

Art | Intent and Implementation

Why do we teach art?

We offer a structure and sequence of lessons to ensure skills are covered that are required to meet the aims of the national curriculum. The intent is to ensure all pupils produce creative, imaginative work and have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas.

Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as collage, printing, patterns and digital medias. Children will also develop their knowledge of famous artists. Children will also develop their interest and curiosity about art through a series of lessons offering skills progression, knowledge progression and allowing the children the opportunity to ask questions and demonstrate their skills in a variety of ways.

The lessons will allow children to develop their emotional expression through art to further enhance their personal, social and emotional development.



What is our curriculum aim?

We aim to develop children's techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

All children will use technical vocabulary and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world.

Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children will develop skills to speak confidently about their art and design work.

Art | Intent and Implementation

How is art taught?

We weave the arts into our core classroom curricula as well as teach specific artistic skills and abilities. We do not follow a scheme of work, instead we try to link our arts work to topics that the children are learning about and that build on prior learning and provide opportunities to develop visual literacy.

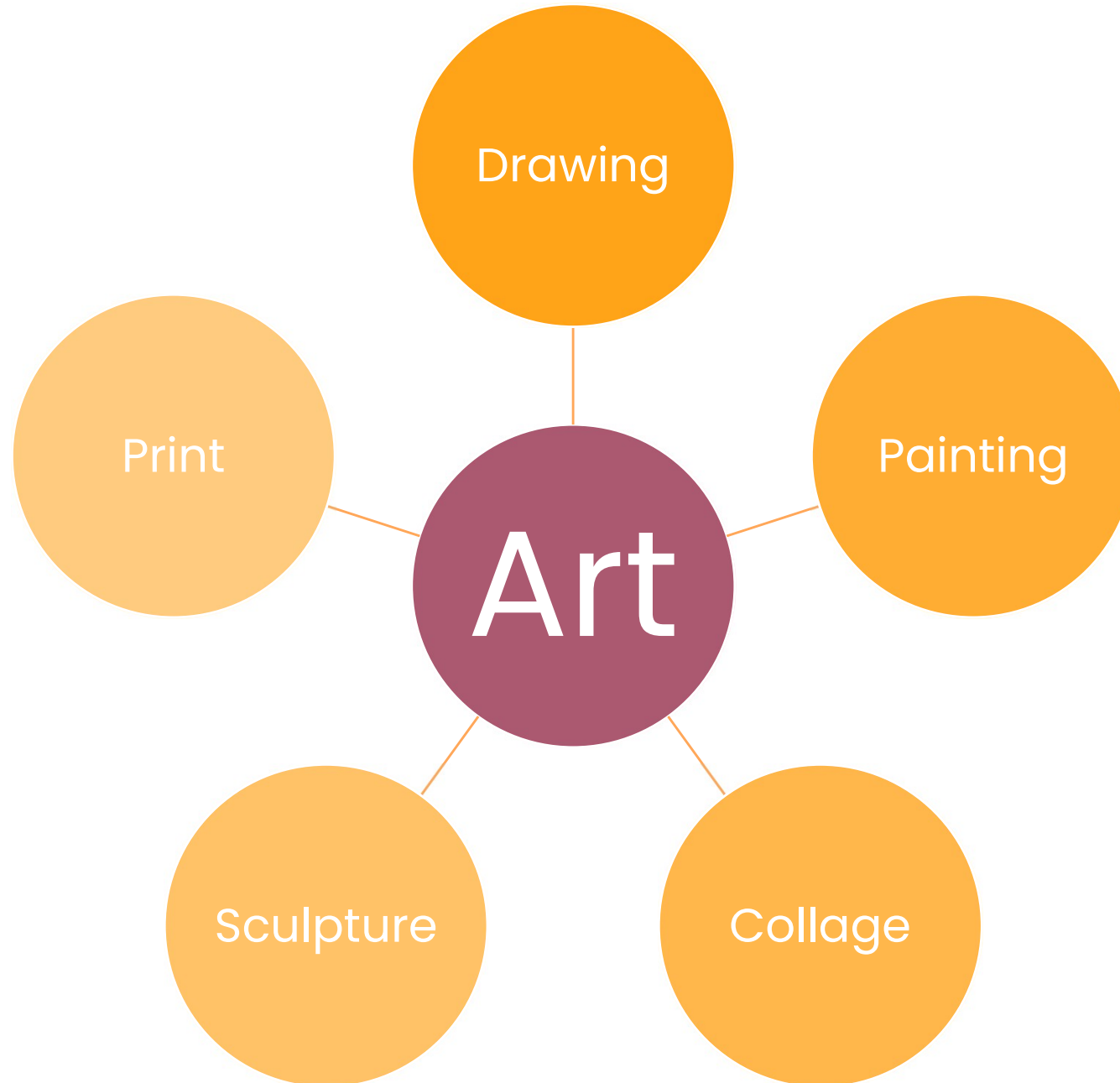
Units of learning in art are start with an existing piece of art or style of art which represents the rich diversity of art throughout history and the globe. Techniques and styles are discussed, and skills used within the original artwork are explored and developed, with work being recorded in sketch books. Children will have the opportunity to express their artistic skills with a final piece of artwork inspired by the original piece.

Teachers are encouraged to help children to think critically about images by asking open and closed questions, and giving them sentence starters as a way to talk about art. For example, "I like the way the artist has ..." or "In this artwork see ..." as well as developing their own. We have created a map of expectations, skills, techniques and media for each year group and this is available for all staff to see, aiding them to plan their lesson accordingly. Each year, skills are developed, different media, techniques are used, and the children's knowledge and interest in the subject grows. It is vital that staff use the map so that progression can develop and there are no overlaps.

