

Art & Design Overview



Autumn 1
Drawing & Sketchbooks

| | Nursery- Expressive art and design | Reception- Expressive art and design | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | <p>Explore</p> <p>Colour – recognise colours / choose colours for a purpose</p> <p>Can use thick paint brushes</p> <p>Use glue sticks independently and glue spatulas with support</p> <p>Manipulate playdough in different ways (rolls, cuts, squashes, pinches, twists (Creative table/ painting/ play dough)</p> <p>Imaginative Play Develop storylines</p> <p>Play with familiar resources</p> <p>Participate in small world play related to rhymes and stories (Small world/ sand pit/ toys / resources)</p> <p>Music Respond to music – verbally and using movement</p> <p>Sing in a group and tries to keep in time (Carpet time/ routine songs)</p> | <p>Creating with materials</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a part.</p> <p>Show different emotions in their drawings. Explore colour and colour mixing.</p> <p>Being Imaginative and Expressive Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.</p> <p>Key Vocabulary: Sponge, brush, hand, stick, roller, stamp, join, stack, stick, tools, change, squash, squeeze, scrunch, stretch, bend, snap, twist, roll, pull, flatten, paint, mix,</p> | <p>Self- portraits.</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. • Explore mark-making using a variety of Tools. • Use artwork to record ideas, observations and experiences <p>•Discuss what makes the children them, why they’re special and how they are all different and have different needs.</p> <p>•Look into Picasso and cubism and the colour management of Cubism was based on a palette of green, brown and grey colours with little light.</p> <p>Medium:</p> <p>Artists: _Pablo Picasso</p> <p>Materials: paint, glue spatulas, pencils, rulers, mirrors.</p> <p>Key Vocabulary: hair, nose, eyes, mouth, ears, body, boy, girl, brown, blonde, skin, eyelashes, eyebrows, blend, lines, thick, thin layer of paint, Picasso, cubism.</p> | <p>Collage</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Experiment with basic tools on rigid and flexible materials <p>*He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials.</p> <ul style="list-style-type: none"> • Experiment with basic tools on rigid and flexible materials. <p>Discuss London in 1666 and how unhealthy the population was.</p> <p>Medium: paper, Soft B pencils,</p> <p>Artists: Lieve Verschuier</p> <p>Materials: glue, black card, scissors, tissue paper, London skyline stencils</p> <p>Key Vocabulary: Cut, model, stick, join, combine, collage, texture, tools, flexible, rigid.</p> | <p>Self- portraits.</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Explore shading, using different media. Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. • Explain what he/she likes or dislikes about their work • Know about some of the great artists, architects and designers in history and describe their work. • Discuss the surrealist art movement and how it was about dreams and including images of real thing (faces) with imagined things (monkeys on shoulders and jaguars). <p>Medium: paper, Soft B pencils, cartridge paper, paint</p> <p>Artists: Frida Kahlo</p> <p>Materials: coloured oil pastels to create an eccentric background.</p> <p>Key Vocabulary: hair, nose, eyes, mouth, ears, body, boy, girl, brown, blonde, skin, eyelashes, eyebrows, blend, lines, Frida Kahlo, self-portrait, surrealist.</p> | <p>Self- portraits.</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Use taught technical skills to adapt and improve his/her work. • Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. • Draws familiar objects with correct proportions. • Discuss the Post- impressionist movement and how it used the impressionist techniques of vivid colours, <p>Medium: paper, Soft B pencils, chalk pastels paint</p> <p>Artists: Vincent Van Gogh</p> <p>Materials: watercolours and paintbrushes using a dappling effect to show light.</p> <p>Key Vocabulary: hair, nose, eyes, mouth, ears, body, boy, girl, brown, blonde, skin, eyelashes, eyebrows, blend, lines, daub, paint, dilute, Vincent Van Gogh, self- portrait, post- Impressionism.</p> | <p>Self- portraits.</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Mix colours to express mood, divide foreground from background or demonstrate tones • Develop different ideas which can be used and explain his/her choices for the materials and techniques used. • Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work • Return to work over longer periods of time and use a wider range of materials • Research and discuss various artists, architects and designers • Evaluate his/her work against their intended outcome. • Use line, tone and shading to represent things seen, remembered or imagined in three dimensions. <p>Medium: paper, Soft B pencils, chalk pastels</p> <p>Artists: Chris Ofili</p> <p>Materials: oil paint, brushes, mirrors, something secret mixed with the paint!</p> <p>Key Vocabulary: Chris Ofili, skin colours, mixing, oils, blend.</p> | <p>Repeating patterns</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Produce intricate patterns and textures in a malleable media. (Printing blocks). • Follow a design brief to achieve an effect for a particular function. • Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices. <p>2D Drawing to 3D Making</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Produce intricate patterns and textures in a malleable media. (Printing blocks). • Follow a design brief to achieve an effect for a particular function. • Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices. • Discuss the restrictions of Victorian times on are and realism. <p>Medium: Sugar paper, paint</p> <p>Artists: William Morris</p> <p>Materials: Printing blocks, paint, trays, pencils.</p> <p>Key Vocabulary: Realism, Victorian, William Morris, trace, stencil, print.</p> |

