



Meadowhead Junior Primary School
End of unit points
Art & Design



Year 3		
Unit of Work	NC Expectation	Unit End Points
<p>Gestural drawing with charcoal</p> <p>Enquiry Question: How can charcoal be used to create a sense of drama?</p> <p>Main Focus: Drawing</p> <p>Artist: Laura McKendry</p> <p>Project Outcome: To be able to draw by either torchlight or artificial light exploring tone</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history.</p>	<p>Key Vocabulary: Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body. Mark Making, Sweeping, Fast, Slow, Gentle, Energetic. Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint. Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette, Drama, Lighting, Shadow, Atmosphere, Narrative Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance, Photograph, Film, Composition, Focus, Lighting Present, Share, Reflect, Respond, Feedback</p> <p><u>End of unit expectations</u></p> <p>I can see how artists use charcoal in their work. I have been able to talk about the marks produced, and how I feel about their work.</p> <p>I can experimented with the types of marks I can make with charcoal, using my hands as well as the charcoal.</p> <p>I can work on larger sheets of paper, and I can make loose, gestural sketches using my body.</p>



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		<p>I can understand what Chiaroscuro is and how I can use it in my work.</p> <p>I can use light and dark tonal values in my work, to create a sense of drama.</p> <p>I can use my body as a drawing tool to make drawings inspired by movement, and seen how other artists do the same.</p> <p>I can take photographs of my work, thinking about focus, lighting, and composition.</p> <p>I can share my work with my classmates and talk about what I felt was successful and what I might like to try again. I can voice what I like about my classmates' work and how it makes me feel.</p>
<p>Cloth, Thread and Paint</p> <p>Enquiry Question: How can you combine painting and thread together to make art?</p> <p>Main Focus: Painting</p> <p>Artist: Alice Kettle and Hannah Rae</p> <p>Project Outcome: To combine painting and sewing together to make a scene from the Lake District based on digital images and drawings.</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history.</p>	<p>Key Vocabulary:</p> <p>Mixed Media, Cloth, Fabric Thread, Stitches, Experiment, Try Out, Reflect, Background, Foreground, Tone, Tonal Value, Dark, Light Midtone, Squint, Needle Test, Acrylic Paint, Calico, Chiaroscuro</p> <p>End of unit expectations</p> <p>I can explore how artists combine media and use them in unusual ways to make art.</p> <p>I can share my response to their work.</p>



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		<p>I can use my sketchbook to make visual notes capturing ideas that interest me.</p> <p>I can use my sketchbook to test ideas and explore colour and mark making.</p> <p>I can use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions.</p> <p>I can use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect my response to the landscape.</p> <p>I can share my work with others and share my thoughts about the process and outcome. I can listen to their feedback and take it onboard.</p> <p>I can appreciate the work of my classmates enjoying the similarities and differences between our processes and outcomes. I can share my feedback on their work.</p> <p>I can take photographs of my work, thinking about lighting and focus.</p>
<p>Making animated drawings</p> <p>Enquiry Question: How can you design and create your own sculpture?</p> <p>Main Focus: Sculpture</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and</p>	<p>Key Vocabulary: <i>Animate, Animation, Animator, Character, Movement, Pose, Action, Gesture, Intention Background, Foreground, Tools, Scissors, Paper</i></p>