Great/cultural artists are suggested for each year group to follow, but flexibility is encouraged to allow the teachers to use their own and their classes' interest as well.



Art | Key Concepts



Art | Content Spine



	Autumn	Spring	Summer
Y1	Paw and Claws Artist : Paul Klee Concept : drawing Outcomes : self-portrait	Roots and Shoots Artist : Andy Goldsworthy Concept : collage Outcomes : Natural resources collage	
Y2	Land Ahoy and Coasts Artist: Mary Cassatt (Children on the Beach) Concept: Drawing and Painting; Impressionism Outcome: River Painting	Fire Fire! Artist: Hamo Thornycroft Concept: Sculpture Outcome: Clay Model	Superheroes and Me Artist: Barbara Jones-Hogu Concept: Printing Outcome: Hero Cape Designs
Y3	Romans Artist : Romans Concept : Collage Outcomes : Mosaic	Egyptians Artist : Egyptians Concept : Sculpture Outcomes : Canopic jars	Rainforests Artist : Frida Kahlo Concept : Drawing and painting Outcomes : Rainforest landscape
Y4	Anglo-Saxons – Vikings Artist : Anglo Saxons /Viking Concept: Drawing and painting Outcomes : Viking longship	African Adventures Artist : African artists Concept : Printing Outcomes : African Safari	Trouble and Strife Artist : Tudors Concept : Collage Outcomes : A Tudor Rose/ Self-Portrait
Y5	Victorians Artist : William Morris Concept : Print making Outcome : Christmas wrapping paper	Space Artist : Peter Thorpe Concept : Drawing and Painting Outcome : space	Greeks Artist : Ancient Greeks Concept: sculpture Outcome: Urns/pottery
Y6	WW2 Artist: LS Lowry Concepts: Painting Outcomes: War-time Landscapes	Crime and Punishment Artist : Banksy Concept : Drawing/painting Outcome : graffiti	On the move Artist : Fabrics of fairytale Concept : collage Outcome : Collage of migration

Art | Progression Map - Drawing



Year 1

- experiment with a variety of drawing materials
- begin to control the types of marks being made
- produce a range of patterns and textures
- colour in neatly, following the lines very carefully

Year 2

- use pencils, pastels and charcoal
- show patterns and textures in drawings by adding dots and lines
- show different tones using coloured pencils
- make a variety of lines of different sizes, thicknesses and shapes

Year 3

- create intricate patterns and marks with a variety of different media
- use different grades of pencils at different angles to show different tones
- use hatching and cross-hatching to show tone and texture
- annotate sketches in art sketchbook to explain ideas

Year 4

- select the most suitable drawing materials for the type of drawing
- use a variety of different shapes lines to indicate movement in drawings
- use shading to show shadows and reflections on 3D shapes
- compare own sketches with those of other artists

Year 5

- select appropriate drawing materials to create different effects
- explore texture, tone and shading in my drawings to create different effects
- communicate movement within my drawings
- explain the effect of own and other artists' chosen style

Year 6

- develop own artistic style using tonal contrast and mixed media
- develop an awareness of composition, scale and proportion in my drawings
- use shading to show some shadows and reflections on my drawings of people
- begin to create technical drawings (e.g. ancient architecture)

Art | Progression Map - Painting



Year 1

- explore with a variety of media: different brush sizes and tools
- begin to control the types of marks made
- mix primary colours to make secondary colours

Year 2

- make tints by adding white to colours
- make shades by adding black to colours
- control the types of marks made with a range of media

Year 3

- use watercolour paint to produce washes for backgrounds
- experiment in creating mood and feelings with colour
- demonstrate an increasing control over the types of marks made
- produce different patterns, lines, effects and textures by using a range of different media

Year 4

- use different colours to create a mood
- use light and dark with in painting and show an understanding of complimentary colours
- work in the style of a selected artist
- understand how different artists use paint and techniques to produce pattern, colour, tone, shape , space, form and line

Year 5

- create paintings using colour and shapes to reflect feelings and mood
- start to develop my own style using tonal contrast and mixes media
- sketch lightly before painting so as to combine lines with colour to produce images that convey a purpose
- create paintings which show movement

Year 6

- control marks being made, experimenting with effects and textures
- mix colours, shades and tones to reflect the purpose of the work
- create paintings based on observations
- create paintings which convey realism or impression

Art | Progression Map - Collage

Year 1

- explore and experiment with different collage techniques
- prepare collage materials by cutting and tearing to create shapes and patterns
- sort and arrange collage materials for a purpose
- begin to sort and use materials according to their properties (e.g. colour, shine, texture)

Year 2

Year 3

- use precise cutting skills
- use montage, tessellation and mosaic to create images.
- develop skills of coiling and overlapping
- know the effect colour (e.g. a limited colour palette) can have on a piece of work

Year 4

Year 5

- experiment with techniques that use contrasting textures, colours or patterns
- produce work which reflects a purpose
- base collages on observational drawings
- combine both visual and tactile qualities when producing a piece of work

Year 6

Art | Progression Map - Sculpture



Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

- experiment with a variety of malleable material, such as clay
- shape and model materials for a purpose
- continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading
- use tools and equipment safely and in the correct way
- add textures, lines and shapes to clay work

- mould, sculpt and add details to clay models
- join clay to add further elements to clay models
- produce 3D work which has a well-thought out purpose

