

TERM	Summer	Cycle	A
CLASS	Willow		
SUBJECT	Art		
Subject Area	<p>Sculpture and Architecture Through the ages inc. Early Civilizations c.2000BC- 500CE</p> <p>Teacher notes The science and art of designing buildings is known as architecture. People who practice architecture are called architects. Architects express and artistic vision through the size, shape, colour, materials and style of a building's elements. Architects must design a building that has a specific purpose/use. An architect can produce a work of art but it must be functional.</p> <p>A Sculptor can create work by carving or chiselling (wood or stone); by modelling (as in clay) or by casting (as in metal) for its own sake – there doesn't have to be a use or purpose.</p> <p>Early Civilisation art includes sculptures, building/structures, frescoes, metal work and pottery.</p>		

Prior knowledge			
Art knowledge			
<ul style="list-style-type: none"> To know that sculpture and architecture were forms of art in Early Civilisations. To know the following key artists: <ul style="list-style-type: none"> ❖ Henry Moore who is most famous for ❖ Alberto Giacometti who is most known for To be able to recognise the following Ancient Greek Architecture and Sculptors <ul style="list-style-type: none"> ❖ Myron who is known for his sculptures of athletes. ❖ Phidias was a Greek sculpture who is best know for the Parthenon Freize ❖ Polykeitos is known as the best sculptor of men, with most of his work being male athletes with idealized body proportions. To name 3 iconic buildings/structures: - <ul style="list-style-type: none"> ❖ Norwich Cathedral ❖ The Palace of Westminster ❖ St Paul's Cathedral 			
Art skills – to be able to: -			
Generic skills			
Y2	Y3	Y4	
<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. 	<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. 	<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. 	

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

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. • 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.
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. • 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.
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/charcoal. • Begin to show an awareness of objects having a third dimension. • Apply tone in drawing, in a simple way.

3D Sculpture

Y2	<ul style="list-style-type: none"> • Use media and equipment with increasing confidence. • Shape, form, construct and model from observation and imagination. • Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. • Experiment with constructing and joining recycled, natural, and man-made materials. • Use simple 2-D shapes to make a 3-D form. • Use tools and equipment safely and in the correct way.
Y3	<ul style="list-style-type: none"> • Use equipment and media with confidence. • Plan, design and make models from observation or imagination. • Learn to secure work to continue at a later date. • Join two parts successfully. • Construct a simple base for extending and modelling other shapes. • Use a sketchbook to plan, collect and develop ideas, and record media explorations and experimentations, as well as try out ideas. • Use papier-mâché to create a simple 3-D object./ plaster of Paris. • Use language appropriate to skill and technique.
Y4	<ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment. • Plan, design and make models from observation or imagination. • Secure work to continue at a later date. • Construct a simple base for extending and modelling other shapes. • Adapt work as and when necessary and explain why. • Use language appropriate to skill and technique.

Core knowledge that will be learnt in this unit

Art knowledge

- To know that the science and art of designing buildings is known as architecture. People who practice architecture are called architects.
- Architects express and artistic vision through the size, shape, colour, materials and style of a building's elements.
- Architects must design a building that has a specific purpose/use.
- A Sculptor can create work by carving or chiselling (wood or stone); by modelling (as in clay) or by casting (as in metal) for its own sake – there doesn't have to be a use or purpose.
- Early Civilisation art includes sculptures, building/structures, frescoes, metal work and pottery.
- To know the following key artists:
 - ❖ Dame Barbara Hepworth was an English artist and sculptor. Her work exemplifies Modernism and in particular modern sculpture.
 - ❖ Tony Cragg is a British sculptor known for his exploration of unconventional materials,
 - ❖ Sir Richard Long, is an English sculptor and one of the best-known British land artists.
 - ❖ Antony Gormley is widely recognised for his sculptures, installations and public artworks. His work investigated the relationship of the human body to space.
 - ❖ Rachel Whiteread is an English artist who primarily produces sculptures which typically take the form of casts. She was the first woman to win the annual Turner Prize in 1993.
 - ❖ Shaun Gilbert is a Norwich based chainsaw artist. He carves his structures with a chainsaw and chisel.
- To name 6 iconic buildings/structures: -
 - ❖ The Gherkin
 - ❖ The Shard
 - ❖ Statue of Liberty,
 - ❖ Guggenheim Museum,
 - ❖ Sainsbury Centre,
 - ❖ Angel of the North

