



TERM	Autumn	Cycle	A
CLASS	Birch		
SUBJECT	Art		
Subject Area	<p>Art Nouveau 1890's & Art Deco 1920's</p> <p>Teacher notes: Art Nouveau is a style of decorative art, architecture, and design prominent in western Europe and the USA from about 1890 until the First World War and characterized by intricate linear designs and flowing curves based on natural forms.</p>  <p>Art Deco was the main decorative art style of the 1920s and 1930s, characterized by precise and boldly delineated geometric shapes and strong colours and used most notably in household objects and in architecture.</p>  <p>See all images</p>		

Prior knowledge	
Art knowledge	
<ul style="list-style-type: none"> To know that Art Nouveau and Art Deco are styles of art, architecture and design from the past To name 3 artists from this art period: - <ul style="list-style-type: none"> ❖ William Morris who is famous for his patterned designs, ❖ Charles Rennie Mackintosh who was an architect. He also designed furniture, lights and wallpaper for some buildings. ❖ Clarice Cliff was an English artist famous for her ceramic designs 	
Art skills – to be able to: -	
Generic skills	
<ul style="list-style-type: none"> Record and explore ideas from first hand observations. Ask and answer questions about starting points for their work. Develop their ideas by trying things out, changing their minds. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work. Look and talk about own work and that of others and the techniques they had used. Identify what they might change in their current work to develop their future work. 	

Drawing	Painting
<ul style="list-style-type: none"> • Use appropriate language to describe colour media, equipment and textures. • Experiment with a variety of media e.g. pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. • Begin to control types of marks made with the range of media. • Observe and draw shapes. Draw shapes in between objects and invent new shapes. • Draw on different surfaces with a range of media. • Produce an expanding range of patterns and textures. 	<ul style="list-style-type: none"> • Experiment with a variety of media; different brush sizes and tools. • Begin to control the types of marks made with the range of media. • Start to mix a range of secondary colours, moving towards predicting resulting colours. • Ensure children know names of all basic colours.
3D Sculpture	Printing
<ul style="list-style-type: none"> • Experiment with constructing and joining recycled, natural, and man-made materials. • Shape and model materials for a purpose from observation and imagination. • Use simple 2-D shapes to make a 3-D form. • Impress and apply simple decoration techniques (impressed, painted, and applied). • Use tools and equipment safely and in the correct way. 	<ul style="list-style-type: none"> • Explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge, bubble wrap. • Use equipment and media correctly and be able to produce a clean printed image. • Explore printing in relief. • Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. • Build repeating patterns and recognise pattern in the environment.
Textiles/texture	
<ul style="list-style-type: none"> • Begin to identify different types and textures of fabric and materials for collage. • Collage - create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc. • Arrange and glue materials to different backgrounds. • Fold, crumple, tear and overlap papers. 	

Core knowledge that will be learnt in this unit

Art knowledge

- To know that Art Nouveau is a style of decorative art, architecture, and design from around 1890 to 1914. The style features detailed designs and flowing curves.
- To know that Art Deco was the main decorative art style of the 1920s and 1930s. The style features geometric shapes and strong colours and was used in household objects
- To name 1 artist from this art period: -
 - ❖ George Lepape who is famous for his fashion illustrations
- To name 1 iconic building that was built in the Art Deco style: -
 - ❖ Chrysler Building in New York

Art skills – to be able to: -

Generic skills


Year 2	Year 3 + 4
<ul style="list-style-type: none"> • Record and explore ideas from first hand observations. • Ask and answer questions about starting points for their work. 	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work.

<ul style="list-style-type: none"> • Develop their ideas by trying things out, changing their minds. • Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work. • Discuss own work and others work, expressing thoughts and feelings. • Identify changes they might make or how their work could be developed further. • Extend on their vocabulary to express their thoughts. 		<ul style="list-style-type: none"> • Explore a range of artists, architects and designers in history, describing the differences and similarities between different practices and disciplines, making links to their own work. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them, using knowledge and understanding of artists and techniques. • Adapt their work according to their views and describe how they might develop it further • Use a sketchbook to record media explorations and experimentations, as well as planning and collecting source material for future works. Begin to annotate work in a sketchbook 	
Drawing		Painting	
Y2	<ul style="list-style-type: none"> • Begin to control the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. • Continue to name, match and draw lines from observations and invent new lines. • Continue to observe and draw shapes. Draw shapes in between objects and invent new shapes. • Draw on a range of different surfaces using different media. • Use a sketchbook to plan and develop simple ideas. • Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil. Observe anatomy and encourage accurate drawings of people 	Y2	<ul style="list-style-type: none"> • Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media and adding texture. • Continue to experiment in lightening and darkening colours without the use of black or white. Begin to mix colour shades and tones. • Use a sketch book to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. • Use a brush to produce marks appropriate to work e.g. small brush for small marks. • Begin to name different types of paints and their properties.
Y3	<ul style="list-style-type: none"> • Develop intricate patterns/marks with a variety of media. • Experiment with ways in which surface detail can be added to drawings. • Make marks and lines and create textures and patterns with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk, pastels, pens etc. • Demonstrate experience in different grades of pencil and other implements to draw different forms, tones and shapes. • Begin to show an awareness of objects having a third dimension • Apply tone in drawing, in a simple way. • Draw for a sustained amount of time, at an appropriate level. 	Y3	<ul style="list-style-type: none"> • Demonstrate increasing control of the types of marks made and experiment with different effects and textures e.g. blocking in colour, washes, thickened paint creating textural effects. • Introduce different types of brushes for specific purposes. • Use light and dark within painting and begin to explore complementary colours. • Mix tints, shades and tones with increasing confidence. • Mix colours and know which primary colours make secondary colours. • Use more specific colour language. • Drawing - encourage more accurate drawings of people, particularly faces, looking closely at features and detail.
Y4	<ul style="list-style-type: none"> • Develop intricate patterns using different grades of pencil and other implements to create lines and marks. • Draw for a sustained period of time at an appropriate level. • Experiment with different grades of pencil and other implements, to achieve variations in tone and make marks on a range of media. • Make marks and lines and create textures and patterns with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk, pastels, pens etc. 	Y4	<ul style="list-style-type: none"> • Confidently control the types of marks made and experiment with different effects and textures e.g. blocking in colour, washes, thickened paint creating textural effects. • Start to develop a painting from a drawing. • Begin to choose appropriate media to work with. • Use light and dark when painting and show an understanding of complementary colours • Mix colours, shades and tones with increasing confidence. • Start to look at working in a style of a selected artist (not copying)

