



Preston Primary School

Curriculum Design for Art



Art and Design INTENT

Our Art and Design Curriculum aims to engage, inspire and challenge all children, equipping them with the knowledge, skills and confidence to experiment and invent. We will prepare our children for the future by teaching them the skills they will need in the creative workplace. Using the National Curriculum as a starting point, we ensure that children leave Preston Primary School with the practical, theoretical and disciplinary knowledge needed to become successful at secondary school and beyond. We focus on four main areas of art, ensuring that skills in these areas are revisited and built upon in depth. These areas are Drawing, Painting, 3D and the SEMH aspect to art, as well as the addition of a metacognition focus of evaluative skills running throughout. We aim to expose all children to a wide range of artists and architects from a variety of cultures, so each enquiry* will include 2-3 high quality artists as a starting point. Pre-pandemic, the creative industry was second only to finance in terms of the number of people employed. In real terms this is 1 in 11 UK jobs, or 7.9% of the jobs in the southwest region. Many of our children will remain in Torbay into adulthood and therefore will gain employment in this industry. For this reason, projects are designed to support children in understanding and appreciating how art can lead to a career in the future.

*except the drawing skills short enquiries in cycle A which focusses on fundamental skills

Art and Design IMPLEMENTATION

Art follows the National Curriculum and at Preston, these objectives are taught through long and short enquiries. Children are 'hooked' into their learning by exploring the work of one or more artist, before working through an enquiry-based approach. The skills specific to Art are taught in every phase on a 2-year, rolling curriculum, linking back to and building on their previous learning. The progression of knowledge and skills within an enquiry are made explicit to the children through the sharing of Knowledge Organisers for each Long Enquiry. These detail exactly what the children will be learning over the course of the enquiry, as well as how their current learning fits within the whole school picture of Art. At the end of a long enquiry, children will be encouraged to reflect on what they have learned and the skills they have improved, enabling children to be able to learn and remember more. To enrich their experiences further, where possible, children will enjoy school trips to local points of interest, and immerse themselves in the local arts community.

Art and Design IMPACT

The impact of teaching and learning will be determined through the quality of the outcomes, as well as the children being able to articulate their choices to teachers, their peers and other visitors. Art leaders will monitor the teaching of Art through drop-ins, to ensure the quality and consistency across the school, and will conduct pupil interviews to enable children to articulate their own understanding of themselves as artists, as well as checking that component knowledge has been learned. The children will be able to explain the process that built up to their final piece, including where they experimented and made mistakes. We will know we have been successful if children feel empowered to experiment and invent, and have met their 'end points' which are specified in this planning document.

Meeting the needs of our disadvantaged children, including Children Looked After, those eligible for Pupil Premium funding and those with SEND

At Preston, we believe that everyone can achieve in Art. There are pupils, who may find other curriculum areas challenging, who will excel in these lessons. Art and design does not rely on literacy skills for children to be able to achieve. This in itself removes obstacles for many, making art one area in education where everyone can achieve. High-quality arts provision has the potential to build self-belief and confidence in young people (Royal Shakespeare Company, Tate and University of Nottingham, 2018). At Preston, we aim to give all children positive experiences in art, building their self-confidence and sense of achievement.

To ensure our art and design lessons are inclusive, teachers will work to anticipate the specific barriers that their cohort of children may face, and adjust the planning to minimise or reduce those barriers, so that all children are able to access the lessons. As in all areas of the curriculum, children will be encouraged to be independent in their learning and show a Growth Mindset. Mistakes will be celebrated and improvements showcased, ensuring that all children will feel confident to experiment and invent.

Trips and visits to galleries, as well as visitors into school, give the children the opportunity to develop their cultural capital and increase their wider world experiences and vocabulary. This can impact on their attainment in all areas of the curriculum as they will have real life experiences to draw from.





Our Art and design curriculum for KS1-KS2 follows a progression of skills which is organised into themes based on **the National Society for Education in Art and Design (NSEAD)** recommendations following their design survey report 2015-16.

There is an expectation that children will use their prior learning and build upon this as they move through Preston School. Children will reach an end point where their understanding of the world has been strengthened and deepened through this purposefully mapped out curriculum.

