
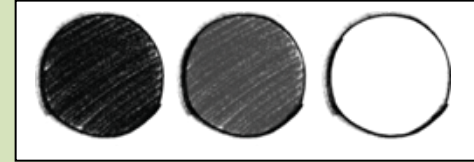


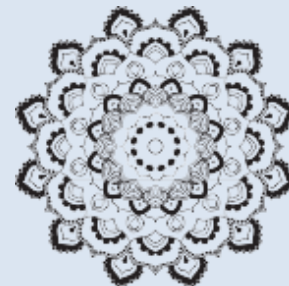
# Art Overview

Year group	Unit
EYFS	<p><b>Early Learning Goals</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing. Expressive Arts and Design Creating with Materials</li> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>
<p><b>Year One</b>  <b>Van Gogh's</b>  <b>starry night</b></p>	<p><b>Unit outcomes: create a mixed media painting representing Starry Night</b></p> <p><b>Skills and techniques</b></p> <ul style="list-style-type: none"> <li>• Develop understanding of 2D and 3D artworks</li> <li>• Work with different materials</li> <li>• Use imagination to form simple images</li> <li>• Begin to collect ideas in sketchbook</li> <li>• Begin to control lines to create simple drawings from observations</li> <li>• Recognise and name primary and secondary colours</li> <li>• Mix primary colours to make secondary colours</li> <li>• Explore the relationship between mood and colour</li> <li>• Recognise warm and cold colours</li> <li>• Create and experiment with shades of colour and name some of these</li> <li>• Develop collages, based on a simple drawing, using papers and materials</li> <li>• Develop tearing, cutting and layering paper to create different effects</li> </ul> <p><b>Vocabulary:</b>  Paint, palette, star, materials, dark, light, emotion, mood, swirling, glowing, idea, experiment, technique, doodle, lighter, darker, background</p> <p><b>Knowledge about the artist</b></p> <ul style="list-style-type: none"> <li>• Describe the work of the artist Vincent Van Gogh and the way he uses colour to affect mood</li> <li>• Describe the work of the artist Sam Larson and the way he uses different lines to create sketches</li> </ul> 
<p><b>Year 1</b>  <b>Does abstract</b></p>	<p><b>Unit outcome: Create a drawing inspired by Rijnveld</b></p>

<p>art mean anything?</p>	<p><b>Practical Skills</b>  <b>Drawing Skills</b></p> <ul style="list-style-type: none"> <li>• Pupils will know how to use a pencil.</li> <li>• Pupils will have explored pressure and grip.</li> </ul> <p><b>Elements of Art</b></p> <ul style="list-style-type: none"> <li>• Pupils will know the definition of line and shape.</li> <li>• Pupils will begin to understand the concept of value.</li> </ul> <p><b>Theoretical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils will learn about artists' work worldwide, knowing art can be displayed in galleries.</li> </ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils will consider some of the reasons people draw or create art, begin to describe art with appropriate vocabulary, and begin to understand that art can cause an emotional response.</li> </ul> <p><b>Vocabulary</b>  collaboration, continuous, doodle, gallery, graphite, line, monochromatic, pressure, represent, shape, tone, value, zigzag</p>
<p>Year 1  Sculpture  Clay  Why do sculptors sculpt?</p>	<p><b>Unit outcome: Create a clay leaf by imprinting</b></p> <p><b>Practical Skills</b>  <b>Clay Techniques</b></p> <ul style="list-style-type: none"> <li>• Pupils will know what clay is and where it comes from.</li> <li>• Pupils will shape clay into balls, slabs and coils.</li> <li>• Pupils will imprint into clay with different objects.</li> </ul> <p><b>Colour Theory</b></p> <ul style="list-style-type: none"> <li>• Pupils will identify and mix the three primary colours to make secondary ones.</li> <li>• Elements of Art</li> </ul> <p><b>Tools</b></p> <ul style="list-style-type: none"> <li>• Pupils will control a small paintbrush.</li> </ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils will identify sculptures and non-sculptures.</li> <li>• Pupils will know some of the reasons people make sculptures.</li> <li>• Pupils will begin to understand how art can cause an emotional response.</li> <li>• Pupils will evaluate each other's work, as well as our own.</li> <li>• Theoretical Knowledge (Culture and Context)</li> <li>• Pupils will learn about the work of two craft makers and discuss responses to the work.</li> </ul> <p><b>Vocabulary</b>  ceramic, clay, coil, imprint, kiln, sculpt, sculptor, sculpture, texture, varnish, 3D</p> <p><b>Examples of great art and artists encountered:</b></p> <ul style="list-style-type: none"> <li>• Pupils see a collection of art, which they will encounter again in future studies.</li> </ul>



