Nourishing the fitrah of each unique child

Arts and Design Policy

"Verily, Allaah is beautiful and He loves beauty…."

(Saheeh Muslim ,131)

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Art and Design Policy

At Unique Academy, we value Art and Design and believe that it offers pupils a unique way of perceiving themselves and the world which is not taught in other areas of the curriculum.

Aims

We aim for pupils to:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists and designers and understand the historical and cultural development of their art forms.
- Learn about Islamic art

Intent

Our goal is to ensure that pupils develop the Art and Design skills required to meet the aims of the national curriculum. Our intent is to ensure that all pupils produce creative, imaginative work. In Arts and Design lessons, children will have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas.

Children will be taught to become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, such as collage, printing, weaving and patterns. Children will develop their knowledge of famous artists, designers and craft makers from the UK as well as abroad in order to broaden the children's knowledge on the diverse cultural influencers of art. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways.

Our art lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social, emotional, cultural and spiritual development.

Implementation

At Unique Academy, each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. Our lessons ensure that pupils develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children will also know how art and design both reflect and shape history, and contribute to culture, creativity and wealth in the UK and beyond. Art & Design will be delivered following our Cornerstones Curriculum.

Impact

At Unique Academy, we want to ensure that Art and Design learning is loved by pupils across school. The quality of work produced by our pupils will be evident of this. All children will use appropriate technical vocabulary accurately and pupils will be expected to know, apply and understand the matters, skills and processes specified.
Children will become more confident in analysing their work and giving their opinion on their own and other works of art.
Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school will be able to speak confidently about their art and design work and their skills.

Guidelines

Teaching will be based upon six skill areas and within these areas an age-appropriate focus will be placed on colour, pattern, texture, line, tone, shape and form and shape.

There are six skill areas of art;

- drawing
- painting
- printmaking
- textiles
- sculpture
- collage

The skill areas will be taught individually and through a multi-skilled approach using appropriate guidance. Within these skill areas work from artists will be used when and where appropriate to illustrate different techniques and approaches.

Pupils should be given the opportunity to work individually, in groups and as a class.

EYFS

We encourage creative work in the EYFS as this is part of the Early Years framework and area of learning; Expressive Arts and Design (EAD). Our EYFS uses Cornerstones to EAD. .We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

Art & Design in the National Curriculum

The National Curriculum states that children should be able to, 'think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.' Our curriculum will enable children in KS1 and KS2 to:

Year 1
Decorate memory boxes using decoupage, make 3D models, make prints and collages, make carnival masks and headdresses etc.

Year 2
Create sand art and castle sculptures, make food themed landscapes, make 3D forms, create giant artworks etc.

Year 3
Explore contemporary photography and graffiti art, make clay beakers and iron-age jewellery, sculpt busts of heroes and heroines, use watercolours to paint landscapes etc.

Year 4
Make inspired art and Roman mosaics, embroider in the style of The Bayeux Tapestry etc.

Year 5
Explore the art of the great artists, make hieroglyphic amulets and Egyptian headdresses, sketch Tudor portraits and fashion etc

Year 6
Delve into the world of different artists. They make Mayan carvings and Day of the Dead masks etc.

Health and Safety

Staff will refer to current safety practices and risk Assessment outcomes to ensure that all art and crafts lessons are conducted safely, and pupils are appropriately supervised when carrying out their work.
As standard good practice, we expect:

- Students must wash their hands properly after working with materials
- Teachers not to allow eating and drinking while working with art materials
- The sink area to be kept clean and any water spills cleaned up immediately to avoid slipping on the wet floor
- Rooms to be properly ventilated to insure adequate fresh air
- Teachers to watch for any exposed sores or cuts on a pupil's hands
- Students to wear appropriate attire (such as aprons), where appropriate

To ensure a safe classroom environment when carrying out art lessons, we expect:

- Pupils to know the rules of safety and follows them
- Pupils only use materials that are safe for them to use.
- Pupils in the early years classes must be given only a small amount of art materials at one time.
- Classrooms to display safety slogans and signs around the classroom to remind everyone to follow the rules.

Equal Opportunity

At Unique Academy, we believe that all children should be allowed access to Art and Design lessons, regardless of gender, race or ability.

All children should be encouraged to express themselves through the medium of art and their efforts should be acknowledged as a means of helping individuals to gain self-esteem. To be creative in art does not require children to meet expectations of accepted representational imagery.

Resources

Within the constraints of the overall school budget resources will be renewed, updated and expanded to provide a comprehensive range of learning experiences, and equipment will be maintained to safe standards.

Cross – Curricular Links

When and where appropriate, opportunities will be found to promote artistic skills and techniques. This could be through links with:

• Technology – creating objects, decorating artefacts, detailing initial sketches etc
• History – observational drawing of artefacts, designing posters etc

Assessment outcomes and Reporting

Assessment outcomes will ensure that individual pupils are acquiring knowledge and understanding to appropriate standards. Evidence of pupil's attainment will be located in art books.

Assessment outcomes of art will also be carried at the end of each term using an Assessment outcomes tracking software.

Role of the Coordinator

At Unique Academy, the Headteacher will oversee how Art and Design is delivered across the school. As well as:

- To be available for advice, support and reassurance
- Monitor skills and arrange appropriate training for staff
- Monitor achievement of pupils in arts and crafts through lesson observations and book looks
- Monitor Assessment outcomes and summative data results on pupil achievement in Arts & Crafts
- Monitor the school environment, visits and visitors to ensure that the profile of art and crafts is raised in the school through these means.
- Monitor resources, materials and artefact inventory

Art and Design Curriculum Map

Class	Autumn Term 1 (6 weeks)	Autumn Term 2 (6 weeks)	Spring Term 1 (6 weeks)	Spring Term 2 (6 weeks)	Summer Term 1 (6 weeks)	Summer Term 2 (6 weeks)
Nursery	Match it Familiar rhymes for Nursery Friendship rainbow for Nursery Emergency vehicles Teamwork Quick and slow	Lullabies Bedtime routine Make a cuddle pet Light and dark Rocket builders Sky painting Relaxation station Space travel Constellations Moon buggies	Discovering dinosaurs Dinosaur island Turtles Dinosaur painting Dinosaur trails Build a dinosaur Nests Mud painting Frozen in time	Loose parts play Build it	How does your garden grow? for Nursery Flower art Crop protectors Sun hats Shades of yellow Sun art Homes for who? Summer tech	Animals around the world Pattern time Transitional art Buildings around the world
	All sewn up Harvest time Conker rolling, creatures and run Seed patterns and shakers Wrap it around Weaving	Songs Animal tales Building bridges for Nursery Royal workshop Fantasy homes	Puddles Sing a rainbow for Nursery Rainmakers Puddle painting Colour match Rainbow town	Frozen Icy sounds for Nursery Icy dens Ice building	Echoes Symmetrical patterns Symmetrical buildings Mirrored building	Floating and sinking Graffiti art Waterfalls Water runs Foamy paint Drip painting Boats
Reception	Boxes What's inside? Sensory walk Songs and rhymes Adventures Colourful homes Planes, trains and automobiles Thread it	Share it! Machine poems Listen up! Busy machines Build it! for Reception Design a robot Transitional art Terrific Transformers	Farm songs Fruit art for Reception Down on the farm Seed shakers	Nursery rhymes for Reception Toys from the past Portraits Old clothes to new clothes Shades of grey Old buildings Horses and carts	Rainforest animals Animal patterns Animal songs Animal homes Feathered friends Watering hole Swamps Pet homes	Star prints All join in!
	What we'll build Building sites Builders Building bridges Towers Block houses Transporting water Make a roof	Let's talk Move it! Finger puppets Pop ups for Reception Paper bag puppets Story soundtracks Who lives here? How does it move?a	Spring flowering plants Ducks and ducklings Pastel shades Nests Puddle painting	Sing a rainbow Incy Wincy Spider King of the castle London Bridge Bus making Oranges and lemons Silver bells and cockle shells	Wonderful webs Matisse's snail Minibeasts Butterfly prints Collage butterflies Pebble art **Incredible insects** Slimy creatures Tunnels	Favourite songs Frame it One more step! Mazes Building together
Cycle A Year 1/2	**Funny faces and fabulous features** Exploring portraits Funny faces	**Funny faces and fabulous features** Exploring colour Gallery Collage creators	**Rain and Sun Rays** Weather motifs Exploring line and shape Evaluate	**Rain and Sun Rays** Exploring texture Exploring collagraph Creating weather collagraphs	**Street View:** Exploring street views Similar or different Significant artist: James Rizzi	**Street View:** Exploring colour Exploring form Mural makers
Cycle B Year 1/2	**Mix It** Let's mix Colour wheel Same or different	**Still life** Colour Study Still life Study Still life artists	**Flower hand** Flower art Exploring shape and form	**Flower hand** Explore texture Explore colour and pattern Creating flower sculptures	**Portraits and poses** Analysing paintings Sketch a pose Digital drawing	**Portraits and poses** Royal gallery Portraiture today Royal portraits

Cycle A **Year 3/4**	**Contrast and Complement** Watercolours Colour theory Colour in art Colour collectors Colour compositions	**Prehistoric Pots** Bell beaker pottery Exploring clay Styles and patterns Making bell beaker – style pots	**Ammonite** Exploring ammonites Draw it Print it Sculpt it Photograph it	**People and Places** Drawing figures Significant artists – LS Lowry Drawing with detail Urban landscapes	**Beautiful Botanicals** Botanical weavers Botanical artist Comparing work on a theme In the style Printmaking Botanical exhibition	**Mosaic Masters** Exploring mosaics Gathering ideas Practising techniques Mosaic masters
Cycle B **Year 3/4**	**Contrast and Complement** Watercolours Colour theory Colour in art Colour collectors Colour Compositions	**Warp and Weft** Textiles through time Exploring yarn Warp and weft Design and patterns Creating wall hangings	**Vista** What a view! Mountainous landscapes Atmospheric perspective Warmth and coolness My landscape	**Animal** Animals in art Drawing masterclass Animal patterns and textures Clay skills Making Bankura horse sculptures	**Statues and Statuettes** Drawing using clay Ancient sculptures	**Islamic Art** Exploring Islamic art Exploring geometric motifs Creating pattern from a motif Stars in Islamic art Clay relief sculpture Creating geometric tiles
Cycle A **Year 5/6**	**Tints, Tones and Shades** Mixing tints, shades and tones Tints, shades and tones in landscapes Sketching landscapes Creating landscape paintings	**Taotie** Exploring taotie motifs Casting techniques Making taotie pieces Finishing techniques	**Line, Light and Shadows** Line up! Significant artist – Pablo Picasso Shading techniques Pen and Ink Drawing on black paper Black and white photographs Adding line and tone Creating artwork with line, light and shadows	**Nature's Art** Working outdoors Land art Properties of materials Relief forms Creating installation	**Mixed Media** Paper craft Papermaking Paper collage Fabric crumb Mixed media Photo collage and surrealism Creating mixed media artwork	**Expression** What is expressionism? Significant artist – Edvard Munch Expressionist colour Modern expressionism Creating an expressionist – style painting
Cycle B **Year 5/6**	**Tints, Tones and Shades** Mixing tints, shades and tones Tints, shades and tones in landscapes Drawing landscapes Creating landscapes paintings	**Trailblazers, Barrier Breakers** Exploring trailblazers Breaking barriers Critical analysis In the style Inspired artwork	**Inuit** Inuit Art Inuit carvings Inuit printing The enchanted owl My print Stamp	**Environmental Artists** Exploring and creating environmental art Recycle, reuse and repurpose Ocean art	**Distortion and Abstraction** What is abstract art? Abstraction by line Abstraction by colour Abstraction by shape Guernica Orphism	**Bees, Beetles and Butterflies** Collecting images Insect artists Observational drawing Mixed media collages of beetles Pop art bees Insect inspired art work

EYFS

The Early Years Goals which are most closely linked to the Art and Design National Curriculum.

Physical development (Fine Motor Skills)

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Expressive Arts and Design (Creating with Materials)

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Expressive Arts and Design (Being Imaginative and Expressive)

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others

Key Stage 1 National Curriculum Expectations	**Key Stage 2 National Curriculum Expectations**
Pupils should be taught: • to use a range of materials creatively to design and make products; • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Pupils should be taught: • to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; • to create sketch books to record their observations and use them to review and revisit ideas; • 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]; • about great artists, architects and designers in history.

Exploring and developing ideas			
EYFS	KS 1	LKS2	UPKS2
Expressive Arts and Design a. Explore different materials freely, in order to develop their ideas about how to use them and what to make. a. Develop their own ideas and then decide which materials to use to express them. b. Join different materials and explore different textures. c. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. d. Draw with increasing complexity and detail, such as representing a face with a circle and including details. e. Use drawing to represent ideas like movement or loud noises. f. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. g. Explore colour and colour mixing.	Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve. **KS1 Art and Design National Curriculum** To produce creative work, exploring their ideas and recording experiences. Children can: a respond positively to ideas and starting points; b explore ideas and collect information; c describe differences and similarities and make links to their own work; d try different materials and methods to improve; e use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.	Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve. **KS2 Art and Design National Curriculum** Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. Children can: a use sketchbooks to record ideas; b explore ideas from first-hand observations; c question and make observations about starting points, and respond positively to suggestions; d adapt and refine ideas; e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.	Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve. **KS2 Art and Design National Curriculum** Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. Children can: a review and revisit ideas in their sketchbooks; b offer feedback using technical vocabulary; c think critically about their art and design work; d use digital technology as sources for developing ideas; e use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.
Expressive Arts and Design a. Explore, use and refine a variety of artistic effects to express their ideas and feelings. b. Return to and build on their previous learning, refining ideas and developing their ability to represent them. c. Create collaboratively, sharing ideas, resources and skills.			

Drawing			
EYFS	KS 1	LKS2	UPKS2
Expressive Arts and Design h. Explore different materials freely, in order to develop their ideas about how to use them and what to make. i. Develop their own ideas and then decide which materials to use to express them. j. Join different materials and explore different textures. k. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. l. Draw with increasing complexity and detail, such as representing a face with a circle and including details. m. Use drawing to represent ideas like movement or loud noises. n. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. o. Explore colour and colour mixing.	Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. **KS1 Art and Design National Curriculum** To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination. Children can: a draw lines of varying thickness; b use dots and lines to demonstrate pattern and texture; c use different materials to draw, for example pastels, chalk, felt tips; d use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.	Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making an effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin. **KS2 Art and Design National Curriculum** To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can: a experiment with showing line, tone and texture with different hardness of pencils; b use shading to show light and shadow effects; c use different materials to draw, e.g. pastels, chalk, felt tips; d show an awareness of space when drawing; e use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills. **KS2 Art and Design National Curriculum** To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can: a use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; b depict movement and perspective in drawings; c use a variety of tools and select the most appropriate; d use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.
Painting			
EYFS	KS 1	LKS2	UPKS2

Physical Development a. Use large-muscle movements to wave flags and streamers, b. paint and make marks. c. Choose the right resources to carry out their own plan. d. Use one-handed tools and equipment, for example, making snips in paper with scissors. e. Use a comfortable grip with good control when holding pens and pencils. Expressive Arts and Design p. Explore different materials freely, in order to develop their ideas about how to use them and what to make. q. Develop their own ideas and then decide which materials to use to express them. r. Join different materials and explore different textures. s. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. t. Draw with increasing complexity and detail, such as representing a face with a circle and including details. u. Use drawing to represent ideas like movement or loud noises. v. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. w. Explore colour and colour mixing.	Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours. **KS1 Art and Design National Curriculum** To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination. Children can: a name the primary and secondary colours; b experiment with different brushes (including brushstrokes) and other painting tools; c mix primary colours to make secondary colours; d add white and black to alter tints and shades; e use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brush stroke, acrylic paint.	Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood. **KS2 Art and Design National Curriculum** To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can: a use varied brush techniques to create shapes, textures, patterns and lines; b mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; c create different textures and effects with paint; d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.	Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods. **KS2 Art and Design National Curriculum** To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can: a create a colour palette, demonstrating mixing techniques; b use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; c use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists
		Sculpture	
EYFS	KS 1	LKS2	UPKS2
	Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill. **KS1 Art and Design National Curriculum** To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination. Children can: a use a variety of natural, recycled and	Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail. **KS2 Art and Design National Curriculum** To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can:	Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process. **KS2 Art and Design National Curriculum** To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can:

	manufactured materials for sculpting, e.g. clay, straw and card; b use a variety of techniques, e.g. rolling, cutting, pinching; c use a variety of shapes, including lines and texture; d use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.	a cut, make and combine shapes to create recognisable forms; b use clay and other malleable materials and practise joining techniques; c add materials to the sculpture to create detail; d use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.	a plan and design a sculpture; b use tools and materials to carve, add shape, add texture and pattern; c develop cutting and joining skills, e.g. using wire, coils, slabs and slips; d use materials other than clay to create a 3D sculpture; e use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.
Collage			
EYFS	KS 1	LKS2	UPKS2
	Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work. **KS1 Art and Design National Curriculum** To become proficient in other art, craft and design techniques – collage. To develop a wide range of art and design techniques in using texture, line, shape, form and space. Children can: a use a combination of materials that have been cut, torn and glued; b sort and arrange materials; c add texture by mixing materials; d use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.	Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage. **KS2 Art and Design National Curriculum** To improve their mastery of art and design techniques with a range of materials – collage. Children can: a select colours and materials to create effect, giving reasons for their choices; b refine work as they go to ensure precision; c learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; d use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.	Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning. **KS2 Art and Design National Curriculum** To improve their mastery of art and design techniques with a range of materials – collage. Children can: a add collage to a painted or printed background; b create and arrange accurate patterns; c use a range of mixed media; d plan and design a collage; use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange,
Textiles			
EYFS	KS 1	LKS2	UPKS2
	Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect. **KS1 Art and Design National Curriculum**	Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2. **KS2 Art and Design National Curriculum** To improve their mastery of art and design techniques with a range of materials – textiles. Children can:	Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics. **KS2 Art and Design National Curriculum** To improve their mastery of art and design techniques with a range of materials – textiles. Children can:

	To become proficient in other art, craft and design techniques – textiles. To develop a wide range of art and design techniques in using colour, pattern and texture. Children can: a show pattern by weaving; b use a dyeing technique to alter a textile's colour and pattern; c decorate textiles with glue or stitching, to add colour and detail; d use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.	a select appropriate materials, giving reasons; b use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; c develop skills in stitching, cutting and joining; d use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.	a experiment with a range of media by overlapping and layering in order to create texture, effect and colour; b add decoration to create effect; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave
Printing			
EYFS	KS 1	LKS2	UPKS2
	Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges. **KS1 Art and Design National Curriculum** To become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and texture. Children can: a copy an original print; b use a variety of materials, e.g. sponges, fruit, blocks; c demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.	Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture. **KS2 Art and Design National Curriculum** To improve their mastery of art and design techniques with a range of materials – printing. Children can: a use more than one colour to layer in a print; b replicate patterns from observations; c make printing blocks; d make repeated patterns with precision; e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.	Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns. **KS2 Art and Design National Curriculum** To improve their mastery of art and design techniques with a range of materials − printing. Children can: a design and create printing blocks/tiles; b develop techniques in mono, block and relief printing; c create and arrange accurate patterns; use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;
Work of other artists			
EYFS	KS 1	LKS2	UPKS2
	Children have the opportunity to learn from the works of famous artists, studying their techniques	Children continue to study the works of famous artists. They have more opportunity to offer opinions and to	Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the

	and processes. They will be exposed to a range of different artists throughout history throughout KS1. **KS1 Art and Design National Curriculum** To understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Children can: a describe the work of famous, notable artists and designers; b express an opinion on the work of famous, notable artists; c use inspiration from famous, notable artists to create their own work and compare; d use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.	compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes. **KS2 Art and Design National Curriculum** To learn about great artists, architects and designers in history. Children can: a use inspiration from famous artists to replicate a piece of work; b reflect upon their work inspired by a famous notable artist and the development of their art skills; c express an opinion on the work of famous, notable artists and refer to techniques and effect; d use key vocabulary to demonstrate knowledge and understanding in this strand: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood.	range of more famous artists. Children comment on the work of famous artists and name their pieces of work. **KS2 Art and Design National Curriculum** To learn about great artists, architects and designers in history. Children can: a give detailed observations about notable artists', artisans' and designers' work; b offer facts about notable artists', artisans' and designers' lives; use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean-Michel Basquiat, Mary Cassatt.

Cycle A: Year 1 / 2 Art & Design Scheme of Work
Autumn - Childhood
Funny Faces and Fabulous Features

Overview:
Funny Faces and Fabulous Features
This project teaches children about the concept of the portrait and how the collage technique can be used to make a portrait.

Vocabulary:
Human form:
collage, expression, feature, portrait, self-portrait
Creation:
collage
Evaluation:
feedback
Generation of ideas:
communicate, explore
Compare and contrast:
colour, compare, composition, detail, different, expression, similar
Paper and fabric:
collage, fabric, layer, paper
Significant people, artwork and movements:
Blue Marilyn by Andy Warhol, My Grandparents, My Parents and Me by Frida Kahlo, Portrait of Dora Maar by Pablo Picasso, Portrait of Gerda by Ernst Ludwig Kirchner, Self-Portrait as a Tehuana by Frida Kahlo.

Assessment outcomes:
Give all children a copy of the Funny Faces and Fabulous Features question sheet to assess their learning.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage: Exploring portraits P. of Study Art and design 6 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Knowledge Year 1 A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks.	Introduce the theme of portraiture using the Portraits picture cards or Portraits presentation. Encourage the children to describe the pieces of artwork, name and locate facial features and describe their relative positions on the face. After initial observations, use the Comparing portraits presentation to compare two pictures, identifying similarities and differences. A Comparing portraits question	• Handheld or tabletop mirrors • Pencils and paper •

Specific knowledge Year 1 A portrait is a drawing, photograph or painting of a face. Skill Year 1 Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.	sheet is available to help guide the children's discussions. Provide a range of handheld or tabletop mirrors so that children can explore their reflections and facial features. Offer a variety of drawing materials for the children to draw a self-portrait using simple lines and shapes. Invite the children to share and compare their self-portraits and display them alongside the original pictures in a Funny Faces and Fabulous Features display.	
Develop - Funny faces **Lesson 1: Funny faces** P. of Study Art and design 6 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Knowledge Year 1 A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks. Skill Year 1 Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.	Show the children the Funny face collage picture cards. Ask them how they think an artist might make one. Explain that the faces are made using a technique called collage, which are pictures made by sticking or joining photographs, paper or fabric onto a backing. Demonstrate how to create a funny face collage using the Background templates and Face parts cut outs. After demonstrating, allow the children to use the same resources to create individual compositions using glue as a joining medium. Encourage them to explore and communicate their ideas before creating. When complete, gather the children together to say what they like about their own and others' work using simple artistic vocabulary. A Funny faces drag and drop template that uses PowerPoint is also available for the children to work digitally.	• Computers or tablets • Scissors • Collage materials
Lesson 3 - Exploring colour P. of Study Art and design 3 Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Knowledge Year 1 Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists. Specific knowledge Year 1 Examples of colourful portrait paintings include *Portrait of Dora Maar* by Pablo Picasso, *Blue Marilyn* by Andy Warhol, *Self-Portrait as a Tehuana* and *My Grandparents, My Parents and Me* by Frida Kahlo and *Portrait of Gerda* by Ernst Ludwig Kirchner. Skill Year 1 Describe and explore the work of a significant artist.	Display the Portraits Pinterest board on an IWB or tablets. Invite the children to describe what they can see, including reference to the use of colour and composition. Ask the children to explain how the portraits are similar or different to each other and pick out special features such as unusual placement of facial features or expressions. Invite the children to choose a picture and use coloured paints, pencils or pastels to draw a version. Encourage the children to talk about their work as it progresses and share their finished pieces. Display the children's work alongside the real examples in a classroom gallery. Add a printed sentence or use a tablet for the children to view their pictures.	• Coloured paints, pencils and pastels • Computers or tablets

Innovate - Collage creators P. of Study Art and design 8 Use a range of materials creatively to design and make products. Knowledge Year 1 Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past). Knowledge Year 1 Collage is an art technique where different materials are layered and stuck down to create artwork. Skill Year 1 Design and make art to express ideas. View progression Skill Year 1 Use textural materials, including paper and fabric, to create a simple collage.	Explain to the children that they will be making colourful self-portraits using the technique of collage. Use the Collage inspiration Pinterest board to introduce the task and encourage discussion about the method. Provide a range of fabrics and papers for the children to explore before choosing their materials and beginning to cut out the features and shapes they need for their portraits. Children can use the Background templates provided as a starting point, or work freehand on a blank background. As the children develop their pictures, make sure they have mirrors to look at their own features. Encourage them to think carefully about the placement of features and the expressions they want to show in their work. Children can add finer details such as eyebrows, lips, teeth, hair and eyelashes using marker pens or similar. Invite the children to talk about their work as it progresses and share their ideas and intentions with you and the other children. Allow time for them to stand back and take stock of their work. When complete, take a digital photograph of each child's collage and put them in frames using art software. Explain that their work will form an art exhibition for a real viewing audience.	• Collage materials • Handheld or tabletop mirrors • Marker pens • Computers or tablets • Camera
Express – Gallery P. of Study Breadth Art and design Aims 3 Evaluate and analyse creative works using the language of art, craft and design. Knowledge Year 1 Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. Specific knowledge Year 1 An art exhibition is the space in which artwork is viewed by an audience. Skill Year 1 Say what they like about their own or others' work using simple artistic vocabulary.	Invite parents, carers and children from other classes to come and view the children's work. Ask the children to show their work and share their knowledge about portraiture with their visitors. Create a way for visitors to give the children feedback about their work, for example, by offering a sticky wall or comments box. When the visits are over, read the feedback comments to the children. Give all children a copy of the Funny Faces and Fabulous Features question sheet to assess their learning.	• Comments box

Cycle A: Year 1 / 2 Art & Design Schemes of Work
Spring – Bright Lights, Big City
Rain and Sun Rays

Overview:
Rain and Sun Rays
This project teaches children about collagraph printing, including how to develop a motif to make single and repeated prints.

Vocabulary:
Creation:
design, explore, express, texture
Evaluation:
discuss, dislike, evaluate, like
Generation of ideas:
communicate, describe, explore, share
Paper and fabric:
bumpy, furry, fuzzy, grainy, gritty, grooved, ridged, rough, smooth, soft, spiky, woven, wrinkly
Paint:
blue, primary colour, red, yellow
Pencil, ink, charcoal and pen
bumpy, curved, dark, dotty, hard pencil, jagged, light, line, pen, pointed, round, shape, soft pencil, spiral, straight, thick, thin, wavy, zigzag
Printing:
Collagraph, collagraph block, colourway, ink, line, print, printmaking, roller, shape, textural material, texture
Natural art:
loose part, motif, transient

Assessment outcomes:
Give all children a copy of the Rain and Sun Rays question sheet to assess their learning.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage - Weather motifs P. of Study Art and design 8 Use a range of materials creatively to design and make products. Knowledge Year 1 Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art. Specific knowledge Year 1 A motif is a decorative image or design, often repeated, to form a pattern. Skill Year 1 Make transient art and pattern work using a range or combination of man-made and natural materials.	Display the Weather motif picture cards. Explain the meaning of the word motif. Ask the children to say what type of weather they think each motif represents, drawing comparisons with familiar weather symbols. Then show the Transient art picture cards and ask the children to match them to the appropriate weather motif. Provide the practical resources and ask the children to use a range of loose parts to recreate one or more weather motifs on a tabletop or artboard. As they work, encourage the children to describe what types of lines and shapes they are making with the resources. Encourage them to use words, such as straight, curved, spiral, bumpy and so on. Provide cameras for the children to take photos of their work and upload the images to a computer.	• Coloured soft dough • String • Pebbles • Twigs • Log slices • Flowers • Seeds • Shiny pebbles • Glass pebbles or beads • Bottle tops • Straws • Leaves • Corks
Develop **Lesson 1: Exploring line and shape** P. of Study Art and design 5 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Knowledge Year 1 Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin. Skill Year 1 Use soft and hard pencils to create different types of line and shape.	Revisit the children's work from the previous lesson. Ask, 'What types of lines and shapes did you use to make your weather motifs?' Use the Lines and shapes presentation to expand the children's understanding and vocabulary of line and shape and invite them to explore line and shape further using hard and soft pencils and pens. Encourage them to record their explorations in a sketchbook or on the Lines and shapes recording sheet. Where possible, provide the opportunity for children to extend their mark making work using art software.	• Pens • Pencils of different gradings
Lesson 2: Exploring texture P. of Study Breadth Art and design Aims 2 Produce creative work, exploring their ideas and recording their experiences. Knowledge Year 1 Discussion and initial sketches can be used to communicate ideas and are part of the artistic process.	Optional coverage Gather the children together in a circle. Pass a range of textural materials around the circle, one at a time, asking the children to feel the material and say a word to communicate how it feels. Give the children the Exploring textures recording sheet and model the activity. Allow time for the children to complete the task before gathering them together to share and compare their work. Ask questions to enable the children to express their ideas about the different textures, for example,	• Bubble wrap • Wire wool • Foil • Sandpaper • Corrugated card • Tissue paper • Plastic • Sponge

Specific knowledge Year 1 Textural materials can be bumpy, ridged, rough, smooth, grainy, furry, wrinkled and crumpled. Skill Year 1 Communicate their ideas simply before creating artwork. View progression	'How many different textures did you find? Which textures did you like or dislike?'	• Polystyrene • Pipe cleaners • Hessian • Crumpled brown paper • String • Cork • Textured wallpaper
Lesson 3: Exploring collagraph P. of Study Art and design 8 Year 1 Use a range of materials creatively to design and make products. 5 Year 1 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Knowledge Year 1 Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past). Year 1 A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another. Year 1 Collagraph is a way of printing in which a picture or motif is made by sticking textural materials onto a base or plate and then inked up to make a print. Skill(s) Year 1 Design and make art to express ideas. View progression Year 1 Make simple prints and patterns using a range of liquids including ink and paint. View progression	Introduce the art of collagraph using the Collagraph presentation. After watching the presentation, invite the children to talk about the technique and model it first-hand if needed. Challenge the children to make a simple collagraph following the Collagraph instructions where needed. Allow the children's designs to be abstract or pictorial depending on their preference but encourage them to talk about the lines, shapes and textures they make with their prints. Invite the children to share and compare their printwork, talking about what they found out using the technique.	• Card • Textural materials • Paper • Printing inks (primary colours only) • Rollers • Printing trays
Express - Evaluate P. of Study Breadth Art and design Aims 3 Evaluate and analyse creative works using the language of art, craft and design. Knowledge Year 1 Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. Skill Year 1 Say what they like about their own or others' work using simple artistic vocabulary. View progression	Involve the children in making a gallery of their finished work. Add the children's exploratory work to the display so that viewers can see the full process. Invite the children to say what they like about their own and others' work as part of an evaluative discussion. If possible, allow the children to take a digital image of their printwork and explore colourways and rotation using art software. Give all children a copy of the Rain and Sun Rays question sheet to assess their learning.	
Innovate - Creating weather collagraphs	Display the Weather motif picture cards. Invite the children to look again at the motifs and consider how they might use them to make a collagraph. Ask the children to choose one motif to make into a collagraph print and explain	• Card • Textural materials • Paper

P. of Study Art and design 5 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Knowledge Year 1 A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another. Skill Year 1 Make simple prints and patterns using a range of liquids including ink and paint. View progression	their choices. Set out the resources, recapping and modelling the printing technique from the previous lesson if needed. Encourage them to simply place their materials on their blocks to experiment with composition before glueing them down to create a final design. Provide paper for printing and inks in the primary colours for the children to experiment with different colourways and repeat prints. At the end of the session, invite the children to share and compare their prints, saying what they like about their own and others' work.	• Printing inks (primary colours only) • Rollers • Printing trays

Cycle A: Year 1 / 2 Art & Design Schemes of Work
Summer – School Days
Street View

Overview:
This project teaches children about artwork depicting streets and buildings and focuses on the work of the American pop artist, James Rizzi. They create a 3-D mural based on Rizzi's work.

Vocabulary:
Evaluation:
discuss, dislike, like, opinion
Generation of ideas:
communicate, compose, discuss, explore, imaginative, unique
Compare and contrast:
colour, composition, different, dislike, like, line, mood, observe, shape, similar
Significant people, artwork and movements:
Back in Brooklyn, City Day – City Night by James Rizzi, Happy Town by James Rizzi, 3-D sculpture
Malleable Materials:
3-D, form, layer
Paint:
blue, colour wheel, green, mix, orange, primary colour, purple, red, secondary colour, yellow
Landscapes:
building, cityscape, feature, street, urban, urban landscape

Assessment outcomes:
Give all children a copy of the Street View question sheet to assess their learning.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage - Exploring street views P. of Study Art and design 6 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Knowledge Year 1 Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past). Skill Year 1 Draw or paint a place from memory, imagination or observation.	Take the children outside to explore the range of buildings in the streets that surround the school. Encourage them to identify common and special features of buildings, such as chimneys, bricks, doors and windows. Provide cameras for the children to take photographs and a range of hard and soft pencils with which to draw thumbnail sketches. Back in the classroom, display the children's photographs and drawings and encourage them to reflect on their observations. Ask questions to focus the children's thinking, for example, 'What types of buildings are in the streets around us? What features do they have?'	• Cameras or tablets • Hard and soft pencils

