


**Uplands Junior Academy Subject Overview**

**Art and design**

**Intent:** *We want children to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.*

	Step 1: observational drawing with pencil, revisiting prior knowledge	Step 2: exploring other forms of drawing	Step 3: create double page spread based on artist, interpreting/replicating artists work using new knowledge	Step 4: working with colour	Step 5: Outcome
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	
Autumn	<p><b>Unit: Printing</b></p> <p><b>Where can Bushman art be found?</b></p> <p><b>Key Vocabulary:</b> Outline, line, marks, patterns</p> <p><b>Step 1</b> Outline, lines</p> <p><b>Step 2</b></p> <p><b>Materials:</b> Charcoal</p> <p><b>Components:</b> Simple patterns Simple marks Finger blending Shapes</p>	<p><b>Unit: Drawing</b></p> <p><b>What interesting shapes and colours can you find in Paul Klee's cityscapes and how can you use them to create your own imaginative cityscape?</b></p> <p><b>Key Vocabulary:</b> Horizon, perspective</p> <p><b>Step 1</b> Simple patterns, lines and dots to create texture, shapes, develop an awareness that some objects have a third dimension.</p> <p><b>Step 2:</b></p> <p><b>Materials:</b></p>	<p><b>Unit: Drawing</b></p> <p><b>How might Van Gogh interpret Egyptian artefacts in his expressive style?</b></p> <p><b>Key Vocabulary:</b> Scale, composition.</p> <p><b>Step 1</b> Use a single focal point and horizon to develop simple perspective, develop an awareness that some objects have a third dimension.</p> <p><b>Step 2:</b></p> <p><b>Materials:</b> Graded pencils</p> <p><b>Components:</b> Hatching</p>	<p><b>Unit: Sculpture</b></p> <p><b>What impact did World War have on Henry Moore's sculptures?</b></p> <p><b>Key Vocabulary:</b> Contrast, armature, mood.</p> <p><b>Step 1</b> Intricate patterns, texture, 3D, perspective, scale, proportion, composition.</p> <p><b>Step 2:</b></p> <p><b>Materials:</b> Graded pencils, chalk, pastels</p> <p><b>Components:</b> Contrast Mixed media</p>	

	<p><b>Step 3:</b> Examples of Xaga Tcuixgao's work.</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Create printing blocks using stencils</li> <li>• understand positive and negative spaces</li> <li>• understand 3 colour printing</li> </ul> <p><b>Step 4:</b> Material/media: Polystyrene, vegetables, pencil to carve, printing ink, rollers</p> <p><b>Focus:</b> Natural colours</p> <p><b>Step 5:</b> Outcome Printing on fabric</p>	<p>Graded pencils, oil pastels</p> <p><b>Components:</b> Using a single focal point and horizon to develop simple perspective Lines that enclose spaces.</p> <p><b>Step 3:</b> Examples of Paul Klee's work.</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Use horizontal &amp; vertical lines</li> <li>• Use a single focal point and horizon to develop simple perspective</li> <li>• Include a third dimension in drawings</li> </ul> <p><b>Step 4:</b> Material: Oil pastels, graded pencils</p> <p><b>Focus:</b> blending colours</p> <p><b>Step 5:</b> Outcome Cityscape</p>	<p>Cross hatching Stippling</p> <p><b>Step 3:</b> Examples of Van Gogh's work.</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of scale and composition</li> </ul> <p><b>Step 4:</b> Material/media: crayons, ballpoint pens</p> <p><b>Focus:</b> Texture</p> <p><b>Step 5:</b> Outcome Egyptian artefact drawing</p>	<p><b>Step 3:</b> Examples of Henry Moore's work.</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Use wire to create a figure - armatures.</li> </ul> <p><b>Step 4:</b> Material: Wire, clay, newspaper, pva, card</p> <p><b>Focus:</b> Mood</p> <p><b>Step 5:</b> Outcome Human sculpture depicting conditions inside Anderson shelter.</p>
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Spring	<p><b>Unit: Drawing</b></p> <p>Can you draw ancient monuments in the style of Sara Ogilvie’s book illustrations?</p> <p><b>Key Vocabulary:</b> Texture, dimension, vibrant</p> <p><b>Step 1</b> Simple patterns, simple marks, finger blends, shapes.</p> <p><b>Step 2:</b></p>	<p><b>Unit: Sculpture</b></p> <p>What materials and processes does Louise Goodman use to bring her coil pot sculptures to life?</p> <p><b>Key Vocabulary:</b> Slip, score, blend, impress, complementary.</p> <p><b>Step 1</b> Lines and dots to create textures, Use a single focal point and horizon to develop simple</p>	<p><b>Unit: Collage</b></p> <p>How did the Ancient Greeks and Kara Walker use historical and cultural references in their work?</p> <p><b>Key Vocabulary:</b> Silhouette.</p> <p><b>Step 1</b> Use a single focal point and horizon to develop simple perspective, develop an awareness that some objects have a third dimension, develop an</p>	<p><b>Unit: Painting</b></p> <p>How does Gustav Klimt use composition to create meaningful art?</p> <p><b>Key Vocabulary:</b> Form, control.</p> <p><b>Step 1</b> Intricate patterns, texture, 3D, perspective, scale, proportion, composition.</p> <p><b>Step 2:</b></p>