Preston key skills in Art and Design

As stated in the Ofsted Art Curriculum Review, *“A school art curriculum is unlikely to be able to cover all 12 areas of Art and Design in sufficient depth for pupils to engage meaningfully with them. Therefore, subject leaders and curriculum designers need to choose which areas to include.”*







As a result of this, at Preston we have chosen to focus these skills on the 3 main areas: Drawing, Painting, and 3D art, as well as a metacognition focus of Evaluative skills. Other areas of art are still practiced within these broad skills, such as collage in creating relief images, or textiles through the DT units.

Drawing – practical and theoretical knowledge	<p>Drawing at Preston will bring children through the four stages of development of Primary age. These are scribbling, pre-schematic, schematic and dawning realism. They will be able to draw both imagined and from observational, edges, interiors spaces the relationship and proportions. They will experiment with tone, line, point and pattern. The children will use a range of materials in this area.</p>
 Drawing	
Painting – practical and theoretical knowledge	<p>Children will start to learn colour theory, appreciating which colours can be used for certain effects. This will include mixing primary and secondary colours to create shade and tones. They will also look at the effect of light, dark and shade.</p>
 Painting	
3D – practical and theoretical knowledge	<p>Children will be able to create 3D structures using varying materials for differing effects. They will be able to create 3D sculptures from 2D stimuli selecting the right tools and materials for the task.</p>
 3D	
Evaluative skills - disciplinary knowledge	<p>A key thread running through all Art and Design lessons at Preston is developing children’s Evaluative skills. Critical thinking enables children to experiment and invent predominantly through their sketch work. They will identify things that they like and dislike in peers and their own work as well as famous artists. Selecting what they might want to incorporate into their own work and be able to articulate the purpose of their selection. They will also be able to understand that many pieces of famous art will have a message and will be able to understand the opinion of an artist.</p>
 Evaluate	

Assessment in Art and Design





When assessing in Art and Design, teachers need to be aware of the different types of skills. Assessment in art can prove contentious, due to the unique challenges within the artistic domain. If assessment is based on aesthetic judgements, this raises questions about the judgements based on their likes and dislikes of the assessor. It can be highly subjective. As such, at Preston, Art will be assessed in three main areas:



- Practical knowledge – how are children’s technical proficiency of skills developing?
This is how well the children have learned and taken on the skills that have been taught. This will be assessed formatively in the lessons, and may influence the planning of future lessons. This will also be assessed in the final piece but teachers need to be aware of their own subjectivity.
- Theoretical knowledge – How much do children now know about different artists and their artwork?
This is assessing what the children know that they didn’t know before. This can be quantifiable, such as a Kahoot quiz based on the artist studies or the theory of the techniques they used.
- Disciplinary knowledge – these are the interchangeable skills that will be evident in every teaching sequence.
This is assessing how reflective the children can be. This can also be formative and can be in discussion with the children throughout the lessons in the sequence. This can be captured through post-it notes or annotations in their sketchbook. It is through the disciplinary knowledge that the children will see themselves as thinking like as an artist. The Disciplinary knowledge is sub-divided into the following areas:

Observations 	Artists observe and represent the world around them.	Knowledge 	Artists have a good knowledge of materials and techniques. Materials such as paints, pencils and clay. Techniques such as shading, perspective and composition.
Creativity 	Artists are imaginative and can generate their own ideas and explore different approaches, and experiment with various techniques.	Awareness 	Artists develop an understanding of artists, art movements and different cultural art forms. This enables artists to contextualize their own work and appreciate the diversity of artistic expression.
Understanding 	Artists understand the elements and principles of art. These include line, shape and form. They should also grasp balance, proportion and apply them to their artwork.	Assessment 	Artists are able to reflect on their own artwork and be able to think about its strengths and weaknesses and make improvements.

Curriculum Organisation

Our Art and Design curriculum follows a progression of skills which is organised into the following main themes based on the National Curriculum and NSEAD recommendation. There is an expectation that children will use their prior learning and build upon this as they journey through Preston School. Children will reach an **end point** where their understanding of Art and Design has been strengthened and deepened through this purposefully mapped out curriculum.

