Choose the printing method appropriate to task</p> <p>Ar80 <i>Printing</i> Build up layers and colours/textures</p> <p>Ar81 <i>Printing</i> Organise their work in terms of pattern, repetition, symmetry or random printing styles</p> <p>Ar82 <i>Textiles/Collage</i> Join fabrics in different ways, including stitching</p> <p>Ar83 <i>Textiles/Collage</i> Use a range of media to create collage</p> <p>Ar84 <i>3D-Form</i> Use recycled, natural and man-made materials to create sculpture</p> <p>Ar85 <i>3D-Form</i> Plan a sculpture through drawing and other preparatory work</p> <p>Ar86 Design and create images and artefacts in response to personal ideas and for clearly defined purposes by selecting and developing techniques and using a range of materials</p>			<p>Ar87 <i>Drawing</i> Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape</p> <p>Ar88 <i>Painting</i> Carry out preliminary studies, test media and materials and mix appropriate colours</p> <p>Ar89 <i>Painting</i> Work from a variety of sources, including some researched independently</p> <p>Ar90 <i>Modelling and Sculpting</i> Explore further the use for clay e.g. slabs, coils, slips, etc.</p> <p>Ar91 Investigate, explore and record information about famous artists showing appreciation of aesthetic qualities</p> <p>Ar92 <i>Drawing</i> Identify artists who have worked in a similar way to their own work</p> <p>Ar93 Analyse and comment on ideas and methods</p> <p>Ar94 <i>Drawing</i> Demonstrate a wide variety of ways to make different marks with dry and wet media</p> <p>Ar95 <i>Drawing</i> Develop ideas using different or mixed media, using a sketchbook</p> <p>Ar96 <i>Drawing</i> Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape</p> <p>Ar97 <i>Painting</i> Choose appropriate paint, paper and implements to adapt and extend their work</p> <p>Ar98 <i>Painting</i> Create shades and tints using black and white. Work from a variety of sources, including some researched independently</p> <p>Ar99 <i>Painting</i> Show an awareness of how paintings are created</p> <p>Ar100 <i>Printing</i> Describe varied technique</p> <p>Ar101 <i>Printing</i> Show confidence in printing on paper or fabric</p> <p>Ar102 <i>Textiles/Collage</i> Show an awareness of the potential of the uses of materials</p> <p>Ar103 <i>Textiles/Collage</i> Use different techniques, colours and textures when designing and making pieces of work</p> <p>Ar104 <i>Modelling and Sculpting</i> Create sculpture and constructions with increasing independence</p>		

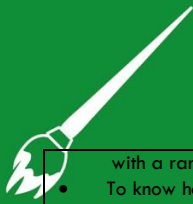


Art



Knowledge Progression


Navigators 1 / Year 5	Navigators 2 / Year 6
<p align="center">Come Fly With Me! America</p> <p> Pupils will develop their ability to work with different artistic tools in this unit. Pupils will learn about different types of paint and expand their vocabulary further. They will also experiment with how these paint types can be used on a range of surfaces to produce different textures. Pupils will be introduced to Jackson Pollock, a famous abstract expressionist artist. They will talk about how his artwork makes them feel and use some of his techniques of painting to music to recreate their own Pollock-style pieces.</p> <p>Painting Skills Development</p> <ul style="list-style-type: none"> To learn about different types of paint and explore their capabilities on a range of surfaces <p>Concepts NC - To know about great artists, architects and designers</p> <ul style="list-style-type: none"> To learn about different types of paint and explore their capabilities on a range of surfaces To know that Jackson Pollock is famous for abstract art To understand that his paintings are not meant to represent specific objects / people To identify their own feelings and emotions when looking at his paintings 	<p align="center">"I Have a Dream..."</p> <p> Pupils will explore another approach to sculpture through the use of everyday items, specifically paper clips. They will use the work of Pietro D'Angelo, an Italian figurative sculpture who uses wire mesh to produce his sculptures. Pupils will be encouraged to sketch ideas, produce a sculpture and then critique their own and others' work.</p> <p>3D Form Concepts NC - To know about great artists, architects and designers NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <ul style="list-style-type: none"> To know that Pietro D'Angelo is an artist that creates paper clip sculptures To understand the properties and capabilities of wire e.g. mesh, paper clips, garden wire
<p align="center">A World of Bright Ideas</p> <p> Pupils should now be fairly confident with the technique of printing using rollers and their own print plates. In this unit, pupils will develop their technique further by exploring using two colours and stencils to make a more complex design. As well as improving printing techniques, pupils will look at branding and how brand logos can be considered a form of art that plays a role in our culture.</p> <p>Printing Skills Development</p> <ul style="list-style-type: none"> To know how to create a two-colour relief print with a stencil <p>Concepts NC - To create sketch books to record their observations and use them to review and revisit ideas NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <ul style="list-style-type: none"> To know how to create a two-colour relief print with a stencil To know why logos are important in branding To know the features of a strong brand image 	<p align="center">Mission Control</p> <p> In this unit, pupils will extend their knowledge of the planets, Sun and Moon through their art. Pupils will be familiar with mixing primary colours to make secondary and adding white or black to create shades. They will improve their technique of colour mixing by now working with complementary and contrasting colours, as well as hue and tones. They will apply these techniques to produce paintings of the planets, Sun and Moon, observing carefully the colours seen on each. In addition to colour mixing, pupils will embed their understanding of creating texture by adding materials to their paints.</p> <p>Painting Concepts NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <ul style="list-style-type: none"> To learn about primary and secondary colours and what they can be used for e.g. warm colours, cold colours, complementary colours To learn about colour wheels, including tints, tones, shades and hues To understand when you apply paint and materials (e.g. sand, sugar grit) to different types of paper, it will create different textures
<p align="center">You're Not Invited</p> <p> Pupils will secure their skills in working with clay in this unit. In Adventurers, pupils used to slip to join two or more pieces of clay together. Now, they will use cross-hatching to ensure more secure joins and use clay guides to ensure that a piece of clay is flat and level. Pupils will then study some of the designs on Roman mosaics to inspire their own decoration noting some of the significant features of Roman design.</p> <p>3D Form Concepts NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture</p>	<p align="center">Wars of the World</p> <p> In Adventurers, pupils explored techniques of joining fabrics together to create textile collages. Now in Navigators, pupils will develop their technique further by using needle and thread to stitch fabric together. Not only is this an art technique, but a useful life skill. Pupils will use stitching techniques to produce a poppy collage, whilst learning about the cultural significance of the poppy after World War I and into present day.</p> <p>Collage Skills Development</p> <ul style="list-style-type: none"> To know about exploring fabrics by stitching