- use a range of techniques such as slab to produce sculptures
- use slip to join pieces of clay together
- embellish and decorate final pieces
- produce 3D work that has both visual and tactile qualities

Art | Progression Map - Printing



Year 1

Year 2

- use a range of printing tools
- print simple pictures with hard and soft materials
- create a repeating pattern in print
- make a printing block (e.g. string patterns or plasticine shapes)
- print onto different materials (e.g. fabric or paper)

Year 3

Year 4

- make own printing blocks and experiment with different materials
- explore printing from other cultures and time periods
- make a one-coloured print
- build up layers of colours to make prints of two or more colours

Year 5

Year 6

- print work includes printing onto papers and using computer graphics
- use drawings and designs to bring fine details into my work
- build up colours to create different effects in my work
- produce prints based on the work of well-known artists and designers

Art | Knowledge Organiser: Year 1 - Self-Portraits



Cubism

Cubism takes real life, breaks it up and draws it from different angles. It does not look like real life (it is abstract).

In short, cubism takes the 3D world and tries to make it 2D on canvas

Work Examples

The Evolution of Picasso's self-portrait:



Key Facts

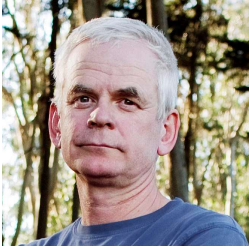
Name:	Pablo Picasso
Born:	25 th October 1881 in Spain
Died:	8 th April 1973 in France
Style / Period:	Cubism, Modern Art
Famous works:	Self Portraits, The Pipes of Pan, Three Musicians, Guernica, The Weeping Woman

Key Vocabulary

portrait	a piece of work showing a person
self-portrait	a portrait that an artist creates of themselves
symmetry	the quality of being made up of similar parts facing each other
facial features	eyes, nose, mouth, ears, eyebrows, hair
profile	a representation (e.g. a face) seen in side view
abstract	art that does not represent external reality
realistic	art that does represent external reality
half	two equal parts
quarter	four equal parts
cubism	a way of painting where artists show more than one view of something in the same picture
Modern Art	Art of a style created in the late 19 th and 20 th centuries

Art I Knowledge Organiser: Year 1 – Roots and Shoots Andy Goldsworthy : Collage

Artist

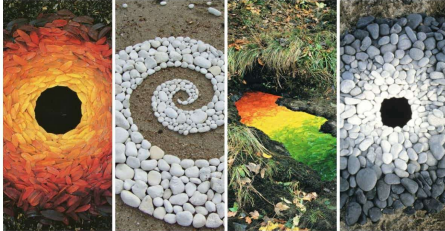


Name	Andy Goldsworthy
Born :	1956
Died :	-
Style :	Sculptor and Photographer

Key Skills


- Arrange and glue materials to different backgrounds.
- Fold, crumple, tear and overlap paper to create texture.
- Collect and arrange shapes appropriately to create different textured pieces of artwork.


Work examples





College

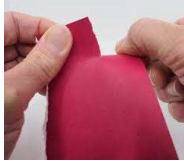
Collage is a piece of art made by sticking various materials such as photographs, pieces of paper or fabric on to a backing.


Curl 

Crumple 

Coil 

Layer 

Tear 

Concertina 

Key Vocabulary	
Mixed Media	- a term used to describe artworks composed from a combination of different media or materials.
Layers	- an amount of something that overs the surface.
Organic shapes	- shapes that are irregular and imperfect.
Geometric shapes	- shapes based on math principles, such as a square, circle, and triangle.
Background	- the part of a picture that is behind the main things or people.
Texture	- how something feels when it is touched.

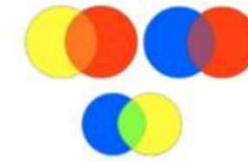
Art | Knowledge Organiser: Year 1 - Line Drawing and Painting



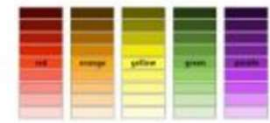
Abstract Art

Abstract art is art that does not attempt to show reality in any way. It uses shapes, colours, forms and marks to achieve its effect

Mixing colours



Making shades



Key Facts

Name:	Paul Klee
Born:	1879
Died:	1940
Style / Period:	Abstract Art
Famous works:	Senecio (1922) Cat and Bird (1928) Castle and Sun (1928)

Key Vocabulary

Primary Colours	Red, Yellow, Blue
Secondary Colours	Green, Purple, Orange. Colours that are mixed using primary colours
Tints and Shade	Tint and shade colours can have shades that are darker or lighter. We can make different shades by adding black or different tints by adding white to a colour.

Dot, Horizontal, Vertical, Diagonal, curve, straight, continuous, line, long, short, wavy, zigzag, abstract.

Work Examples



Art | Knowledge Organiser: Year 2 – Impressionism



Impressionism

Impressionism developed in France in the late 1800s that uses colour to show the effects of light on things and to suggest an atmosphere rather than showing exact details. Impressionists painted outside and did not worry about sharp single lines but short flowing brushstrokes