Develop **Lesson 1: Similar or different?** P. of Study Art and design 3 Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Knowledge Year 1 Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line. Skill Year 1 Identify similarities and differences between two or more pieces of art.	Display the Street view picture cards. Invite children to describe each image, including what they like or dislike about the compositions. Encourage them to explain how the places and buildings shown in the images are similar to or different from each other and begin to articulate their observations using simple artistic vocabulary. Challenge the children to develop their observations further by choosing one of the Similar or different recording sheets to complete. Invite the children to share their thoughts and read their sentences aloud. Extend by asking the children to make a thumbnail sketch of their favourite image.	
Lesson 2: Significant artist – James Rizzi P. of Study Art and design 3 Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Knowledge Year 1 Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists. Specific knowledge Year 1 James Rizzi was an American artist and illustrator who lived in New York City. His urban landscapes are bright, colourful and imaginative. Skill Year 1 Describe and explore the work of a significant artist.	Use the official James Rizzi website and the James Rizzi teacher information to introduce the children to the artist and his work. Print off examples of his work and ask the children to study the images. Invite them to offer their initial responses, describing aspects of the work, such as colour and composition. Direct the children to choose an image to study more closely, recreating a part or whole of it, on a small-scale. Provide a range of drawing media, including marker pens, wax crayons, coloured pencils and pastels for the children to use. To conclude, ask the children to share their work. Encourage them to say what they like or dislike about their own, and the artist's work.	• Drawing media, including marker pens, wax crayons, coloured pencils and pastels • Computers or tablets
Lesson 3: Exploring colour P. of Study Art and design 5 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Knowledge Year 1 The primary colours are red, yellow and blue. Specific knowledge Year 1 Secondary colours are made by mixing primary colours. The secondary colours are purple, green and orange. Skill Year 1 Identify and use paints in the primary colours.	Recap on the ways that James Rizzi used colour in his work. Ask the children to say what types of colours he used and why. Share the Primary colour wheel diagram with the children and ask them to read the colour names aloud. Ask the children to say what is special about the three primary colours and reveal the answer – that all other colours can be made by mixing them together. Provide each child with a copy of the Colour wheel template and primary colour powder paints. Model how to paint each labelled section of the colour wheel in a primary colour, then direct them to carefully mix pairs of primary colours to make the secondary colours. Allow children to complete the task independently. Instruct the children to use the useful words to label each painted segment when dry.	• Primary colour powder paints • Brushes
Innovate - Mural makers P. of Study Breadth Art and design Aims 2 Produce creative work, exploring their ideas and recording their experiences.	Explain to the children that they will be making a colourful, 3-D mural of buildings that surround the school in the style of James Rizzi. Begin by revisiting the children's initial drawings and photographs and discuss which buildings they would like to develop more fully in their mural. If necessary, take the children outside to look again at their features, such as windows, doors, roof tiles, bricks and so on.	• Drawing media, including marker pens, wax crayons, coloured pencils and pastels

Knowledge Year 1 Discussion and initial sketches can be used to communicate ideas and are part of the artistic process. Specific knowledge Year 1 A mural is any piece of artwork painted or applied directly on a wall, ceiling or other permanent surfaces. Skill Year 1 Communicate their ideas simply before creating artwork.	Encourage them to consider how they can add unique or imaginative features to them. Provide a range of drawing, painting and sculptural materials for the children to develop their ideas. Direct the children to work sequentially, drawing their building first with a black marker pen, before mixing and using paints in primary or secondary colours and finally adding form using the layering technique. When each piece is complete, ask the children to cut their work out from its background. Encourage them to work together to explore compositional possibilities before deciding on a final arrangement of their 3-D buildings. Add additional features such as clouds, birds and cars in the style and spirit of Rizzi's work. Instruct the children to stand back and take stock of their collaborative work.	• Sculptural materials, such as corrugated cardboard, foam and wire • Scissors • Glue

Cycle B: Year 1 / 2 Art & Design Scheme of Work
Autumn 1 - Still Life

Overview: This project teaches children about the work of significant still life artists and still life techniques. They explore a wide variety of still lifes and learn about the use of colour and composition. They create still life arrangements and artwork.

Vocabulary:
Creation:
Compose, create, medium, scale, sketch.
Evaluation:
Analyse, different, dislike, evaluate, like, similar.
Generation of ideas:
Describe, discuss, explore, investigate, sketch.
Compare and contrast:
Colour, composition, different, man-made, natural, object, observe, similar, texture.
Significant people, artwork and movements:
Baroque, Cubism, Dutch Golden Age, Expressionism, Fauvism, Mannerism, Pop Art, Post-Impressionism, Renaissance, modern art, still life.
Paint:
Blue, green, mix, orange, primary colour, purple, red, secondary colour, yellow.
Natural art:
Form, natural, nature.

Assessment outcomes:
Provide each child with a photograph of the finished meal and a New school meal evaluation sheet. Ask the children to evaluate the meal and give it a star rating.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage P. of Study Breadth Art and design Aims 5 Evaluate and analyse creative works using the language of art, craft and design. Knowledge Year 2 Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture. Specific knowledge Year 2 A still life is a work of art that shows objects that are either natural (food, flowers, plants, rocks, shells) or man-made (drinking glasses, books, vases, jewellery, coins, pipes). Skill Year 2 Analyse and evaluate their own and others' work using artistic vocabulary.	Create a gallery by setting out the Gallery exhibits picture cards and Gallery exhibits information sheets in a large space. Explain to the children that they will be visiting the gallery to view important pieces of work by a range of significant artists. Explain that, during the visit, they should look closely at the exhibits and gather information by drawing thumbnail sketches of the images in their sketchbooks and reading the exhibit information. After visiting the gallery, display the Gallery exhibits presentation and use the Evaluating artwork teacher information to ask the children questions about subject matter, colour, composition and texture. Ask the children to choose one of the examples, copying it to make a detailed sketch.	• Pencils and sketchbooks

Develop **Lesson 1: Similar or different?** P. of Study Art and design 4 Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Knowledge Year 2 Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events. Specific knowledge Year 2 Some significant still life artists include Paul Cézanne, Vincent van Gogh, Cornelis Gijsbrechts, Roy Lichtenstein and Georges Braque. Skill Year 2 Describe similarities and differences between artwork on a common theme.	Use the Still life presentation to highlight features of still life art and inform children about the significance of the included artists. Invite them to ask and answer questions about the information shared and express opinions about the work. Ask the children to choose one of the Still life recording sheets to complete with a partner. Once complete, invite the children to feed back their findings to the larger group using artistic vocabulary related to colour, composition and subject matter. Ask, 'What similarities and differences did you find between the two pieces of work you studied?'	
Lesson 2: Colour study P. of Study Art and design 7 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Knowledge Year 2 The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. Skill Year 2 Identify and mix secondary colours.	Display the Colour study presentation on a large screen. Show the children the whole painting, then the small, zoomed in part of each picture. Direct the children to look carefully for the colour details in each zoomed in section. Ask questions, such as 'What colours has the artist used? Is the use of colour realistic? How has the artist applied the paint? How many hues of red, yellow or blue can you see? How do you think the artist has made this dark hue of red?' Challenge the children to choose one Colour study recording sheet to complete. Offer small brushes, a range of powder paints and palettes for mixing work. Invite the children to display their finished work next to the original artwork and evaluate the success of their colour matching.	• Small brushes • Powder paints • Palettes
Lesson 3: Still life study P. of Study Art and design 16 Use a range of materials creatively to design and make products. Knowledge Year 2 Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals. Skill Year 2 Draw, paint and sculpt natural forms from observation, imagination and memory.	Ask the children to recap on what they have learned so far about still life and some of the significant artists that have made art in this style. Use the Still life objects teacher information to create a display of objects commonly used in still life work. Ask the children to come to the display, choose an object and describe its form, texture, pattern and colour. Explain to the children that they will have the opportunity to investigate these forms more closely by completing three exploratory tasks as described in the Carousel activities instructions. Model the purpose and skills involved in each task before inviting the children to work around each activity. Invite the children to set out their suite of work and cooperate with a partner to evaluate.	• Range of still life objects • Paper • Soft and hard pencils • Powder paints • Brushes • Clay • Clay boards and tools • Range of small sculptural objects

Innovate – Still life artists P. of Study Breadth Art and design Sims 3 Produce creative work, exploring their ideas and recording their experiences. Knowledge Year 2 A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas. Specific knowledge Year 2 Composition is the placement or arrangement of visual elements. Skill Year 2 Make simple sketches to explore and develop ideas.	Provide the children with a wide range of objects from the Still life objects teacher information. Encourage them to choose some objects, thinking about the colours, shapes and meaning of the objects they choose. Ask them to arrange the objects carefully, asking questions, such as 'Where will you place the taller and smaller objects? How will you show the viewer which objects are most important? Which colours will you put next to each other? Which objects will be in the foreground and background?' Provide pencils for children to sketch out their compositions, trying out thumbnail sketches first, before drawing a final composition on a larger scale. Offer small brushes and powder paints for children to add colour to their work. Encourage the children to refer to the Gallery exhibits picture cards as they work for inspiration and ideas. Allow time for the children to develop their compositions, guiding them on ways to improve their work as it progresses. When complete, hang their finished pieces in a classroom gallery.	• Range of still life objects • Paper • Soft and hard pencils • Powder paints • Brushes
Express – Evaluation P. of Study Breadth Art and design Aims 5 Evaluate and analyse creative works using the language of art, craft and design. Knowledge Year 2 Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture. Skill Year 2 Analyse and evaluate their own and others' work using artistic vocabulary.	Invite the children to view and evaluate each others' work in the gallery. Direct the children to complete a Gallery exhibit writing frame for their artwork, adding important details, such as their artist's name, the date the work was created and a creative and imaginary explanation of why their work is significant. Photographs of the children's work and their exhibit information could also be displayed on the class blog or interactive platform to allow parents and carers to view the children's work. Give all children a copy of the Still Life question sheet to assess their learning.	

Cycle B: Year 1 / 2 Art & Design Schemes of Work
Autumn 2 – Mix It

Overview: This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork.

Vocabulary:
Evaluation:
Evaluate, practice, and be successful.
Compare and contrast:
Colour, different, same.
Paint:
Blue, colour mixing, green, hue, orange, primary colour, purple, red, secondary colour, yellow.
Malleable materials:
Clay, dough, imprint, malleable material, pattern.

Assessment outcomes:
To assess the children's understanding, complete the Mix It question sheet and mark together.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage – Lets Mix P. of Study Art and design 6 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Knowledge Year 1 The primary colours are red, yellow and blue. Specific knowledge Year 1 Primary colours can not be mixed from any other colours. Skill Year 1 Identify and use paints in the primary colours.	Start the session by reading the book Mix It Up! by Hervé Tullet to the children. Use the book as a starting point to help children identify the primary and secondary colours and observe basic colour mixing theory. Model how to mix secondary colours from equal amounts of two primary colours, using the water, wipe, paint and apply method. Provide ready-mixed paint in the primary colours. Allow the children time to freely explore the colours and what happens when they are mixed. At the end of the session, ask children to share and compare their colour mixing work and talk about their discoveries. Ask questions to consolidate their thinking, for example 'What are the primary colours? What is special about the primary colours? What are the secondary colours? Which two primary colours make green? Which two primary colours make purple? Which two primary colours make orange?'	• Ready-mixed paint in the primary colours • Paintbrushes • Mixing palettes
Develop **Lesson 1: The colour wheel** P. of Study Art and design 6 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Knowledge Year 1 The primary colours are red, yellow and blue.	Recap on children's learning from the previous session. Introduce the children to the colour wheel using the Colour wheel presentation. Use the presentation to show how colours are organised and why. Support the children to create colour wheels, using paint in the three primary colours only. Model different ways they can make their wheel, by drawing around a circle and dividing it into three equal parts or by creating a spoke-like	• Ready-mixed paint in the primary colours • Paintbrushes • Mixing palettes

Specific knowledge Year 1 The colour wheel is a diagram that organises colours and shows their relationships. Skill Year 1 Identify and use paints in the primary colours.	design. At the end of the session, use the Colour wheel drag and drop template to reinforce teaching points.	
Lesson 2: Same or different P. of Study Art and design 3 Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Knowledge Year 1 Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line. Specific knowledge Year 1 Wassily Kandinsky and Piet Mondrian are two famous artists, known for using a vivid palette of primary and secondary colours in their work. Skill Year 1 Identify similarities and differences between two or more pieces of art.	Recap what the children have learned so far about primary and secondary colours. Show children the Colour in art presentation. Use the questions in the presentation to engage the children in talking about the various paintings and the different ways that artists use colour. Lead a guided session using the Same or different picture cards. Show each picture card and invite the children to describe aspects of each painting that are the same or different to the others. Use the Same or different question cutouts to help compose your questions. At the end of the session, invite the children to share and compare their ideas with the larger group.	•
Lesson 3: Colour carousel P. of Study Art and design 6 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Knowledge Year 1 A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another. Specific knowledge Year 1 Colours can be mixed indirectly through printmaking. For example, printing over a red print block with a yellow print block will make an orange print. Skill Year 1 Make simple prints and patterns using a range of liquids including ink and paint.	Recap on what the children have learned so far about colour and colour mixing. Set out the classroom with the suggested practical resources for carrying out the activities in the Colour mixing instructions and explain what the children need to do. After the children have had the opportunity to do the printmaking, invite them to share their work and talk about their findings and discoveries.	• Ready-mixed paint in the primary colours • Sponge rollers • Mixing palettes • Paper
Express P. of Study Breadth Art and design Aims 3 Evaluate and analyse creative works using the language of art, craft and design. Knowledge Year 1 Aspects of artwork that can be discussed include subject matter, use of colour and	Gather the children together to talk about their colour project. Ask questions to prompt the children's thinking, for example, 'What have you learned about primary and secondary colours? What do you know about how artists use colour? What was your favourite activity during this project? What do you need to practise?' Display the Talking points table to support the children as they talk. Display the children's work. Invite them to gather around the work and say what they like about particular pieces.	

shape, the techniques used and the feelings the artwork creates. Skill Year 1 Say what they like about their own or others' work using simple artistic vocabulary.	Encourage them to use colour words in their comments. To assess the children's understanding, complete the Mix It question sheet and mark together.	
Innovate P. of Study Art and design 6 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Knowledge Year 1 The primary colours are red, yellow and blue. Skill Year 1 Identify and use paints in the primary colours.	Show children the Colour challenge video. After watching the video, discuss the task and encourage the children to choose one of the Colour composition templates to complete. Work alongside the children and offer support as needed. Encourage them to think about the colours they want to mix and use. Ensure the children are using the right sized brush for the task. At the end of the session, invite the children to talk about their work and share their learning.	• Ready-mixed paint in the primary colours • Paintbrushes in a variety of sizes • Mixing palette

Cycle B: Year 1 / 2 Art & Design Schemes of Work
Spring – Flower Head

Overview: This project teaches children about the visual elements of flowers, including shape, texture, colour, pattern and form. They also explore various artistic methods, including drawing, printmaking and 3-D forms, using paper and clay.

Vocabulary:
Evaluation:
Discuss, evaluate, improve, and succeed.
Generation of ideas:
Colour, form, pattern, shape, sketch, visual element.
Compare and contrast:
Colour, different, form, inspiration, same, scale, texture.
Paint:
Blue, colour, green, multicoloured, orange, pattern, primary colour, red, purple, secondary colour, yellow.
Natural art:
Flower, flower sculpture, natural form, petals.
Paper and fabric: Bumpy, rough, shiny, smooth, soft, surface, texture, wrinkly.

Assessment outcomes:
Invite the children to reflect upon their work and discuss how successful they consider it to be. Children can use the Flower Head question sheet to record their learning, thoughts and ideas.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage **Lesson 1: Flowers** P. of Study Breadth Art and design 3 Year 2 Aims Produce creative work, exploring their ideas and recording their experiences. 4 Year 2 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Knowledge Year 2 A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas. Year 2 A landscape is a piece of artwork that shows a scenic view. Year 2 Visual elements of art include, colour, shape, form, texture and pattern. Skill(s) Year 2 Make simple sketches to explore and develop ideas. View progression Year 2 Draw or paint features of landscape from memory, imagination or observation, with some attention to detail.	Introduce the theme of the project by watching the Flowers video. Encourage the children to talk about the flowers' visual elements, including their shape, form, colour and pattern. The video can be played again and paused to help the children articulate their ideas. Invite the children to observe and explore flowers first-hand by either giving them real flowers to sketch or by taking them outside to draw flowers in situ in a garden or wild landscape. Encourage them to look carefully and draw what they see, naming the different flower parts. At the end of the session, invite the children to share and compare their drawings and reflect on their experience.	• Flowers • Pens, pencils and colouring pencils • Sketchbooks • Hand lenses
Lesson 2: Flowers art P. of Study Art and design 4 Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Knowledge Year 2 Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events. Specific knowledge Year 2 Contemporary artists, such as Dale Chihuly, Takashi Murakami and Yayoi Kusama use flowers as inspiration for their artwork. Skill Year 2 Describe similarities and differences between artwork on a common theme.	Demonstrate how flowers have inspired artists to create artwork by showing children the Flower art presentation. Encourage children to observe the artworks and engage in the questions and discussion points in the presentation. Ask the children to respond to the artworks, including identifying their similarities and differences, by completing the Flower art recording sheet. At the end of the session, gather children together to discuss their ideas, acknowledging that children may have different opinions and preferences about the artworks.	