<h1>EYFS</h1>		
Art in EYFS falls under the 'Expressive Arts and Design – Creating with Materials and Being Imaginative and Expressive' specific area of learning. This is an ongoing part of the provision offered in the EYFS classrooms, with a focus in the following areas:		
Term and Thread	Enquiry focus	Outline of Enquiry
Autumn 1  Drawing	Portraits – Marvellous me with self-portraits.	The children will begin to be expressive using pencils for outlining, then painting their portraits. Observing the structure and placement of their own features.
Autumn 2  Painting 3D	3D – How do different cultures celebrate art?	Researching Diwali, the children will find out about the festival of lights. They will discover about the use of primary colours and then create their own pinch pots and paint these using the bright colours of Diwali. The children will observe the change in seasons in the woodland camp and then choose some items to create autumn crowns. The children will begin to look at colours and using varying methods using a paintbrush (splattering, flicking) to make a firework painting.
Spring 1  Drawing	Drawing – How do the seasons create change?	The children will begin to discuss the seasons and the appearance of new life. Observing the changes within nature and the beginning of new life. The children will then make observational drawings of the living things that they find.
Spring 2  Painting	Painting – How do we use colour to create further colours?	The children will explore colours. They will be able to mix paints to observe the changes with mixing. They will then paint a Mother's Day picture for their grownups.

<p>Summer 1</p>  <p>Painting</p>	<p>Printing – What is a pattern? Painting – How can we make a wave?</p>	<p>Discovering patterns, the children will first look at objects. They will then extend the pattern by taking pictures and printing these out and putting them together. They will then design their own pattern and make these using objects such as potatoes. Then looking at repeating patterns.</p>
<p>Summer 2</p>  <p>Painting</p>	<p>Printing – How can we make a wave?</p>	<p>The children will begin to be inspired by nature and use objects to make their own unique paintings inspired by Jessica Warboy's (abstract, alive, female, Cornish). The children will use objects while on the beach to create a painting like a wave.</p>

Early Years Foundation Stage

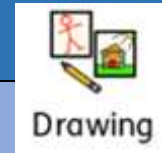
Knowledge, Skills and Understanding breakdown for Expressive Art and Design

The statements that are applicable to the development of children's art, craft and design understanding and knowledge are drawn from Expressive Arts and Design, where children are guided to develop knowledge of artistic and cultural awareness which support their imagination and creativity.

Foundation Stage end point

- Throughout out the year children will explore, use and refine a variety of artistic effects to express their ideas and feelings.
- The children will be able to revisit and return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Expressive arts in EYFS allows the children to create collaboratively, sharing ideas, resources and skills within their continuous provision. They will be able to develop storylines in their pretend play.
- Children will be given opportunities to develop understanding of key skills such as matching the pitch and following the melody and being able to sing in a group or on their own.
- The children will begin to listen attentively, move to and talk about music, expressing their feelings and responses.
- Collaboratively the children will watch and talk about dance and performance art, expressing their feelings and responses.
- In the EYFS Expressive Arts and design is developed throughout the year and revisited in line with children's interests and learning needs. Planning is flexible and where links can be made to the artistic and cultural world it is important that children have regular opportunities to engage with arts, enabling them to explore and play with a wide range of media and materials, ensuring the quality and variety provides depth.

Cycle A – Short Enquiry – Autumn 1

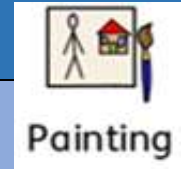


Focus area: Drawing

This sequence of enquiries focusses on the fundamental skill of Drawing. Many of the techniques explicitly taught in these enquiries will be revisited and built upon in the subsequent enquiries.

Unit	Enquiry focus	Outline of Enquiry
<u>Unit 2</u> Year 1 and 2	How do I draw?	The children will learn drawing skills through a series of drawing activities, emphasis is placed upon a strong foundation by exploring basic techniques and fundamental concepts. A variety of activities designed to enhance their understanding through guided exercises. Beginning to learn about hand eye coordination and developing a keen sense of observation.
<u>Unit 3</u> Year 3 and 4	How can I improve my drawing?	The children will expand and refine their drawing techniques by engaging upon activities that challenge their technical ability, foster creativity and encourage experimentation. There will be a range of mediums used such as pencil and charcoal to create different textures, effects and tonal ranges, adding depth and richness to their drawing.
<u>Unit 4</u> Year 5 and 6	How can I draw accurately?	The children will be honing their drawings to draw accurately and with precision. They will engage in a series of activities and exercises designed to improve their observational skills, attention to detail and technical proficiency. The children will learn to analyse and interpret subjects in front of them, paying attention to proportions, angles and relationships between various elements.

Cycle A – Long Enquiry – Spring 2

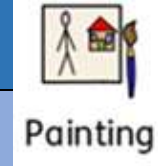


Focus area: Painting

This sequence of enquiries focusses on developing the skill of Painting.

