



St Augustine's Long Term Plan

Art and Design Intent Cycle B

Art and Design

EYFS Prerequisite Skills for Art and Design from Development Matters and Early Learning Goals

EYFS						
	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
F1	Me and My Family	Light and Dark (colours)	People Who Help Us	Growing	Creepy Crawlies and Minibeasts	At the Farm
F2	Myself and My Super Power	Castles and Knights (fairy tales)	Space	Dinosaurs	Transport	Animals
EYFS	Expressive arts and design: Creating with materials			Physical Development (Gross and Fine Motor)		
DM F1	<ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. 			<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. 		
DM F2	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 			<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility. 		
ELG	EAD: Creating with materials <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. 			PD: Fine motor <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 		



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Year 1/2 Cycle B	Advent 2	Lent 2	Pentecost 2
Topic	Drawing Make Your Mark	Painting African Sunset/Silhouette	Sculpture Joan Miro - Pinch Pot Monster
National Curriculum	<ul style="list-style-type: none"> To develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. The work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use, painting to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour Taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, texture, shape, form and space. Taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Core Knowledge	<ol style="list-style-type: none"> Know how to create different types of line (Ref 1). Know there are different types of lines and can experiment with different resources to create them. Know how to display a precise use of materials and control when drawing lines and experiment with them to create different lines. Know how to explore line and mark-making to draw water (Ref 2). Know how to select correct lines to represent water. Know how to control the lines and materials more effectively to represent water. 	<ol style="list-style-type: none"> Know how to mix primary colours to make secondary colours (Ref 1). Know how to create secondary colours and adapt them to create lighter and darker colours. Know how to apply knowledge of colour mixing when painting (Ref 2). Know how to choose a suitable brush for the marks I want to make. Know how to mix different shades of my chosen secondary colour (Ref 4). Know how to use my mixed colours to create patterns. Know how to create an artist inspired Clarice Cliff plate (Ref 5). 	<ol style="list-style-type: none"> Know that Joan Miro was an artist. Know that Joan Miro was an artist who made sculptures. Know that Joan Miro used unusual and difficult shapes to make his sculptures. Know how to explore using clay (Ref 1). Know how to use my hands as a tool to shape clay. Know how to shape clay to make a model. Know how to use impressing and joining techniques to decorate a clay tile (Ref 3). Know how to create a pattern by pressing into and joining pieces onto my tile. Lesson 4 and 5. Know how to shape a pinch pot (Ref 2).



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	<p>3. Know you can use different media to draw (Ref 3). Know how to combine line and shape comment using different media, showing some awareness of the characteristics of each.</p> <p>4. Know how to use continuous line drawing (Ref 4). Know the importance of looking carefully and closely when I am drawing. Know how to use more than one type of drawing tool.</p> <p>5. Know how to apply an understanding of drawing materials and mark-making to draw from observation (Ref 5). Know how to use a range of materials to focus on the key shapes they can see within their object. Know how to create the textures, and light and dark in their drawing and select appropriate materials to achieve this.</p> <p>6. Know how to explore and evaluate my finished product. KSH – Kind, specific, helpful. Know how to evaluate using a word bank. Know how to evaluate the product against design criteria with a sentence finisher.</p>	<p>Know how to apply colour mixing and describe my choice</p> <p>5. Know how to create my African Sunset using my understanding of colour mixing. Know how to create my African Sunset background making decisions about my choice of colours and equipment.</p> <p>6. Know how to explore and evaluate my finished product. KSH – Kind, specific, helpful. Know how to evaluate using a word bank. Know how to evaluate the product against design criteria with a sentence finisher.</p>	<p>Know how to use the pinching technique to shape a pot.</p> <p>Know how to join clay shapes as decoration for my pinch pot.</p> <p>6. Know how to explore and evaluate my finished product. KSH – Kind, specific, helpful. Know how to evaluate using a word bank. Know how to evaluate the product against design criteria with a sentence finisher.</p>
Wider Knowledge	<p>Formal elements:</p> <ul style="list-style-type: none"> Shape: Know a range of 2D shapes and confidently draw these. 	<p>Formal elements:</p> <ul style="list-style-type: none"> Colour: Know that the primary colours are red, yellow and blue. 	<p>Formal elements:</p> <ul style="list-style-type: none"> Form: Pieces of clay can be joined using the 'scratch and slip' technique.



