Blackmoor Park Junior School Art and Design Long Term Plan and Vocabulary List

(KPIs are in bold italics)

Year	Unit 1	Unit 2	Unit 3
3	**Drawing and Painting:** Inspired by Stone Age cave paintings, practise drawing prehistoric animals in proportion using charcoal and pencil and explore ways to apply paint such as using stencils, scratches, splashes and sponging. • ***Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas*** • ***Experiment with a range of materials to create a range of effects and use these techniques in my finished piece of work*** • ***Identify complementary colours, colour as tone, warm and cold colours*** • ***Discuss likes or dislikes about work*** • Research some of the great artists, architects and designers in history and describe their work By the end of this unit, children will be able to: • begin to draw basic animal shapes in proportion • show an appreciation of great artists in history • use tone • apply paint in different ways • identify and use complimentary colours, warm and cold colours • evaluate their work by describing likes and dislikes Key vocabulary: proportion, line, tone, graded tone, charcoal, stencil, warm/cool colours, harmonious	**Sculpture:** Practise drawing in proportion and adding detail such as patterns. Inspired by local sculptor, Faith Bebbington, create an armature for a bird sculpture and use mod-roc to cover it, adding colour and detail. • ***Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas*** • ***Experiment with a range of materials to create a range of effects and use these techniques in finished pieces of work*** • ***Discuss likes or dislikes about work*** • Compare and recreate form of natural and man-made objects • ***Plan sculptures using drawings or other preparatory work*** By the end of this unit, children will be able to: • begin to draw a bird shape in proportion • create an armature (a frame on which to make a sculpture) • apply mod-roc to create a sculpture • evaluate their work by describing likes and dislikes Key vocabulary: proportion, line, sketch, design, armature, angular, elongated, pointed, round	**Printing and Collage:** Inspired by the artist/illustrator Victoria Topping, and artefacts from Ancient Greece, create a mixed-media art work of an Ancient Greek god, goddess or mythical creature including printing and collage. • ***Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas*** • ***Experiment with a range of materials to create a range of effects and use these techniques in finished pieces of work*** • ***Discuss likes or dislikes about work*** • Research some of the great artists, architects and designers in history and describe their work • ***Use shading, using different media*** • Create a collage using overlapping and layering • Create printing blocks using relief or impressed techniques By the end of this unit, children will be able to: • show an appreciation of great artists in history • create a collage • use relief printing techniques • evaluate their work by describing likes and dislikes Key vocabulary: collage, print, ink, geometric, pattern

4	**Drawing /pastels:** Use paintings by Georgia O'Keefe as inspiration. Use observational drawing and pastels to create flower paintings. • ***Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork*** • Use skills that have been taught to adapt and improve my work • ***Discuss how to improve work using technical terms and giving reasons*** • Describe some of the key ideas, techniques and working practices of artists, architects and designers • ***Draw familiar objects with correct proportions*** By the end of this unit, children will be able to: • draw natural objects in proportion • show an appreciation of great artists in history • use pastels to create different tones • evaluate their work by describing how they can improve. Key vocabulary: pastel, smudge, tone, graded tone, proportion, harmonious, organic, calm, curved, smooth	**Drawing:** Draw a self-portrait using tone. Use tracing to draw features in the correct places. • ***Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork*** • Use skills taught to adapt and improve work • ***Discuss how to improve work using technical terms and giving reasons*** • Draw familiar objects with correct proportions • ***Create different effects by using smudging, a rubber for highlights, blending and graded tones*** By the end of this unit, children will be able to: • trace the features of a face • use tone to make the features look three dimensional • use a rubber to create highlights • evaluate their work by describing how they can improve. Key vocabulary: proportion, line, tone, graded tone, highlight, mid-tone, value scale	**Printmaking:** Create a two-colour print using Henri Matisse's 'cut-outs' as inspiration. • ***Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork*** • Use skills taught to adapt and improve work • ***Discuss how to improve work using technical terms and giving reasons*** • Describe key ideas, techniques and working practices of artists, architects and designers studied • Experiment with creating mood, feeling, movement and areas of interest by choosing the right materials and using techniques taught • Use different techniques (make stencils, make a monoprint, add texture) By the end of this unit, children will be able to: • make stencils • make a monoprint • add texture in different ways • understand what printmaking is and how it is used in the wider world • show an appreciation of great artists in history • evaluate their work by describing how they can improve. Key vocabulary: Mono-print; two-colour print; simple shapes; layers; background; foreground; texture; complementary colours; clashing; colours; harmonious colours
5	**Textiles &Batik:** Learn about William Morris. Use his designs as inspiration, create floral patterns and use them to create repeated batik patterns • ***Develop different ideas which can be used and explain choices for the materials and techniques used*** • **Confidently and systematically investigate how to use new and unfamiliar materials and use these learnt techniques** • ***Discuss work produced and how close it came to the brief***	**Sculpture:** Learn about Viking sculpture and writing. Create a trinket box in clay using different joining and strengthening techniques. Create Viking designs for sculptures • ***Develop different ideas which can be used and explain choices for the materials and techniques have used*** • ***Confidently and systematically investigate how to use new and unfamiliar materials and use these learnt techniques***	**Drawing and Painting:** Learn about the Cubism movement and great artists such as Picasso and Braque. Using their work to inspire children to create their own Cubist still life art using pencil, pastel, paint and collage • ***Develop different ideas which can be used and explain choices for the materials and techniques used*** • ***Confidently and systematically investigate how using new and unfamiliar materials and use these learnt techniques***