Key Vocabulary:
Finger, stick,
chalk, pastel, felt
tip, chalk, pencil,
charcoal

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring 1</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Surface & Colour</p> | <p>Explore</p> <p>Draws potato people (no neck or body)</p> <p>Draw simple things from memory i.e. cat</p> <p>Add other materials to develop models</p> <p>Beginning to weave using large outdoor shapes and large ribbons</p> <p>Add additional textures (Creative table/ painting/ play dough)</p> <p>Imaginative Play Use own experiences to develop storylines</p> <p>Create and use small world set ups (small world/ sand pit/ toys/ resources)</p> <p>Music Talk about how music makes them feel.</p> <p>Sing a selection of nursery rhymes/ songs from memory (carpet time/ routine songs)</p> <p>Key Vocabulary: Clay, plasticine, dough, explore, roll, cut, join, squeeze, press, stick, glue, rolling pin, tape</p> | <p><u>Creating with materials</u></p> <p>Develop own ideas and decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Being Imaginative and Expressive Create their own songs or improvise a song around one they know.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Key Vocabulary: Cardboard, paper, card, tubes, boxes, tissue paper, building blocks, construction materials, glue, tape, scissors, paint, pencils, crayons, chalk, felt tips, paint brushes, cotton buds, leaves, sticks,</p> | <p><u>Flora and Fauna</u></p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • That artists can be inspired by the flora and fauna around them. • That we can use careful looking to help our drawing, and use drawing to help looking. • That we can use a variety of materials to make images, and that the images we make can become imaginative. • That we can create individual artwork, and that we can bring that artwork together to make a shared artwork. <p>Medium: Handwriting pen, Graphite, Oil pastel, Paper & Collage.</p> <p>The aim of this pathway is to introduce children to the idea that artists can be inspired by the flora and fauna around them.</p> <p>Artists: Eric Carle, Joseph Redoute, Jan Van Kessel</p> <p>Materials: Sketchbooks, soft pencils, coloured pencils, oil/chalk pastels, handwriting pens, graphite, collage papers, A1 paper, water colour and/or ready mixed paint over sugar paper, brushes, scrap papers.</p> <p>Key Vocabulary: Flora, Fauna, Line, Shape, Colour, tones, hues, tints, Observe, Graphite, Handwriting Pen, Oil Pastel, Collage, Painted paper, cut, tear, arrange, play, composition, elements, Minibeast/Insect.</p> | <p><u>Expressive Painting</u></p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • That artists sometimes use loose, gestural brush marks to create expressive painting. • Expressive painting can be representational or more abstract. • Artists use impasto and sgraffito to give texture to the painting. • Artists sometimes use colour intuitively and in an exploratory manner. • That we can enjoy, and respond to, the way paint and colour exist on the page. <p>Medium: Acrylic Paint, Paper</p> <p>The aim of this pathway is to enable children to explore expressive use of paint. This includes exploring colour, colour mixing and intention behind mark making.</p> <p>Artists: Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne</p> <p>Materials: Soft pencils, handwriting pens, a selection of 'found tools' such as old shoe brushes, string, wire, rags, thick strips of card, cardboard (for pallets), acrylic or ready mixed paint, a selection of bright still life objects eg plastic blocks, cups, balls, colourful mugs etc, cartridge paper.</p> <p>Key Vocabulary: Gesture, Gestural, Mark making, Loose, Evocative, Emotion, Intention, Exploration, Reaction, Response, Personal, Imagination,</p> | <p><u>Working with Shape and Colour</u></p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • That we can be inspired by key artworks and make our own work in creative response. • That we can use shape and colour as a way to simplify elements of the world. • That shapes have both a positive and negative element. • That we can arrange shapes to create exciting compositions. • That we can build up imagery through layering shapes. • That we can use collage to inspire prints. <p>Medium: Paper, Printmaking Ink, Stencils & Crayons</p> <p>The aim of this pathway is to enable children to respond to a painting from another culture or era, using visual literacy skills to come to their own understanding of the artwork. Children then go on to make their own creative response to the original painting, using layering of shape, colour and line using printmaking and drawing.</p> <p>Artists: Henri Matisse, Claire Willberg.</p> <p>Materials: Soft B pencils, coloured pencils, oil/chalk pastels, A3 or A2 sugar or cartridge paper, collage papers, PVA glue, scissors. Explore Stencils – Card, oil pastels, scissors.</p> | <p><u>Exploring Still Life</u></p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • That when artists make work in response to static objects around them it is called still life. • That still life has been a genre for many hundreds of years, and is still relevant today. • That when artists work with still life, they bring their own comments and meaning to the objects they portray. • That we can make a life creative response in many media: drawing, painting, collage, relief... • That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space. <p>Medium: Acrylic or poster paint, pen, pencil, ink, clay</p> <p>The aim of this pathway is to introduce children to the genre of still life, explore traditional and contemporary still life artists, and make their own creative response. In doing so, they consolidate and develop still many technical and visual literacy skills and concepts, including looking at line, colour, shape, texture, form, composition,</p> | <p><u>Fashion Design</u></p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • That designers bring their own culture, experiences and passions into their designs, for other people. • That as individuals we can grow our experience of the world by experiencing (seeing, listening, taking the time to understand) the creativity expressed by other people. • That we can use colour, pattern, line, shape, form, material, texture to express our creativity. • That when we design fashion, we can understand what it might feel like to wear the clothes. How would they change the person wearing or seeing them? • That when we design clothes, we can build an awareness of how 2d shapes might become 3d forms. <p>Medium: Paper, Acrylic Paint, Tape</p> <p>The aim of this pathway is to present the children with an opportunity to see how designers work to bring their own background, culture, passions and concerns into their fashion design. The pathway invites children to work to a design brief and express their response in two or three dimensions.</p> <p>Artists: Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla.</p> | <p><u>Print and Activism</u></p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • That artists can use art as a way to express their opinions, using their skills to speak for sectors of society. • That artists acting as activists often use print because it allows them to duplicate and distribute their message. • That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language. • That through art as activism we can come together. <p>Medium: Paper, Pen, Paint</p> <p>The aim of this pathway is to introduce the children to the idea that artists can use their skills, vision and creativity to speak on behalf of communities, changing the world for the better.</p> <p>Artists: Luba Lukova, Faith Ringgold, Shepard Fairey</p> <p>Materials: Soft B pencils, handwriting pens, sharpies. Make a Poster – Wall paper samples, white acrylic paint, cartridge paper, PVA glue.</p> <p>Key Vocabulary: Activism, Voice, Message, Community, Poster, Screenprinting,</p> |