Develop **Lesson 1: Exploring shape and form** P. of Study Art and design 16 Year 2 Use a range of materials creatively to design and make products. 7 Year 2 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Knowledge Year 2 Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap. Year 2 Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged. Year 2 A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern. Year 2 Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals. Skill(s) Year 2 Press objects into a malleable material to make textures, patterns and imprints. View progression Year 2 Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space. View progression Year 2 Use the properties of various materials, such as clay or polystyrene, to develop a block print. View progression Year 2 Draw, paint and sculpt natural forms from observation, imagination and memory.	Invite children to delve more deeply into the visual elements of flowers by showing children the Flowers presentation. Invite them to answer the questions and describe the shapes, forms, colours, patterns and textures they see. Explain that in this session, they will focus on the visual elements of shape and form by taking part in a range of shape and form-based activities. Set up the classroom as a workshop and provide the Shape instructions and Form instructions for children to follow. Allow the children to choose at least one shape and one form activity to complete in the given time. At the end of the session, ask them to share their work, reflecting on their learning with particular attention to shape and form.	• Craft papers • Scissors, glue and masking tape • Pencils and pens • Sketchbooks • Black marker pens • Dried or fresh flowers • Clay or soft dough • Rollers • Polystyrene tiles • Printing inks in primary colours • Printing trays • Paper plates
Lesson 2: Exploring texture P. of Study Art and design 16 Use a range of materials creatively to design and make products. Knowledge Year 2 Art papers have different weights and textures. For example, watercolour paper is heavy and has a rough surface, drawing paper is of a medium weight and has a fairly smooth surface and handmade paper usually has a rough, uneven surface with visible fibres. Different media, such as pastels, or watercolour paint, can be added to papers to reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers. Specific knowledge Year 2 Textures can be described as rough, smooth, wrinkly, soft, sharp, spiky, shiny and bumpy. Skill Year 2 Create a range of textures using the properties of different types of paper.	Show children the Exploring textures video. After watching the video, encourage the children to name and describe the textures seen in the artworks using artistic vocabulary. Provide children with the Texture instructions so they can explore and create a range of textures using paper and clay. At the end of the session, ask the children to discuss what they learned and say how successful they were in creating different textures.	• Tissue paper • PVA glue • Corrugated card • Watercolour or ready-mixed paint • Paintbrushes • Clay • Cocktail sticks • Rollers • String • Foil • Hot glue gun • Bubble wrap

Lesson 3: Exploring colour and pattern P. of Study Art and design 7 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Knowledge Year 2 The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. Skill Year 2 Identify and mix secondary colours.	Recap on the visual elements of flowers children have explored so far, including shape, form and texture. Show children the Pattern and colour presentation using the questions as a prompt for discussion. Invite the children to explore colour and pattern further by doing the activity shown on the Exploring colour and pattern video. Provide the practical resources and support where necessary for the children to complete the task. At the end of the session, invite the children to reflect on their learning and share their outcomes.	• Waxed paper • Large coffee filter • Spray bottle • Red, blue and yellow food colouring or ink • Mixing palette • Scissors • Paintbrushes • Felt pens • Masking tape
Innovate – Creating flower sculptures P. of Study Art and design 16 Use a range of materials creatively to design and make products. Knowledge Year 2 Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals. Specific knowledge Year 2 Yayoi Kusama is a Japanese contemporary artist who makes large-scale sculptures. Her work is often brightly coloured and highly patterned. Skill Year 2 Draw, paint and sculpt natural forms from observation, imagination and memory.	Begin by revisiting the work of Yayoi Kusama by either reading children the book, *Yayoi Kusama: From Here to Infinity* by Sarah Suzuki, or by showing them the Yayoi Kusama presentation. Explain to the children that their innovative challenge is to use what they know about the visual elements of flowers and the art of Yayoi Kusama to create a flower sculpture from either paper or clay. Use the Innovate challenge 1 video and the Innovate challenge 2 video depending on your teaching choices, to demonstrate each task. You can play and pause the videos to discuss each stage as required and to ensure that the children are confident in carrying out their task. You could consider putting the videos on tablets for the children to access as they work. When the children have finished their sculptures, involve them in deciding where to exhibit their work. Consider exhibiting in the spirit of Kusama's sculptures in the outdoor or built environment.	• Paper plates • Felt pens • Pencils • Marker pen • Ready-mixed paint • Paintbrushes • Palette • Sketchbooks • Scissors • Varnish (optional) • Paper tubes (optional) • Air-drying clay • Clay tools • Roller • Airtight bag
Express P. of Study Breadth Art and design Aims 5 Evaluate and analyse creative works using the language of art, craft and design. Knowledge Year 2 Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture. Skill Year 2 Analyse and evaluate their own and others' work using artistic vocabulary.	Invite the children to reflect upon their work and discuss how successful they consider it to be. Children can use the Flower Head question sheet to record their learning, thoughts and ideas.	

Cycle B: Year 1 / 2 Art & Design Schemes of Work
Summer – Portraits and Poses

Overview: This project teaches children about portraiture. They analyse the portraits of Tudor monarchs and compare Tudor portraits and selfies today. They use photo editing software to create royal portraits.
Vocabulary: **Human form:** Portrait, pose, posture. **Creation:** Line, sketch. **Evaluation:**

Different, dislike, evaluate, feedback, improve, like, similar.
Generation of ideas:
Represent, sketch.
Compare and contrast: Background, composition, different, foreground, object, observe, pose, similar.
Significant people, artwork and movements:
Hans Holbein the Younger, portrait, portraiture.

Assessment outcomes:
Give all children a copy of the Portraits and Poses question sheet to assess their learning.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage – Analysing paintings P. of Study Art and design 4 Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Knowledge Year 2 Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time. Specific knowledge Year 2 In history, figure drawings were a useful way of presenting information about an individual. Figure drawings were not always true to life but represented how an individual wished to be seen. Skill Year 2 Explain why a painting, piece of artwork, body of work or artist is important.	Use the Royal portraits presentation to give children an overview of the role of royal portraiture in history and to analyse aspects of the paintings, including facial expressions, poses, clothing, objects and backgrounds. Encourage them to articulate why both Henry VIII and Elizabeth I might have wanted people to see such images. Give the children the Tudor monarchs picture cards. Direct them to choose a painting to analyse, using the corresponding Royal portraits recording sheet. Invite the children to share and compare their ideas about the painting they chose. Use the Royal portraits teacher information to provide the children with extra facts and interpretations of each picture.	
Develop **Lesson 1: Sketch a pose** P. of Study Breadth Art and design Sims 3 Produce creative work, exploring their ideas and recording their experiences. Knowledge Year 2 A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas. Specific knowledge Year 2 Objects in paintings can be used to give clues about someone's personality and hobbies. Skill Year 2 Make simple sketches to explore and develop ideas.	Invite the children to bring in an object that best represents them or their interests. Encourage them to think about the activities they do, their hobbies and how they would like to be represented. Direct the children to work in pairs to sketch each other with their object. Encourage them to consider their pose – for example, a keen footballer may hold a ball under their arm, or someone with a passion for ballet may stand in a ballet pose. Encourage the children to adopt different poses while their partner makes a series of quick thumbnail sketches. Invite the children to display their sketchbooks for others to view.	• Pencils • Sketchbooks
Lesson 2: Digital drawing P. of Study Art and design 4 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Knowledge Year 2 A drawing, painting or sculpture of a human face is called a portrait. Specific knowledge Year 2 Art software can be used to make a simple line drawing. Skill Year 2 Represent the human form, including face and features, from observation, imagination or memory.	Explain to the children that they will be choosing one of their sketches to make a quick and simple digital portrait of their partner using line only. Demonstrate how to use suitable art software to produce their sketches, including different drawing effects. Allow time for the children to explore the software and draw the portrait before saving, printing and displaying next to their original sketch.	• Computer or tablet with art software
Lesson 3: Portraiture today P. of Study Computing 7 Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Knowledge Year 2 Each type of software, such as word processing, presentation and image editing, can be used for different purposes, including writing reports and creating slideshows or posters.	Discuss how people in the modern day represent and share images of themselves. Ask the children to consider how this is similar or different to Tudor times. Explain that, today, many people create and share pictures of themselves using technology, such as phones, tablets and cameras. Ask the children to consider if they think Tudor artists would have used this technology if it had been available to them. Demonstrate how to use tablets and cameras to take a photograph of their partner in a strong and positive posture, using their	• Tablets or cameras

Specific knowledge Year 2 In modern times, people use digital technology, such as phones, cameras and tablets to take portraits and pictures of themselves. Skill Year 2 Use different types of software and identify their purposes.	prop if preferred. Invite the children to select a favourite image and save it into a digital folder ready for their Innovate challenge.	
Innovate – Royal portraits P. of Study Art and design 4 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Knowledge Year 2 A drawing, painting or sculpture of a human face is called a portrait. Specific knowledge Year 2 Photographs and sketches can be used to prepare for a drawing. Skill Year 2 Represent the human form, including face and features, from observation, imagination or memory.	Show the children how to upload their favourite photograph to photo editing software, such as Pixlr. Explain that they will be using the software to create a regal portrait of themselves, using the software to add drawn details. Use the Creating a regal portrait video to help explain techniques and encourage the children's creative thinking. Allow the children time to work on their pictures, displaying the original Tudor portraits for inspiration. When complete, invite the children to save and print their work, perhaps adding a frame before displaying in a royal gallery.	• Computer or tablet with access to photo editing software
Express – Royal gallery P. of Study Breadth Art and design Aims 5 Evaluate and analyse creative works using the language of art, craft and design. Knowledge Year 2 Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture. Skill Year 2 Analyse and evaluate their own and others' work using artistic vocabulary.	Invite parents, carers and other children into school to view the children's work. Offer sticky notes for visitors to provide feedback about the children's work. Read the comments out to the children and discuss the visitors' evaluations. Ask the children how successful they think their portraits are and whether there are any ways in which they might want to improve. Give all children a copy of the Portraits and Poses question sheet to assess their learning.	• Sticky notes

Cycle A: Year 3 / 4 Art & Design Schemes of Work
Autumn 1 - Prehistoric Pots

Overview: This project teaches children about Bell Beaker pottery. It allows the children to explore different clay techniques, which they use to make and decorate a Bell Beaker-style pot.
Vocabulary: **Creation:** Form, pattern, sculpt, shape, sketch. **Evaluation:** Evaluate, improve, technique. **Generation of ideas:** Observe, sketch. **Malleable materials:** 3-D, clay, coil, form, roll, sculpture, slip. **Natural art:** Imprint, pattern. **Significant people, artwork and movements:** Beaker culture.

Assessment outcomes:
Invite the children to display their suite of work, including their sketchbooks and finished pieces. Ask them to view each other's work, stating how they feel about it. Encourage them to consider what worked well and what might have been improved upon, paying attention to the form and use of pattern. If possible, invite parents and carers into school to view the children's work, asking the children to talk to the visitors about their pieces. Ask children to complete the Bell Beaker-style pot evaluation sheet as a more formal evaluation of their work and learning. Give all children a copy of the Prehistoric Pots question sheet to assess their learning.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage **Lesson 1: Bell Beaker pottery** P. of Study Art and design 6 Create sketchbooks to record their observations and use them to review and revisit ideas. Knowledge Year 3 Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil. Specific knowledge Year 3 Around 4700 years ago, a new bell-shaped pottery style appeared in what is now Andorra, Portugal, Spain and Gibraltar. These bell beakers quickly spread across Europe, reaching Britain in around 2500 BC. Skill Year 3 Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.	Begin by showing children the Prehistoric pots presentation. Use the presentation to help the children understand the importance and cultural significance of the Bell Beaker pottery and make links to their historical studies of prehistoric Britain. Ask the children to discuss the examples of the Bell Beaker pottery shown in the gallery section of the presentation, looking closely at the form, shape and use of pattern. Give children a set of Bell Beaker pottery picture cards and instruct them to select aspects of the pots that they think would be interesting to sketch. Encourage children to annotate their sketches with observations about shape, pattern and form. Invite them to display their work and share their findings with the class.	
Develop **Lesson 1: Exploring clay** P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 3 Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques. Specific knowledge Year 3 Coiling is a method of creating pottery. It has been used to shape clay into vessels for thousands of years. To make a clay coil, the clay is rolled gently and evenly until it forms a long roll. By placing one coil on top of another, different shapes can be formed. Slip is a slurry of clay and water, which can be used to join coils of clay. Skill Year 3 Create a 3-D form using malleable or rigid materials, or a combination of materials.	Show the Exploring clay video. Discuss the different techniques demonstrated in the video, including rolling coils, using slip, making a pinch pot and joining clay. Invite the children to ask and answer questions about the techniques before allowing them to explore each technique practically by themselves. Encourage the children to make notes and drawings in their sketchbooks to record learning points about each technique.	• Clay • Clay modelling board and tools • Water
Lesson 2: Styles and patterns P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 3 Nature and natural forms can be used as a starting point for creating artwork. Specific knowledge Year 3 Bell Beaker pottery was often highly decorated. Objects, such as fingernails, stones, shells, twigs, combs, rope and cord were used to create a range of patterns and marks including geometric shapes, zigzags, herringbone patterns, dots and lines. Skill Year 3 Use nature and natural forms as a starting point for artwork.	Enable children to delve deeply into the style and use of pattern on Bell Beaker pottery using the Bell Beaker pot patterns presentation. Allow time for the children to ask and answer questions before carrying out an independent internet search to find good visual examples to inspire their practical work. Invite the children to practise making Bell Beaker-style patterns on clay slabs by imprinting a range of natural materials onto them. Encourage the children to take photographs of their pattern work, so that the clay can be rolled back and reused. Instruct them to gather all of their images and photographs together in their sketchbooks and annotate them with information and learning points.	• Clay • Natural materials and objects • Cameras

Innovate **Making Bell Beaker-style pots** P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 3 Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques. Skill Year 3 Create a 3-D form using malleable or rigid materials, or a combination of materials.	Explain to the children that their challenge is to make a Bell Beaker-style pot using a combination of pinch, coil and pattern techniques. Replay the Exploring clay video to recap the techniques included. Invite the children to use their sketchbooks to plan their design, referring to their notes and prior explorations to help them. When the sketches are complete, allow the children to develop the form of the pot. When their pot form is complete, children should decorate it in Bell Beaker style, using a range of objects and natural materials and by referring to their sketchbook drawings for inspiration and accuracy.	• Clay • Clay modelling board and tools • Natural materials and objects • Water
Express **Evaluating our work** P. of Study Breadth Art and design Aims 5 Evaluate and analyse creative works using the language of art, craft and design. Knowledge Year 3 Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading. Skill Year 3 Make suggestions for ways to adapt and improve a piece of artwork. View progression	Invite the children to display their suite of work, including their sketchbooks and finished pieces. Ask them to view each other's work, stating how they feel about it. Encourage them to consider what worked well and what might have been improved upon, paying attention to the form and use of pattern. If possible, invite parents and carers into school to view the children's work, asking the children to talk to the visitors about their pieces. Ask children to complete the Bell Beaker-style pot evaluation sheet as a more formal evaluation of their work and learning. Give all children a copy of the Prehistoric Pots question sheet to assess their learning.	

Cycle A: Year 3 / 4 Art & Design Schemes of Work
Autumn 2 - Contrast and Complement

Overview: This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork.

Vocabulary:
Creation: base colour, colour, composition, fine detail, pattern, shape, space, template, visual element.
Evaluation: discussion, evaluate, feedback, improve, written review.
Generation of ideas: colour mixing, layering, palette, sketchbook, translucency.
Compare and contrast: colour, colour family, colour theory, comparison, different, effect, evaluate, mood, similar.
Paint: analogous colour, colour family, colour theory, colour wheel, complementary colour, cool colour, feeling, hue, mood, primary colour, secondary colour, tertiary colour, warm colour.

Assessment outcomes:
Invite the children to display their work in a class gallery. Encourage the children to look at each other's work and discuss the use of colour. Where appropriate, invite children to express their ideas for ways a piece could be improved. Ask children to write a simple review of their work in their sketchbook. Children can complete the Contrast and Complement question sheet to establish their learned knowledge.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage **Watercolours:** P. of Study Art and design 6 Create sketchbooks to record their observations and use them to review and revisit ideas. Knowledge Year 3 Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil. Specific knowledge Year 3 Watercolour paint is a translucent paint, which can be made bolder and stronger by layering. Skill Year 3 Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.	Introduce the children to watercolour paints by showing them a watercolour palette. Use the paints and a variety of different sized brushes to model the properties of watercolours, including its translucency. Show the children how to mix colours in a palette, and on the paper itself. Then, provide the practical materials for children to freely explore the properties of watercolours. Ask them to record any mark making or colour mixing in their sketchbooks. At the end of the session, invite the children to compare their findings, sharing tips and challenges they faced along the way. Recap and model any teaching points.	• Watercolour paints • Paintbrushes • Cartridge paper • Mixing palettes • Sketchbooks
Develop **Lesson 1: Colour theory** P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 3 Examples of contrasting colours include red and green, blue and orange, and yellow and purple (violet). They are obviously different to one another and are opposite each other on the colour wheel. Specific knowledge Year 3 Analogous colours are groups of colours that are next to each other on the colour wheel. Skill Year 3 Identify, mix and use contrasting coloured paints.	Use the Colour theory presentation to introduce the principles of the warm, cool, tertiary, analogous and complementary colour families. After sharing the presentation, show the Colour theory poster and use this to discuss what they have learned. Challenge the children to mix and record pairs of complementary colours in their sketchbooks. At the end of the session, invite the children to share their work, asking questions, such as 'Can you name a pair of complementary colours? Can you show me warm colours on your wheel? Can you show me two tertiary colours?'	• Watercolour paints • Paintbrushes • Mixing palettes • Sketchbooks
Lesson 2: Colour in Art P. of Study Art and design 7 Learn about great artists, architects and designers in history. Knowledge Year 3 Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed. Specific knowledge Year 3 Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere.	Recap on what the children have learned so far about colour families. Show the children the Colour in art presentation and use the Colour in art question sheet to engage them in a group discussion about the similarities and differences between each pair of paintings in the presentation. Encourage children to use a good range of artistic vocabulary to make comparisons and evaluations of how each artwork uses colour and colour theory. Allow the children to choose an image each from the Colour in art picture cards with a partner, and use the question sheet to spot and discuss similarities and differences. On completion, invite the children to share and compare their findings.	