	<ul style="list-style-type: none"> <li>• Sonya Wilkins (current)</li> <li>• Clouds and Pineapple (current)</li> <li>• Sasha Chapliy (current)</li> </ul>
Year 2	<p><b>Unit outcome- to make a clay owl sculpture</b></p> <p><b>Skills and techniques</b></p> <ul style="list-style-type: none"> <li>• Work from observation and known objects</li> <li>• Begin to control lines to create simple drawings from observations</li> <li>• Begin to add detail to line drawings</li> <li>• Begin to collect ideas in sketchbooks</li> <li>• Work with different materials</li> <li>• Consider consistency when applying paint</li> <li>• Create and experiment with shades of colour and name some of these</li> <li>• Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures</li> <li>• Look at sculptures and try to recreate them using materials</li> <li>• Begin to form own 3D pieces</li> <li>• Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools</li> <li>• Look at sculptures by known artists and natural objects as starting points for own work</li> </ul> <p><b>Vocabulary:</b> Sculpture, bold, shade, hatch, clay, tone, talon, mould, manipulate, texture, parallel, cross hatch</p> <p><b>Knowledge about the Artist: Auguste Rodin:</b></p> <ul style="list-style-type: none"> <li>• He was a French sculpture</li> <li>• He was born on 13<sup>th</sup> November 1840 in France. He died on 17<sup>th</sup> November 1917 aged 77</li> <li>• Rodin went to school but then decided he would rather be a sculpture.</li> <li>• He wasn't accepted in Paris's best Art school</li> </ul>
Year 2 How can patterns be used in art?	<p><b>Unit outcome: Create a piece of work that uses patterns</b></p> <p><b>Practical Skills</b></p> <p><b>Drawing Skills</b></p> <ul style="list-style-type: none"> <li>• Pupils will revise the parts of a pencil.</li> <li>• Pupils will control a pencil with increased precision.</li> <li>• Pupils will learn to use a guide to keep our drawings more precise.</li> </ul> <p><b>Elements of Art</b></p> <ul style="list-style-type: none"> <li>• Pupils will know the definition of line, shape, and space.</li> <li>• Pupils will explore how to use lines and space to create patterns.</li> </ul> <p><b>Tools</b></p> <ul style="list-style-type: none"> <li>• Pupils will use scissors accurately and safely.</li> </ul>



	<ul style="list-style-type: none"> <li>Pupils will use glue appropriately.</li> </ul> <p><b>Theoretical Knowledge</b></p> <ul style="list-style-type: none"> <li>Pupils will learn about contemporary and historical designers' work by learning about a Mehndi artist's work.</li> <li>Pupils will know how designers impact how our homes look.</li> <li>Pupils will know how humans can use patterns during celebrations.</li> <li>Pupils will know that humans have been designing patterns for thousands of years worldwide.</li> <li>Pupils will know that art can be in our homes as decoration.</li> <li>Pupils will recognise patterns in nature.</li> </ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>Pupils will evaluate their own work.</li> <li>Pupils will compare differences and similarities between artwork, describing art with appropriate vocabulary.</li> </ul> <p><b>Vocabulary</b> architect, chromatic, decorative, design, designer, drawing, evaluate, experiment, geometric, henna, line, mehndi, monochromatic, organic, pattern, shape, space</p>
Year 2 How have castles inspired artists?	<p><b>Unit outcome: Make a clay relief of a castle</b></p> <p><b>Practical Skills:</b></p> <p><b>Clay Techniques</b></p> <ul style="list-style-type: none"> <li>Pupils will wedge clay to prepare it.</li> <li>Pupils will join using 'score and slip'.</li> <li>Pupils will create a relief design.</li> </ul> <p><b>Colour Theory</b></p> <ul style="list-style-type: none"> <li>Pupils will identify how to create grey and brown, using the three primary colours and white and black paint.</li> <li>Elements of Art</li> <li>Pupils will identify shapes in forms to support drawing a 3D object.</li> </ul> <p><b>Tools:</b></p> <ul style="list-style-type: none"> <li>Pupils will control a paintbrush for increased precision.</li> </ul> <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Pupils will identify sculptures and non-sculptures.</li> <li>Pupils will know some of the reasons people make sculptures.</li> <li>Pupils will begin to understand how art can cause an emotional response.</li> <li>Pupils will evaluate each other's work, as well as our own.</li> </ul> <p><b>Theoretical Knowledge (Culture and Context)</b></p> <ul style="list-style-type: none"> <li>Pupils will learn about the work of two craft makers and discuss responses to the work.</li> </ul> <p><b>Vocabulary:</b> ceramic, clay, coil, imprint, kiln, sculpt, sculptor, sculpture, texture, varnish, 3D</p>