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| | | | | <p>Energy, Impression, Colour, Life, Shape, Form, Texture, Line, Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues, Medium, Surface, Texture, Brush, Palette Knife, Abstract, Explore, Invent, Still Life, Rhythm, Gesture, Mark, Composition, Positive shapes, Negative shapes, Balance.</p> | <p>Key Vocabulary: Sketch, Note, Line, Shape, Capture, Share, Cut, Direct, Try, Explore, Test, Colour, Elements, Composition, Arrange, Negative, Positive,</p> | <p>foreground, background and negative space.</p> <p>Artists: Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato.</p> <p>Materials: Cut Paper Collage Still Life – (to make the collage papers) A2 cartridge paper, A3 coloured sugar paper, sponges, brushes, bubble wrap scraps, acrylic or ready mixed paint (to make the collage), a still life arrangement, PVA glue, scissors.</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.</p> | <p>Materials: Soft B pencils, graphite, handwriting pens, sharpies, coloured pencils, watercolour, acrylic paint, brushes, assorted coloured papers and fabrics, A4 cartridge paper, cardboard or wooden mannequins, clear tape (and ideally tape holders), scissors, glue sticks.</p> <p>Key Vocabulary: Contemporary, Historical, Fashion Design, Designers, Design Brief, Colour, Texture, Shape, Form, Texture, Material, Body, Wearable, Fit for Purpose.</p> | |
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Summer 1