Skill Year 3 Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.		
Lesson 3: Colour collectors P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 3 Examples of contrasting colours include red and green, blue and orange, and yellow and purple (violet). They are obviously different to one another and are opposite each other on the colour wheel. Specific knowledge Year 3 Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere. Skill Year 3 Identify, mix and use contrasting coloured paints.	Display the Gallery presentation and invite children to discuss the use of colour in each painting, using the questions included as a prompt. Explain to the children that they will be exploring the use of colour in more detail, by looking closely at a chosen Artwork picture card and mixing and recording the colours within it. Work alongside the children to help them identify and mix the colours in their chosen artwork. At the end of the session, invite the children to talk about their work, including what they felt was challenging.	• Watercolour paints • Paintbrushes • Mixing palettes • Sketchbooks
Innovate P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 3 Visual elements include colour, line, shape, form, pattern and tone. Skill Year 3 Use and combine a range of visual elements in artwork.	Recap on everything the children have learned so far about colour and colour theory. Then show them the Innovate challenge presentation. Allow time for the children to discuss and clarify the task. Model how to use the Shape templates or 2-D maths shapes to create a composition before allowing children to create their compositions following the instructions in the presentation. Ask the children to write an evaluation of their work in their sketchbooks.	• Paintbrushes • Pens and pencils • Cloth or paper towel • Mixing palettes • Cartridge paper • Watercolour paints • 2-D maths shapes • Sketchbooks
Express **Evaluation:** P. of Study Breadth Art and design Aims 5 Evaluate and analyse creative works using the language of art, craft and design. Knowledge Year 3 Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading. Skill Year 3 Make suggestions for ways to adapt and improve a piece of artwork.	Invite the children to display their work in a class gallery. Encourage the children to look at each other's work and discuss the use of colour. Where appropriate, invite children to express their ideas for ways a piece could be improved. Ask children to write a simple review of their work in their sketchbook. Children can complete the Contrast and Complement question sheet to establish their learned knowledge.	• Sketchbooks

Cycle A: Year 3 / 4 Art & Design Schemes of Work
Spring 1 – Ammonite

Overview: This project teaches children about artistic techniques used in sketching, printmaking and sculpture.

Vocabulary:
Creation: Motif, position, sketch.
Evaluation: Adapt, discuss, evaluate, improve, review.
Generation of ideas: Describe, motif, sketch.
Malleable materials: 3-D, clay, coil, form, roll, sculpture.
Pencil, ink, charcoal and pen: crosshatch, hatch, line, shade, sketch.
Printing: block, carve, ink, one-colour, reduction, relief, two-colour.
Natural art: colour, form, nature, pattern.

Assessment outcomes:
Invite the children to use cameras and tablets to take photographs of their finished sculptures. Allow them to experiment with positioning and lighting to emphasise shape and form or use apps or computing programs to edit their designs digitally. Ask the children to write a simple evaluation in their sketchbooks of their full suite of ammonite work, using the glossary provided on the Ammonite Knowledge organiser. Give all children a copy of the Ammonite question sheet to assess their learning.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage **Lesson 1: Exploring ammonites** P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 3 Nature and natural forms can be used as a starting point for creating artwork. Skill Year 3 Use nature and natural forms as a starting point for artwork.	Display the Ammonite inspiration picture cards on an IWB to allow children to see the images on a large scale. Invite the children to describe the fossils' shape, pattern and form, then explore real examples using hand lenses, digital microscopes or the magnifying function on tablets. Provide a range of drawing media, including pen and ink, pencils and fine line pens, for the children to make a series of small-scale drawings in their sketchbooks to show the ammonites' features. Demonstrate how to enhance form and texture in their drawings using techniques such as hatching, cross-hatching and shading, and encourage the children to explore these techniques in their drawings. Invite the children to share and discuss their work in an open evaluation session with the whole group.	• Ammonite fossils • Hand lenses, digital microscopes or tablets with a magnifying function • Drawing media, including pen and ink, pencils and fine line pens
Develop **Lesson 1: Draw It** P. of Study Art and design 6 Create sketchbooks to record their observations and use them to review and revisit ideas. Knowledge Year 3 Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil. Specific knowledge Year 3 A motif is a symbol or shape used in printmaking. A motif can be a simplified version of a more complex object, such as a flower or shell. Skill Year 3 Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.	Display the Fibonacci picture cards. Encourage the children to describe what they observe using artistic vocabulary, including 'pattern', 'form' and 'shape'. Ask them to use the picture cards to create a series of thumbnail drawings in their sketchbooks to capture the essence of the Fibonacci pattern. Show the children how drawings can be simplified into a single motif using the Developing a motif presentation. Give the children time to create a final motif, based on the Fibonacci pattern, they feel would work well as a print. They can also make and explore Fibonacci patterns using painting apps such as Sketches.	• Tablets
Lesson 2: Print it P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 3 A two-colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again. Skill Year 3 Make a two-colour print.	Demonstrate how to carry out the process of relief printing by doing a practical demonstration or by showing the children the How to make a two-colour print video. Provide the Equipment list and ask the children to create their tiles and make prints. Encourage them to make multiple prints with a single colour before adding further detail and printing with a second colour, as demonstrated in the video. Encourage the children to work together with a partner to discuss ways in which they could each adapt and improve their work, as it progresses. Encourage the children to display and collectively review their work.	• Paper • Tracing paper • Masking tape • Pencils • Polystyrene tiles • Pallets • Printing inks • Rollers

Innovate **Sculpt it:** P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 3 Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques. Specific knowledge Year 3 Contemporary sculptures based on natural forms include *Ammonite Slice Outside*, by Mark Reed; *Coil Shell*, by Lucy Unwin; *Dark at Heart*, by Peter Randall-Page; and the *Chintz Series*, by Peter Garrard. Skill Year 3 Create a 3-D form using malleable or rigid materials, or a combination of materials. View progression	Introduce the lesson using the Natural form sculpture Pinterest board. Use the images to spark the children's conversation about natural forms including the use of scale and materials. Explain to the children that their Innovate challenge is to use everything they know about an ammonite's form to create a 3-D sculpture using air drying clay. Allow them to experiment with techniques, such as rolling and coiling, before demonstrating how to join and soften clay by using slip. Give the children the opportunity to discuss their ideas and intentions before beginning their sculptures. Provide time for them to develop their work over an extended period, working alongside an art partner to discuss their work as it develops. When complete, leave the sculptures to air dry. The children can then carve or inscribe texture and detail with clay tools, or paint them with tempera, acrylic or watercolour paints. Throughout the process, the children can document their work, using tablets or cameras.	• Air drying clay • Clay tools • Paints, such as tempera, acrylic or watercolour • Camera or tablet
Express P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 3 Visual elements include colour, line, shape, form, pattern and tone. Skill Year 3 Use and combine a range of visual elements in artwork.	Invite the children to use cameras and tablets to take photographs of their finished sculptures. Allow them to experiment with positioning and lighting to emphasise shape and form or use apps or computing programs to edit their designs digitally. Ask the children to write a simple evaluation in their sketchbooks of their full suite of ammonite work, using the glossary provided on the Ammonite Knowledge organiser. Give all children a copy of the Ammonite question sheet to assess their learning.	• Cameras • Computer or tablets

Spring 2 – People and Places

Overview: This project teaches children about the genre of figure drawing. They study the figure drawings and urban landscapes of the artist LS Lowry and create artwork in his style to show scenes from their school.

Vocabulary:
Creation: Composition, imagination, observation, photograph, preliminary sketch, scene, simple sketch, visual element.
Evaluation: Aspect, finished piece, improve, successful, talk.
Pencil, ink, charcoal and pen: Charcoal, crosshatch, detail, figure drawing, light, scribble, shade, shading, shadow, sketch, sketchbook, smudge, technique.
Compare and contrast: Contrast, detail, different, style.
Significant people, artwork and movements: Coming Out of School by LS Lowry, Coming from the Mill by LS Lowry, Family Group by LS Lowry, The Arrest by LS Lowry, LS Lowry, artist, industrial urban landscapes.
Human form: Abstract, figurative, human figure, human form, manikin, photography, pose, sculpture, unposed.
Landscapes: City, cityscape, town, urban landscape.

Assessment outcomes:
Invite the children to create an LS Lowry-style gallery, displaying their finished pieces and preliminary sketches and photographs. As the children show their work, encourage them to talk about aspects they feel are successful and those that can be improved. The children should also complete the People and Places question sheet to assess their learning.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage **Lesson 1: Drawing figures** P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 3 Artists draw, paint or sculpt human forms in active poses. Specific knowledge Year 3 Figures can be drawn in detail or using simple, fluid lines and shapes. Skill Year 3 Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay. View progression	Show the Human form in art video to introduce the children to the project. You may want to play the video a few times before asking the children to discuss the artwork. Explain that they will be taking part in a guided draw to explore the technique of figure drawing. Choose a volunteer to become a model and ask them to adopt a simple seated or standing pose. Invite the children to make a quick sketch of the figure in their sketchbooks. Encourage them to focus on the figure's simple shapes and fluid lines and ignore finer details, such as facial features. After a couple of minutes, stop the children and share and compare their sketches. Organise the children into small groups and direct them to take turns modelling and sketching. At the end of the session, invite the children to review their work and suggest ideas for improvement.	• Sketchbooks • Artist manikins (or mannequins) • Pencils and drawing pens
Develop **Lesson 1: Significant artist – LS Lowry** P. of Study Art and design 7 Learn about great artists, architects and designers in history. Knowledge Year 3 The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used. Specific knowledge Year 3 LS Lowry (1887–1976) was a controversial artist who painted urban landscapes and the people who lived and worked there. Critics called his figures 'matchstick men' due to their elongated form. Skill Year 3 Work in the style of a significant artist, architect, culture or designer.	Recap on what the children know about figure drawing and the human form in art. Explain that they will now explore the significant artist, LS Lowry. Introduce the children to his unique style of figure drawing by sharing the People and places presentation. Invite the children to study LS Lowry's figures in more detail by selecting a figure or groups of figures from the *Going to Work* picture card and drawing them in their sketchbooks. Encourage them to draw the shape and form of the figures and then use a similar colour scheme to colour them. At the end of the session, invite the children to discuss the style and narrative of LS Lowry's work, considering what his art tells us about the people and places he painted. Children can carry out further research in their own time by visiting the webpage About LS Lowry on The Lowry website and watching the videos, as directed in the Online gallery visit recording sheet.	• Computers or tablets • Pencils • Sketchbooks • Drawing pens • Coloured pencils
Lesson 2: Drawing with detail P. of Study Art and design 7 Year 3 Learn about great artists, architects and designers in history. 17 Year 3 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 3 Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject	Recap on LS Lowry's style of figure drawing. Explain that in contrast to his style, many artists prefer to draw figures in detail. Demonstrate the differences between LS Lowry and other figurative artists using the Drawing with detail presentation. Provide the children with various drawing materials and invite them to explore drawing with detail, using their hand as the focus. Encourage them to practise using the techniques shown in the presentation. At the end of the session, invite each group to share and compare their drawings and articulate what they found challenging.	• Hand manikins • Drawing pencils, white pencils, charcoal and pens • Black and white paper • Sketchbooks

matter, the techniques and materials used or the ideas and concepts that have been explored or developed. Year 3 Hatching, cross-hatching and shading are techniques artists use to add texture and form. Year 3 Artists famous for their detailed figure drawings include Leonardo da Vinci and Raffaello Sanzio da Urbino, known as Raphael. Skill(s) Year 3 Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time. View progression Year 3 Add tone to a drawing by using linear and cross-hatching, scumbling and stippling.		
Lesson 3: Urban landscapes P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 3 An urban landscape is a piece of artwork that shows a view of a town or city. Specific knowledge Year 3 Artists who have painted urban landscapes include, Olga Rozanova, Claude Monet, Paul Fischer and Camille Pissarro. Skill Year 3 Draw, collage, paint or photograph an urban landscape. View progression.	Recap on the significance of the urban landscapes drawn and painted by LS Lowry, then show the Urban landscapes presentation to discuss how artists have represented urban landscapes. Encourage the children to think about a local urban landscape and ask questions, for example, 'How would you describe the character of our city centre? What do people do in our local town? What buildings and features would you see in our local urban environment?' Ask children to search for online images of their local town or city. Encourage them to copy and paste images into presentation or collage software to develop a digital collage. Allow children to print their digital collages and stick them into their sketchbooks, making notes about building types, character, human activity and narrative. Display the Urban landscape picture cards for inspiration.	• Computers or tablets • Printer • Sketchbooks
Innovate **Creating LS Lowry-style artwork:** P. of Study Art and design 7 Learn about great artists, architects and designers in history. Knowledge Year 3 The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used. Skill Year 3 Work in the style of a significant artist, architect, culture or designer. View progression	Display *Coming Out of School* by LS Lowry. Ask the children to discuss their first reactions to the image with a partner. Encourage them to focus on the narrative, style and colour of the artwork. Explain that they will be working in the style of LS Lowry to draw a picture about their school. At break time, lunchtime or when children are coming out of school, provide the children with clipboards, cameras and sketchbooks to make simple sketches and take photographs of the scenes they observe. Do this several times until the children have enough images to use as a basis for their work. In the classroom, challenge the children to use their sketches and imaginations to develop a drawing called 'Coming Out of School'. Encourage them to consider how they can use visual elements to tell a story about their school. For example, are children playing or talking in groups? Remind the children that LS Lowry used his observations and imagination to develop interesting pictures. The children should sketch their compositions on A3 paper before adding colour using oil pastels or paint. Allow the children time to work on their pieces to complete them to a high standard.	• Cameras • Sketchbooks • Drawing materials • A3 paper • Clipboards • Oil pastels and paint • Paintbrushes and mixing palettes
Express Evaluation: P. of Study Breadth Art and design Aims 5 Evaluate and analyse creative works using the language of art, craft and design. Knowledge Year 3 Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading. Skill Year 3 Make suggestions for ways to adapt and improve a piece of artwork.	Invite the children to create an LS Lowry-style gallery, displaying their finished pieces and preliminary sketches and photographs. As the children show their work, encourage them to talk about aspects they feel are successful and those that can be improved. The children should also complete the People and Places question sheet to assess their learning.	

Overview: This project teaches children about the history of mosaics, before focusing on the colours, patterns and themes found in Roman mosaics. The children learn techniques to help them design and make a mosaic border tile.

Vocabulary:
Creation: Design, mosaic, pattern, shape, sketch, tesserae.
Evaluation: Examine, improve.
Generation of ideas: Design, sketch, swatch.
Compare and contrast: Colour, compare, contrast, materials, pattern, shape, subject.
Significant people, artwork and movements: Roman mosaic, mosaic.

Assessment outcomes:
Invite the children to display their suite of work, including their sketchbooks and finished pieces. Ask them to view each other's work, stating what they think about it. Encourage them to consider what worked well and what might have been improved upon, paying close attention to the use of colour and pattern. If possible, invite parents and carers into school to view the children's work, asking the children to talk to the visitors about their pieces. Ask children to complete the Mosaic border tile evaluation sheet as a more formal evaluation of their work and learning. Give all children a copy of the Mosaic Masters question sheet to assess their learning.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage **Exploring Mosaics** P. of Study Art and design 7 Learn about great artists, architects and designers in history. Knowledge Year 3 Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed. Specific knowledge Year 3 A mosaic is a piece of art or an image made by assembling small pieces of coloured tile, glass, stone, pebbles or other materials. It is often used in decorative art or as interior decoration. The small pieces are known as tesserae. Skill Year 3 Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.	Begin by showing children the What is a mosaic? presentation. Use the presentation to help the children understand the art of mosaic, its artistic characteristics and how the art form has developed over time. Ask questions to prompt discussion, such as 'What is a mosaic? How are mosaics different from other art forms? How are they made? What materials are they made from?' Invite the children to compare the examples of mosaics shown in the Mosaic picture cards looking closely at the use of pattern, shape, subject matter, colour and materials. Instruct them to select a range of the mosaic picture cards and create thumbnail sketches of the designs. Encourage them to annotate their sketches and describe their visual characteristics. Invite the children to display their work and summarise the lesson by collectively completing the Mosaic timeline drag and drop template.	• Computers or tablets
Develop **Lesson 1: Gathering ideas** P. of Study Art and design 6 Create sketchbooks to record their observations and use them to review and revisit ideas. Knowledge Year 3 Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil. Specific knowledge Year 3 Roman mosaics were made up of hundreds, sometimes thousands, of tiny coloured stones and gems called tesserae. Skill Year 3 Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.	Display the Roman mosaics presentation. Invite the children to explore and discuss the characteristics of the mosaics, including the use of colour, pattern, borders and subject matter. Give children a set of Roman mosaic picture cards to investigate more closely and instruct them to select images to sketch in their sketchbooks. Direct the children to record the colours seen in the designs in small colour swatches beside their mosaic sketches, as shown in the Sketchbook example picture card. Invite the children to display and discuss their sketches and consider what is important to consider when designing a mosaic tile.	• Coloured pencils
Lesson 2: Practising techniques P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 3 Visual elements include colour, line, shape, form, pattern and tone. Specific knowledge Year 3 Making a mosaic involves putting mosaic pieces, or tesserae, onto a base, such as wood, stone, concrete or clay. The artist then uses grout to fill the spaces, or interstices, around the tesserae. Skill Year 3 Use and combine a range of visual elements in artwork. View progression	Show children the Roman mosaic borders presentation. Recap on aspects of the mosaics, including the technique, colour, pattern and complexity of the design. Use pre cut foam, foil or paper tesserae to demonstrate how to reproduce part of a chosen image from the presentation. Invite the children to practise the technique, applying the tesserae to cardboard backing boards. Stress the importance of keeping tesserae slightly apart to create gaps or interstices. Once complete, ask the children to share what they have learned about the technique, including some of the challenges that they faced.	• Pre Cut foam, foil or paper tesserae • Cardboard • Glue

Innovate **Mosaic masters** P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 3 Visual elements include colour, line, shape, form, pattern and tone. Specific knowledge Year 3 Making a mosaic involves putting mosaic pieces, or tesserae, onto a base, such as wood, stone, concrete or clay. The artist then uses grout to fill the spaces, or interstices, around the tesserae. Skill Year 3 Use and combine a range of visual elements in artwork.	Explain to the children that they will be using their skills and knowledge to create a simple mosaic border tile using precut stone tesserae and grout. Mosaic tile kits that include tesserae, boards and grout are available from educational suppliers. Begin by asking the children to consider what shapes, patterns and colours they would like to use and encourage them to explore design possibilities using the Roman mosaic border template. The children can use the Roman mosaic borders presentation for inspiration or the Roman mosaic border cut outs if the children need more support. Before starting with any practical work, show the children the Making a mosaic video. Allow time for the children to ask and answer questions about the techniques shown, modelling any difficult aspects. Allow the children to develop their tiles supporting them with their work as it progresses. When their mosaics are complete and the grout has been applied, leave the tiles to dry.	• Mosaic stone tesserae • PVA glue and spreader • Tweezers • Backing board • Grout and grouting tools
Express **Evaluation:** P. of Study Breadth Art and design Aims 5 Evaluate and analyse creative works using the language of art, craft and design. Knowledge Year 3 Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading. Skill Year 3 Make suggestions for ways to adapt and improve a piece of artwork. View progression	Invite the children to display their suite of work, including their sketchbooks and finished pieces. Ask them to view each other's work, stating what they think about it. Encourage them to consider what worked well and what might have been improved upon, paying close attention to the use of colour and pattern. If possible, invite parents and carers into school to view the children's work, asking the children to talk to the visitors about their pieces. Ask children to complete the Mosaic border tile evaluation sheet as a more formal evaluation of their work and learning. Give all children a copy of the Mosaic Masters question sheet to assess their learning.	

