



TERM	Autumn	Cycle	A
CLASS	Willow		
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 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: - <ul style="list-style-type: none"> ❖ George Lepape who is famous for his fashion illustrations To name 1 iconic building that was built in the Art Deco style: - <ul style="list-style-type: none"> ❖ Chrysler Building in New York 	
Art skills : -	
Generic skills	
Year 3	Year 4
<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 	<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. Further explore a range of artists, architects and designers in history, describing the differences and

<p>between different practices and disciplines, making links to their own work.</p> <ul style="list-style-type: none">• 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. <p>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.</p>		<p>similarities between different practices and disciplines, making links to their own work.</p> <ul style="list-style-type: none">• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.• Adapt their work according to their views and describe how they might develop it further. <p>Use a sketchbook to collect and record media explorations and experimentations, as well as planning and collecting source material for future works. Continue to annotate work in a sketchbook with more detail</p>	
Art skills – to be able to: -			
Drawing		Painting	
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.• 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. <p>Use colour to reflect mood.</p>
Textiles/texture		Digital media	
Y3	<ul style="list-style-type: none">• Textiles – Show awareness and name a range of different fabrics.• Apply decoration using beads, feathers,	Y3	<ul style="list-style-type: none">• Record and collect visual information using digital cameras and video recorders.• Present recorded visual images using

	buttons etc. <ul style="list-style-type: none"> 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. 		software e.g. iPads applications, PowerPoint etc. <ul style="list-style-type: none"> 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.

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 prominent in western Europe and the USA from about 1890 until the First World War. It is characterised by intricate linear designs and flowing curves that are based on natural forms.
- To know that Art Deco** was the main decorative art style of the 1920s and 1930s. It is characterised by precise and boldly intricate geometric shapes and strong colours. It was used most notably in household objects and in architecture.
- To name 3 artists from this art period: -
 - ❖ Winold Reiss is known for his Indian portrait and mural painting.
 - ❖ Horace Taylor was an English artist and poster designer. His posters are always brightly coloured and eye-catchingly Art Deco in their stylisation
 - ❖ Charles Andre Mare was a French painter and textile designer. He was one of the founders of the Art Deco movement.

Art skills – to be able to: -

Generic skills

Year 5/6

- 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.
- Further 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.
- Identify artists who have worked in a similar way to their own work.
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

- Adapt their work according to their views and describe how they might develop it further.

Use a sketchbook to collect and record media explorations and experimentations, as well as planning and collecting source material for future works. Continue to annotate work in a sketchbook and develop ideas.

Painting

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.
Y5	<ul style="list-style-type: none"> • Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint, creating textural effects. • Mix and match colours to create atmosphere and light effects. Mix colour shades and tones with confidence, building on previous knowledge. • Start to develop their own style using tonal contrast and mixed media. • Develop a painting from a picture. • Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. • Create imaginative work from a variety of sources e.g. observation, themes, poetry, music. • Be able to identify primary, secondary, complementary and contrasting colours. • Work with complementary colours. • Use colour to express moods and feelings.
Y6	<ul style="list-style-type: none"> • Work in a sustained and independent way to develop their style of painting. This style may be through the development of colour, tone and shade. • Purposely control the types of marks made and experiment with different effects and textures, including blocking in colour, washes, thickened paint, creating textural effects. • Mix colours, shades and tones with confidence, building on previous knowledge and understanding which works well in their work and why. • Develop a painting from a picture. • Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. • Create imaginative work from a variety of sources e.g. observation, themes, poetry, music. • Be able to identify primary, secondary, complementary and contrasting colours. • Work with complementary colours. • Use colour to express moods and feelings.

Printing

Y4	<ul style="list-style-type: none"> • Increase awareness of mono and relief printing. • Demonstrate experience in fabric printing. • Continue to demonstrate experience in printing with two colour overlays. • Create repeating patterns. • Expand experience in 3 colour printing.
Y5	<ul style="list-style-type: none"> • Use tools in a safe way. • Continue to gain experience in overlaying colours. • Start to overlay prints with other media. • Show experience in a range of mono print techniques. • Create printing blocks by simplifying an initial sketchbook idea. • Use relief or impressed method.
Y6	<ul style="list-style-type: none"> • Develop ideas from a range of sources.

