

TERM	Autumn	Cycle	B
CLASS	Willow		
SUBJECT	Art		
Subject Area	Renaissance 1400 and Baroque 1650 Teacher notes The Renaissance period began in 1300s. There was a reinterest in the artistic achievements of the classical world. The movement began in Italy. There was an increased awareness of nature and an interest in people in this period. The Baroque was an elaborate style of art that existed in Europe from the late 1500s to the middle 1700s. Baroque paintings, sculptures, and buildings, are known for their richness and drama. The grand works of art were meant to appeal to a person's emotions or senses.		

Prior knowledge			
Art knowledge			
<ul style="list-style-type: none"> To know that the Renaissance period began in 1300s in Italy. In this period there was an increased awareness of nature and an interest in people. The Baroque was an elaborate style of art that existed in Europe from the late 1500s to the middle 1700s. Baroque paintings, sculptures, and buildings, are known for their richness and drama. The grand works of art were meant to appeal to a person's emotions or senses. To name 3 artists from this art period: - <ul style="list-style-type: none"> ❖ Sandro Botticelli is famous for his mythological and religious paintings. ❖ Michelangelo Buonarroti is famous for his sculpture of David ❖ Johannes Vermeer is a famous Dutch artist who painted scenes from within people's homes. 			
Art skills – to be able to: -			
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 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 		<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. 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. 	
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 	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

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

Core knowledge that will be learnt in this unit

Art knowledge

- To know the Renaissance period began in 1300s in Italy.
- In this period there was a reinterest in the artistic achievements of the classical world. There was an increased awareness of nature and an interest in people in this period.
- The Baroque was an elaborate style of art that existed in Europe from the late 1500s to the middle 1700s.
- Baroque paintings, sculptures, and buildings, are known for their richness and drama. The grand works of art were meant to appeal to a person's emotions or senses.

- To name 2 artists from this art period: -
 - ❖ Michelangelo da Caravaggio, was an Italian painter active in Rome for most of his artistic life. He used close physical observation with a dramatic use of contrast between light and dark.
 - ❖ Rembrandt was a Dutch Golden Age painter, printmaker and draughtsman. He is generally considered as one of the greatest visual artists in the history of art and the most important in Dutch history.

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

Painting

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. • Use colour to reflect mood.
	Y5		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 		<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.

	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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. <p>Use colour to express moods and feelings.</p>
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. 	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 clocking 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, complimentary and contrasting colours. Work with complementary colours. Use colour to express moods and feelings.

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. 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"> 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. <p>Create layered images from original ideas (sketchbooks etc.).</p>
Y6	<ul style="list-style-type: none"> Record, collect and store visual information using digital cameras and video recorders more confidently. 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.

Vocabulary

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.

Filter	A software routine that changes the appearance of an image or part of an image by altering the shades and colours of the pixels in some manner.
Retouch	The process of altering an image to prepare it for final presentation - retouching is the polishing of an image.
Mood & atmosphere	The feeling expressed in a work of art, through the colours chosen.
Colour wash	Apply a thin coat of water based paint.
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'.
Contrasting colours	Two colours from different segments of the colour wheel are contrasting colours (also known as complementary or clashing colours). For example, red is from the warm half of the colour wheel and <u>blue</u> is from the cool half. They are contrasting colours.
Shades	A mixture of a colour with black, which makes a colour darker.
Tones	The lightness or darkness of something.
Cyan	A green-blue colour used in printing.
Magenta	A pink-purple colour used in printing.
Black	A primary colour used in printing.
Yellow	The colour black when used in printing.
Sketching	A rough drawing representing the main features of an object or scene
Tone	The lightness or darkness of something.
Hatching	<p>Hatching Contour hatching Cross hatching Random hatching Stippling</p>
Line	Marks on a piece of paper that can describe a shape.
Texture	Suggest how something feels to touch by the way it is drawn e.g. spiky.
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 Grades (H, B, HB)	<p>9H 8H 7H 6H 5H 4H 3H 2H H HB B 2B 3B 4B 5B 6B 7B 8B</p>
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
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	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.

Art History Timeline