	<p><b>Examples of great art and artists encountered:</b>  Pupils see a collection of art, which they will encounter again in future studies.  Sonya Wilkins (current)  Clouds and Pineapple (current)  Sasha Chapliy (current)</p>
Year 3	<p><b>Unit outcomes: create an industrial landscape using pastel techniques and a muted abstract colour pallet</b></p> <p><b>Skills and techniques</b></p> <ul style="list-style-type: none"> <li>• Use a variety of ways to record ideas including digital cameras and iPads (Y3)</li> <li>• Develop artistic/visual vocabulary to discuss work</li> <li>• Begin to suggest improvements to own work</li> <li>• Include increased detail within work</li> <li>• Mix and match colours (create palettes to match images)</li> <li>• Lighten and darken tones using black and white</li> <li>• Develop sketch books</li> <li>• Present work in a variety of ways</li> <li>• Draw on a range of scales</li> <li>• Draw using a variety of tools and surfaces</li> <li>• Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)</li> </ul> <p><b>Vocabulary:</b>  Colour palette, abstract, tint, tone, shade, oil pastels, chalk pastels, techniques, blending, neutralise, swirl, pressure, stippling, scumbling, sgraffito, pressure blend, grid, scale</p> <p><b>Knowledge about the artist</b></p> <ul style="list-style-type: none"> <li>• Describe the work of the artist LS Lowry and the way he used a limited colour pallet (5 colours)</li> <li>• Describe the work of the artist LS Lowry and the way created 'matchstick men'</li> <li>• Describe how Lowry experimented with colour to create more abstract colour palettes (blues for leaves)</li> </ul>
How do artists draw faces?	<p><b>Unit outcome: refine drawing skills of different facial features</b></p> <p><b>Practical Skills</b></p>



	<p><b>Drawing Skills</b></p> <ul style="list-style-type: none"> <li>• Pupils will revise how grip can impact our control of a pencil.</li> <li>• Pupils will revise the parts of a pencil.</li> <li>• Pupils will explore how marks can be used to create an impression of texture.</li> <li>• Pupils will explore how lines and shapes can create artistic impressions of facial features.</li> <li>• Pupils will learn to draw from observation.</li> <li>• Pupils will learn how to use shapes to support drawing.</li> <li>• Pupils will use value and texture whilst drawing.</li> </ul> <p><b>Elements of Art</b></p> <ul style="list-style-type: none"> <li>• Pupils will know the definition of texture, line and shape</li> </ul> <p><b>Theoretical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils will know that artists must practise specific skills to improve.</li> <li>• Pupils will learn that different artists can represent facial features differently.</li> </ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils will begin to explore how art can connect with emotions.</li> <li>• Pupils will learn the differences between landscape, portrait, and still life.</li> <li>• Pupils will evaluate their work and learn how they can learn from others.</li> </ul> <p><b>Vocabulary</b></p> <p>bridge, continuous, evaluate, iris, landscape, light source, line, observational drawing, portrait, process, pupil, shape, still life, tear duct, texture, value</p>
<p><b>Year 3</b> How can where you live impact</p>	<p><b>Unit outcome: Make a clay pinch pot and a cactus</b></p> <p><b>Practical Skills Clay Techniques:</b></p> <ul style="list-style-type: none"> <li>• Pupils will create a pinch pot.</li> </ul>





you as an  
artist?

- Pupils will mould a 3D plant sculpture.

#### Elements of Art

- Pupils will identify shapes in plants and understand the definition of shape.

#### Tools

- Pupils will control a paintbrush for increased precision.
- Pupils will experiment with a range of ideas whilst sketching.
- Pupils will cut identified shapes into collages.

#### Disciplinary Knowledge

- Pupils will understand what can influence artists (being inspired by where they live).
- Pupils will formally respond to a piece of art.
- Pupils will evaluate each other's work, as well as our own.