Working in Three Dimensions

| | Nursery- Expressive art and design | Reception- Expressive art and design | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | <p><u>Explore</u></p> <p>Print with blocks, sponges and fruit</p> <p>Draw things that they observe</p> <p>Work independently to develop basic skills</p> <p>Begin experiment with mixing colours</p> <p>Build walls to create enclosed spaces, beginning to add towers etc (creative table/ writing area/ painting area)</p> <p>Imaginative play Create their own piece of art and gives meaning</p> <p>Begin to work with a friend, copying ideas and developing skills together (small world/ sand pit/ toys/ resources)</p> <p>Music Copy basic actions and begins to learn short dance routines</p> <p>Watch dances and performances Able to name a wide variety of instruments (drums, tambourine, maraca, triangle)</p> | <p><u>Creating with materials</u></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used;</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Junk Modelling Skills- Design Making verbal plans and material choices.</p> <p>Developing a junk model.</p> <p>Skills- Make Improving fine motor/scissor skills with a variety of materials.</p> <p>Joining materials in a variety of ways (temporary and permanent).</p> <p>Joining different materials together.</p> | <p><u>Playful Making</u></p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • That when we make art in 3 dimensions it is often called Sculpture. • That we can generate ideas through playful exploration. • That we can build understanding of the properties of materials through manipulation. • That making sculpture is a partnership between materials, ideas, hands and tools. • That we can reflect upon our intention when we see our ideas made physical. <p>Medium: Construction Materials (card, paper, wood, wire, string, fabric including recycled and found objects)</p> <p>The aim of this pathway is to introduce children to the idea of Design through Making: a playful approach to exploring materials and constructing sculpture.</p> <p>Artists: Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett.</p> <p>Materials: A3 Sugar paper, handwriting pens. Construction Materials (Recycled card & paper, wire, modroc, paper fasteners, elastic bands, string/wool/ribbons etc, needles and thread, fabrics, pipe cleaners, straws, elastic bands, lollysticks, coffee tsirers, matchsticks, withies (willow sticks – can also use found sticks), casting plaster)</p> <p>Key Vocabulary: Sculpture, Sculptor, Three Dimensions, Explore, Construction, Materials, Invent, Imagine, Tools, Construct, Structure, Balance.</p> | <p><u>Stick Transformation Project</u></p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • That artists use their creativity to look at the world in new ways, and use their hands to transform materials into new things. • That making art can be playful and fun. That we can create things for other people to enjoy/use. • That we can use our imagination to help us shape the world. <p>Medium: Twigs, Construction Materials, Paper, Wool, Drawing Materials.</p> <p>The aim of this pathway is to encourage children to think about how the way we present our art (the context) can change the meaning of the work we make, or change the way others see it. Children explore “plinths” as a device, and use the exploration to inspire their own sculpture.</p> <p>Artist: Chris Kenny.</p> <p>Materials: Clay, thick cardboard (cut up boxes), small wooden blocks (or lego). Plinth People – (for the pre made plinths), corrugated card, wire, fine casting plaster, (for the figures) Wire, construction materials, fabric, glue.</p> <p>Key Vocabulary: Fasten, Construct, Form, Personality, Character, Material, Object, Sculpture, Transform, Create, Line, Shape, Form, Angle, Scale, Structure, Balance, Sculpture, Colour, materials, Texture.</p> | <p><u>Telling Stories Through Drawing and Making</u></p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response. • That through making work in another medium we can make the work our own, re-interpreting and re-inventing. • That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour. <p>Medium: Paper, Drawing Materials, Modelling & Construction Materials (Modroc, clay, plasticine etc). Modroc or Clay Characters – Newspaper, masking tape, modroc, air dry clay, acrylic or ready mixed paint, brushes, trays.</p> <p>The aim of this pathway is to introduce the children to the idea that we can use literature and film to inspire our making, and that through making we can retell / re-invent stories.</p> <p>Artists: Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake.</p> <p>Materials: Soft B pencils, coloured pencils, oil/chalk pastels, handwriting pens, A3 or A2 cartridge paper. Plasticine Characters – A3 cartridge paper, modelling plasticine, constructed materials, corrugated card circles.</p> | <p><u>The Art of Display</u></p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • That artists think carefully not just about what they make, but also how they present what they make. • That when we view sculpture (or other art), the context (way it is presented) affects how we react to it. • That how something will be seen can help us shape what is made. • That we can give thought to how we display the art we make, to help us understand how people will view our work. <p>Medium: Clay, Paper, Drawing Materials, Various Modelling & Construction Materials</p> <p>The aim of this pathway is to encourage children to think about how the way we present our art (the context) can change the meaning of the work we make, or change the way others see it. Children explore “plinths” as a device, and use the exploration to inspire their own sculpture.</p> <p>Artists: Anthony Gormley, Yinka Shonibare, Thomas J Price.</p> <p>Materials: Clay, thick cardboard (cut up boxes), small wooden blocks (or lego). Plinth People –</p> | <p><u>Set Design</u></p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • That designers and makers design “sets” which form the backdrop/props to give context to drama (theatre, film or animation). • That we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound. • That we can create our own “sets” to create models for theatre design, or backgrounds for an animation. • That we can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama. <p>Medium: Paper, Card, Construction Media, Mixed Media, Paint, Drawing Materials</p> <p>The aim of this pathway is to introduce the children to set design, either for theatre or animation. Children explore the work of designers/makers and then create their own model “sets” around a theme.</p> <p>Artists: Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson.</p> <p>Materials: Soft B pencils, A2 cartridge paper, charcoal, cardboard</p> | <p><u>Shadow Puppets</u></p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • That there are many traditions of using intricate cutouts as shadow puppets to narrate archetypal stories. • That artists and craftspeople adapt the traditions they inherit to make them their own, and to reflect the culture they live in. • That we can take inspiration from other artists and cultures and make the processes and techniques our own by using materials, tools and narratives which are important to us. • That we can work in collaboration with others to make a shared experience. <p>Medium: Paper, Construction Materials</p> <p>The aim of this pathway is to introduce the children to the art of paper cutting, and understand how it can be used and adapted to create shadow puppets. Children explore shadow puppets from a historical and contemporary perspective before making their own puppets, exploring line, shape, form and character.</p> <p>Artists: Lotte Reiniger, Matisse, Wayang Shadow Puppets, Phillipp Otto Runge, Pippa Dylaga, Thomas Witte.</p> |