<p><b>Materials:</b> Graded pencils</p> <p><b>Components:</b> Pencil grip Lines and dots to create texture</p> <p><b>Step 3:</b> Examples of Sara Ogilvie's work.</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Develop an awareness of objects having a third dimension</li> <li>• Use lines and dots to create textures</li> </ul> <p><b>Step 4:</b> Material/media Pencils and crayons</p> <p><b>Focus:</b> Vibrant colours</p> <p><b>Step 5: Outcome</b> Stonehenge drawing</p>	<p>perspective, develop an awareness that some objects have a third dimension.</p> <p><b>Step 2:</b> <b>Materials:</b> Graded pencils &amp; crayons</p> <p><b>Components:</b> Loose strokes</p> <p><b>Step 3:</b> Examples of Louis Goodman's work.</p> <p><b>Knowledge:</b> Join using slip, score, blend, coil. Cutting shaping and impressing clay.</p> <p><b>Step 4:</b> Material: Clay, acrylic paints, finish paint (varnish/polish), sculpting tools</p> <p><b>Focus:</b> complementary colours</p> <p><b>Step 5: Outcome</b> Coil pots</p>	<p>understanding of scale and composition</p> <p><b>Step 2:</b> <b>Materials:</b> Graded pencils &amp; felt tips</p> <p><b>Components:</b> Complex shapes Scale Proportion</p> <p><b>Step 3:</b> Examples of Kara Walker's collage work.</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Overlap and layer materials to create interesting colours and textures</li> <li>• Accurately cut and stick complex shapes.</li> </ul> <p><b>Step 4:</b> Material/media: Black marker, tissue paper, cellophane, black, brown, orange, neutral card, string</p> <p><b>Focus:</b> Story</p> <p><b>Step 5: Outcome</b></p>	<p><b>Materials:</b> Graded pencils</p> <p><b>Components:</b> Shading to suggest form and shape. Develop own style of drawing through: line, tone, texture, contrast</p> <p><b>Step 3:</b> Examples of Gustav Klimt's work.</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate control when mark-making.</li> <li>• Understand which colour, shade, tone and type of paint works well in their work and why.</li> </ul> <p><b>Step 4:</b> Material/media: Ready mixed and watercolour paints</p> <p><b>Focus:</b> Emotions</p> <p><b>Step 5: Outcome</b> Painting of Ruby showing emotions</p>
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Summer	<p><b>Unit: Collage</b></p> <p>How did Picasso use different materials to create collages in his artwork and what effect did this have on his overall artistic style?</p> <p><b>Key Vocabulary:</b> Collage, collage</p> <p><b>Step 1</b> Simple patterns, lines and dots to create texture, shapes</p> <p><b>Step 2:</b> <b>Materials:</b> Graded pencils <b>Components:</b> Develop an awareness that some objects have a third dimension.</p> <p><b>Step 3:</b> Examples of Picasso's collage work.</p> <p><b>Knowledge:</b></p>	<p><b>Unit: Painting</b></p> <p>How did Henri Rousseau capture the beauty and diversity of the rainforest ecosystem?</p> <p><b>Key Vocabulary:</b> Intricate, primary, secondary.</p> <p><b>Step 1</b> Use a single focal point and horizon to develop simple perspective, develop an awareness that some objects have a third dimension.</p> <p><b>Step 2:</b> <b>Materials:</b> Graded pencils <b>Components:</b> Represent light and dark with pencil control Create intricate patterns and textures using different grades of pencil Using pencils to develop tone.</p> <p><b>Step 3:</b></p>	<p><b>Unit: Printing</b></p> <p>How did William Morris's wallpaper show his love for nature and craftsmanship?</p> <p><b>Key Vocabulary:</b> Orientation.</p> <p><b>Step 1</b> Use a single focal point and horizon to develop simple perspective, develop an awareness that some objects have a third dimension, develop an understanding of scale, composition and proportion.</p> <p><b>Step 2:</b> <b>Materials:</b> Graded pencils, ballpoint pens</p> <p><b>Components:</b> Using view finders to observe small sections</p> <p><b>Step 3:</b> Examples of William Morris's work.</p>	<p><b>Unit: Drawing (around rule of law)</b></p> <p>How does Banksy's work of political and social commentary create strong messages?</p> <p><b>Key Vocabulary:</b> Commentary.</p> <p><b>Step 1</b> Intricate patterns, texture, 3D, perspective, scale, proportion, composition.</p> <p><b>Step 2:</b> <b>Materials:</b> Graded pencils, crayon, charcoal, oil pastels, chalk pastels, felt tips, ballpoint pens</p> <p><b>Components:</b> Shading to suggest form and shape. Develop own style of drawing through: line, tone, texture, contrast and mixed media.</p> <p><b>Step 3:</b></p>