Key Facts

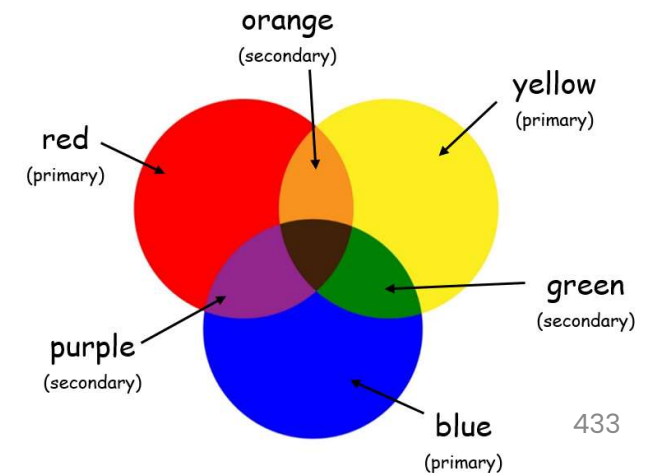
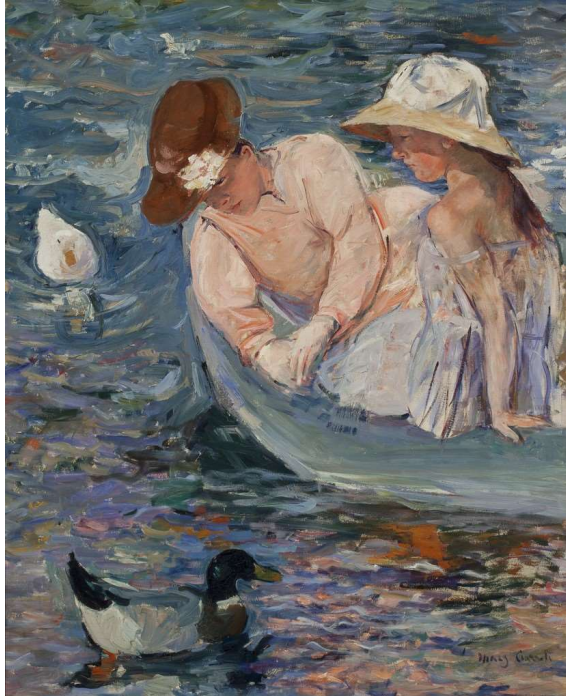
Name:	Mary Cassatt
Born:	22 nd May 1844, US
Died:	14 th June 1926, France
Style / Period:	Impressionism
Famous works:	Children on the Beach, Under the Horse Chestnut Tree, Summertime

Key Vocabulary

impasto	brushing paint on thickly so that the strokes can be seen
quick strokes	moving the brush / pencil quickly
tint	adding white to make a colour lighter
shade	the lightness or darkness of a colour
tone	adding black to a colour to make it darker
open air	impressionists painted outside – ‘en plein air’ in French!

Work Examples

Impressionist paintings by Mary Cassatt



Art | Knowledge Organiser: Year 2 – Sculpture: Hamo Thornycroft



Sculptures

Sculptures are a type of visual art, whereby the artist creates 3D models out of malleable materials. They use a variety of tools and techniques to create the 3D models. For example, tools are the processes of building materials together and removing materials in order to create the artwork.

Work Examples

Sculptures by Hamo Thornycroft



Statue of Oliver Cromwell



Statue of Queen Victoria

Key Facts

Name:	Hamo Thornycroft
Born:	9 th March 1850 (London)
Died:	18 th December 1925 (Oxford)
Style / Period:	Sculptures
Famous works:	<i>The statue of Oliver Cromwell, The statue of Queen Victoria.</i>

Key Vocabulary

Sculpture	A type of art that involves shaping materials, such as clay or stone, into 3D artworks.
Clay	A malleable material, used in sculpting.
Chisel	A tool used to manipulate malleable materials.
Tolls	Adding and taking away materials to create a 3D piece of art.

Knowledge and Skills

- Experiment with a variety of malleable material, such as clay.
- Shape and model materials for a purpose.
- Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.
- Use tools and equipment safely and in the correct way.
- Add textures, lines and shapes to clay work.

Art | Knowledge Organiser: Year 2 – Superhero Capes: Barbara Jones Hogu



Printing

Printmaking is a process that involves transferring a design onto a surface, such as paper or fabric, using ink or paint. The original work of art is the print itself, not the block or plate used to create it. There are different types of printing. For example, traditional methods include woodblock printing, whilst more modern methods have expanded into screen printing.

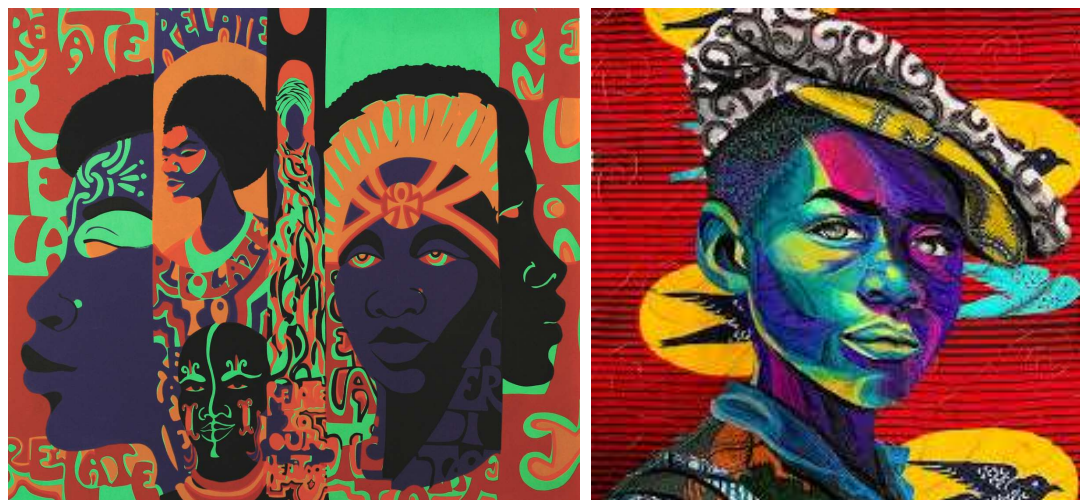
Key Facts

Name:	Barbara Jones Hogu
Born:	17 th April 1938 (USA)
Died:	14 th November 2017 (USA)
Style / Period:	Printing
Famous works:	<i>If I lost my way, Relate to your heritage.</i>

Key Vocabulary

Printing	The process of reproducing text or images using a master form or template.
Stencil	A thin sheet of material with a design or pattern cut out of it.
Ink	A coloured liquid or paste used for writing, printing, or drawing.
Roller	A cylinder-shaped tool used to spread ink evenly on a printing surface.
Printing Plate	A flat sheet of material used to transfer ink onto paper.

