

TERM	Autumn	Cycle	A
CLASS	Birch		
SUBJECT	Art		
Subject Area	<p>Pop Art 1954-70</p> <p>Teacher notes</p> <p>Pop art is made from commercial items and cultural icons such as product labels, adverts and movie stars. Pop art is aimed at being fun. It began in the 1950s and became popular in the 1960s</p>		
			

Prior knowledge	
Art knowledge	
<ul style="list-style-type: none"> To know that Pop Art is a fun style of art from the past. Pop Art can be identified by bright colours and pictures of everyday items. To name an artist from this art period: - Andy Warhol 	
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.
Textiles/texture	Digital media
<ul style="list-style-type: none"> Collage - create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc. 	<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.

Core knowledge that will be learnt in this unit

Art knowledge

- To know that Pop Art is an art movement that started in Britain and the United States during the 1950s.
- Pop Art features images from what is popular such as advertising, comic books and everyday objects.
- To name an artist from this art period: -
 - ❖ Sarah Morris who is known for her geometric shapes, pastel colours and work that is often large.
 - ❖ James Rosenquist who is famous for his pictures of everyday objects
 - ❖ Robert Indianan who is best known for his cards and sculptures of the word 'love'
 - ❖ Roy Lichtenstein who is most famous for his comic book style

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. • 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"> • 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. • 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

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"> • Demonstrate increasing control of the types of marks made and experiment with different effects and textures e.g. blocking in

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. 		<ul style="list-style-type: none"> 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. 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. 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. 	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) 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"> Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. 	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. Explore using paste resist and batik. 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.
Y4	<ul style="list-style-type: none"> Plan a design in a sketchbook and execute it. 		

		<ul style="list-style-type: none"> 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"> Use a graphics package more confidently 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 with more precision. Experiment with colours and textures by making an appropriate choice of special effects and simple filters, to manipulate and create images.

Vocabulary

Realistic	True to life
Unrealistic	Not like what is real
Collage	Art work in which different kinds of materials are glued onto a surface to make a picture.
Attach	Join or fasten something to something else.
Overlap	When one material goes go on top of one another, covering part of it.
Graphics	Written, drawn, printed, or engraved
Felt tip pens	A pen with a writing point made of felt or other tightly packed fibres.
Primary colours	The three primary colours are red, yellow and blue.
Secondary colours	Colours made by mixing two primary colours together. The three secondary colours are orange, green and purple.
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'.
Colour blocking	Complementary blocks or panels of solid, typically bright colour.
Digital media - vocabulary linked to tools on MS	
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 draw
Colour	A button/tool used to change the colour of the lines or shapes.
Rubber	A button/tool used to erase (remove) part of a picture.
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.
Cut	A button/tool used to cut out that which has been selected.
Image	An image composed of picture elements, also known as pixels.
Pixel	A single point (usually square) in a picture. Each pixel in an image has a colour.
Overlay	To place an image over the top of another image.
Resize	To alter the size of (something, especially a computer window or image).
Canvas	The background on which one draws digital elements (lines, shapes etc.).
Rotate	To move or cause to move in a circle round an axis or centre.
Layer	The different levels at which one can place an object or image file. Layers can be stacked, merged, or defined when creating a digital image.
Duplicate	To make an exact copy of something, such as a digital image.
Cut-out	A button/tool used to cut out that which has been selected.
Merge	To combine together.

Art History Timeline