Unit	Enquiry focus	Outline of Enquiry
<u>Unit 2</u> Year 1 and 2	Long Enquiry How does art change over time?	Learn about the life, times and paintings of Van Gogh (Impressionism, painter, dead, male, Dutch) and Lowry (city landscape, male, dead, UK). Examining the difference between the nineteenth century Van Gogh and the twentieth century Lowry. The children will research questions to ask the artists; research their lives and replicate their works and styles. They will also consider the stories told by their works and become a critical artist in the process.
<u>Unit 3</u> Year 3 and 4	What are still life paintings?	Children to explore still life painting. They will look at a range of still life images and really learn to observe as an artist. They will explore composition of a piece of art, before moving on to the effects of light and dark. The artists are Pieter Claesz (dead, Belgium,) and Paul Cezanne (dead, post impressionist, French).
<u>Unit 4</u> Year 5 and 6	How can art help me to express my identity?	Children will spend time reflecting on the things that make them who they are. They will consider their culture, background, personal experiences and passions and use this work to create a final piece all about themselves and their identity. They will look at art work by Lubaina Himid, Thandiwe Muriu and Mike Barrett (artist name EMELBI) to inspire their final piece.

Cycle B – Short Enquiry – Autumn 1

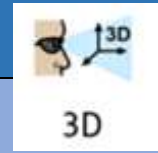


Focus area: Painting / SEMH

This sequence of enquiries focusses on the Social, Emotional, Mental Health aspect of art, through painting.

Unit	Enquiry focus	Outline of Enquiry
<u>Unit 2</u> Year 1 and 2	How can I paint a feeling?	The children the concept of wellbeing through art. They will explore the work of Wassily Kandinsky (Abstract, Russian, male, dead) . The children will examine the theory of colour linked to emotion. They will start by looking at Kandinsky's life and some of his art work. They will learn how he used music to inspire his some of his art work. They will learn the meaning behind certain colour choices, before creating their own Kandinsky inspired piece of art.
<u>Unit 3</u> Year 3 and 4	How can I express an emotion through art?	The children will explore art and emotion based on the work of Edvard Munch (Expressionist, Norwegian, male, dead). Firstly, looking at the piece 'Scream' how what the artist was thinking and feeling might come through this?
<u>Unit 4</u> Year 5 and 6	How can art lead to a career?	As part of this short enquiry, the children will explore different career avenues that studying art can lead to, as well as the private and public purposes of art. They will reflect on their own likes and dislikes to think about how art could lead them to a career. The children will take sketches of work that inspires them, creating personalised responses to art.

Cycle B – Long Enquiry – Spring 2





Focus area: 3D

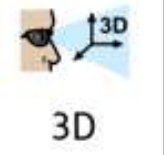

This sequence of enquiries focusses on art in 3D. This is working in a range of 3D materials, starting with natural and found materials in EYFS and KS1, and then focussing on sculpting with a purpose in KS2.

Unit	Enquiry focus	Outline of Enquiry
<u>Unit 2</u> Year 1 and 2	How can I make art outside?	The children will discover the links between art and nature itself. They will experiment using natural materials to form land art inspired by Andy Goldsworthy (Sculptor, transient art, alive, male, UK) initially with 'pattern in art' form. They will then review his taking a wall for a work sculpture and discuss is it just a wall? Take a photo, how might you change this with a filter? What might it represent? Then working collaboratively can they create their own sculpture.
<u>Unit 3</u> Year 3 and 4	What is the art of building?	Children explore the work of architects (Hadid and Hundertwasser) and individual builder/designers, and use sketchbooks and drawing to collect, process and reflect upon ideas. Children then go on to build an architectural model of their aspirational home or tiny house, before sharing as a class to see the village that has been made.
<u>Unit 4</u> Year 5 and 6	How can artists bring imagination to life?	The children will explore the life of 3D artists William Lamb and Anthony Gormley. They will explore the techniques that they used and how to apply these. The children will use a variety of materials including clay, wire and cloth to create their final piece of putting an inspirational person of their choice on a pedestal.

