

TERM	Autumn	Cycle	A
CLASS	Willow		
SUBJECT	Art		
Subject Area	<p>Pop Art 1954-70</p> <p>Teacher notes</p> <p>Pop art is a modern art movement that developed in the 1950s and 1960s. It was created in 1952 in London by Eduardo Paolozzi was a Scottish Sculptor and artist. Andy Warhol, Robert Indiana and Roy Lichtenstein are examples of pop artists.</p> <p>Pop art has themes and techniques drawn from popular mass culture such as advertising and comic books.</p>		



Prior knowledge			
Art knowledge			
<ul style="list-style-type: none"> 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: - <ul style="list-style-type: none"> ❖ 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 Indiana 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 3/4			
<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 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	
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, 	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.

	<ul style="list-style-type: none"> 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"> 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.

Digital media

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"> 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.

Core knowledge that will be learnt in this unit

Art knowledge

- To know that Pop art is a modern art movement that developed in the 1950s and 1960s.
- It was created in 1952 in London by Eduardo Paolozzi was a Scottish Sculptor and artist.
- Andy Warhol, Robert Indiana and Roy Lichtenstein are examples of pop artists.
- Pop art has themes and techniques drawn from popular mass culture such as advertising and comic books
- To name an artist from this art period: -
 - ❖ M.C. Escher was a Dutch graphic artist who made mathematically inspired woodcuts, lithographs and mezzotints.
 - ❖ Edward Bawden was an English painter, illustrator and graphic artist, known for his prints, book covers, posters, and garden metalwork furniture.

- ❖ Robert Rauschenberg was an American painter and graphic artist whose early works anticipated the pop art movement.

Art skills – to be able to: -

Generic skills

Year 4	Year 5	Year 6
<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 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. 		

Drawing

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. 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.
Y5	<ul style="list-style-type: none"> Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work e.g. line, tone, pattern, texture etc. Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour. Look at the effect of light on an object from different directions. Produce increasingly accurate drawings of people. Draw for a sustained period of time at an appropriate level. Use different techniques for different purposes e.g. shading, hatching within their own work. Begin to develop an awareness of composition, scale and proportion in their drawing. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders.
Y6	<ul style="list-style-type: none"> Work in a sustained and independent way to develop their style of drawing. This style may be through the development of line, tone, pattern and texture. Draw for a sustained period of time over a number of sessions, working on one piece. Use different techniques for different purposes e.g. shading, hatching within their work. Develop their own style using tonal contrast and mixed media. Have opportunities to further develop simple perspective in their work, using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their drawings. Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour. Look at the effect of light on an object from different directions.

Textiles/texture

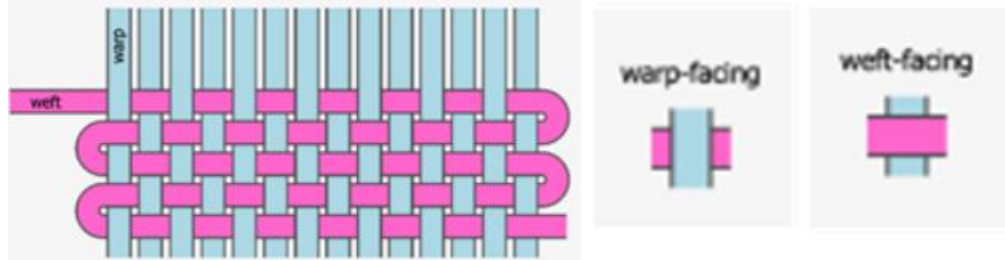
Digital media

Y6	<ul style="list-style-type: none"> Textiles – Experiment with a variety of techniques exploiting ideas from sketchbook. Work in 2D and 3D as required. Use language appropriate to skill and technique. Collage – Add collage to a painted, printed or drawn background. 	Y5	<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.
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	<ul style="list-style-type: none"> Use a range of media to create collages. Use different techniques, colours and textures when designing and making pieces of work. Use collage as a means of extending work from initial ideas. 		<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.).
Printing		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.).
Y4	<ul style="list-style-type: none"> Increase awareness of mono and relief 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. (linocuts) 		
Y6	<ul style="list-style-type: none"> Develop ideas from a range of sources. See positive and negative shape. 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. 		

Vocabulary

One-point perspective	A drawing method that shows how things appear to get smaller as they get further away,
Two-dimensional (2D)	A 2D shape is any shape that has two dimensions – length and width.
Three-dimensional (3D)	3D shapes are solid shapes that have three dimensions - length, width and height
Dimension	Size as measured in length, width, or depth.
Foreground	The part of a picture or scene that is nearest to the front.
Horizon line	Eye level: refers to a physical/visual boundary where sky separates from land or water.
Orthogonal lines	Lines drawn towards the vanishing point.
Parallel lines	Lines lying or moving in the same direction and being the same distance apart at every point.
Vanishing point	The point at which receding orthogonal lines appear to converge (meet).
Scale	Refers to the size of an object (a whole) in relationship to another object
Proportion	The relationship of the size of one element when compared to another.
Illusion	Something that is not what it seems
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.
Relief print	A technique where an image is carved into a printing block and then pressed onto paper and make a print.
Printing ink	A coloured liquid used for printing.
Roller	A device used to spread ink/paint evenly over a printing block.
Printing block	A block used in printing, with a pattern carved into it.

Negative space	The space around and between the subject(s) of an image.
Positive space	The areas in a work of art that are the subjects, or areas of interest.
Patterns	A repeated, decorative design.
Contemporary art	Art produced at this present point in time or since the 1960/70s.
Warp	The set of yarns or other elements stretched in place on a loom before the weft is introduced during the weaving process.
Weft	<p>Weft is the term for the yarn which is shuttled back and forth across the warp to create a woven fabric.</p> 
Tension	The force that stretches a fabric.
Intertwining	Twist or twine (wind) together.
Interlaced	Cross or be crossed intricately together.
Thread	A long, thin strand of cotton, nylon, or other fibres used in sewing or weaving.
Collage	A piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.
Mixed media	A work of art that is made from a variety of media e.g. paint, photos etc.
Overlay/overlap	To lay something on top of something else.
Texture	Suggest how something feels to touch by the way it is presented e.g. spiky.
Background	The part of a picture or scene that is towards the back.
Pastiche	An artistic work in a style that imitates that of another work, artist, or period.
Popular culture	Culture based on the tastes of ordinary people that are dominant or prevalent in a society at a given point in time.
Pop Art	Art movement that emerged in the 1950s and flourished in the 1960s in America and Britain, drawing inspiration from sources in popular and commercial culture.
Imagery	A collection of visual images and pictures.

Art History Timeline