Cycle A: Year 3 / 4 Art & Design Schemes of Work
Summer 2 - Beautiful Botanicals

Overview: This project teaches children about the genre of botanical art. They create natural weavings, two-colour prints and beautiful and detailed botanical paintings of fruit.

Vocabulary:
Creation: Angle, botanical art, colour, composition, detail, form, illustration, line, pattern, shape, size, technique, texture, visual element.
Evaluation: Discussion, evaluation, improvement, success.
Generation of ideas: Colour swatch, information, observation, observational drawing, perspective, sketch, sketchbook, study, viewpoint.
Printing: Carve, design, ink, ink tray, line, lino print, printmaking, roller, single-unit print, tool, two-colour print.
Natural art: Botanical, fern, frond, fruit, natural form, nature, plant.
Compare and contrast: Accurate, cold, botanical art, bright, bright, characteristic, colour, compare, comparison, complementary, contemporary, different, digital, graphic, harmonious, illustrative, line drawing, palette, ridged, rough, same, scientific, simplified, smooth, spiky, style, texture, traditional, vintage, watercolour.
Significant people, artwork and movements: Katie Scott, artist, botanical art, contemporary, illustrator, illustrator, traditional.
Paper and fabric: Cloth, craft, fabric, interlace, loom, man-made, material, natural, pattern, thread, warp, weave, weaving, weft, woven, yarn.

Assessment outcomes:
Invite the children to carry out an evaluation discussion in pairs or small groups. Talk with the children about their work, what they have learned, what they think went well, and what they could have been improved. All children should complete the Beautiful Botanicals question sheet to assess their learning.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage **Botanical weavers** P. of Study Art and design 17 Year 3 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. of Study Design and technology 5 Year 3 Make Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. 3 Year 3 Make Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Knowledge Year 3 Warp and weft are terms for the two basic components used in loom weaving. The lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are woven horizontally over and under the warp yarns. Year 3 A loom is a piece of equipment that is used for making fabric by weaving wool or thread. Weaving involves interlacing pieces of thread or yarn. Year 3 A loom weaving is a piece of fabric that has been woven on a loom by interlacing threads. An embellishment is a decorative detail or feature, such as a silk flower, tassel or bow, added to something to make it more attractive. Year 3 The word 'botanical' relates to things involving plants or the study of plants. Skill(s) Year 3 Weave natural or man-made materials on cardboard looms, making woven pictures or patterns. View progression Year 3 Cut and join wools, threads and other materials to a loom. View progression Year 3 Decorate a loom weaving using embellishments, such as natural or silk flowers, tassels and bows.	Begin by asking the children the meaning of the term 'botanical'. Explain that they will be exploring the craft of botanical weaving. Introduce the children to the process by sharing the Weaving presentation. Invite them to ask and answer questions about the information presented, and demonstrate the technique by weaving on a card, stick or seagrass loom. Take the children outdoors to collect a range of natural materials to make their botanical weavings. In the classroom, allow the children to work independently on small cardboard looms or collaboratively on larger seagrass looms to create their weavings. Support the children as they work, modelling the technique as needed. At the end of the session, take photographs of the children's work, explaining its temporary nature.	• Small prestrung card looms • Collaborative seagrass looms • Bags or boxes for collecting materials • Masking tape • Natural materials • Camera or tablet

Develop **Lesson 1: What is a botanical artist?** P. of Study Art and design 6 Create sketchbooks to record their observations and use them to review and revisit ideas. Knowledge Year 3 Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil. Specific knowledge Year 3 Botanical artists make accurate recordings of botanical subject matter. They use the visual elements of each form to capture their unique character. Skill Year 3 Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.	Recap on the meaning of the term 'botanical'. Invite the children to learn more about botanical art and what it means to be a botanical artist by watching the What is a botanical artist? video. After watching the video, discuss the information presented. Enable children to explore the visual elements of botanical subject matter by providing a good range of fruits, vegetables and plants for them to study. Ask the children to choose an item and carry out initial investigations by sketching it from different angles and recording swatches of colours seen. Model the type of recording expected by showing Wendy's sketchbook picture card. At the end of the session, invite the children to share and compare their work and say what they found interesting and challenging.	• Plants, flowers, leaves and fruit and vegetables (whole, halved and sliced) • Drawing materials • Sketchbooks • Hand lenses • Rulers • Erasers • Watercolour paints or coloured pencils • Mixing palettes • Paintbrushes
Lesson 2: Comparing work on a theme P. of Study Art and design 7 Learn about great artists, architects and designers in history. Knowledge Year 3 Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed. Specific knowledge Year 3 Traditional approaches to botanical art are mostly accurate, illustrative and sometimes scientific in style. More contemporary botanical examples can include more simplified graphic or digital representations. Skill Year 3 Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.	Explain to the children that they will be looking at examples of botanical art and making comparisons between them. Display the Comparing botanical art presentation. Invite the children to look at each pair of images and describe their subject matter, visual characteristics, and ways the drawings are the same or different. Direct the children to investigate the works more closely by choosing two of the Comparing botanical art picture cards and use these to complete the Comparing botanical art recording sheet. At the end of the session, invite the children to share and compare their findings and summarise common characteristics of botanical art.	• Sketchbooks • Drawing materials
Lesson 3: In the style P. of Study Art and design 7 Learn about great artists, architects and designers in history. Knowledge Year 3 The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used. Specific knowledge Year 3 An illustration is a visual representation of a subject matter. It can often be more graphic in style than a traditional drawing or painting. Skill Year 3 Work in the style of a significant artist, architect, culture or designer.	Ask children if they know what the terms 'illustration' and 'illustrator' mean, then explain their meanings. Visit the website of contemporary illustrator Katie Scott to view the artist's botanical work. Ask the children to look closely at examples from the *Botanicum* series and describe her work's style and other visual elements. Explain that they will be making some illustrative copies of Katie Scott's work. Provide the *Botanicum* postcard collection and allow the children to choose a card that appeals to them. Invite them to make drawings of the artist's work in their sketchbooks, using pencils to add colour to their pictures. Encourage them to discuss the style of the work and the use of other visual elements as they make their drawings. At the end of the session, invite the children to share and compare their work and say what they like or dislike about the illustrative style.	• *Botanicum* postcard collection by Katie Scott • Sketchbooks • Drawing and colouring pencils
Lesson 4: Printmaking P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 3 A two-colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again. Skill Year 3 Make a two-colour print.	Display a range of fern or bracken fronds (leaves) and fern plants. Ask the children if they know what they are. Explain that they are going to capture the character of the fronds by making a two-colour print. Show the Ferns presentation to the children. Encourage them to look at each image and describe its type (line drawing, painting, photograph, print) and visual characteristics (line, shape, form, pattern, texture, colour). Ask questions to direct the children to compare the two images on each slide. Demonstrate how to make a two-colour single-unit or lino print, depending on what type of printmaking you want the children to experience. Offer fern or bracken fronds, the Fern picture cards as visual inspiration and the Unit printing instructions or Lino printing instructions for guidance. Allow the children to complete their print and support them as they work. At the end of the session, invite the children to share and compare their work. Ask, 'How well has your print represented the character of the fern?'	• Fern plant • Fern or bracken fronds • Printing ink • Printing rollers • Ink trays • Paper • Easy-carve lino • Carving tools • Kitchen or paper towels

Innovate **Botanical exhibition** P. of Study Art and design 6 Create sketchbooks to record their observations and use them to review and revisit ideas. Knowledge Year 3 Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil. Specific knowledge Year 3 Fruit is a popular subject matter for botanical artists and illustrators. It can be drawn and painted in different ways, including in its whole form, halved and sliced. Skill Year 3 Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.	Introduce the children to their Innovate challenge by showing the Fantastic fruits video. After watching the video, invite the children to discuss their challenge and ask and answer any questions. Recap and demonstrate key teaching points before allowing the children to start their practical work. Provide a range of fruits of different colours, textures, shapes and sizes and allow the children to choose their subject matter. Encourage them to begin by sketching their fruit from different angles and making notes to record any features they want to represent in their final piece. After the children have gathered the visual information, direct them to make a detailed botanical study of their fruit. Offer paint blocks, coloured pencils or watercolour paints and a range of thin brushes for children to use. Allow enough time for the children to finish their work to a high standard. When complete, display the children's paintings in a botanical exhibition.	• Range of interesting fruits • Knives and chopping boards • Plates • Paper towels • Thin paint brushes • Watercolours or block paints • Cartridge paper • Pencils • Hand lenses • Rulers • Sketchbooks
Express **Evaluation:** P. of Study Breadth Art and design Aims 5 Evaluate and analyse creative works using the language of art, craft and design. Knowledge Year 3 Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading. Skill Year 3 Make suggestions for ways to adapt and improve a piece of artwork.	Invite the children to carry out an evaluation discussion in pairs or small groups. Talk with the children about their work, what they have learned, what they think went well, and what they could have been improved. All children should complete the Beautiful Botanicals question sheet to assess their learning.	

Cycle A: Year 5 / 6 Art & Design Schemes of Work
Autumn 1 - Taotie

Overview: This project teaches children about the significance and art of the taotie motif, including ancient and contemporary casting methods.
Vocabulary: **Creation:** Line drawing, sketchbook. **Evaluation:** Discussion, forum, reflect. **Compare and contrast:** Compare, visual element. **Malleable materials:** Cast, clay, flatten, imprint, mould, piece-mould casting, plaster, press, push, silicone, tissue paper. **Paper and fabric:** Casting, paper casting. **Significant people, artwork and movements:** Shang Dynasty, bronze, casting, taitie relief.

Assessment outcomes:
When the children's work is fully dry, demonstrate how to add embellishment and create an authentic looking bronze cast by painting their pieces with watercolour paints. Children can add tints and tones using appropriate colour combinations, as seen in the Adding watercolour presentation. Ask the children how best to display their work in their exhibition, then invite others to come and view their work. Encourage the children to reflect upon their work and experiences. Give all children a copy of the Taotie question sheet to assess their learning.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage **Exploring taotie motifs:** P. of Study Art and design 8 Learn about great artists, architects and designers in history. Knowledge Year 5 Visual elements include line, light, shape, colour, pattern, tone, space and form. Specific knowledge Year 5 A taotie is a creature in Chinese mythology. Its name translates to 'legendary voracious beast' because of its huge appetite. Its likeness was often used to decorate bronze goods in ancient China. Skill Year 5 Describe and discuss how different artists and cultures have used a range of visual elements in their work.	Introduce the children to the topic by asking them to read the Taotie Knowledge organiser. Invite them to share what they know, before displaying the Taotie picture cards. Ask the children to look carefully at the taotie motif and discuss the common visual features. Invite the children to choose one of the pictures to make a detailed line drawing in their sketchbooks. When complete, ask the children to share and compare their drawings, saying what they find interesting or unusual about the designs. Encourage them to find out more about the art and significance of the taotie by watching the YouTube videos in the useful links.	• Pencils (variety of grades) • Pens • Sketchbooks for drawing paper • Computer or tablet
Develop **Casting techniques:** P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 5 Relief sculpture projects from a flat surface, such as stone. High relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculptures do not project far out of the surface and are visibly attached to the background. Specific knowledge Year 5 Bronze vessels were made using piece-mould casting. This was a complex process not used anywhere else in the world at that time. Skill Year 5 Create a relief form using a range of tools, techniques and materials.	Before the lesson, direct the children to watch the YouTube video How ancient Chinese bronzes were created. Ask the children what they have found out about the process of bronze casting. Allow time to discuss the method, to ensure that children understand the technology and the technique. Explain that, although they will not be casting with bronze, they will be exploring some simple casting techniques. Organise the children into small groups and set up a workshop environment. Place the Casting instructions on tabletops with the appropriate resources and challenge the children to follow the instructions to complete the task. Support the children as they try out the different techniques, making sure that they have access to adult support. Encourage them to take photographs as they work, to document the processes that they use and record their work at different stages. At the end of the session, view the children's work in a shared forum and discuss what they found challenging or satisfying about each task.	• Computers or tablets • Camera • Plastic sheets • Silicone moulds • Skin-safe casting plaster • Jugs of water • Spoons and wooden mixers • Clay • Small objects, such as shells, seed heads, small toys or pine cones • Roller • Ruler • Tissue or paper towels • Sticky tack • Paintbrushes • Plastic containers
Innovate **Making taotie pieces:** P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 5 Relief sculpture projects from a flat surface, such as stone. High relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculptures do not project far out of the surface and are visibly attached to the background. Specific knowledge Year 5 A cast is an object made by shaping a material, such as metal or plaster, in a mould. A mould is a hollow container used to give shape to another	Invite the children to make taotie reliefs. Explain that each child will make a sample taotie cast that will be displayed together in a museum exhibition. Begin by showing the Taotie pieces presentation to demonstrate the technique. Allow time for the children to ask and answer questions for clarification, then provide the practical resources and the Taotie pieces instructions for children to follow. Allow time for the children to work on their pieces, encouraging them to test out their ideas and help each other with constructive criticism. When finished, invite the children to share and compare their experiences. Encourage them to answer questions, such as 'What did you find difficult? What tips do you have to make this method more effective? How was this method similar to or different from the other methods that you explored? What does this method enable you to achieve that other methods do	• 5cm x 5cm squares of thick card • found objects • hot glue gun • clay • mark making tools • skin-safe casting plaster • water • plastic mixing container

material, such as metal or plaster. Casting is a process in which a liquid material is usually poured into a mould, which contains a hollow cavity of the desired shape. The material is then allowed to dry and solidify. The solidified part is also known as a casting, which is taken out of the mould to complete the process. Skill Year 5 Create a relief form using a range of tools, techniques and materials.	not? How successful have you been in using this method? Are you pleased with your cast?'	
Express **Finishing techniques:** P. of Study Breadth Art and design Aims 6 Evaluate and analyse creative works using the language of art, craft and design. Knowledge Year 5 Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art. Skill Year 5 Compare and comment on the ideas, methods and approaches in their own and others' work.	When the children's work is fully dry, demonstrate how to add embellishment and create an authentic looking bronze cast by painting their pieces with watercolour paints. Children can add tints and tones using appropriate colour combinations, as seen in the Adding watercolour presentation. Ask the children how best to display their work in their exhibition, then invite others to come and view their work. Encourage the children to reflect upon their work and experiences. Give all children a copy of the Taotie question sheet to assess their learning.	• Watercolour paint palette • Fine paintbrushes • Water and pot • Mixing tray

Cycle A: Year 5 / 6 Art & Design Schemes of Work
Autumn 2 - Tints, Tones and Shades

Overview: This project teaches children about colour theory by studying the colour wheel and exploring mixing tints, shades and tones. They learn about significant landscape artworks and features of landscapes before using this knowledge to create landscape paintings.
Vocabulary: **Creation:** Composition, detail, fantasy, foreground, horizon, landscape, perspective, real, scale, sketch. **Evaluation:** Discussion, evaluate, feedback, improve. **Paint:** Impression, atmosphere, black, colour, colour theory, darkness, effect, grey, hue, landscape art, light, lightness, mixing palette, shade, shadow, sketchbook, tint, tone, vibrancy, white.

Landscapes: cityscapes, coastal landscape, colour, depth, fantasy landscape, horizon, landscape, light, mid space, middle ground, outline, perspective, real landscape, scale, shade, sky, tint, tone.