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<ul style="list-style-type: none">• Line: Know that drawing tools can be used in a variety of ways to create different lines.• Line: Know lines can represent movement in drawings.• Texture: Know that texture means 'what something feels like'.• Texture: Know different marks can be used to represent the textures of objects.• Texture: Know different drawing tools make different marks. <p>Making skills:</p> <ul style="list-style-type: none">• That a continuous line drawing is a drawing with one unbroken line.• Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.• How to hold and use drawing tools in different ways to create different lines and marks.• How to create marks by responding to different stimulus such as music.• How to overlap shapes to create new ones.• How to use mark making to replicate texture.• How to look carefully to make an observational drawing.• How to complete a continuous line drawing. <p>Knowledge of artists:</p>	<ul style="list-style-type: none">• Colour: Know primary colours can be mixed to make secondary colours:<ul style="list-style-type: none">○ Red + yellow = orange○ Yellow + blue = green○ Blue + red = purple• Pattern: Know a pattern is a design in which shapes, colours or lines are repeated.• Tone: Know that there are many different shades (or 'hues') of the same colour.• Tone: Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.	<ul style="list-style-type: none">• Form: A clay surface can be decorated by pressing into it or by joining pieces on.• Shape: Patterns can be made using shapes. <p>Making skills:</p> <ul style="list-style-type: none">• How to smooth and flatten clay.• How to roll clay into a cylinder or ball.• How to make different surface marks in clay.• How to make a clay pinch pot.• How to mix clay slip using clay and water.• How to use hands in different ways as a tool to manipulate clay.• How to use clay tools to score clay. <p>Knowledge of artists:</p> <ul style="list-style-type: none">• Art can be figurative or abstract.• Artists can use the same material (felt) to make 2D or 3D artworks. <p>Evaluating and analysing:</p> <ul style="list-style-type: none">• People use art to tell stories.• People make art about things that are important to them.• People make art to share their feelings.• People make art to explore an idea in different ways.
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	<ul style="list-style-type: none"> Artists choose materials that suit what they want to make. 		
Skills	<p>Generating ideas:</p> <ul style="list-style-type: none"> Explore their own ideas using a range of media. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> Use sketch books to explore ideas. <p>Making skills:</p> <ul style="list-style-type: none"> Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look closely and reflect surface texture. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> Understand how artists choose materials based on their properties in order to achieve certain effects. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people. 	<p>Generating ideas:</p> <ul style="list-style-type: none"> Explore their own ideas using a range of media. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> Use sketchbooks to explore ideas. <p>Making skills:</p> <ul style="list-style-type: none"> Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use and create an effect. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different people. 	<p>Generating ideas:</p> <ul style="list-style-type: none"> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. <p>Making skills:</p> <ul style="list-style-type: none"> Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> Talk about art they have seen using some appropriate subject vocabulary. Create and critique both figurative and abstract art, recognising some of the techniques used. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.



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			<ul style="list-style-type: none">• Begin to talk about how they could improve their own work.• Talk about how art is made.
Diversity Links	<p>Jean-Michel Basquiat (1960 - 1988) Jean-Michel Basquiat was an American contemporary artist who became successful during the 1980s. He was born in 1960 in Brooklyn, New York. He demonstrated a talent for art in his childhood and was encouraged by his mother, who bought him art supplies and took him to galleries and museums. He began his career as a graffiti artist, working with a friend, but within a few years had developed into an internationally recognised Neo-expressionist painter. He painted on paper and canvas but also on items found on the street, such as windows and doors which he joined together. His artwork explored themes of racism and colonialism, as well as reflecting life in his own Black community. Jean-Michel Basquiat died at the age of 27. He is regarded as one of the most influential artists of the 20th century. His work has continued to grow in value with one of his paintings 'Untitled' selling for \$110.5 million in 2017.</p>	<p>To know some features of Sub Saharan African Landscape to replicate in artwork – native animals, trees.</p> <p>Additional Example Art: 'Early Morn' – Steve Mbatia – Kenyan Painter 'The Wisdom Tree' – Nii Hylton – Ghanaian Painter Virginia Hood – African Landscape Artist</p>	