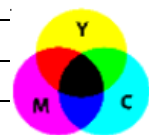
Digital media



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. • 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.
Y5	<ul style="list-style-type: none"> • Use a graphics package to create and manipulate new images.

	<ul style="list-style-type: none"> • See positive and negative shapes. • Demonstrate experience in silk screen printing. • Describe techniques and processes. • Develop their style using tonal and mixed media. • Create printing stencils by simplifying an initial sketchbook idea. • Use relief or impressed method. 		<ul style="list-style-type: none"> • Be able to import an image (scanned, retrieved, taken) into a graphics package • Understand that a digital image is created by layering. • Create layered images from original ideas (sketchbooks etc.).
Textiles/texture			
Y4	<ul style="list-style-type: none"> • Explore using paste resist and batik. 	Y6	<ul style="list-style-type: none"> • Record, collect and store 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 and manipulate new images. • Be able to import an image (scanned, retrieved, taken) into a graphics package. • Understand that a digital image is created by layering. • Create layered images from original ideas (sketchbooks etc.).

Vocabulary

Analogous colours	Analogous colours are groups of three colours that are next to each other on the colour wheel.
Cyan	A green-blue colour used in printing.
Magenta	A pink-purple colour used in printing.
Yellow	A primary colour used in printing.
Palette	The range of colours used by a particular artist or in a particular picture.
Architect	A person who designs buildings, and in many cases also supervises their construction.
Designer	A person who plans the look or workings of something before it is made, by preparing drawings or plans.
Mass production	The production or manufacture of goods in large quantities, especially by machinery.
Mixed media	Media is the material or form used by an artist. Mixed media is using a range of different materials or forms e.g. printing on fabric and paper.
Motif	A decorative image or design, especially a repeated one forming a pattern.
Ornament	Something that is added to make something more beautiful to view.
Pattern	A repeated, decorative design.
Positive spaces	The areas in a work of art that are the subjects, or areas of interest.
Printing block	A block used in printing, with a pattern carved into it.
Printing ink	A coloured liquid used for printing.
Relief printing	A technique where an image is carved into a printing block and then pressed onto paper and make a print.
Textile	Cloth made by weaving or knitting.
Soft-cut lino	Made of linoleum – material used for printing.
Burin (engraving tool)	A handheld steel tool used for engraving in metal or wood.
Gouge (tool)	The tool you would use to make the gouge marks of a design in linoleum.
Roller	A device used to spread ink/paint evenly over a printing block.
Negative space	The space around and between the subject(s) of an image.
Pattern	A repeated, decorative design.
Floral	Of, having to do with, or made up of flowers.
Wallpaper	Paper printed with colours/coloured patterns - pasted onto walls and ceilings.
Contemporary Art	Art produced at this present point in time or since the 1960/70s.



Screen printing	The technique of creating a picture or pattern by forcing ink or metal on to a surface through a screen of fine material.
Silk screen	A screen of fine mesh used in screen-printing.
Wooden frame	A frame around the mesh to hold it in place.
Squeegee	A tool with a flat, smooth rubber blade, used to remove or control the flow of liquid on a flat surface. It is used in printing.
Fabric	Cloth that is woven or knitted; material.
Stencil	A sheet of some material out of which letters or a pattern has been cut. Paint or ink can pass through stencils to form a design on the surface underneath.
Craft knife	
Metal ruler	
Street art	Artwork that is created in a public space, typically without official permission.
Activist	A person who campaigns for some kind of social change.
Abstract	Abstract art uses visual language of shape, form, colour and line to create a composition which represents the reality.
Neo-Dada	Art that favoured the usage of mass media and found objects, and rebelled against the art world.
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.).
Filter	A digital effect added to an image, video clip, or audio track such as blur, distort, pixelate, and sharpen.
Retouch	To restore, correct, or improve with new touches
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.
Overlay	To place an image over the top of another image.
Duplicate	To make an exact copy of something, such as a digital image.
Crop	A button/tool used to cut out parts of a picture.
Cut-out	A button/tool used to cut out that which has been selected.
Merge	To combine together.

Art History Timeline