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<p>Artist: Rosie Hurley</p> <p>Project Outcome: To be able to create James and the Giant Peach Literacy Garden - assorted construction materials.</p>	<p>sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history.</p>	<p><i>Fastener, Tape, Stick, Presentation, Performance, Share, Reflect, Respond, Feedback, Film, Focus, Lighting, Stage, Arena</i></p> <p><u>End of unit expectations</u></p> <p>I can talk about the work of other animators who make animations from their drawings. I can share what I like, and how it makes me feel.</p> <p>I can use my sketchbook to gather ideas from other artists, and start to think about a simple moving drawing I might make.</p> <p>I can use observational skills to look at source material to inspire my character and make drawings.</p> <p>I can use my imagination to think about how my character might move.</p> <p>I can create a background for my character.</p> <p>I can use digital media to film my animation.</p> <p>I can share my moving drawing, either through an animation or by showing classmates how it would move.</p> <p>I can reflect and articulate my thoughts about my own artwork and that of my peers</p>
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Year 4		
Unit of Work	NC Expectation	Unit End Points
<p>Story telling through drawing.</p> <p>Enquiry Question: How can the use of drawing create a story?</p> <p>Main Focus: Drawing</p> <p>Artist: Laura Carlin, Shaun Tan</p> <p>Project Outcome: To be able to create storyboard through drawing.</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history.</p>	<p>Key Vocabulary: Illustration, Inspiration, Interpretation, Original Source, Respond, Response Graphic Novel, Illustrator, Poetry, Prose, Stage, Arrange Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble, Composition, Sequencing, Visual Literacy, Narrative Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences</p> <p><u>End of unit expectations</u></p> <p>I can explore the work of artists who tell stories through imagery.</p> <p>I can respond to the work of illustrators and/or graphic novelists, "reading" the visual images and sharing my thoughts.</p> <p>I can work in a sketchbook to record my ideas and thoughts generated by looking at other artists' work.</p> <p>I can use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose.</p>



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		<p>I can use line, shape, and colour using a variety of materials to test my ideas.</p> <p>I can think about how I might use composition, sequencing, mark making and some text in my drawings.</p> <p>I can create a finished piece which contains sequenced images to describe a narrative.</p> <p>I can share my work with others and talk about my journey and outcome. I can listen to their feedback and take it on board.</p> <p>I can appreciate the work of my classmates and think about similarities and differences between our work. I can share my feedback on their work.</p> <p>I can take a photograph of my work, thinking about lighting and focus.</p>
<p>Exploring Still Life</p> <p>Enquiry Question: How can you manipulate clay to create a picture?</p> <p>Main Focus: Painting</p> <p>Artist: Paul Cezanne</p> <p>Project Outcome: Drawings and paintings developed into to be able</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>Key Vocabulary: Still Life, Genre, Traditional, Contemporary, Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground, Light, Dark, Tone, Shadow, Colour, Hue, Tint, Elements, Pattern, Texture, Colour, Relationship, Mark Making, Appearance, 2D, 3D Present, Share, Reflect,</p>



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<p>to use clay to create a fruit tile.</p>	<p>about great artists, architects and designers in history.</p>	<p><i>Respond, Articulate, Feedback, Crit, Similarities, Differences,</i></p> <p><u>End of unit expectations</u></p> <p>I can explored the work of contemporary and more traditional artists who work within the still life genre.</p> <p>I can felt able to express my thoughts about other artists' work, and talk about the meanings of objects as artists present them.</p> <p>I can use my sketchbook to make visual notes, record and reflect.</p> <p>I can draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting.</p> <p>I can present and share my artwork, and explain how my sketchbook work helped build my knowledge and skills towards my final piece.</p>
<p>Sculpture Structure</p> <p>Enquiry Question: How can you design and create your own sculpture?</p> <p>Main Focus: Sculpture</p> <p>Artist: Nicole Dyer</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>Key Vocabulary:</p> <p><i>Personality Traits Exploration, Inventive, Challenge, Character, Personality, Explore, Discover Construct, Experiment, Imagine, Rethink, Stand Back, Reflect, Understand, Analyse, Tools, Pliers, Scissors, Glue Guns,</i></p>



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<p>Project Outcome: To be able to create a feast using Modroc.</p>	<p>about great artists, architects and designers in history.</p>	<p><i>Construction Materials, Fastening Materials, Structure, Sculpture, Balance, Creative Risk, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition</i></p> <p><u>End of unit expectations</u></p> <p>I can see how we can learn about ourselves through art.</p> <p>I can feel safe to take creative risks when I work.</p> <p>I can enjoy the feeling of experimenting with materials.</p> <p>I can feel ok when I am being challenged by materials and ideas. I can feel ok when I don't know exactly what I'm doing.</p> <p>I can use a variety of drawing materials to make experimental drawings based upon observation.</p> <p>I can construct with a variety of materials to make a sculpture.</p> <p>I can see my personality in what I have made.</p> <p>I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking</p>
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		<p>about things I would like to try again.</p> <p>I can appreciate the work of my classmates and I can share my response to their work, identifying similarities and differences in our approach and outcomes.</p> <p>I can take photographs of my work thinking about presentation, focus and lighting</p>
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Year 5		
<i>Unit of Work</i>	<i>NC Expectation</i>	<i>Unit End Points</i>
<p>Typography and Maps</p> <p>Enquiry Question: How can you use words to create an image?</p> <p>Main Focus: Typography</p> <p>Artist: Grayson Perry & Paula Scher</p> <p>Project Outcome: To be able to create a typography of our local area.</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history.</p>	<p>Key Vocabulary: Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences</p> <p>End of unit expectations I have understood that Typography is the visual art</p>



