# 

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Knowledge Skills** | **Skills** | **Self Portraits** | **Gargoyles** | **Skills** | **Typography** | **Natural vs Mechanical Art** |
| Artist Study | Their name. The time period in which they lived and how it has influenced their work. The reasons their art is being studied.  Their styles, their techniques and the subjects of their work. Important elements of their biographies which influenced their works.  Identify similarities and differences between artwork by different artists. Identify the media used. Describe colour, pattern, line and shading.  Identify the similarities in artwork from the same movement. Describe, interpret and explain the work, ideas and practices of some significant artists, designers and architects, taking account of the influence of the different historical, cultural and social contexts in which they worked. | | | | | |
| Artist | NA | Frida Kahlo | Kate Malone | NA | Louise Fili | Karl Blossfeldt |
| Drawing | Draw using a range of techniques to include hatching and cross hatching  Create shades and tints using black and white Develop drawing shapes with a third dimension and refine perspective skills  Select appropriate techniques based on purpose | Develop drawing shapes with a third dimension and refine perspective skills | Know that art has been used to further scientific study. Compare and contrast the depiction of perspective in different artwork. | Drawing techniques  One-point perspective shots  Ruler line work  Make it personal – design a room using perspective | Understanding symbolism through art.  Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letter  combine drawing with making to create which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper | Using line to create texture.  Combine drawing with making to create which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. |
| Painting |  | Use a variety of tools to create texture within paintings Select appropriate paints based on desired effect |  |  | Use a variety of tools to create texture within paintings Select appropriate paints based on desired effect |  |
| *Printing* |  |  | Know the relationship between colours  Recognise the importance of pattern in reflecting the environment in which it is created. |  |  |  |
| *Textiles / Collage* |  |  |  |  | Identify different uses of collage (e.g. mosaic, montage, decoupage)  Use a range of media to vary colour, tone and texture Apply collage to painted background  Use different techniques, colours and textures etc when designing and making pieces of work. | Use a range of media to vary colour, tone and texture Apply collage to painted background |
| 3D Form / Sculpture |  |  | Different materials are moulded in different ways  Plan a sculpture through drawing and other preparatory work. Use tools to create texture and pattern.  To use their knowledge to create Gargoyles |  |  |  |
| Mixed Media / Photography |  |  |  |  | Look at images for starting points for topic work and discuss why they are relevant or inspirational  Use ICT to research images to support their own work | collect visual information to help us develop our ideas  To look at how objects appear different when viewed from different viewpoints, then either sketch, or photograph and annotate objects from a variety of viewpoints |
| Sketchbooks | Explore mark making.  Brainstorm ideas generated when reading poetry or prose.  Make visual notes to capture, consolidate and reflect upon the artists studied.  Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc.  Experiment with different media and different marks to capture the energy of a landscape.  Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved | | | Practise seeing negative and positive shapes.  Using the grid method to scale up an image.  Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head?  Explore colour: make colours, collect colours, experiment with how colours work together.  Explore combinations and layering of media | | |
| Vocabulary |  | Line tone tint hatching technique | Shape space form depth |  | Stencil word art  Shade tone technique | Viewpoint crop edit scale mixed media |
| Evaluating | Engage in open ended research and exploration in the process of initiating and developing their own personal ideas  Confidently use sketchbooks for a variety of purposes including: recording observations, develop ideas; testing materials; planning and recording information.  Understand how to describe the processes they are using and how they hope to achieve high quality outcomes.  Independently develop a range of ideas which show curiosity, imagination and originality Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.  For example, sketchbooks will show in advance how work will be produced and how the qualities of materials will be use.  Know technical vocabulary and techniques for modifying the qualities of materials and processes. | | | | | |