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Vocabulary	Line, vertical, horizontal, diagonal, wavy, cross-hatch, optical art.	Mix, colour mixing, warm colours, cool colours, sunset, African Landscape, effect, watercolour, primary, secondary, blend, hue.	Fold, knead, thumb, pinch pot, rolling, squeezing, pulling, carving, smoothing, joining, monster, design, paint, shape, clay.
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Year 3/4 Cycle B	Advent 2	Lent 2	Pentecost 2
Topic	<p>Sculpture Alberto Giacometti</p>	<p>Drawing Dragon Eyes</p>	<p>Painting Henri Rousseau – Rainforest Landscapes</p>
National Curriculum	<ul style="list-style-type: none"> 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]. To know about great artists, architects and designers in history. 	<ul style="list-style-type: none"> 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. 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, with a range of materials. To know about great artists, architects and designers in history. 	<ul style="list-style-type: none"> 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. 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 painting, with a range of materials. To know about great artists, architects and designers in history.
Core Knowledge	<ol style="list-style-type: none"> Know who Alberto Giacometti is and what he was famous for. Know about the life of Alberto Giacometti and his works. Know and explain about the life of Alberto Giacometti's and works. Know that over time, Giacometti's style began to change. Know and explain why his style began to change. 	<ol style="list-style-type: none"> Know how artists use shape in drawing (Ref 1). Know how to recognise and draw simple shapes in objects. Know how to use shapes to form the basis of my own drawing. Know how to create tone in drawing by shading (Ref 2). Know how to blend from light to dark light creating smooth tones. 	<ol style="list-style-type: none"> Know who Henri Rousseau is and what he was famous for. Know about the life of Henri Rousseau and his works. Know and explain about the life of Henri Rousseau and his works. Know how to explore a range of Henri Rousseau's landscapes and describe the differences,



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	<p>3. Know how to replicate one of Alberto Giacometti's sculptures using sketching (See wider knowledge). Know how to replicate one of Alberto Giacometti's sculptures using sketching incorporating shading and tone for impact.</p> <p>4. (Lesson 4 and Lesson 5) Know how to create their own sculptural human stick form inspired by the work of Alberto Giacometti using foil. Know how to create their own bust inspired by the work of Alberto Giacometti using foil. (Look at the bust he created of his brother). Sculpture success criteria: be no more than 7cm tall, be able to stand up, you will need to create a base, be very thin, look like it is walking using long strides.</p> <p>6. Know how to explore and evaluate my finished product. KSH – Kind, specific, helpful. Know how to evaluate my sculpture. Know how to evaluate my sculpture against design criteria.</p>	<p>3. Know how to create different textures on paper by using a rubbing technique (Ref 3). Know how to tear and shape my rubbings to create different textures.</p> <p>4. Know how to apply drawing and sketching techniques to create my own dragon eye. Know how to apply my skills to my dragon eye using sketching incorporating shading and tone for impact. https://www.willingham.cambs.sch.uk/blog/?pid=313&nid=11&storyid=324</p> <p>5. Know how to replicate my design using a different medium (Oil pastels).</p> <p>6. Know how to explore and evaluate my finished product. KSH – Kind, specific, helpful. Know how to evaluate my sculpture. Know how to evaluate my sculpture against design criteria.</p>	<p>Know how to identify features of Henri Rousseau's landscapes and evaluate and analyse his works.</p> <p>3. Know how to investigate different ways of applying and mixing paint (Ref 1). Know how to describe the differences between a tint and a shade in painting.</p> <p>4. Know how paint can create very different effects (Ref 3). Know how to create different effects and justify my choice of technique.</p> <p>5. Know how to explore and replicate one of Henri Rousseau landscapes. Know how to replicate one of Henri Rousseau's landscapes using different textures and effects with paint.</p> <p>6. Know how to explore and evaluate my finished product. KSH – Kind, specific, helpful. Know how to evaluate my sculpture. Know how to evaluate my sculpture against design criteria.</p>
Wider Knowledge	<ul style="list-style-type: none"> Know Alberto Giacometti was a Swiss artist who drew, painted and created sculptures. Some of his most famous pieces were tall, thin figures. Sculptures are three-dimensional artworks made by 	<ul style="list-style-type: none"> Know that Franco Clun was a self-taught artist known for pencil portraits. Know that Franco Clun's work is referred to as hyper realistic and what that means. 	<ul style="list-style-type: none"> Know what a landscape painting is. Know that Henri Rousseau was a self-taught artist like Franco Clun. Know how to make green by mixing different colour of paint.