	<ul style="list-style-type: none"> Experiment with ways in which surface detail can be added to drawings Have opportunities to develop further drawings featuring the third dimension and perspective. Further develop drawing a range of tones and lines using a pencil Include in their drawing a range of technique and begin to understand why they suit best. Begin to show an awareness of objects having a third dimension. Apply tone in drawing, in a simple way. 		<ul style="list-style-type: none"> Work on a range of scales. Create different effects and textures with paint according to what they need for the task. Mix colours and know which primary colours make secondary colours. Use more specific colour language. Use colour to reflect mood.
Textiles/texture		Digital media	
Y2	<ul style="list-style-type: none"> Textiles – Begin to identify different forms of textiles. Match and sort fabrics and threads for colour, texture, length, size and shape. Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. Change and modify threads and fabrics e.g. knotting, fraying, fringing, pulling threads, twisting, plaiting. Gain experience in colouring textiles e.g. printing, fabric crayons, dipping. 	Y2	<ul style="list-style-type: none"> Explore ideas using digital sources e.g. internet, CD-ROMS, iPads. Use simple graphics program to create images and effects using different lines by changing the size of the brushes. Manipulate shapes by using shape and fill colour tools, and edit using eraser tool. Use simple filters to manipulate and create images. Use basic selection and cropping tools.
Y3	<ul style="list-style-type: none"> Textiles – Show awareness and name a range of different fabrics. Apply decoration using beads, feathers, buttons etc. Gain further experience in changing and modifying thread and fabrics e.g. knotting, fraying, fringing, pulling threads, twisting, plaiting. Demonstrate experience in looking at fabrics from other countries. 	Y3	<ul style="list-style-type: none"> Record and collect visual information using digital cameras and video recorders. Present recorded visual images using software e.g. iPads applications, PowerPoint etc. Use a graphics package to create images and effects. Increase control and precision of brush tools when drawing lines. Change brush tool type to an appropriate style e.g. charcoal. Create shapes by making selections to cut, duplicate and repeat. Experiment with colours and textures by making an appropriate choice of special effects and simple filters, to manipulate and create images.
Y4	<ul style="list-style-type: none"> Textiles - Plan a design in a sketchbook and execute it. Gain experience in weaving. Apply decoration using needle and thread e.g. sequins, buttons. Use weaving and stitching to create different textural effects. Use a range of natural materials e.g. grasses, leaves, twigs etc. 	Y4	<ul style="list-style-type: none"> Record and collect visual information using digital cameras and video recorders. Present recorded visual images using software e.g. iPads applications, PowerPoint etc. Use a graphics package to create images and effects. Increase control and precision of brush tools when drawing lines. Change brush tool type to an appropriate style e.g. charcoal. Create shapes by making selections to cut, duplicate and repeat. Experiment with colours and textures by making an appropriate choice of special effects and simple filters, to manipulate and create images.
Vocabulary			

Digital Media

Vocabulary linked to tools on MS Paint:

Pencil	A button/tool used to change the cursor to a pencil to draw lines.
Brushes	A button/tool used to change the style of the lines you can draw.
Fill with colour	A button/tool used to help you fill a drawn shape with colour.
Lines	A button/tool used to help you draw different types of lines
Shapes	A button/tool used to help you draw different kinds of shapes.
Size	A button/tool used to change the thickness of the lines drawn.
Text	A button/tool used to add written words to a picture.
Edit	To change something to make it better.
Crop	A button/tool used to cut out parts of a picture.
Copy	A button/tool used to make an exact copy of that which is selected
Paste	A button/tool used to place that which has been copied.
Overlay	To place an image over the top of another image.
Graphics	Visual images
Font	Different types of lettering
Abstract	Does not match reality but uses shapes, forms, colours and textures to represent something.
Colour wheel	
Shades	A mixture of a colour with black, which makes a colour darker.
Tints	A mixture of a colour with white, which makes a colour lighter.
Tones	The lightness or darkness of something.
Colour blocking	Complementary blocks or panels of solid, typically bright colour
Colour wash	Apply a thin coat of water based paint.
Complementary colours	A colour that combined with a given colour makes white or black. When placed next to each other, the colours create the strongest contrast (difference). Sometimes called 'opposite colours'.
Chalk	A piece of limestone in the shape of a crayon; comes in different colours.
Pastel	Crayons made of powdered pigment, softer than wax crayons.
Charcoal	A black crumbly drawing material made of carbon and often used for sketching.

Art History Timeline