Art

- with a range of materials
- To know how to make a slab pot
- To know that Roman mosaics were common forms of decoration during the reign of the Roman Empire
- To learn about the significance of Roman mosaic art and their designs

Full of Beans

 Pupils will have had the opportunity to draw with various tools and refine their technique in Adventurers. They will now explore reasons why people draw and be introduced to the vocabulary of 'observation', 'experience' and 'imagination'. They will use viewfinders as a tool to aid observational drawing and be encouraged to use the range of techniques they have learnt in the past. Pupils will also explore how a picture can be created with only one colour by mixing a variety of shades to create areas of light and dark.

Drawing

Skills Development

- To explore different drawing stimuli

Concepts

NC - To create sketch books to record their observations and use them to review and revisit ideas

NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

- To know that different drawing implements to create light and dark effects
- To investigate the colour green and understand links e.g. green can symbolise love, associated with Venus
- To know how to create different shades and tones of green

- Concepts**
- NC** - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- To know about exploring fabrics by stitching
 - To learn about the significance of the poppy during World War I as a representation of sacrifice made by the soldiers
 - To learn about the 5000 poppies project, which involved hand-knitted poppies that were donated from around the world and displayed at Federation Square, Melbourne to represent the fallen soldiers

British Bulldog

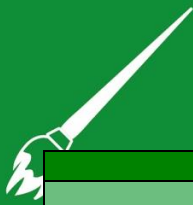
Choosing one of five stimuli images provided, pupils will sketch shapes and add colour to create a Moroccan painting similar to the style of Winston Churchill.

Painting

Concept

- To know that as well as a politician, Winston Churchill was an accomplished painter





Art

Key Vocabulary

Navigators 1 / Year 5		Navigators 2 / Year 6	
Come Fly With Me! America		"I Have a Dream..."	
abstract art	surface	manipulate	
acrylic paint	texture	paper clip sculptures	
Jackson Pollock	watercolour paint	Pietro D'Angelo	
mask		wire	
poster paint			
powder paint			
A World of Bright Ideas		Mission Control	
brand image		cold colours	hue
indentation		colour wheel	primary colours
logo		complementary colours	secondary colours
printing plate		contrasting colours	shade
printing tile			texture
processes			
stencil			
You're Not Invited		Wars of the World	
mosaic art		fabrics	
slab pot		thread	
clay guides		stitching	
cross-hatching		installation	
rollers			
wire cutter			
Full of Beans		British Bulldog	
hue		landscape	colour mixing
shade		vibrancy	
tone		sketch	



End Goals

Adventurers / LKS2

Our aim in teaching art in Adventurers is to deepen their awareness of art as an identifying feature of different cultures and religions, as well as building on techniques and use of tools from Pathfinders. In this phase, pupils should be able to choose from a range of paintbrushes and understand how varying brush sizes can make an impact on what a painting looks like. They should also be able to vary the lines they use when drawing buildings, portraits and landscapes to give their work greater impact. As well as using lines more effectively, pupils should have been introduced to the concept that artists, specifically painters and illustrators, can follow rules to guide their work, for example, the 'rule of thirds' for landscapes. The techniques used in sculpting with clay will have been improved by using 'slip' to make sculptures stronger and using papier mache as another tool for sculpting 3D forms. In this phase, art as an identifying feature of culture and religion appear regularly. Pupils will be aware of the use of mandalas in Buddhism and geometric patterns that appear in Islamic art. In contrast, they should understand the significance of tattooing as an art form in Central America and Mexico during the Mayan period and how the comic book artwork of Jack Kirby and his Marvel characters has had a cultural impact. In Lightning Speed, pupils will have looked at the work of Gutenberg and how printing is not only an artform but has many practical uses.

Navigators / UKS2

Our aim in teaching art in Navigators is to challenge pupils in their selection of tools and techniques so that their own works makes more of an impact, and in their understanding of how art can reflect culture and historical events. Throughout this phase, pupils should be able to draw upon the skills and techniques they have used to produce work that is effective and personalised. Pupils will expand their knowledge of colour through, not only mixing, but manipulating contrasting and complementary colours within their work. They will have created sculptures using more complex techniques with clay, such as slab work, and will have needed to delve deeper into their imaginations to create sculptures using small, everyday materials i.e. paper clips. Pupils should be able to evaluate and critique art, not only produced by professional artists, but by themselves and their peers, giving intelligent and supportive feedback using a wide range of art and design vocabulary. Pupils should recognise when research is required when creating art of a certain style and be aware of the reasons why art is important, making links with historical and cultural events. By the end of this phase, pupils should be able to produce art using a wide range of techniques, select tools for specific purposes and have a developed sense of imagination, whilst being able to link work to a range of historical, social and cultural contexts.