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	<p>carving, modelling, making casts or constructing.</p> <ul style="list-style-type: none"> • Know how a sculpture captures movements. • Know sculpture is a three-dimensional art made by one of four basic processes: carving, modelling, casting, constructing. An enormous variety of media may be used, including clay, wax, stone, metal, fabric, glass, wood, plaster, rubber, and random "found" objects. • Know he often made sculptures of people he knew from memory. Every time he made one of these sculptures, he found they got smaller and smaller. 	<ul style="list-style-type: none"> • Following on from KSI -Know that line in drawing can be used to outline and create texture and tone. • Know that medium in art refers to the material the artist used to create the piece of work. 	<ul style="list-style-type: none"> • Know how to make green tints using white paint. • Know how to make green shades using dark /black paint. • Know what the foreground, middle ground and background refer to in a painting.
Skills	<ul style="list-style-type: none"> • Cut and shape a range of materials. • Make nets of shapes to create recognisable forms. • Join together to create abstract forms. • Take inspiration from work from different cultures and the past. • Use tin foil to create forms (armature), cover with newspaper. • Use a stimulus as the starting point for my own 3D work, with a particular focus on form, shape, pattern, texture and colour. 	<ul style="list-style-type: none"> • To recognise line in selected pieces of Franco Clun's artwork. • To use a HB and a 6B pencil to create line and tone. • Following on from KSI – revisit and develop tone techniques including: hatching, stippling & contouring. • To independently choose and use tone techniques including: hatching, stippling & contouring. • To use charcoal to create light and dark tones. • To create a drawing of a Dragon eye in pencil and charcoal using techniques learnt to create line and tone. 	<ul style="list-style-type: none"> • To revisit and use knowledge of colour mixing to make green. • To independently use knowledge of colour mixing to create a palette to use. • To make green tints using white paint. • To make green shades using dark/black paint. • To layer paint to create a rainforest landscape inspired by Henri Rousseau. • To create a background using a watercolour wash. • To add further detail (plants and animals) to the middle and foreground of landscape painting by layering paint. <p>Evaluating:</p>



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		<p>Evaluating: To try out ideas, plan colours and collect sources for future work in sketchbook</p> <ul style="list-style-type: none"> To make clear annotations about own work. To identify interesting aspects of art as a starting point for work To describe the differences and similarities between different practices and disciplines and make links to their own work. To adapt their work where necessary. To discuss own work and others work, expressing thoughts and feelings. To begin to describe reasons for choices of colour/material/technique 	<ul style="list-style-type: none"> To try out ideas, plan colours and collect sources for future work in sketchbook. To make clear annotations about own work. To identify interesting aspects of art as a starting point for work. To describe the differences and similarities between different practices and disciplines and make links to their own work. To adapt their work where necessary. To discuss own work and others work, expressing thoughts and feelings. To begin to describe reasons for choices of colour/material/technique.
Diversity Links	<p>Alberto Giacometti was Swiss. He was born in 1901 and died in 1966. Giacometti was one of the most important sculptors of the 20th century. His work was particularly influenced by artistic styles such as Cubism and Surrealism. He began painting, drawing, and sculpting from a very early age and explored many art forms throughout his life. Between 1938 and 1944 Giacometti's sculptures had a maximum height of seven centimetres (2.75 inches).</p>	<p>Franco Clun – Italian Artist</p>	<p>Henri Rousseau -French Artist</p>
Vocabulary	<p>3D, abstract, foil, imagination, imprint, modelling, organic form, representative, roll, sculptor, sculpture, shape.</p>	<p>Franco Clun, medium, pencil, hyper realistic, line, tone, cross hatching, stippling, contour hatching, random hatching, charcoal, dark and</p>	<p>Henri Rousseau, landscape, rainforest, colour mixing, shades, tints, background, foreground, middle ground, watercolour wash, space, proportion/scale.</p>


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		light tones, techniques, effect, medium, material.	
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Year 5/6 Cycle B	Advent 2	Lent 2	Pentecost 2
Topic	Painting – Printing Screen Printing - Andy Warhol	Sculpture Greek pottery	Drawing Street Artists Street/Graffiti Style Artwork
National Curriculum	<ul style="list-style-type: none"> 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]. To know about great artists, architects and designers in history. 	<ul style="list-style-type: none"> 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]. 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. To create sketch books to record their observations and use them to review and revisit ideas. 	<ul style="list-style-type: none"> 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. 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.'
Core Knowledge	<p>1. Know that pop art is an art form based on popular culture and consumer products, when it started and its common themes (Emotions based on heartbreak and love). Know about famous pop artists. Know the characteristics of Andy Warhol's pop art.</p>  <p>2. Know how to create their own pop art using the letters 'AUG' and mixed media.</p>	<p>1. Know how to explore Ancient Greek vase designs and recognise their features. Know how to identify different features of the vases' design and explain their purpose.</p> <p>2. Know how to develop control of tools and techniques using clay. Know how to add decorative features, such as plaits, imprints and other embellishments, in preparation for their work with clay.</p> <p>3. Know how to design my Greek vase.</p>	<p>1. Know how symbolism in art can convey meaning (Ref 2). Know how to generate a range of symbols, patterns and colours that represent me.</p> <p>2. Know and understand the drawing technique chiaroscuro (Ref 3). Know and explain the term chiaroscuro and understand how it can be used for effect.</p> <p>3. Know how to evaluate the context and intention of street art (Ref 4). Know how to discuss the similarities and differences between art styles, identifying what message they want to convey.</p>

