**Stoke Hill Federation ART Curriculum by Terms 2019 -**

**Year 3 Autumn Term**

Drawing

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| **Vocabulary** | **Skills** |
| **stripes** - narrow band of a different colour  **symmetrical** - A balance of parts on opposite sides of a midline  **spiral** - a plane curve generated by a point moving around a fixed point while constantly receding from or approaching it  **zig-zag** - a line or a pattern that looks like a z shape.  **jagged** - having ragged notches, points, or teeth; zigzag | Use sketchbooks to record observations and use them to review and revisit  Develop control and range of materials to make marks with a wide range of drawing implements including charcoal and oil pastels.  Learn about a great designer. |

**Year 3 Spring Term**

Painting

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| **Vocabulary** | **Skills** |
| **Contrast** - Differences between two or more elements; the difference may be intentional. Also the difference between the lightest and darkest areas of an image.  **Deep** - extending far down from the top or surface  **Vibrant** - pulsating with vigour and energy.  **Cool** - Colours suggesting coolness are blues, greens, violets and their variants  **Soft** - not hard or stiff | Use sketchbooks to record observations and use them to review and revisit  Paint pictures, including still life, using acrylics and watercolours.  Learn about a great painter |

**Year 3 Summer Term**

Sculpture

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| **Vocabulary** | **Skills** |
| **Grainy –** having a rough surface or texture  **glossy** - smooth and shiny  **Silky –** smooth, soft and shiny  **structured** - The way parts are arranged or put together to form a whole  **Uneven –** not smooth, flat or straight | Create surface patterns and learn to join clay to create simple decorative objects.  Create collages using textiles, including cutting and joining fabrics  Learn about a great architect |

**Year 4 Autumn Term**

Drawing

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| **Vocabulary** | **Skills** |
| **overlapped** - if something occupies the same area as another thing  **continuous** - something that continues for a period  **Intricate** – something that has many small parts  **geometric** - consists of regular shapes or lines  **cross hatch –** to shade two or more parallel lines that cross over one another | Use sketchbooks to record observations and use them to review and revisit  Develop control and range of materials to make marks with a wide range of drawing implements including charcoal and oil pastels.  Learn about a great designer. |

**Year 4 Spring Term**

Painting

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| **Vocabulary** | **Skills** |
| **still life** - A specific type of visual artwork representing one or more inanimate object  Composition - The overall placement and organization of elements in a work of art, as well as the interrelationships between individual elements  **Background** - The part of the picture plane that seems to be farthest from the viewer.  **Foreground** - part of a two-dimensional artwork that appears to be nearer the viewer or in the “front” of the image.  **middle ground** - Area of a two-dimensional work of art between the foreground (closest to the front) and background (furthest receded). | Use sketchbooks to record observations and use them to review and revisit  Paint pictures, including still life, using acrylics and watercolours.  Learn about a great painter |

**Year 4 Summer Term**

Sculpture

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| **Vocabulary** | **Skills** |
| **design**, - The plan, conception or organization of a work of art; the arrangement of independent parts (the elements of art) to form a coordinated whole.  Symmetry - both sides of a shape, design or structure are repeated  **Asymmetric** - unequal or unbalanced, particularly in relation to the midline  **Sharp** - a point that is very thin and cuts through things easily  **Bulky** - large and heavy | Create surface patterns and learn to join clay to create simple decorative objects.  Create collages using textiles, including cutting and joining fabrics  Learn about a great architect |

**Year 5 Autumn Term**

Drawing

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| **Vocabulary** | **Skills** |
| **Frame** – supporting structure  **Body** - parts of a shape or person  **Figure** – representation of a person  **Fluid** – suggests movement  **Texture** - The surface quality of materials, either actual (tactile) or implied (visual). It is one of the elements of art. | Use sketchbooks to record observations and use them to review and revisit  Use dry media to make marks and create different effects including the use of line, patterns, textures and shapes  Learn about a great designer. |

**Year 5 Spring Term**

Painting

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| **Vocabulary** | **Skills** |
| **Landscape –** everything you can see across an area of land  **Blended –** mixing different things together  **Reflected –** when you see its image repeated in something  **Focus –** pay attention to something  **Vibrant -** pulsating with vigour and energy. | Use sketchbooks to record observations and use them to review and revisit  Create paintings inspired by landscapes, themes, music and poetry using acrylics and watercolours  Create prints with three overlays  Learn about a great painter |

**Year 5 Summer Term**

Sculpture

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| **Vocabulary** | **Skills** |
| **Stamped –** something that is stuck on or makes a mark  **Complicated –** many aspects that are difficult  **Simple –** not difficult to follow or understand  **Textiles –** manufacture of cloth  **intricate** - something that has many small parts | Use recycled, natural and man-made materials to create sculptures  Learn about a great architect |

**Year 6 Autumn Term**

Drawing

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| **Vocabulary** | **Skills** |
| **Organic** - Refers to shapes or forms not of geometric shape, having irregular edges, surfaces or objects similar to natural forms.  **Curvaceous –** curves of a shape or picture  **Proportion** - The scale relationships of one part to the whole and of one part to another. In images of figures, the appropriate balance between the size of body and its limbs.  Intricate - something that has many small parts  **Tessellation –** construct, pave or inlay mosaic small tiles | Use sketchbooks to record observations and use them to review and revisit  Use dry media to make marks and create different effects including the use of line, patterns, textures and shapes  Learn about a great designer. |

**Year 6 Spring Term**

Painting

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| **Vocabulary** | **Skills** |
| **Harmonious** - The principle of design that creates unity within a work of art.  **Hue** - The gradation or attribute of a colour that defines its general classification as a red, blue, yellow, green or intermediate colour  **Graduated** - increasing by regular amounts  **mid tone** - particular quality of colour  **Diffused** - to move and spread through eg. light | Use sketchbooks to record observations and use them to review and revisit  Create paintings inspired by landscapes, themes, music and poetry using acrylics and watercolours  Create prints with three overlays  Learn about a great painter |

**Year 6 Summer Term**

Sculpture

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| **Vocabulary** | **Skills** |
| **multi-faceted –** having a variety of different and important features or elements  **Figurative** - The representation of people, subjects, and scenes from everyday life.  geometric - consists of regular shapes or lines  **cylindrical** - shape of a cylinder  **Angular –** contains a lot of straight lines or sharp points | Use recycled, natural and man-made materials to create sculptures  Learn about a great architect |