Work Examples



Knowledge and Skills

- Use a range of printing tools.
- Print simple pictures with hard and soft materials.
- Create a repeating pattern in print.
- Make a printing block (e.g. string patterns or plasticine shapes).
- Print onto different materials (e.g. fabric or paper).

Art | Knowledge Organiser: Year 3 – Mosaic

Roman Mosaic

- Mosaics were used to decorate Roman buildings. They were made from tiny stones which they called tesserae and were therefore not as brightly coloured as today's mosaics
- Rich people had mosaic floors in their buildings. It was a symbol of how wealthy they were. Slaves would create the floors and use hard stones, sand and water to grind the stones down so they were smooth to walk on
- Some of the tiny stones were as small as 1-2mm for very intricate patterns and as many as 10 000 pieces of tesserae could be used in a mosaic measuring 1m x 1m.
- Lots of mosaics in Britain were made from cut red brick or tile. Occasionally, they might use bits of glass for a particular effect.
- They created strong surfaces for walking on but they were also used for advertisements and signs.
- Mosaics featured geometric designs, as well as other images. Common themes were animals, fighting gladiators, romantic images and scenes from mythology and astronomy.
- Romans liked to keep dogs as companions and for protection. Many mosaics in the Roman city of Pompeii had the Latin words for 'Beware of the Dog' written into the design.

Key Vocabulary

mosaic	a picture or pattern produced by arranging together small pieces of stone, tile or glass
tesserae	tiny coloured stones
pattern	repeated decorative design
mortar	a type of cement
bath house	where people go to wash
motif	a decorative image or design, especially a repeating one, forming a pattern
border	a strip forming the outer edge of something
geometric	a design made from rectangles, squares and circles

Work Examples



Art I Knowledge Organiser: Year 3 – Canopic Jars



Canopic Jars

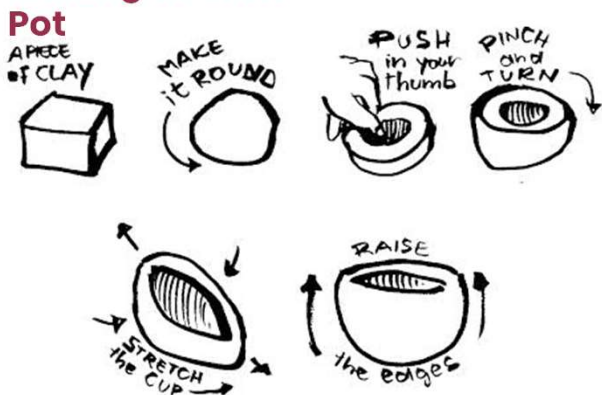
The Canopic jars were used by the Ancient Egyptians to hold mummified body parts (organs).

The Canopic Jars were decorated with the heads of the four sons of Horus.

During the mummification process the organs of the human body were removed and preserved separately in the jars.



Making a Pinch Pot



Tarak El Komi

- Tarak El Komi is a contemporary sculptor from Egypt.
- Komi's sculptures are inspired by the powerful Pharaohs identities during the Ancient Egyptian times.
- He works with the material bronze to create stunning figurative pieces.



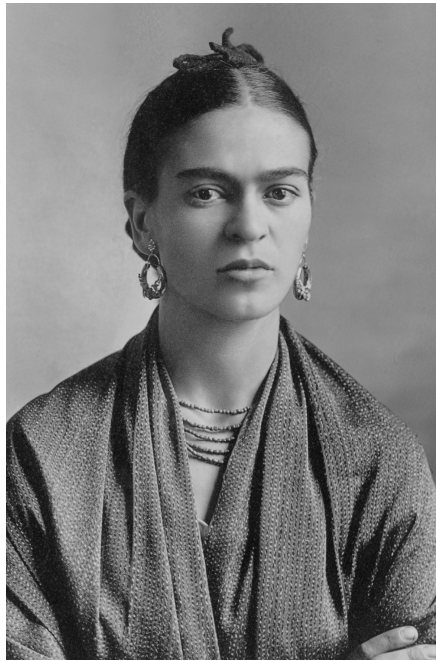
Main Designs

Imsety	human head and carried and protected the liver
Qebhsenhef	falcon's head and protected the intestines
Hapy	head of a baboon and protected the lungs
Duamtef	head of a jackal and protected the stomach

Key Vocabulary

Canopic jar	used by the ancient Egyptians during mummification
mummification	the process of preserving the body after death
viscera	the internal organs in the main cavities
sculpture	a type of art that creates things in 3D
pinch pot	a way of creating a clay pot by pinching the clay

Art | Knowledge Organiser: Year 3 – Montage



Surrealism

a 20th-century avant-garde movement in art and literature which sought to release the creative potential of the unconscious mind, for example by the irrational juxtaposition of images.