End Point	By the end of Key Stage 1, children will:	By the end of Key Stage 2, children will build on their prior knowledge of art, craft and design and extend this further. Children will:
From the National Curriculum and the NSEAD	<ul style="list-style-type: none"> ✓ Use a range of material creatively to design and make products. ✓ Use drawing, painting and sculpture to develop and share their ideas, experiences, and imagination. ✓ Develop a wide range of art, and design techniques in using colour, pattern, texture, line, shape, form and space. ✓ Have an understanding of the work of a range of artists, craft makers, architects and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> ✓ Create sketch books to record their observations and use them to review and revisit ideas. ✓ Improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials (e.g., pencil, charcoal, paint, and clay). ✓ Have a secure knowledge of a range of great artists, architects and designers in history.

Preston progression of skills within the Enquiries in Art and Design

	Unit 1	Unit 2	Unit 3	Unit 4
 Drawing Drawing and sketchbooks	<p>Is spontaneously expressive, using marks, lines and curves.</p> <p>Uses a variety of pencils and coloured pencils imaginatively.</p>	<p>Use colour (pastels, chalks) intuitively to develop spiral drawing.</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</p> <p>Use line to represent objects seen remembered or imagined.</p> <p>Uses line and tone to represent objects through drawing and observation.</p>	<p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal.</p> <p>Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings.</p> <p>Uses line, tone and shade to represent things seen, drawn or imagined.</p> <p>Draws familiar objects from a range of viewpoints.</p>	<p>Understand that there are technical processes we can use to help us see, draw and scale up our work.</p> <p>Is confident at using a range of materials to produce line, tone, and shade.</p> <p>Selects appropriate media and techniques to achieve a specific outcome.</p>
 Painting Paint, surface and texture	<p>Uses a range of tools to spread paint, in addition to brushes E.G., straws, feathers etc.</p>	<p>Understand that primary colours can be mixed together to make secondary colours of different hues.</p> <p>Understand we can use a variety of brushes, holding them in a variety of ways to make paint marks.</p> <p>Uses colour to express moods and feeling.</p>	<p>Experiment by adding black and white to primary and secondary colours to create shades and tones.</p> <p>Represent things observed, remembered or imagined using colour.</p> <p>Understand that we can create imagery using natural pigments and light.</p> <p>Understand that still life name given to the genre of painting (or making) a collection of objects/elements.</p>	<p>Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy.</p> <p>Investigates symbols, shapes, form, and composition.</p>

				Explores the effect of light, colour, texture, and tone on natural and man-made objects.
 <p>3D</p> <p>Working in 3 dimensions</p>	Pulls apart and reconstruct basic shapes.	<p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.</p> <p>Use construction methods to build.</p> <p>Transform found objects into sculpture, using imagination.</p>	<p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process)</p> <p>Is able to recreate a 2D image in a 3D piece.</p> <p>Use Modroc or air dry clay to model purposefully. Consider form, texture, structure.</p>	<p>Explores how stimuli can be used as a starting point for 3D work.</p> <p>Looks at 3D work from a variety of genres and cultures to develop own response and opinions.</p> <p>Understand that a plinth is a device for establishing the importance or context of a sculptural object.</p>
Evaluative skills will be used in every teaching sequence and so will evident in each enquiry.				
 <p>Evaluate</p> <p>reflecting and evaluating</p>	<p>To identify things they like in their surroundings.</p> <p>Experiment with differing materials.</p>	<p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Identify what they might change in their own work next time.</p>	<p>To understand that visual artists look to other artforms for inspiration.</p> <p>Directly annotate work, sketches and drawings prior to creating final pieces of work.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p>	<p>To be able to critically evaluate deeper meaning, purpose and impact behind pieces of art.</p> <p>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</p> <p>To explain why they have chosen a specific media, style or technique and explain the impact this choice has on their final outcome.</p>

Artists studied at Preston:

Cycle A – Long Enquiry – Spring 2

Unit	Enquiry	Artist studied	Style	Nationality	Gender	When
2	How does art change over time?	Van Gogh	Post-impressionist	Netherlands	Male	1853-1890
		Lowry	Urban Landscapes	British	Male	1887 - 1976
3	What is still life?	Pietre Claesz	traditional still life	Dutch	Male	1597 - 1661
		Paul Cezanne	Post impressionist	French	Male	1839 - 1906
4	How can art help me to express my identity?	Lubaina Himid	contemporary art	British (born in Zanzibar)	Female	1954
		Thandiwe Muriu	contemporary photography	Kenya	Female	1990
		Mike Barrett – artist name: EMELBI	visual artist	British	Male	late 1960s