Assessment outcomes:
Display the children's work. Give feedback, highlighting good examples of the children's technique and colour work. Ask the children to choose a partner. Ask them to discuss each other's work, saying what each of them did well and what ideas they have for improving what they have done. To complete and evaluate children's knowledge of colour theory, ask children to complete the Tints, Tones and Shades question sheet.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage **Mixing tints, shades and tones:** P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 5 A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness. Specific knowledge Year 5 A tone is a colour mixed with grey. The colour stays the same, only less vibrant. Skill Year 5 Mix and use tints and shades of colours using a range of different materials, including paint.	Begin by recapping on children's knowledge of colour and colour theory. Ask, 'What do you already know about colour and colour theory? What do you know about tints, tones and shades and how they are made?' Set out the practical resources and support the children to follow the Mixing tints, shades and tones instructions. At the end of the session, ask the children to lay their sketchbooks open and allow them to walk around and review others' work. Evaluate how successfully the children have been able to mix and record their colour mixing.	• Fine paintbrushes • Powder or ready-mixed paints (primary and secondary colours plus black and white) • Mixing palettes • Cloths • Sketchbooks
Develop **Lesson 1: Tints, shades and tones in landscape** P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 5 A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness. Specific knowledge Year 5 Landscape artists include Claude Monet, Peter Graham, Max Liebermann, Robert Spencer and Joseph Mallord William Turner. Skill Year 5 Mix and use tints and shades of colours using a range of different materials, including paint.	Recap on the children's learning from the previous lesson. Show the Tints, shades and tones in landscape art presentation, and use the questions included as a starting point for discussion. Ask the children to choose one of the Landscape picture cards to study in more detail. Give them hand lenses so they can look at the colours, and then work carefully to mix and record them. Support the children to identify, mix and record colours they can see in their chosen artwork. Discuss and model different ways of recording the colours they find. At the end of the session, ask the children to display their sketchbooks alongside their chosen landscape. Allow time for the children to walk around the display to evaluate others' work.	• Fine paintbrushes • Powder or ready-mixed paints (primary and secondary colours plus black and white) • Mixing palettes • Cloths • Sketchbooks • Hand lenses
Lesson 2: Sketching landscapes P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 5 Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like. Specific knowledge Year 5 Perspective in artwork, gives the illusion of depth and distance. Skill Year 5 Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.	Begin by showing the children the Drawing landscapes presentation. After watching the presentation, invite the children to talk about the techniques shown. Recap and model any techniques. Provide the children with pens, pencils, drawing paper and other reference materials, such as landscape images. Encourage them to draw thumbnail sketches to try out possibilities and ideas for a landscape composition. Encourage the children to share and compare their sketches and plans and invite them to give constructive advice to each other about how they could be improved.	• Pens and pencils • Sketchbooks • Landscape images
Innovate **Creating landscape paintings:** P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 5 Imaginative and fantasy landscapes are artworks that usually have traditional features of landscapes, such as plants, physical and human features, but they have been created from the artist's imagination and do not exist in the real world. Skill Year 5 Use a range of materials to create imaginative and fantasy landscapes.	Explain to the children that they are going to use their favourite landscape sketch as a basis for a landscape painting. Explain that they should plan to use a palette that includes a range of tints, shades and tones. Show children the Painting landscapes video for inspiration. Reinforce the brief, that their landscape can be fantasy or real, done from direct observation or from their imagination. Allow children a period of sustained working to complete their landscape. As the children paint, talk with them, asking them questions and giving constructive feedback that they can use to improve their work.	• Paintbrushes • Powder or ready-mixed paints • Mixing palettes • Cloths • Sketchbooks • Pencils

Express **Evaluation:** P. of Study Breadth Art and design Aims 6 Evaluate and analyse creative works using the language of art, craft and design. Knowledge Year 5 Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art. Skill Year 5 Compare and comment on the ideas, methods and approaches in their own and others' work.	Display the children's work. Give feedback, highlighting good examples of the children's technique and colour work. Ask the children to choose a partner. Ask them to discuss each other's work, saying what each of them did well and what ideas they have for improving what they have done. To complete and evaluate children's knowledge of colour theory, ask children to complete the Tints, Tones and Shades question sheet.	

Cycle A: Year 5 / 6 Art & Design Schemes of Work
Spring 1 - Line, Light and Shadows

Overview: This project teaches children about the visual qualities of line, light and shadow. They explore the work of Pablo Picasso and Rembrandt and are introduced to a range of shading techniques. They take black and white photographs and use pencil, pen and ink wash to reimagine their photographs in a shaded drawing.
Vocabulary: **Creation:** Continuous line drawing, explore, instruction, method, preliminary sketch, sketchbook, subject matter, technique, visual element. **Evaluation:** Critique, improvement, success. **Compare and contrast:** Line, shape, visual element. **Significant people, artwork and movements:** Pablo Picasso, Rembrandt, Harmenszoon van Rijn.

Generation of ideas: Improve, practice, refine, sketchbook, sketching, technique.
Pencil, ink, charcoal and pen: 3-D form, contour line, crosshatch, detailed drawing, form, hard pencil, ink, ink wash, light, line, mark, marker, outline, pen, scribble, shade, shading technique, shadow, sketch, smudge, soft pencil, stipple.
Natural art: Black and white photograph, colour photograph, composition, contrast, flower, form, fruit, leaf, light, natural form, natural object, pattern, photography, shadow, shape, shell, texture, tone, vegetable

Assessment outcomes:
Invite the children to write a short evaluative paragraph that critiques their work. Ask them to include what they felt went well, what knowledge they have gained and how they might change or improve it further. Give all children a copy of the Line, Light and Shadows question sheet to assess their learning.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage **Line Up!** P. of Study Art and design 23 Year 5 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). 3 Year 5 Create sketchbooks to record their observations and use them to review and revisit ideas. Knowledge Year 5 Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like. Year 5 Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece. Year 5 Continuous, or one-line, drawings are made by keeping a pen or pencil in contact with a piece of paper for the duration of a drawing exercise. Skill(s) Year 5 Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. View progression Year 5 Review and revisit ideas and sketches to improve and develop ideas.	Begin by showing the children the Drawing with one continuous line video. After watching the video, discuss the technique and model teaching points. Give the children individual whiteboards and dry wipe pens. Invite them to try out mini sketches as you direct. For example, 'Draw two circles with a continuous line. Draw a stickman without taking your pen off the board. Draw an apple with two leaves.' Ask the children what they have learned from trying out the technique. Set out a collection of bottles of various shapes and sizes. Ask the children to work in their sketchbooks to draw the bottles using a continuous line. Allow them to try this repeatedly to improve their technique. At the end of the session, invite them to share and compare their work.	• Bottles of different shapes and sizes • Whiteboards and dry wipe pens • Pencils • Charcoal • Sketchbooks
Develop **Lesson 1: Significant Artist – Pablo Picasso** P. of Study Art and design 8 Learn about great artists, architects and designers in history. Knowledge Year 5 Visual elements include line, light, shape, colour, pattern, tone, space and form. Specific knowledge Year 5 Pablo Picasso's continuous line drawings reduce a complicated image to one fluid line. The simplicity, energy and life captured in his continuous line drawings are still much admired. Skill Year 5 Describe and discuss how different artists and cultures have used a range of visual elements in their work.	Recap what the children have learned so far about drawing with one continuous line. Then show children the Pablo Picasso Pinterest board. Invite the children to observe the images and discuss his use of continuous lines. Give children the Pablo Picasso information sheet for more information about the artist. Then, direct the children to study Pablo Picasso's work in more detail. Ask them to choose one or two images from the Pinterest board to draw in their sketchbooks. The children will need to practise drawing the images several times to master the technique. At the end of the session, invite the children to share their drawings and observations about the technique. **Note:** Much of Pablo Picasso's work is well protected and difficult to publish due to copyright laws. To study his work, we recommend searching for online images.	• Drawing materials • Sketchbooks • Computers or tablets
Lesson 2: Shading Techniques P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 5 Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of	Show children the Shading techniques presentation. After sharing the presentation, discuss and model the techniques with the children practising alongside you in their sketchbooks. Invite the children to practise each method independently, following the Shading recording sheet. At the end of the session, invite them to share and compare their work and discuss the challenges and merits of each technique.	• Drawing materials • Sketchbooks

the marks made. Ink wash can be used to create a tonal perspective, light and shade. Specific knowledge Year 5 Shading techniques include cross-hatching, contour lines, stippling and scribbling. Skill Year 5 Use pen and ink (ink wash) to add perspective, light and shade to a composition or model.		
Lesson 3: Pen and ink P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 5 Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade. Specific knowledge Year 5 Rembrandt was a Dutch draughtsman, painter and printmaker. He experimented with different techniques throughout his lifetime. Skill Year 5 Use pen and ink (ink wash) to add perspective, light and shade to a composition or model.	Begin by showing the children a selection of drawing pens and inks. Demonstrate the different types of marks and effects that can be made with each, including modelling an ink wash of different strengths. Explain that they will look at a collection of works by the artist Rembrandt Harmenszoon van Rijn, known as Rembrandt, to study how he used the pen and ink technique in his work. Show children the Rembrandt presentation. Encourage the children to talk about each image, describing its subject matter and visual characteristics. Ask questions to prompt the children's thinking. For example, 'How has the artist used lines in this picture? How has the artist used an ink wash in this image? What techniques has Rembrandt used to create light and shadow? What shading techniques have been used in this work?' After discussing the images, invite the children to explore the properties of pen and ink. Provide the practical resources and allow them time to explore the materials in their sketchbooks. At the end of the session, ask the children to share their explorations and answer the question 'What have you found out about the properties of pen and ink?'	• Ink • Range of brushes • Sketchbooks • Mixing palettes • Range of drawing pens
Lesson 4: Drawing on black paper P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 5 Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like. Specific knowledge Year 5 Drawing on black paper with a white material, such as chalk or pencil, can create a dramatic effect due to the contrast between black and white. Skill Year 5 Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.	Begin by showing children the Drawing a Cat – White on Black Paper video on YouTube. After watching the video, discuss how the artist approached the task, including how he used a white pencil to create the areas of light on the cat. Provide the children with a strip of black paper and white drawing materials, including pencils, chalks and oil pastels. Direct them to select one material and complete their strip following the Drawing on black paper instructions. At the end of the session, ask the children what they have learned about the technique.	• Strips of black paper • White chalk, drawing pencils and oil pastels • Ruler and eraser
Lesson 5: Black and white photographs P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 5 Various techniques can help children to take clear, interesting photographs, such as using auto mode, pausing and focusing before taking a picture, using the rule of thirds (imagining the view is split into three equal, horizontal sections and positioning key elements in the thirds), avoiding taking pictures pointing towards a light source and experimenting with close-ups, unusual angles and a range of subjects. Specific knowledge Year 5 A black and white image deconstructs a scene and reduces it to its lines, shapes, forms and tones. Skill Year 5 Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software.	Recap on the qualities of drawing on black paper, then introduce black and white photography by showing children the Black and white photography video. After watching the video, encourage the children to think about why black and white photography creates such a dramatic effect. Ask questions to guide their thinking. For example, 'Why do shadows in black and white photographs stand out? How does getting rid of colour in a picture help to magnify contrasts within the image?' Demonstrate how to use cameras, tablets or smartphones to take a photograph. Model how to take a colour photograph and change with a black and white filter, and how to take a black and white photograph. Display a range of natural and man-made objects. Encourage the children to choose an object or collection of objects to photograph, focusing on the aspects of form, light, pattern and shadow. Encourage them to try out different compositions to make their photographs more impactful. At the end of the session, display some of the children's photographs and evaluate their work collectively.	• Cameras, tablets or smartphones • Natural and man-made objects, such as shells, bottles, cogs, flowers, whole fruits, fruit or vegetable slices and leaves
Lesson 6: Adding line and tone P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 5 Various techniques can help children to take clear, interesting photographs, such as using auto mode, pausing and focusing before taking a	Before the session, ask the children to choose and download a black and white or colour digital photograph of an object to use in this session. Set the children up on computers or tablets and explain that they will be following a video tutorial to explore how they can edit and adapt their photograph, using a paint app. Show the Adding line and tone using paint software video, asking children to follow the instructions. Stop the video after each section to allow for children to apply the	• Computers or tablets with access to Kleki • Printer • Sketchbooks

picture, using the rule of thirds (imagining the view is split into three equal, horizontal sections and positioning key elements in the thirds), avoiding taking pictures pointing towards a light source and experimenting with close-ups, unusual angles and a range of subjects. Specific knowledge Year 5 Photographs can be converted to line drawings using graphics software. Skill Year 5 Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software.	techniques demonstrated and ask and answer questions. Support the children as they work through the tutorial. At the end of the session, ask children to save their finished work in a digital folder. Print and display children's artwork so they can collectively evaluate their pieces.	
Innovate **Creating artwork, line, light and shadows:** P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 5 Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade. Skill Year 5 Use pen and ink (ink wash) to add perspective, light and shade to a composition or model.	Show children the Innovate challenge video. Invite them to choose one of the Black and white photograph picture cards for their task. Provide them with the practical resources and allow them time to follow the instructions in the video to complete their task. As they work, encourage the children to talk about their work with you and others. At the end of the session, evaluate the children's work together.	• Cartridge paper • Rulers and erasers • Hard and soft pencils • Black ink • Paintbrushes and mixing palettes • Drawing pens and black markers

Cycle A: Year 5 / 6 Art & Design Schemes of Work
Spring 2 - Nature's Art

Overview: This project teaches children about the genre of land art. They work outdoors to sketch natural forms and explore the sculptural potential of natural materials before working collaboratively to create land art installations.
Vocabulary: **Creation:** Discussion, exploration. **Evaluation:** Approach, evaluate, evaluation, idea, method. **Compare and contrast:** Impact, material, meaning, opinion, texture. **Malleable materials:** Low relief sculpture, relief sculpture, sculpture. **Significant people, artwork and movements:** Ai Weiwei, Andy Goldsworthy, art installation, artist. **Natural art:** Earth art, colour, earthwork, form, land art, local environment, natural form, natural material, pattern, shape, visual element.

Assessment outcomes:
Invite the children to set up their classroom or another space in school as a gallery. Encourage them to observe their work, comparing and commenting on the ideas, methods and approaches in their and others' work. Children can complete the Nature's Art question sheet to assess their understanding of the topic.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage **Working outdoors:** P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 5 Various techniques can help children to take clear, interesting photographs, such as using auto mode, pausing and focusing before taking a picture, using the rule of thirds (imagining the view is split into three equal, horizontal sections and positioning key elements in the thirds), avoiding taking pictures pointing towards a light source and experimenting with close-ups, unusual angles and a range of subjects. Specific knowledge Year 5 Natural forms include, plants, grasses, leaves, flowers, shells, stones, trees and the ground. Skill Year 5 Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software.	Introduce the children to the terms 'land art' and 'Earth art'. Ask them to share what they think the terms might mean. Introduce the genre by sharing the Introduction to land art video. Invite the children to predict what natural forms and materials they might find in their local environment that could be used to create land art. Take the children outside to see what they can find and capture images by taking photographs. At the end of the session, upload the children's photographs to view as a shared slideshow. Invite them to discuss the images, describing the materials' visual aspects, such as shape, form, pattern and colour. Discuss how the materials could be used to create land art.	• Sketchbooks • Cameras or tablets
Develop **Lesson 1: Land art** P. of Study Art and design 8 Learn about great artists, architects and designers in history. Knowledge Year 5 Visual elements include line, light, shape, colour, pattern, tone, space and form. Specific knowledge Year 5 Land art is made directly in the landscape, sculpting the land or materials from the land into earthworks or structures. Skill Year 5 Describe and discuss how different artists and cultures have used a range of visual elements in their work.	Revisit the children's learning from the previous session. Recap on the types of natural materials they found in their local environment. Show the Materials used in land art presentation. Use the land art pictures to initiate discussions about the materials used by the artists and what impact this has had on their work. Invite the children to consider the artistic elements of land art by completing one or more of the Land art recording sheets. At the end of the session, invite the children to share and compare the works in a class discussion.	•
Lesson 2: Properties of materials P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 5 Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like. Specific knowledge Year 5 Natural materials that can be used for land art include leaves, flowers, grasses, seeds, clay, sand and any other materials found in the local environment. Skill Year 5 Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.	Organise the children into small groups and give each group a box of various materials. Place a Materials question sheet in each box to support their explorations and discussions. Invite the children to explore the materials and complete the task. Explain that they will use their knowledge of the materials to work creatively outdoors in the next session.	• Clay • Boxes • Twigs, leaves, flowers, seeds, pebbles, moss and other natural materials from the local environment • Twine, wire and string • Sketchbooks • Pencils

Lesson 3: Relief of forms P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 5 Relief sculpture projects from a flat surface, such as stone. High relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculptures do not project far out of the surface and are visibly attached to the background. Skill Year 5 Create a relief form using a range of tools, techniques and materials. View progression	Organise the children into small groups or pairs. Recap on the properties and artistic potential of the materials explored in the previous session. Explain to the children that they will be working in their groups to find natural materials in the local environment and create a low relief piece of land art. Take the children outside into the school grounds, local park or local woodland. Allow them to explore the possibilities presented by the materials available and the space around them. As the children develop their ideas, work around the groups, asking questions to prompt their creativity. For example, 'What materials are you going to use? How are you going to arrange your materials? What is the intention of your artwork?' Encourage the children to make small scale, low relief sculptures and, when complete, provide cameras or tablets to take photographs of their work. In the classroom, print and display the children's work and invite them to discuss their work's visual aspects and overall success.	• Natural materials • Wire cutters and scissors • String • Cameras or tablets
Innovate **Creating an installation** P. of Study Art and design 3 Year 5 Create sketchbooks to record their observations and use them to review and revisit ideas. Year 5 Learn about great artists, architects and designers in history. Knowledge Year 5 Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece. Year 5 Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract. Skill(s) Year 5 Review and revisit ideas and sketches to improve and develop ideas. View progression Year 5 Investigate and develop artwork using the characteristics of an artistic movement.	Show children the Installations presentation and discuss the examples shown and the aims of the task. Begin by asking the children to work in their sketchbooks to draw and plan their ideas about the piece they might make. Encourage them to write a list of materials they need and allow children time to gather materials. When the children are clear on their intentions and have the materials, invite them to make their installation. Support them as they work and provide additional practical resources as listed. Encourage the children to work on their sculptures over a sustained period until finished. **Note:** Children could work on a tray with raised sides or in a shoebox lid. This will contain the children's artwork and allow it to be moved for display purposes.	• Sketchbooks • Hot glue gun • Stapler • String and raffia • Hole punch • Wire • Wire cutters and scissors • Leaves, flowers, long grasses, acorns, pine cones, twigs and seeds, mud, clay, pebbles and stones
Express **Evaluation:** P. of Study Breadth Art and design Aims 6 Evaluate and analyse creative works using the language of art, craft and design. Knowledge Year 5 Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art. Skill Year 5 Compare and comment on the ideas, methods and approaches in their own and others' work.	Invite the children to set up their classroom or another space in school as a gallery. Encourage them to observe their work, comparing and commenting on the ideas, methods and approaches in their and others' work. Children can complete the Nature's Art question sheet to assess their understanding of the topic.	