Frida Kahlo

Mexican artist Frida Kahlo is remembered for her self-portraits, pain and passion, and bold, vibrant colours. She is celebrated in Mexico for her attention to Mexican and indigenous culture.

Key Facts

Name:	Frida Kahlo
Born:	6 th July 1907, Mexico
Died:	13 th July 1954, Mexico
Style / Period:	Surrealism
Famous works:	<i>Memory, The Heart; What the Water Gave Me; The Two Fridas; The Broken Column</i>

Key Vocabulary

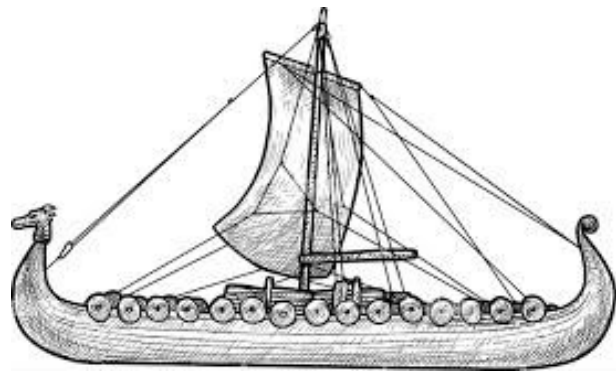
self portrait	a portrait that an artist produces of themselves
bold	use of bright, strong colours in art
heritage	traditions, monuments, objects and culture from own background
montage	an assembly of images that relate to each other in some way to create single piece of art

Work Examples

Works by Frida Kahlo



Art I Knowledge Organiser: Year 4 – Anglo Saxons and Vikings Collage



Anglo-Saxon and Vikings- Drawing and painting

Viking Age Scandinavians almost exclusively made applied art; everyday objects were jazzed up to make them more pleasing to look,

Children will be able to draw different Viking patterns, sketch a dragon's head which was used on a longboat and to draw and paint a Viking longboat.



Key Knowledge

Long boats were used by Vikings to travel.

Dragon heads would be seen on the prow of a Viking long boat.

Viking boats were sometimes known as dragon ships

Key Vocabulary

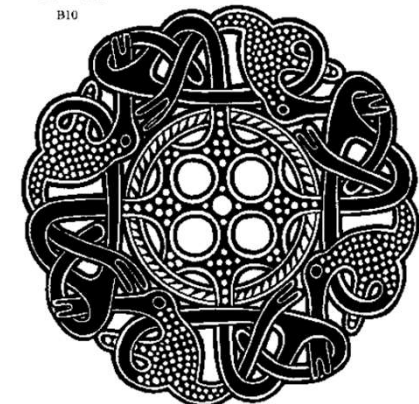
Viking longboat	Long, slender boats that the Vikings used to travel on seas.
Dragon heads	One of the most famous symbols of the Vikings found on the bow of a longboat.
Replicate	To reproduce or make an extract or copy of something.



B10



B11



Art | Knowledge Organiser: Year 4 – African Art Printing

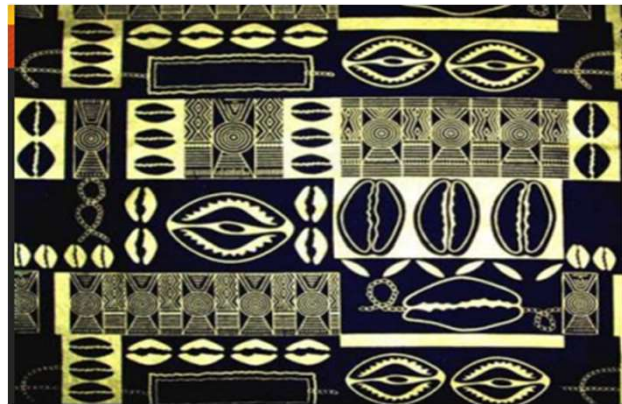


African Printing- Block Printing

Block Printing is one of the oldest types of printmaking. Traditionally, block printing was mainly used to create intricate patterns and made from wooden blocks printed onto textiles. Block printing was mainly traditionally used as a way of forming patterns onto fabrics, used in East Asia and China. Blocks were created and printed by hand. It can now be done on large scale machinery and is used as a skill all over the world. However, this has been developed over time and now many materials can be carved and covered in ink to transfer an image onto paper.

Key Vocabulary

pattern	Repeated decorative design.
motif	A decorative image or design, especially a repeated one forming a pattern.
Batik	A method (originally used in Java) or producing coloured designs on textiles by dyeing them, having first applied wax to the parts to be left undyed.



think ahead	welcome	good living	learn from your mistakes	two heads are better than one
and come, hand go	congratulations	wisdom/knowledge	good-bye	have courage
strength	faithfulness	enjoy yourself	royalty	good fortune
give me your heart	forgiveness	faith	I shall meet you again	hope
two good friends	you have changed	house of peace	the king sees all	understanding

Art I Knowledge Organiser: Year 4 – Tudors Collage



Tudor Collage

The Tudor Rose is the heraldic design adopted by Henry VII when he came to the throne. It combines the red rose of Lancaster (Henry VII's family) and the white rose of York (his wife's, Elizabeth's family) and is supposed to represent the end of the Wars of The Roses



Key Vocabulary

Collages can be created using a variety of different materials

Mixed Media (technique) is when a variety of different textures and materials are used

Can use paper, wool, newspaper or photography

Key Facts

Collage	Art in which bits and pieces of paper and fabric have been posted on a 3D surface
Mixed Media	A term used to describe artworks composed from a combination of different media and materials
Layers	An amount of something overtime



Art | Knowledge Organiser: Year 4 – Portraits



Hans Holbein

- A German artist and printmaker who worked in a Northern Renaissance style.
- He is best known as one of the greatest portraitists of the 16th century.
- By 1535, he was King's Painter to King Henry VIII, for whom he painted many portraits.
- He produced not only portraits and festive decorations, but designs for jewellery, plate, and other precious objects.
- His portraits of the royal family and nobles are a record of the court in the years when Henry VIII was asserting his supremacy over the English church.
- He quickly gained a reputation as having the ability to produce very accurate likenesses of people and including great detail in his images.