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		<p>of creating and arranging letters and words on a page to help communicate ideas or emotions.</p> <p>I have seen how other artists work with typography and have been able to share my thoughts on their work.</p> <p>I have explored how I can create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made.</p> <p>I have drawn my own letters using pen and pencil inspired by objects I have chosen around me. I can reflect upon why my letters have a meaning to me.</p> <p>I have used my sketchbooks for referencing, collecting and testing ideas, and reflecting.</p> <p>I can make my drawings appear visually stronger by working over maps or newspaper to make my marks stronger. I have seen how some artists use their typography skills and drawing skills to make maps which are personal to them. I have been able to reflect upon what I think their maps mean, what I like about them, and what interests me. I can use my</p>
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		<p>mark making, cutting and collage skills to create my own visual map, using symbols, drawn elements and typography to express themes which are important to me.</p> <p>I have shared my work with the class, reflected upon what was successful and been able to give useful feedback on the work of my peers.</p>
<p>Inspired by Land and City Scapes</p> <p>Enquiry Question: How can using different mediums create different effects?</p> <p>Main Focus: Painting Artist: Vanessa Gardiner</p> <p>Project Outcome: To be able to create my own cityscape drawing developed from sketchbook drawings</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history.</p>	<p>Key Vocabulary: Landscape, Cityscape, Working from Life, Mixed Media, Senses, Spirit, Energy, Capture, Composition, Format Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences</p> <p><u>End of unit expectations</u></p> <p>I have seen how artists respond to land and city scapes in various ways by using inventive mixed media combinations.</p> <p>I have seen how artists work outside amongst the land and city scapes which inspire them, and how they use all their senses to capture the spirit of the place. I have been able to share my response to their work.</p> <p>I can extend my sketchbook thinking creatively about how I can change the pages giving myself different sizes and shapes of paper to work on.</p>



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		<p>I can use my sketchbook to explore and experiment. I have taken creative risks and been able to reflect upon what worked and what didn't work.</p> <p>I have continued my exploratory work outside the sketchbooks, bringing my "sketchbook way of thinking" to larger sheets of paper.</p> <p>I can share my journey and discoveries with others and am able to reflect upon what I have learnt.</p> <p>I can appreciate and be inspired by the work of my classmates, and I can share my response to their work.</p>
<p>Architecture -dream big</p> <p>Enquiry Question: How can you design and create your own sculpture?</p> <p>Main Focus: Sculpture Artist: Shoreditch Sketcher</p> <p>Project Outcome: To be able to create Meadowhead Junior School or new addition</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history.</p>	<p>Key Vocabulary: Domestic Architecture, Aspirational, Visionary, Environmental, Tiny House, Movement, Form, Structure, Materials, Balance, Scale, Interior, Exterior, Context, Location Design through Making, Model, Maquette, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences</p> <p>End of unit expectations I have explored domestic architecture which is aspirational and large, and I have explored the Tiny House movement.</p> <p>I can discuss with the class how both these ways of designing might affect our lives.</p>