#### Theoretical Knowledge (Culture and Context)

- Pupils will learn about how location influenced various Mexican artists and craft makers.
- Pupils will learn about how their location influenced a diverse range of artists.

#### Vocabulary

blend, mould, pinch pot, pottery

#### Examples of great art and artists encountered:

Mexican pottery, 1850

Church of San Francisco Acatepec, 1700


Mexican pottery (modern craft)

Frida Kahlo, 1937


Jean-François Millet, 1874

Pieter Bruegel the Elder, 1565



	<p>Katsushika Hokusai, 1830</p> <p>Berthe Morisot, 1871</p>
Year 4	<p><b>Unit Outcomes: For all children to use screen printing to design their own t-shirts</b></p> <p><b>Skills and techniques:</b></p> <ul style="list-style-type: none"> <li>• Develop artistic vocabulary to discuss work</li> <li>• Begin to suggests improvements to own work</li> <li>• Include increased detail within work</li> <li>• Use roller and ink printing. Use simple block shapes formed by children.</li> <li>• Blend two colours when printing.</li> <li>• Experiment with screen printing.</li> <li>• Design and create motifs to be turned into printing block images.</li> <li>• Investigate techniques from paper printing to work on fabrics.</li> <li>• Introduce fabric block printing.</li> <li>• Look at Pop Art to represent popular objects from current culture(Andy Warhol)</li> </ul> <p><b>Vocabulary:</b> Repeating pattern, bold, composition, creative, image, style, symbol, repetitive, sponge, template, aluminium foil, outline, technique, pattern, fabric</p> <p><b>Knowledge about the artist:</b> Andy Warhol was born in Pittsburgh, USA. After studying Fine Art at college, he moved to New York and began illustrating for magazines and creating advertisements. He eventually became a pop artist. The technique he used is called screen printing. This is creating lots of prints that look the same. He often changed the colour of the picture. He made lots of pictures of iconic people. He used very bright colours in his work. Warhol also used repeated images to make patterns.</p> 
Year 4 How do artists draw perspective?	<p><b>Unit outcome: Create a piece of work including perspective inspired by Patrick Hughes</b></p> <p><b>Practical Skills</b></p> <p><b>Drawing Skills</b></p> <ul style="list-style-type: none"> <li>• Pupils will revise how to control a pencil to create lines and values.</li> <li>• Pupils will learn how to draw a basic shape with the appearance of form.</li> <li>• Pupils will know the definition of perspective and understand that artists can use lines and values to create perspective.</li> </ul>



	<ul style="list-style-type: none"> <li>• Pupils will learn to use one-point perspective with a vanishing point and horizon line and understand how artists create atmospheric perspective.</li> <li>• Pupils will learn how to shade using hatching, cross-hatching and stippling.</li> </ul> <p><b>Elements of Art</b></p> <ul style="list-style-type: none"> <li>• Pupils will know the definitions of line, shape, form, and value and will use value and line to create form.</li> </ul> <p><b>Theoretical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils will know that art can involve experimentation.</li> <li>• Pupils understand that artists only sometimes know how to capture perspective (challenge activity).</li> </ul> <p><b><u>Disciplinary Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Pupils will consider what makes an artist successful.</li> <li>• Pupils will consider what it means to be inspired by artists' work.</li> <li>• Pupils will evaluate their own art process.</li> </ul> <p><b><u>Vocabulary</u></b>  atmospheric perspective, colour perspective, cross-hatching, drawing, evaluate, experiment, form, gradient, hatching, horizon, inspiration, linear, one-point perspective, perspective, shape, stippling, value, vanishing point</p> 
<p><b>Year 4</b></p> <p><b>What can pottery tell us about the past?</b></p>	<p><b>Unit Outcome: make a coil pot with a lid</b></p> <p><b>Practical Skills Clay Techniques</b></p> <ul style="list-style-type: none"> <li>• Pupils will create a coiled pot using a pinch pot as a base.</li> <li>• Pupils will experiment and design a unique lid design.</li> <li>• Pupils will develop mastery of joining clay effectively to be visually pleasing.</li> </ul> <p><b>Tools</b></p> <ul style="list-style-type: none"> <li>• Pupils will control a paintbrush for increased precision.</li> </ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils will know that art can reflect what life was like a long time ago.</li> <li>• Pupils will formally respond to a piece of art and share what it teaches us about times in history.</li> </ul>

- Pupils will evaluate each other's work, as well as our own.