Cycle B – Short Enquiry – Autumn 1

Unit	Enquiry	Artist studied	Style	Nationality	Gender	When
2	How can I paint a feeling?	Wasilly Kandinsky	Abstract painting	Russian	Male	1866 – 1944
3	How can I express an emotion through art?	Edvard Munch	Expressionism	Norway	Male	1863 - 1944
4	How can art lead to a career?	A range of local artists	Variable	UK – local to Torbay	Variable	alive

Cycle B – Long Enquiry – Spring 2

Unit	Enquiry	Artist studied	Style	Nationality	Gender	When
2	How can I make art outside?	Andy Goldsworthy	Sculpture and land art.	UK	Male	1956 –
3	What is the art of building?	Zaha Hadid	Futuristic architecture	Iranian	Female	1950 – 2016
		Friedensreich Hundertwasser	Modern Art	Austrian	Male	1928 – 2000
4	How can artists bring imagination to life?	William Lamb	traditional 3D artists	Scottish	Male	1893-1951
		Antony Gormley	Contemporary 3D artist	British	Male	1950 -

An example of a Knowledge Organiser

Preston Primary School Knowledge Organiser

Topic: Art – The children will build an architectural model of their aspirational home or tiny house using clay.

Term: Summer 2

Year: Unit 3

Duration: 5 Weeks

What is the art of building?

Week 1 - Who are Haidid and Hundertwasser?

I know	I think	My teacher	My partner
1. I know what an architect is.			
2. I can recognise what Haidid, Hundertwasser, and other architects have done.			
3. I know what Haidid and Hundertwasser are.			
4. I can recognise what Haidid and Hundertwasser did.			

What is the art of building?

Week 2 - How does Hundertwasser create aesthetic architecture?

I know	I think	My teacher	My partner
1. I know the artistic skills Haidid used to create his work.			
2. I can recognise examples of architectural skills of Haidid's buildings.			
3. I can explain what I like and dislike about Hundertwasser's art.			
4. I can explain Haidid's work.			
5. I know how he got his ideas.			
6. I can describe what he did and how he made it.			

What is the art of building?

Week 3 - How does Haidid create aesthetic architecture?

I know	I think	My teacher	My partner
1. I know the artistic skills Haidid used to create his work.			
2. I can recognise examples of architectural skills of Haidid's buildings.			
3. I can explain what I like and dislike about Hundertwasser's art.			
4. I can explain Haidid's work.			
5. I know how he got his ideas.			
6. I can describe what he did and how he made it.			

What I have already learnt:

- Wesley Kandrsky
- Mixing music to differing types of artwork.
- The drawing skills of shade and tone
- Expressing emotions through music
- Experimented with concentric circles and pastel blending.
- Evaluating their artwork.

What I will learn:

In Year 3/4, the children will learn about the art of building. Children will explore the work of architects and individual builder/designers, and use sketchbooks and drawings to collect, process and reflect upon ideas. Children will then go on to build an architectural model of their aspirational home or tiny house, before sharing as a class to see the village that has been made.

What is the art of building?

Week 4 and 5 - How will I create art in the style of Haidid and Hundertwasser?

I know	I think	My teacher	My partner
1. I can recognise what Haidid and Hundertwasser did.			
2. I can explain what Haidid and Hundertwasser did.			
3. I can explain what Haidid and Hundertwasser did.			
4. I can explain what Haidid and Hundertwasser did.			
5. I can explain what Haidid and Hundertwasser did.			
6. I can explain what Haidid and Hundertwasser did.			

What is the art of building?

Week 6 and 7 - How will I create art in the style of Haidid and Hundertwasser?

I know	I think	My teacher	My partner
1. I can recognise what Haidid and Hundertwasser did.			
2. I can explain what Haidid and Hundertwasser did.			
3. I can explain what Haidid and Hundertwasser did.			
4. I can explain what Haidid and Hundertwasser did.			
5. I can explain what Haidid and Hundertwasser did.			
6. I can explain what Haidid and Hundertwasser did.			

Heydar Aliyev Centre in Baku, Azerbaijan is an example of work created by Zaha Hadid.

The Hunderwasserhaus is one of Vienna's most visited buildings and has become part of Austria's cultural heritage. This is an example of a piece of work by Hunderwasser.

Disciplinary knowledge is how we learn to think like artists. We will use these throughout our Long Enquiry.