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		<p>I can use my sketchbook to collect, record and reflect my ideas and thoughts.</p> <p>I can make larger drawings working from still imagery, using various drawing techniques for fifteen or so minutes.</p> <p>I can explore how line, form, structure, material, and scale are all used to make architecture interesting, and help the designer meet the design brief.</p> <p>I can make an architectural model using the 'design through making' technique, using my sketchbook to help free my imagination.</p> <p>I can present my work, reflect and share it with my classmates.</p> <p>I can respond to the work of my classmates, sharing my thoughts about their work in relation to the architecture we looked at during the project.</p> <p>I can photograph my work considering lighting, focus and composition.</p> <p>I can make short films of my work giving a close-up tour of my architectural model.</p>
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Year 6		
Unit of Work	NC Expectation	Unit End Points
<p>2D Drawing to 3D Making</p> <p>Enquiry Question: How can you create a three dimensional object through 2D drawing?</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p>	<p>Key Vocabulary: 2D Drawing 3D Object Packaging Negative space Grid method Scaling up Net, Typography, Graphic Design Collage Structure</p>



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<p>Main Focus: Drawing Artist: Claire Harrup</p> <p>Project Outcome: To be able to create a sculptural drawing of climate change. On a net or free standing display?</p>	<p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history.</p>	<p>Balance, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p> <p><u>End of unit expectations</u></p> <p>I have explored artists who use their drawing skills to make objects, and I can share my responses to their work, thinking about their intention and outcome.</p> <p>I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use.</p> <p>I can use line, mark making, tonal values, colour, shape and composition to make my work interesting.</p> <p>I can use negative space and the grid method to help me see and draw.</p> <p>I can explore typography and design lettering which is fit for purpose.</p> <p>I can transform my drawing into a three dimensional object.</p> <p>I can share my work with others, and talk about my intention and the outcome. I can listen to their response and take their feedback on board.</p> <p>I can appreciate the work of my classmates. I can listen to</p>
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		<p>their intentions and share my response to their work.</p> <p>I can photograph my three dimensional work, thinking about presentation, lighting, focus and composition.</p>
<p>Exploring Identity</p> <p>Enquiry Question: How can you use paint to create a self portrait?</p> <p>Main Focus: Painting</p> <p>Artist: Yinka Shonibare</p> <p>Project Outcome: To be able to create a self portrait</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history.</p>	<p>Key Vocabulary: Identity, Layer, Constructed, Portraiture Layering Digital Art, Physical Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Difference</p> <p><u>End of unit expectations</u></p> <p>I have seen how artists explore their identity by creating layered and constructed images. I can share my response to their work with my classmates.</p> <p>I can use my curiosity to think about how I might adapt techniques and processes to suit me.</p> <p>I can use my sketchbook to record, generate ideas, test, reflect and record.</p> <p>I can work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning.</p> <p>I can share my work with my classmates, articulate how I</p>



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		<p>feel about the journey and outcome. I can listen to feedback from my classmates and respond.</p> <p>I can appreciate the work of my classmates and I can reflect upon the differences and similarities of their work (and experience) to mine. I can share my response to their work.</p> <p>I can take photographs of my artwork, thinking about lighting, focus and composition.</p>
<p>Take a seat</p> <p>Enquiry Question: How can you design and create your own sculpture?</p> <p>Main Focus: Sculpture Artist: Yinka Ilori</p> <p>Project Outcome: To create a chair which expresses your personality.</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history.</p>	<p>Key Vocabulary: Chair Design, Designer, Craftsperson, Maker 3D Doodle, Design through Making, Chair Design Expression, Personality, Character, Materials, Form, Function, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p> <p>End of unit expectations</p> <p>I have explored the work of a craftsperson / designer and seen how they bring personality to their work.</p> <p>I have seen how chair design has changed through the ages.</p> <p>I can use my sketchbook to make visual notes to record and reflect.</p> <p>I can experiment with how I can make mini sculptures with</p>



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		<p>lots of different materials, guided by a short sentence to help me.</p> <p>I can use the Design Through Making technique to make a model of a chair which expresses an aspect of my personality.</p> <p>I can see how my sketchbook exploration helped me work towards my final outcome, and I can see what I like and what I would like to do differently.</p> <p>I can present and share my work, and talk about it with my classmates, and listen to their responses to my work.</p> <p>I can respond to the work made by my classmates and I can share my thoughts.</p> <p>I can take photographs of my work, thinking about focus, light and composition.</p>
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