Key Facts

Name:	Hans Holbein
Born:	c1497, Augsburg
Died:	1543, England
Style / Period:	Northern Renaissance
Famous works:	<i>The Ambassadors</i> , Tudor Portraits, including Anne of Cleves and Henry VIII

Key Vocabulary

portrait	a picture of a person's face
perspective	depicting 3D objects on 2D media to portray form
Renaissance	the revival of European art and literature based on classical models in the 14 th – 16 th centuries

Works by Hans Holbein



Art | Knowledge Organiser: Year 5 – Repeating Design Motif



William Morris

William Morris was one of the most influential designers of the 19th century. His work included wallpaper design, print, stained glass windows, tiles and tapestries.

William Morris created designs of floral patterns that could be repeated many times.

“Have nothing in your house that you do not know to be useful, or believe to be beautiful.”
– William Morris

Key Facts

Name:	William Morris
Born:	24 th March 1834, England
Died:	3 rd October 1896, England
Style / Period:	Wallpaper and textile design
Famous works:	<i>News from Nowhere, The Well at World's End</i>

Key Vocabulary

blocked repeated patterns	repetition refers to one object or shape repeated; pattern is a combination of elements or shapes repeated in a recurring and regular arrangement
symmetrical patterns	pattern that is repeated either side of a centre point
asymmetrical patterns	when you have different visual images on either side of a design
motif	a recurring pattern that repeats

Designs by William Morris:



Art I Knowledge Organiser: Year 5 – Peter Thorpe



Space, the Final Frontier

Painter Peter Thorpe

Prior Knowledge

Abstract Art – Year 1
Creating texture using paint and colour mixing – Year 3

Skills to be taught:

- Colour mixing / colour wheel and complementary colours
- Painting techniques such as sponging, rolling, scraping, scumbling, flicking and dripping
- Collage the work together and use oil pastels to create the three-dimensional effects and use of light/shadow

Prior Knowledge

- Peter Joseph Thorpe was born on November 9th 1957, in Portland, Oregon USA
- Peter Thorpe is an abstract artist who started creating rocket paintings in the 1980s using paint that he would have otherwise thrown away.



Powered Orbit



Mars Landing



Standing Ready



Rocket #25



Rocket Race



Rocket #35



Rocket #17



Rocket #51

Key Vocabulary

abstract	Art which does not represent reality but rather uses shapes, colours and textures for effect
realistic	Art which represents things that are true to life
cartoon	A simplistic drawing/picture/painting
background	The part of a painting furthest away from the viewer
foreground	The part of the painting closest to the viewer

Art | Knowledge Organiser: Year 5 – Greek Vases

Greek Vases

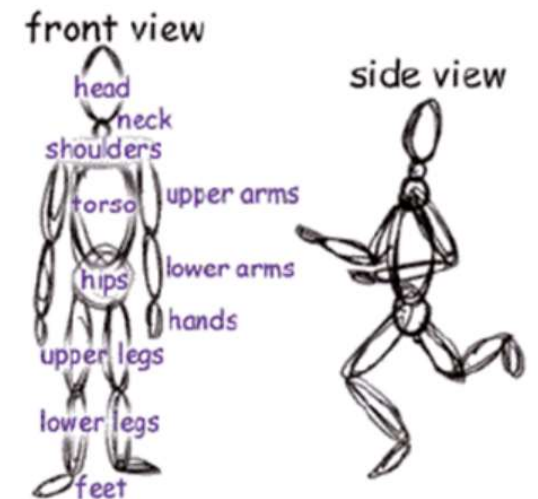
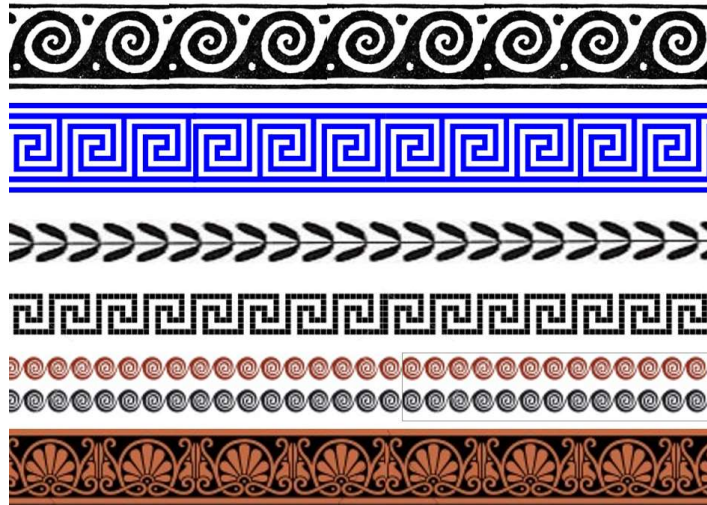
Greek potters were constantly changing the shape of their famous vases and pots. In ancient Greece, it was not enough to create something that was beautiful. It also had to be comfortable. If the vase, pot, or pitcher had a handle, that handle had to be easy to hold and fit comfortably into the grip of your hand. The Greeks considered themselves scientists as well as artists. Everything had to be perfectly proportioned.