### Theoretical Knowledge (Culture and Context)

- Pupils will know that art can reflect societal and/or religious beliefs.

### Vocabulary

- coiling, coil pot, hand-building

### Examples of great art and artists encountered:

Canopic jars from Ancient Egypt

Maya pottery whistle, 750 CE

Roman pottery, 200 CE

Ancient Egyptian Soul House, 1700 BCE

Ceramic Stove, 1684

Platter, a follower of Bernard Palissy, 1575

Animal Pen with Figures, c. 25–220 CE

Ostrakon from Egypt, 600 CE

Smiling figure from Mexico, 700 CE



Year 5



**Unit outcome: create an A3 canvas linking to Jabberwocky in the style of Roy Lichenstein's work**

### Skills and techniques:



- Explore using limited colour palettes
- Experiment with colour in creating an effect
- Build on previous work with colour by exploring intensity
- Select and develop ideas confidently, using suitable materials confidently

### Vocabulary:



	<p>Vary, illustrator, artist, materials, techniques, observing, observation, outline, stencil, lettering, template</p> <p><b>Learning about artists:</b></p> <ul style="list-style-type: none"> <li>Describe the work of Roy Lichenstein</li> </ul>
<p><b>Year 5</b></p> <p>How can we find our own style of drawing?</p>	<p><b>Unit outcome: Create a piece of work using your own style</b></p> <p><b>Practical Skills</b></p> <p><b>Drawing Skills</b></p> <ul style="list-style-type: none"> <li>Pupils will use observational skills to notice details.</li> <li>Pupils will use shapes to guide their observational drawings.</li> <li>Pupils will select different pencils for different effects.</li> <li>Pupils will use proportion when drawing.</li> <li>Pupils will draw in a geometric style.</li> </ul> <p><b>Elements of Art</b></p> <ul style="list-style-type: none"> <li>Pupils will use values and lines to create form.</li> </ul> <p><b>Theoretical Knowledge</b></p> <ul style="list-style-type: none"> <li>Pupils will learn that artists can have an artistic style.</li> <li>Pupils will explore how they can develop their own artistic style.</li> <li>Pupils will learn about artists who work in different styles.</li> </ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>Pupils will describe the style of artworks with appropriate vocabulary.</li> <li>Pupils will know that art doesn't have to be realistic.</li> <li>Pupils will explore what the definition of art is.</li> <li>Pupils will evaluate their own work and the work of others.</li> </ul> <p><b>Vocabulary</b></p> <p>abstract, angular, body, bold, composed, distorted, form, geometric, graphite, hyperrealism, inspired, line, mixed media, monochromatic, organic, perspective, shape, simplistic, stylised, texture, value</p> 
<p><b>Year 5</b></p> <p>How can flowers inspire artists?</p>	<p><b>Unit Outcome: make a clay flower</b></p> <p><b>Practical Skills</b></p> <ul style="list-style-type: none"> <li>Clay Techniques</li> <li>Pupils will know what the four different types of clay are.</li> <li>Pupils will mould clay with a focus on delicacy and precision.</li> </ul> <p><b>Colour Theory</b></p> <ul style="list-style-type: none"> <li>Pupils will create tints, shades and tones with paint.</li> </ul> 

	<ul style="list-style-type: none"> <li>Pupils will know what analogous colours are and experiment with different combinations.</li> </ul> <p><b>Elements of Art</b></p> <ul style="list-style-type: none"> <li>Pupils will explore the shape and form within flowers.</li> </ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>Pupils will understand what can influence artists (flowers).</li> <li>Pupils will reflect on the purpose of a sculpture.</li> <li>Pupils will present and share responses to a piece of art.</li> <li>Pupils will evaluate each other's work, as well as our own.</li> </ul> <p><b>Theoretical Knowledge (Culture and Context)</b></p> <ul style="list-style-type: none"> <li>Pupils will learn about how flowers have influenced artists.</li> <li>Pupils will learn about how flowers across different mediums also influenced a diverse range of artists.</li> </ul> <p><b>Vocabulary</b>  earthenware clay, stoneware clay, ball clay, porcelain, malleable, kneading, glossy</p> <p><b>Examples of great art and artists encountered:</b>  The Vincennes Manufactory (the 18th century)  Vanessa Hodge (current)  Frida Kahlo (Vanessa Hodge makes a piece called 'Frida')  Lotus Flower Inlay, from Egypt, ca. 1353  William Morris, 1864  Claude Monet, 1906  Vincent van Gogh, 1890  Clara Peeters, 1612  Nishapur Buffware, 9th century  Tiffany and Company, 1837  Leonce Raphael Agbodjelou, 2018</p>
Year 6	<p><b>Unit outcome: Use watercolours to create an piece of work inspired by The Wave Katsushika Hokusai</b></p> <p><b>Skills and Techniques</b></p> <ul style="list-style-type: none"> <li>Select and develop ideas confidently, using suitable materials confidently</li> <li>Improve quality of sketchbook with mixed media work and annotations</li> <li>Begin to explore possibilities, using and combining different styles and techniques</li> <li>Develop watercolour techniques .</li> </ul>