Art skills – to be able to: -

Generic skills

- 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

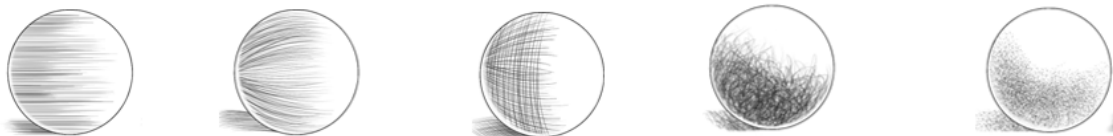

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| Y5 | <ul style="list-style-type: none"> • Work in a sustained and independent way to create a detailed drawing. • Develop a key element of their work e.g. line, tone, pattern, texture etc. • Observe and use a variety of techniques to show the effect 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. |
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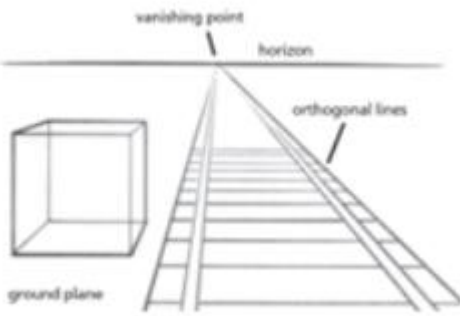


	<ul style="list-style-type: none"> • Begin to develop an awareness of composition, scale and proportion in their drawing. • Use drawing techniques to work from a variety of sources including observation, photographs and digital images. • Develop close observation skills using a variety of view finders.
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.




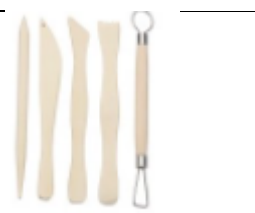



3D Sculpture

Y5	<ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment. • Secure work to continue at a later date. • Develop skills in using clay including slabs, coils, slips etc. • Produce intricate patterns and textures in a malleable media. • Develop understanding of different ways of finishing work e.g. glaze, paint, polish etc. • Use recycled, natural and man-made materials to create sculptures confidently. • Adapt work as and when necessary and explain why. • Confidently carve a simple form. • Use language appropriate to skill and technique. • Compare different styles and approaches.
Y6	<ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment. • Secure work to continue at a later date. • Model and develop work by showing skills in using clay including slabs, coils, slips etc. • Work around armatures or over constructed fabrications. • Demonstrate experience in the understanding of different ways of finishing work e.g. glaze, paint, polish etc. • Demonstrate experience in relief and freestanding work using a range of media. • Confidently carve a simple form. • Solve problems as they occur. • Use language appropriate to skill and technique.

Vocabulary

Sketch	A rough drawing
Tone	The lightness or darkness of something.
Shading	Technique used when drawing to create the illusion of depth in 2D medium.
Hatching	 Hatching Contour hatching Cross hatching Random hatching Stippling
Line	Marks on a piece of paper that can describe a shape.
Pattern	A repeated, decorative design.
Texture	The feel, appearance, or consistency of a surface or substance
Composition	The way the parts of something are put together, like parts of a drawing.
Proportion	The relationship of the size of one element when compared to another.
Pencil	

Eraser	
Pencil grades (H, B, HB)	 9H 8H 7H 6H 5H 4H 3H 2H H HB B 2B 3B 4B 5B 6B 7B 8B
One-point perspective	A drawing method that shows how things appear to get smaller as they get further away,
Two dimensional	A 2D shape is any shape that has two dimensions – length and width.
Three dimensional	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.
Background	The part of a picture or scene that is towards the back.
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	 <p>The point at which receding orthogonal lines appear to converge (meet).</p>
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.
Sculptor	An artist who makes sculptures.
Sculpture	The art or craft of making statues or other objects by carving, chiselling, or moulding. A sculpture is also any object made in this way.
Geometric	Decorated with regular lines and shapes.
Malleable	A material that can be pressed into shape without breaking or cracking.
Slab	A construction technique in which clay is rolled into thin sheets.
Coil	 <p>Rolling clay into a long, thin shape, and then laying the coils on top of each other.</p>
Slip	 <p>Liquid clay used like glue to join two pieces of clay together.</p>
Joining	Connecting or placing two or more parts together.

Rolling	
Pinching	
Carving	
Clay tools	
Large scale	Artwork that is much larger than it would be in real life in order to create a visual impact.
Installation art	The term used to describe large-scale, mixed-media constructions, often designed for a specific place or for a temporary period of time
Clay	Moist, stiff earth that is used for making brick, pottery, and tile.
Mod-roc (plaster bandage)	A plaster bandage that is used for modelling, casting and crafting.
Modelling wire	Flexible but strong wire used to create armatures.
Wire cutters	
Safety gloves	
Wire mesh	
Armature	A skeleton or framework used by an artist to support a figure being modelled.

Art History Timeline