The designs on their pottery told a story. Some told stories of daily life. Others told stories of wars and heroes. All designs, whatever they were, had to represent something that people would find pleasing. Geometric designs had to be familiar, a design perhaps that could be found in a temple or a fabric. The colours were soothing and comfortable.

Key Vocabulary



ancient	belonging to the very distant past and no longer in existence
components	a part or element of a larger whole
proportioned	having dimensions or a comparative relationship of parts of a specific type
silhouette	the outline of a person or object, normally depicted in black.

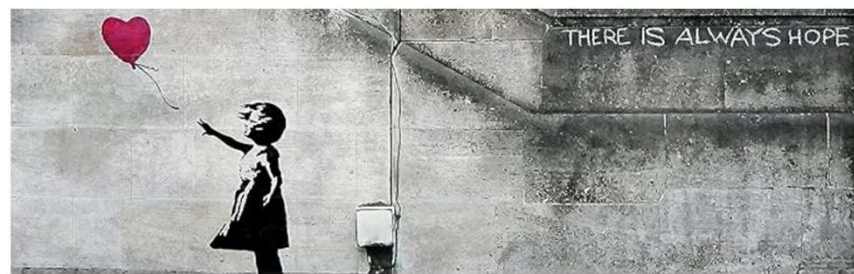
Drawing Oval Figures



Key Vocabulary	
Banksy	Focus artist
Graffiti	Writing or drawings scribbled, scratched or sprayed illicitly on a wall or other surface in a public place
Graffiti artist	A person who paints or draws graffiti
Mural	A painting or other work of art executed directly on a wall
Stencil	A thin sheet of card, plastic or metal with a pattern or letters cut out of it used to produce the cut design on the surface below by the application of ink or paint through the holes
Spray paint	Paint held in aerosol can for spraying onto a surface
Propaganda	Information, especially of a biased or misleading nature, used to promote a political cause or point of view
Line	A long narrow mark
Shape	The form of an object
Pattern	A repeated design created from shapes or images
Evaluating	To look at and give an opinion on a final piece of work



Key Facts	
Name	Significance
Banksy 	Banksy is a British street and graffiti artist. He likes to remain anonymous and not let people know his true identity. He often draws in high visibility public places such as on buildings on train stations. His paintings are often about politics, war and other important topics.
Blek le Rat 	Blek le Rat is Xavier Prou. He was one of the first graffiti artists in Paris, and has been described as the 'Father of stencil graffiti'



Skills to be taught:

- Draw independently for a sustained period of time.
- Use sketchbooks to independently evaluate and analyse a range of media
- Independently recognize and use shape, pattern, line and space in own work. Have opportunities to use a variety of materials to demonstrate understanding of shape, pattern, line and space.
- Independently recognise and use colour in own work. Have opportunities to use a variety of materials to demonstrate understanding of colour
- Independently recognise and use texture in own work using a variety of materials.

Art | Knowledge Organiser: Year 6 – War-Time Depictions



Naïve Art

Naïve art is usually defined as visual art that is created by a person who lacks formal education and training that a professional artist undergoes. It is recognised, and often imitated for its childlike simplicity and frankness.

Lowry's use of stylized figures (often referred to as 'Matchstick Men') which cast no shadows, and his lack of weather effects in many of his landscapes, led critics to label him as a naïve artist even though he studied art in private art lessons.

Key Facts

Name:	LS Lowry
Born:	1 st November 1887, England
Died:	23 rd February 1976, UK
Style / Period:	Naïve Art
Famous works:	<i>Going to Work, Going to the Match, Coming from the Mill</i>

Going to Work by LS Lowry



Key Vocabulary

industrial	designed or suitable for use in industry
urban	in or characteristic of a town or city
landscape	all of the visible features of an area of land
architecture	the art or practice of designing and constructing buildings

Key Vocabulary

Textiles	Textiles are traditionally woven cloth but can also include any fibre or yarn.
Weaving	Cross threads or strips over and under each other to make cloth or patterns – like making a basket or a piece of fabric.
Collage	A picture made by sticking different things like paper, fabric, or photos onto a surface to create art.
Embroidery	Decorating fabric by sewing on it with coloured thread to make pictures, patterns, or words.
Appliqué	Decorating fabric by attaching pieces on top
Stitch	A loop of thread used to join fabrics
Texture	The feel or appearance of a surface
Tapestry	A large woven picture



Key Facts

Name	Significance
Faith Ringgold	Faith Ringgold's story quilts are her signature artwork, combining painted images, fabric, and text to tell stories about African American history, culture, and identity. She developed this technique by weaving together her love of European painting, the rich tradition of African American quilt-making, and her written word. Her "story quilts" explore themes of race, gender, and history, often drawing on her personal experiences and family history.
The Bayeux Tapestry	The Bayeux Tapestry is a long piece of fabric that tells the story of the Battle of Hastings in 1066. It shows how William the Conqueror became King of England by defeating King Harold. It's like a giant picture book made with stitches instead of drawings – and it's nearly 1,000 years old!

Skills to be taught:

- Drawing for design
- Textiles: cutting, stitching, joining
- Colour, texture, pattern and shape
- Mixed media and collage
- Planning and evaluating artwork

This unit explores how stories can be told through fabric art, inspired by fairytales. Pupils will experiment with textile techniques such as collage, weaving, embroidery, and appliqué to create a final piece based on a fairytale scene or character.