	<ul style="list-style-type: none"> <li>• Explore using limited colour palettes</li> <li>• Use the work of artists to replicate ideas or inspire own work</li> <li>• Consider the work from other cultures e, g Asia</li> </ul> <p><b>Vocabulary:</b></p> <p>Artist, image, colour palette, medium, swirl, spiral, dash, line</p> <p><b>Knowledge about artists</b></p> <ul style="list-style-type: none"> <li>• To know that Katsushika Hokusai was a Japanese artist born in Tokyo around</li> <li>• To be able to explain Katsushika's early life</li> <li>• Describe the work of the artist Katsushika Hokusai.</li> </ul>	
<p><b>Year 6</b> What mistakes can artists make when drawing faces?</p>	<p><b>Unit outcome: Create a self portrait</b></p> <p><b>Practical Skills</b></p> <p><b>Drawing Skills</b></p> <ul style="list-style-type: none"> <li>• Pupils will use close observation when drawing.</li> <li>• Pupils will select different pencils for different effects.</li> <li>• Pupils will use proportion when drawing.</li> <li>• Pupils will use shapes to guide their observational drawings.</li> </ul> <p><b>Elements of Art</b></p> <ul style="list-style-type: none"> <li>• Pupils will use values to create form.</li> <li>• Theoretical Knowledge</li> <li>• Pupils will learn about artists from around the world.</li> </ul> <p><b>Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils will develop a vocabulary to describe common errors made in realism portraits</li> <li>• Pupils will understand that art can be practised and improved upon.</li> <li>• Pupils will learn how artists can use reference material.</li> <li>• Pupils will evaluate their own work and the work of others.</li> </ul> <p><b>Vocabulary</b></p> <p>cupid's bow, form, geometric, graphite, horizontal, iris, nose bridge, observe, organic, philtrum, portrait, proportion, pupil, reference material, shape, tear duct, value, vertical</p>	
<p><b>Year 6</b> How can food inspire artists?</p>	<p><b>Unit Outcome: make a food based clay piece of work</b></p> <p><b>Practical Skills</b></p>	

### **Clay Techniques**

- Pupils will demonstrate proficiency with clay.
- Pupils will design a sculpture, considering the emotional response created.
- Pupils will learn to consider the viability of designs.
- Pupils will know that you can sculpt clay around something, like foil, to build larger structures.

### **Colour Theory**

- Pupils will increase the range of colours used for effect.

### **Tools**

- Pupils will learn how brush choices influence outcomes.

### **Disciplinary Knowledge**

- Pupils will understand what can influence artists (food).
- Pupils will consider why artists choose one medium over another.
- Pupils will understand that artists can develop recognisable styles.
- Pupils will consider who buys a sculpture.
- Pupils will consider who decides the value of art.
- Pupils will evaluate their own work.

### **Theoretical Knowledge (Culture and Context)**

- Pupils will know that artists have been inspired by food over thousands of years and that what artists depict can have different messages.

### **Vocabulary**

ferule, bristles, complementary colours, tertiary colours, manipulate, matte

### **Examples of great art and artists encountered:**

Peter Anton (current) Kate Malone (current) Vincent van Gogh, 1887 Hannah Brown Skeeel, 1860

Louise Moillon, 1630

Chelsea Porcelain Manufactory, 1755

Griffen, Smith and Hill, 1880

Teapot, British, ca. 1755–70

Teapot, Style of Whieldon type, ca. 1750

Giuseppe Arcimboldo, 1590

William Morris, 1866

Ancient Roman mosaics,

Giovanna Garzoni, c1640s