	<ul style="list-style-type: none"> <li>• Use crumpling and folding, tearing.</li> <li>• Accurately cut and stick.</li> </ul> <p><b>Step 4:</b> Material/media: Tissue paper, coloured paper, natural materials</p> <p><b>Focus:</b> Contrast of colours</p> <p><b>Step 5: Outcome</b> Self-portrait</p>	<p>Examples of Henri Rousseau's work.</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Mix primary and secondary colours to achieve colour matching,</li> </ul> <p><b>Step 4:</b> Material/media: Watercolour pencils, watercolours</p> <p><b>Focus:</b> Light and dark colours</p> <p><b>Step 5: Outcome</b> Painting of a rainforest</p> <p>Trip (gallery visit) - <a href="#">Event Details – Leicester Museums</a> (exploring nature art)</p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Use positive and negative spaces effectively</li> <li>• Use a template for mono printing</li> <li>• Use precise orientation of templates.</li> </ul> <p><b>Step 4:</b> Material/media: ink, collagraphs, fabric, wallpaper, leaves</p> <p><b>Focus:</b> Nature vs industry</p> <p><b>Step 5: Outcome</b> Wallpaper</p>	<p>Examples of Banksy's work.</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Draw for a sustained period of time over a number of sessions working on one piece.</li> <li>• Develop own style of drawing through: line, tone, pattern, texture, contrast and mixed media.</li> </ul> <p><b>Step 4:</b> Material/media: Graded pencils, crayon, charcoal, oil pastels, chalk pastels, felt tips, ballpoint pens</p> <p><b>Focus:</b> Protest</p> <p><b>Step 5: Outcome</b> Drawing reflecting rule of law</p>
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