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	<p>Know how to justify choices using famous pop art examples as a model.</p> <p>3. Know that screen printing originates from China. Know that screen printing is the process where an image is transferred on to paper or fabric (Teacher point - when using photo-reactive chemicals and light on a mesh, or silk, before applying ink and pressing it through the mesh with a squeegee. One colour is printed at a time).</p>  <p>4. (Lesson 4 and 5) Know how to create a screen print representing something of importance. Know how to create a screen print and describe each process.</p> <p>Follow this process - https://www.youtube.com/embed/dY4pEuSGb1Y?start=0&end=258</p> <p>6. Know how to explore and evaluate my finished product. KSH – Kind, specific, helpful. Know how to evaluate my sculpture. Know how to evaluate my sculpture against design criteria.</p>	<p>Know how to design my Greek vase explaining my embellishment choices.</p> <p>4. (Lesson 4 and 5) Know how to create a Greek vase. Know how to create a Greek Vase representing Greek cultures and tradition.</p> <p>6. Know how to explore and evaluate my finished product. KSH – Kind, specific, helpful. Know how to evaluate my Greek vase. Know how to evaluate my Greek vase against design criteria.</p>	<p>4. Know how to apply an understanding of impact and effect to design a powerful image (Ref 5). Know how to use my creative work to develop an idea for visual impact and effect.</p> <p>5. Know how to apply an understanding of impact and effect to create a powerful image. Know how to applying techniques specifically chosen for effect and the impact for their audience to my powerful image.</p> <p>6. Know how to explore and evaluate my finished product. KSH – Kind, specific, helpful. Know how to evaluate my street art. Know how to evaluate my street art against design criteria.</p>
<p>Wider Knowledge</p>	<ul style="list-style-type: none"> Know Screen printing originates from China. Know in the 17th century silk screens were being used in France as a way of printing onto fabric. 	<ul style="list-style-type: none"> Know ancient Greek art was an important part of the lives of the people. 	<ul style="list-style-type: none"> To know the difference between Graffiti and Street Art. To know that street art often conveys a message.

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	<ul style="list-style-type: none"> • Know that in the 1960's Pop Artists such as Peter Blake, Andy Warhol and Robert Rauschenberg used screen printing. • Know what screen printing is used for. • Know what positive and negative space is in printing. • Know how to use a squeegee to apply printing ink to transfer pattern. 	<ul style="list-style-type: none"> • Know vase painting was important, and the pots would normally feature paintings of people or figures. • Know vases were part of a way that the Ancient Greeks made money and artists would sell and trade vases to make a living. • Know vases were popular in homes, especially the homes of wealthy people. They were considered pieces of artwork and were also practical because they held important things. 	<ul style="list-style-type: none"> • To know that graffiti/street artists main medium is spray paint. • To know that Banksy and Jean Michel Basquiat are famous street artists. • To know why colour is important in art and how it is used to create mood. • Knowledge of artists: Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
Skills	<ul style="list-style-type: none"> • To create a simple design and trace onto fabric. • To use a squeegee to apply printing ink. • To produce a clean, even image. • To use different sized brushes to apply mod podge to create negative space. • To make a simple screen print on fabric. • To create a print for a purpose. 	<ul style="list-style-type: none"> • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the role and purposes of artists working in different times and cultures. • To show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks to provide stability and form. 	<p>Generating ideas:</p> <ul style="list-style-type: none"> • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. <p>Making skills:</p> <ul style="list-style-type: none"> • Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. • Combine materials and techniques appropriate to fit with ideas. • Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.



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Art and Design Intent Cycle B

			<p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Give reasoned evaluations of their own and others' work which takes account of context and intention. • Discuss how art is sometimes used to communicate social, political, or environmental views. • Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Diversity Links	Chinese Culture – Screen Printing Origin. Silk screen printing may be the oldest and most practical printing technique dating back to ancient times. The history of silk screen printing has been traced back to China during the Song Dynasty (960–1279 AD).		Contrast and compare works between British Graffiti Artist – Banksy and Black American Jean-Michel Basquiat and how their work reflects and talks about their cultural experiences.
Vocabulary	Screen printing, positive space, negative space, embroidery hoop, mod podge, thick and thin, transfer, brush, clean, even image, squeegee, trace, apply, printing ink.	Ceramics, clay, pottery, modelling, scoring, firing, glaze, hollowing, pinching, coiling, slab, wedging, kneading.	Aesthetic, audience, character traits, chiaroscuro, commissioned, composition, expressive, graffiti, guerrilla, imagery, impact, interpretation, mark making, representative, street art, symbol, symbolic, tonal, tone.