	• ***Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product*** • Print on fabrics using tie-dyes or batik By the end of this unit, children will be able to: • show an appreciation of a great designer in history • create a symmetrical pattern using batik • evaluate their work by comparing the final piece to their sketchbook ideas and by describing how they can improve. Key vocabulary: symmetrical, repeated, pattern, wax, batik, dye, fabric, tjanting, organic, harmonious	• ***Discuss work produced and how close it came to what the brief was.*** • Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product • ***Use a variety of techniques when using clay, including slabs, coils and slips*** • ***Produce intricate patterns in a malleable media*** By the end of this unit, children will be able to: • show an appreciation of great artists in history • use a variety of techniques to create a clay box with a pattern carved into the lid • evaluate their work by comparing the final piece to their sketchbook ideas and by describing how they can improve. Key vocabulary: design, intricate, incising, clay, slip, slab, cut, join, score	• ***Discuss work produced and how close it came to the brief*** • ***Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product*** • ***Use line, tone and shading to represent things seen, remembered or imagined in three dimensions*** • Add a collage to a background that has been painted, drawn or printed • Experiment with using layers and overlays to create new colours/textures • Return to work over longer periods of time and use a wider range of materials By the end of this unit, children will be able to: • show an appreciation of great artists in history • Use line, tone and shading to represent objects • Create an art-work inspired by Cubism • evaluate their work by comparing the final piece to their sketchbook ideas and by describing how they can improve. Key vocabulary: Cubism, angular, abstract, figurative, still life, tone, graded tone, complementary colours, warm/cool colours, represent