Vocabulary	Definition
Architecture	The art or practice of designing and constructing buildings.
Domestic Architecture	The architecture of a home or multiple homes.
Aspirational	Having the desire to want to achieve success.
Visionary	Planning the future with imagination. Original ideas.
Environmental	Relating to the natural world
Form	A piece of art's physical nature.
Structure	Arrangement of and relations between the parts in an object or building. How something is made.
Materials	What something is made from.
Scale	The size of something often compared to a smaller/larger version of itself.
Interior	The inner part of something.
Exterior	The outer part of something.

Observations	Artists observe and represent the world around them.
Creativity	Artists are imaginative and can generate their own ideas and explore different approaches, and experiment with various techniques.
Understanding	Artists understand the elements and principles of art. These include line, shape and form. They should also grasp balance, proportion and apply then to their artwork.
Knowledge	Artists have a good knowledge of materials and techniques. Materials such as paints, pencils and clay. Techniques such as shading, perspective and composition.
Awareness	Artists develop an understanding of artists, art movements and different cultural art forms. This enables artists to contextualize their own work and appreciate the diversity of artistic expression.
Assessment	Artists are able to reflect on their own artwork and be able to think about its strengths and weaknesses and make improvements.

Glossary of key terms

Word	Definition
Material	Any substance that has a name: chalk, paper
Overlapping	To <u>lap</u> over (something else or each other); extend over and cover a part of; imbricate.
Over layering	To lay or spread over or across
Stimuli	Something that incites to action or exertion or quickens action, feeling, thought.
Embellish	To beautify by or as if by ornamentation; ornament; adorn.
Outcome	A final product or end result.
Evaluate	To look at critically and assess.
Annotate	To look upon and make notes.
Sketch	a rough design, plan, or draft, as of a book.
Impact	To have an impact or effect:
Capture	to represent or record in lasting form:
Alter	to make different or modify.
Filter	To manipulate a picture to create an effect.
Superimpose	to print (an image) over another image so that both are seen at once:
Tone	tone refers to how light or dark something is.
Mood	Mood is the atmosphere in a painting, or the feeling expressed.
Mark making	Mark making is a term used for the creation of different patterns, lines, textures and shapes.
Observation	Is looking carefully and study what you see.
Shade	The degree of darkness of a colour, determined by the quantity of black
Viewpoint	To talk about a person's individual attitude about things.
Perspective	a technique of depicting volumes and spatial relationships on a flat surface
Spread	To extend over a greater or a considerable area or period:
Experiment	To test of an idea or a method
Primary colours	A colour, as red, yellow, or blue, that in mixture yields other colours.
Secondary colours	A colour, as orange, green, or purple, produced by mixing two primary colours.
Complementary colours	Complementary colours are pairs of colours that contrast with each other more than any other colour, and when placed side-by-side make each other look brighter.
Composition	The organization or grouping of the different parts of a work of art so as to achieve a unified whole.
Effect of light	Where the light source may be, and how it will change what you are representing
Patterns	Repeating shapes
Repeating	The same over and over

Contrasting	Is the opposite of comparing
Warm	Warm colours on the colour wheel – yellow and reds.
Cold	Cold colours on the colour wheel – blues ect.
Relief	Any work that projects from a mounted surface
Scenes	A picture of a place with an action
Cloth	A material that is used
Embellishing	Painting or adding details to enhance
Rigid	To be unable to bend.
Tools	Equipment used to create an effect
2D	A composition that possesses the dimensions of length and width but not depth
3D	A piece that possesses the dimension of length, width and depth
Sculpture	An artistic form in which plastic or hard materials are worked into a 3-dimensional object
Transpose	Eliminating the support of a painting and replacing it with a new support
Scribbling	A drawing composed of random and abstract lines
Schematic	A style of art in which objects do not resemble those known in physical nature
Observational	To draw or paint a subject as accurately as possible
Interiors	A careful representation of a living space
Point	A visual element upon which all others are based
Proportions	The proportion of a composition between height, width or depth
Gestalt	The overall feeling you get from the piece, which is more than the individual parts. It is made from parts but is somehow more than its parts.
Dynamic	Creating a sense of movement in art.
Post-Impressionism	Post-Impressionists learned all about using shadows, light, and colours from their predecessors, the impressionists.
Landscape	Pictures or painting of a real-world environment
Portrait	Pictures or paintings of people, usually including faces.
Still-life	Pictures or paintings of inanimate objects, such as bowls of fruit.