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| | <p>Play a given instrument to a simple beat (carpet time/ routine songs)</p> <p>Key Vocabulary: Primary colours, Secondary colours, Mark making, Pencil, Colour in, Line, (thick, thin, wavy, and straight), Circle/other shape names Intention, Exploration, chalk</p> | <p>Describing their junk model, and how they intend to put it together.</p> <p>Skills- Evaluate Giving a verbal evaluation of their own and others' junk models with adult support.</p> <p>Checking to see if their model matches their plan.</p> <p>Considering what they would do differently if they were to do it again. Describing their favourite and least favourite part of their model.</p> <p>Knowledge- Technical To know there are a range to different materials that can be used to make a model and that they are all slightly different. Making simple suggestions to fix their junk model</p> <p>Key Vocabulary: Paper, card, tubes, boxes, tissue paper, building blocks, construction materials, glue, tape, scissors, paint, pencils, crayons, chalk, felt tips, paint brushes, cotton buds, leaves, sticks, pine cones, 3D shapes, textured fabrics, textured materials</p> | | | <p>Key Vocabulary: Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture, Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality.</p> | <p>(for the pre made plinths), corrugated card, wire, fine casting plaster, (for the figures) wire, construction materials, fabric, glue.</p> <p>Key Vocabulary: Plinth, Context, Display, Presentation, Intention, Viewpoint, Status, Object, Figurative, Clay, 3d Sketches, Empathy, Position, Character, Imagine, Environment, Gallery, Scale, Perspective, Meaning,, Curating/Curator, Exhibition, Performance, Artist / Performer.</p> | <p>boxes, selection of small toys, construction materials.</p> <p>Key Vocabulary: Set Design, Theatre, Animation, Model, Maquette, Imaginative, Stimulus, Interpretation, Vision, Mood, Drama, Narrative, Lighting, Composition, Foreground, Background,</p> | <p>Materials: Soft B pencils, handwriting pens (black/coloured). For the puppets: Coloured and black card, coloured tissue paper, doilies, fabric, string, wire, feathers, acetate card, paper fasteners/split pins, wooden skewers, PVA glue, tape, large white sheet (or whiteboard).</p> <p>Key Vocabulary: Paper cutting, Cut Outs, Shadow puppets, Performance, Narrative, Character.</p> |
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