6	**Drawing and Painting:** Using the work of great artists and architects (focussing on Zaha Hadid) as inspiration, create cityscape paintings. Practise observational drawing, use simple perspective and create different tones. • ***Select ideas based on first hand observations, experience or imagination and develop these based on open-ended research*** • ***Improve use of techniques that have been taught*** • ***Change and improve final work following feedback on first thoughts and designs*** • ***Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts*** • ***Explain and justify preferences towards different styles and artists*** • ***Explain how composition, scale and proportion has been used in work*** • ***Use simple perspective in work using a single focal point and horizon*** • ***Mix colours to express mood, divide foreground from background or demonstrate tones*** • Use techniques, colours, tones and effects in an appropriate way to represent things seen (e.g. brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds) • ***Use different techniques, colours and textures in artwork and explain the choices made*** • Follow a design brief to achieve an effect for a particular function By the end of this unit, children will be able to: • show an appreciation of a great architect in history • use line, tone and shading to represent objects • draw using single point perspective • mix colours to divide foreground from background • evaluate their work by comparing the final piece to their sketchbook ideas, to the work of other artists and by describing how they can improve. Key vocabulary: tone, graded tone, foreground, middle ground, background, single point perspective, horizon, focal point, architect	**Drawing:** Build on observational drawing skills (see Year 4) by drawing a self-portrait in proportion with shading to make it appear 3D. Inspired by the art of Picasso, explore how to create mood using different techniques. • ***Select ideas based on first hand observations, experience or imagination and develop these based on open-ended research*** • ***Improve use of techniques taught*** • ***Change and improve final work following feedback on first thoughts and designs*** • ***Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary referring to historical and cultural contexts*** • ***Explain and justify preferences towards different styles and artists*** • ***Explain composition, scale and proportion in work*** • ***Mix colours to express mood, divide foreground from background or demonstrate tones*** • Use techniques, colours, tones and effects in an appropriate way to represent things seen (e.g. brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds) • Use different techniques, colours and textures in artwork and explain the choices made By the end of this unit, children will be able to: • draw the human face in proportion • use tone to make a drawing appear 3D • mix colours to express mood • evaluate their work by explaining stylistic choices and by describing how they can improve. Key vocabulary: proportion, line, tone, 3D, mood, detail, warm, cool	**Painting:** Inspired by the abstract paintings of Wassily Kandinsky, explore a range of watercolour techniques to create a watercolour painting • ***Select ideas based on first hand observations, experience or imagination and develop these based on open-ended research*** • ***Improve use of techniques taught*** • ***Change and improve final work following feedback on first thoughts and designs*** • ***Mix colours to express mood, divide foreground from background or demonstrate tones*** • ***Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts*** • ***Explain and justify preferences towards different styles and artists*** By the end of this unit, children will be able to: • use a range of watercolour techniques • create texture using watercolour • paint a graded tone • use the colour wheel to identify complementary colours • make decisions about composition Key vocabulary: Organic; geometric; layers; background; foreground; texture; complementary colours; clashing; colours; harmonious colours; tone; value scale; graded tone; transparent; translucent; opaque

KS2 art and design vocabulary

Materials and technical words/ processes	Layout (Composition)	Line	Pattern	Colour	Tone	Texture	Shape	Mood, emotions and atmosphere
Paper Wood Canvas Watercolour Acrylic paint Ink Print Pencil Clay Fabric Wax Stone Charcoal Chalk pastel Oil pastel Batik Printmaking Collage Sculpture Armature Linocut Abstract Figurative	Background Middle ground Foreground Close-up Detail Distance Horizon Perspective Pattern Scene Organised Chaotic Balanced Abstract	Flowing Delicate Simple Bold Thick or thin Shading Hatching Cross-hatch Stippling Continuous Scratchy Expressive Blurred Soft or hard Back and forth Circling Curved Diagonal Horizontal Vertical Wavy	Repeated Symmetrical Geometric Organic Tessellated	Primary Secondary Complementary Bold Vibrant Subtle Pale Earthy Naturalistic Blend Clashing Harmonious Warm Cool Dull Bright Glowing Intense Opaque Translucent Calm Light Dark Matt Glossy	Subtle Contrasting Muted Dramatic Gentle Harsh Hazy Shady Shadowy Warm Cool Graded (i.e. going from light to dark or dark to light) Light Deep	Rough Coarse Grainy Gritty Uneven Smooth Fine Brush stroke Airy Bristly Bumpy Stippled Feathery Fuzzy Leather Oily Powdery Rubbery Sandy Silky Wooden Hard Soft Metallic	Angular Elongated Circle Square Triangle Rectangle Oval Curved Diagonal Horizontal Vertical Empty Enclosed Hollow Pointed Straight-edged Round Shallow Wide Narrow Regular Irregular	Cheerful Joyful Pleasant Relaxed Friendly Happy Familiar Peaceful Reflective Dreamy Exciting Intriguing Curious Confused Chaotic Overwhelming Unfamiliar Tense Shocking Frightening Sad Depressing Lonely