Cycle A: Year 5 / 6 Art & Design Schemes of Work
Summer 1 - Mixed Media

Overview: This project teaches children about paper crafts, papermaking and collage techniques, including paper, fabric, mixed media and photo collage. They use their learning to create a final piece of small-scale, mixed media collage.

Vocabulary:
Creation: Abstract, photo collage, pictorial, surrealism.
Evaluation: Compare, evaluate.
Paper and fabric: Abstract, collage, colour, cut, decoupage, figurative, fold, layer, marbling, mould, origami, paper, papercraft, papermaking, paper-mache, pulp, quilling, stick, stitch, surreal, texture, thickness.
Significant people, artwork and movements: Sorrow of the King by Henri Matisse, Merz pictures by Kurt Schwitters.

Assessment outcomes:
Display all the children's work in a gallery space and invite the children to observe the display. Encourage them to compare the different pieces and comment on the materials and techniques used. All children can complete the Mixed Media question sheet.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage **Paper craft:** P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 5 Traditional crafting techniques using paper include, casting, decoupage, collage, marbling, origami and paper making. Skill Year 5 Make and use paper to explore traditional crafting techniques.	To begin the project, show the Paper craft video. After showing the video, encourage the children to discuss the presented information and ask questions for clarification. Organise working stations for each paper crafting technique, including paper folding (origami), quilling, marbling and decoupage. Place the Paper crafting instructions on the appropriate table with the practical materials needed for each task. Allow the children to rotate around the tasks, exploring each technique. At the end of the session, invite the children to share and compare their work and learning. Keep all the scraps and samples of the materials for use later in the project.	• Craft paper and blank paper • Scissors • Pencils • Stapler • PVA glue • Glue brushes • Glue sticks • Rulers • Cartridge paper • Trays • Marbling inks • Wooden sticks • Magazines, newspapers, wrapping paper and printed images • 3-D forms • Quilling strips • Quilling tools
Develop **Lesson 1: Paper making** P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 5 Traditional crafting techniques using paper include, casting, decoupage, collage, marbling, origami and paper making. Specific knowledge Year 5 Papermaking is the manufacture of paper. Almost all paper is made using industrial machinery; however, handmade paper remains a specialised craft. Skill Year 5 Make and use paper to explore traditional crafting techniques.	Introduce the technique of papermaking by showing children the Papermaking video. After watching the video, ask the children to recall the papermaking process, ensuring they recall it in the correct sequence. Organise the children into small groups and support them through the process of papermaking, allowing time for the paper to dry. When children's papers have dried, evaluate the success of the process. Keep the paper samples for work later in the project.	• Large water trays filled with warm water • Newspapers • Tissue paper • Dried flowers, sequins and seeds • Papermaking screens • Cloths
Lesson 2: Paper collage P. of Study Art and design 8 Learn about great artists, architects and designers in history. Knowledge Year 5 Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract.	Introduce the art of collage making by showing the Paper collage presentation. After sharing the presentation, direct the children to choose one visual element as a focus. Explain that they must use the paper samples to create a collage representing that visual element. For example, if choosing colour, children might decide to make a collage that uses hot and cool colours, or if they choose shape, they might decide to	• Range of textured and coloured papers • Blank paper • Scissors

Specific knowledge Year 5 Paper collages are made by glueing small pieces of paper to a background. Skill Year 5 Investigate and develop artwork using the characteristics of an artistic movement.	base their collage on a circular pattern. Support the children as they work. At the end of the session, invite the children to share their collages, describing how they have used the technique to represent their chosen visual element.	• Glue
Lesson 3: Fabric crumb P. of Study Design and technology 6 Year 5 Make Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. 2 Year 5 Make Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. Knowledge Year 5 A collage is artwork made by sticking materials, such as scraps of paper or fabric, onto a background. A mixed media collage is made using various materials and media, such as ink and paint. Year 5 Applique is a technique where pieces of material are attached to another material by stitching or glueing. Skill(s) Year 5 Combine stitches and fabrics with imagination to create a mixed media collage. View progression Year 5 Use applique to add decoration to a product or artwork.	Introduce the term 'fabric crumb' and explain its meaning. Have examples available for the children to explore and handle. Ask the children why they think it's important to try and use small pieces of fabric, highlighting that it is a form of recycling and repurposing. Organise the children into groups and provide each group with the practical resources and the Fabric crumb instructions. Encourage them to think of interesting ways to add the fabric crumb to their backing fabric, including using techniques, such as layering and overlapping. Explain that their designs should be abstract and include decoration, such as applique, buttons and sequins. When each child has completed their square, ask the group to join their individual pieces to make a fabric strip. The strip can be joined by sewing, safety pinning or glueing. Display each groups' finished strips and encourage the children to evaluate the process and their finished pieces.	• Fabric scraps and crumb • 8 x 8 cm squares of base fabric, such as felt, hessian or cotton • Sewing threads • Scissors and needles • Decorative embellishments, such as buttons and sequins • Fabric glue • Safety pins
Lesson 4: Mixed media P. of Study Art and design 8 Learn about great artists, architects and designers in history. Knowledge Year 5 Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract. Specific knowledge Year 5 The term 'mixed media' describes artwork that uses more than one medium or material. College is a type of mixed media art. Skill Year 5 Investigate and develop artwork using the characteristics of an artistic movement.	Introducing the term 'mixed media'. Ask the children if they know its meaning. Encourage them to share their ideas and suggestions before exploring the Mixed media collage presentation together. Organise the children into groups and give each group a set of Mixed media collage picture cards. Ask them each to choose a picture card and answer the Mixed media collage question sheet in their sketchbooks. At the end of the session, use the Mixed media collage images presentation to show each artwork, asking the children to share their recorded observations.	• Sketchbooks
Lesson 5: Photo collage and surrealism P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 5 Some artists use text or printed images to add interest or meaning to a photograph. Specific knowledge Year 5 A photo collage consists of pictures that have been placed together to create a single picture. Skill Year 5 Add text or printed materials to a photographic background.	Explain the terms 'photo collage' and 'surreal'. A photo collage consists of pictures that have been placed together to create a single picture and a surreal artwork is bizarre and unreal. To observe examples of surreal photo collages, show the Photo collage presentation. Encourage the children to discuss each image in turn, describing what they see, what they consider to be the intention of the work, its surreal qualities and the techniques and materials used. Allow children to try out the techniques for themselves by following the Surreal photo collage instructions. Offer support as the children work and encourage them to talk about their ideas. At the end of the session, gather the children together to share and compare their work and talk about the effectiveness of the techniques.	• Newspapers • Magazines • Photo postcards • Sketchbooks • Scissors • Glue sticks

Innovate **Creating mixed media art:** P. of Study Art and design 8 Learn about great artists, architects and designers in history. Knowledge Year 5 Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract. Skill Year 5 Investigate and develop artwork using the characteristics of an artistic movement.	Recap the techniques the children have learned in the project. Explain that they will now have creative freedom to create a piece of mixed media artwork using a combination of techniques. Introduce the task using the Innovate challenge information sheet. Spend time discussing the brief and gathering the children's initial thoughts, ideas and responses. Ask children to begin drafting out their ideas in their sketchbooks, thinking about the theme, materials and techniques they want to use in their work. Allow time for them to collect any materials and resources they need before getting started. When the children have done their preparatory work and collected their materials, they can begin their work. Support the children as they work and encourage them to talk about their ideas as they develop. When the children's work is complete, ask them to give it a title and write a short paragraph explaining the meaning of the piece.	• Newspapers • Magazines • Images from home • Sketchbooks • Glue sticks • Range of fabrics • Fabric glue • Background materials, such as card or hessian • Scissors and pinking shears • Pins and needles • Buttons • Sewing threads • Embellishments
Express **Evaluation:** of Study Breadth Art and design Aims 6 Evaluate and analyse creative works using the language of art, craft and design. Knowledge Year 5 Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art. Skill Year 5 Compare and comment on the ideas, methods and approaches in their own and others' work.	Display all the children's work in a gallery space and invite the children to observe the display. Encourage them to compare the different pieces and comment on the materials and techniques used. All children can complete the Mixed Media question sheet.	

Cycle A: Year 5 / 6 Art & Design Schemes of Work
Summer 2 - Expression

Overview: This project teaches children about the Expressionist art movement and the 'Father of Expressionism', Edvard Munch. They explore different ways to portray feelings and emotions in art to create an imaginative self-portrait.
Vocabulary: **Evaluation:** Evaluate, feedback. **Compare and contrast:** Brushstroke, colour, compare, effect, emotion, feeling, study, subject matter. **Paint:** Expressionist, atmosphere, colour theory, complementary colour, contrasting colour, cool, expressive, intense, mood, non-naturalistic, primary colour, secondary colour, shade, sombre, textural, tint, tone, vibrant, warm. **Human form:** Expressionist, expression, facial feature, portrait, portraiture, self-portrait. **Printing:** Overlay, text.
Assessment outcomes: Display the children's artwork in a class gallery. Invite them to walk around the works and leave sticky notes containing positive and constructive comments. After the children have viewed each other's work, allow them to read their peers' feedback. Assess children's learning by asking them to complete the Expression question sheet.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage **What is expressionism?** P. of Study Breadth Art and design Sims 3 Become proficient in drawing, painting, sculpture and other art, craft and design techniques. Knowledge Year 5 A portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists. Specific knowledge Year 5 Expressionist artists seek to express their subject's feelings, moods, and emotions or themselves, rather than representing the real world. Skill Year 5 Explore and create expression in portraiture.	To begin the project, show the children the Expressionism video. After watching the video, invite the children to discuss the content, focusing on how the Expressionist artists portrayed feelings and emotions in their work. To begin exploring expression, provide the children with a small hand mirror and a range of coloured drawing materials. Ask children to practise making facial expressions in the mirror and observe how their features change. Direct them to make quick sketches using the drawing materials to record and portray their various expressions. At the end of the session, invite the children to share and compare their work and experiences.	• Hand mirrors • Drawing paper • Drawing materials • Pastels, colouring pencils and marker pens
Develop **Lesson 1: Significant artist – Edvard Munch** P. of Study Art and design 8 Learn about great artists, architects and designers in history. Knowledge Year 5 Visual elements include line, light, shape, colour, pattern, tone, space and form. Specific knowledge Year 5 Edvard Munch was a Norwegian Expressionist painter. His best-known work is *The Scream*, which has become an iconic image in the art world. Skill Year 5 Describe and discuss how different artists and cultures have used a range of visual elements in their work.	Begin by asking the children what they already know about the Expressionist art movement. After gathering the children's thoughts and ideas, explain that they will now explore the work of the significant Expressionist artist, Edvard Munch. To introduce this artist, show the children the Edvard Munch video. Ask them to recall the information and offer their thoughts about the artist and his work. Invite the children to study Munch's work further by choosing at least one of the Edvard Munch question sheets to complete. At the end of the session, use the Edvard Munch teacher information to summarise the children's thoughts and ideas.	• Drawing materials • Sketchbooks
Lesson 2: Expressionist colour P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 5 A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness. Specific knowledge Year 5 In Expressionist art, the use of colour is highly intense and non-naturalistic. The application of colour is freely applied and textural. Skill Year 5 Mix and use tints and shades of colours using a range of different materials, including paint.	Display the Expressionist colours picture cards. Invite the children to study each picture card and describe the painting's colour scheme, using the Expressionist colours word mat to help. Encourage the children to explore the colours used in the images by choosing one of the picture cards and using paint to mix and record the colours used in their sketchbooks. Alternatively, children can use the Expressionist colours recording sheet to structure their work. At the end of the session, invite the children to share and compare the colours they have recorded. Ask the summary question 'What have you learned about colours used in Expressionist art?'	• Paints in the primary colours plus black and white • Mixing palettes • Sketchbooks • Fine paintbrushes
Lesson 3: Modern expressionism P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 5 Some artists use text or printed images to add interest or meaning to a photograph. Specific knowledge Year 5 Adding text to an image is called overlay text. Overlay text can help to express the intention of the artwork. Skill Year 5 Add text or printed materials to a photographic background.	Display the Photographic portraits picture cards. Invite the children to describe each image, making judgements about the emotions and feelings represented by the subject. Ask questions, such as 'What mood or feeling does this portrait evoke? How do you know? How do the subject matter's facial features express that emotion or feeling?' Based on what the children know about Expressionist artists' use of colour, ask them to suggest colour schemes for each image based on the feeling or emotion it portrays. Then ask, 'What words could you add to this portrait that would enhance its meaning?' After spending time discussing the images, invite the children to choose one of the portraits. Direct them to stick the image into their sketchbooks. Challenge them to use oil pastels, which work well over printer paper, to add colour to their image in a way that enhances the emotions or feelings it portrays. Allow them to use word processing software to experiment with words and fonts and add words to their image. Children can use the Adding colour and text to a portrait instructions to guide them if necessary. At the end of the session, invite the children to share and evaluate their work.	• Glue sticks • Scissors • Sketchbooks • Computers or tablets • Newspapers and magazines • Letter stencils • Oil pastels

Lesson 4: Express yourself P. of Study Breadth Art and design Sims 3 Become proficient in drawing, painting, sculpture and other art, craft and design techniques. Knowledge Year 5 A portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists. Skill Year 5 Explore and create expression in portraiture.	Begin by discussing the ways that facial features change as we express feelings and emotions. Then, invite the children to sit in pairs facing each other. Ask them to practise expressing feelings and emotions, analysing the ways their facial features change. Provide each pair with a camera or tablet and allow them to take photographs of each other expressing feelings and emotions. Ask them to help each other to take effective photographs, including offering advice about composition and perspective. At the end of the session, ask the children to upload their images and choose a favourite. Allow each child to print an A4 copy of their favourite image ready to use in their Innovate challenge.	• Cameras or tablets • Computer and printer
Innovate **Creating an Expressionist – style painting:** P. of Study Breadth Art and design Sims 3 Become proficient in drawing, painting, sculpture and other art, craft and design techniques. Knowledge Year 5 A portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists. Skill Year 5 Explore and create expression in portraiture.	Begin by making sure each child has an A4 copy of their favourite photograph from the previous lesson. Encourage the children to articulate the emotion their chosen photograph shows. Introduce children to their task by watching the Innovate challenge video. After watching the video, discuss the task with the children. Provide them with practical materials and encourage them to plan their ideas in their sketchbooks. Once the children are clear of their intentions, allow them plenty of time to work on their portraits. When complete, ask the children to write a summative paragraph reflecting on the success of their work.	• A4 copy of their photograph • Sketchbooks • A3 paper • Paints • Paintbrushes • Oil pastels • Palettes • Scissors • Computers or tablets • Newspapers and magazines • Letter stencils
Express **Evaluation:** P. of Study Breadth Art and design Aims 6 Evaluate and analyse creative works using the language of art, craft and design. Knowledge Year 5 Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art. Skill Year 5 Compare and comment on the ideas, methods and approaches in their own and others' work.	Display the children's artwork in a class gallery. Invite them to walk around the works and leave sticky notes containing positive and constructive comments. After the children have viewed each other's work, allow them to read their peers' feedback. Assess children's learning by asking them to complete the Expression question sheet.	• Sticky notes

Cycle B: Year 3 / 4 Art & Design Schemes of Work
Autumn 1 - Contrast and Complement

Overview: This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork.
Vocabulary: ***Creation:*** base colour, colour, composition, fine detail, pattern, shape, space, template, visual element ***Evaluation:*** Discussion, evaluate, feedback, improve, written review ***Generation of ideas:*** colour mixing, layering, palette, sketchbook, translucency, watercolour paint. ***Compare and contrast:*** Colour, colour family, colour theory, comparison, different, effect, evaluate, mood, similar ***Paint:*** analogous colour, colour family, colour theory, colour wheel, complementary colour, cool colour, feeling, hue, mood, primary colour, secondary colour, tertiary colour, warm colour
Assessment outcomes: Ask the children to act as an art critic and write a review of a partner's work. Children can complete the Contrast and Complement question sheet to establish their learned knowledge.

Lesson objective(s)	Suggested activities and differentiation	Resources

Engage **Watercolours:** P. of Study Art and design 1 Create sketchbooks to record their observations and use them to review and revisit ideas. Knowledge Year 4 Artists use sketching to develop an idea over time. Specific knowledge Year 4 Watercolour paint is a translucent paint, which can be made bolder and stronger by layering. Skill Year 4 Create a series of sketches over time to develop ideas on a theme or mastery of a technique.	Introduce the children to watercolour paints by showing them a watercolour palette. Use the paints and a variety of different sized brushes to model the properties of watercolours, including its translucency. Show the children how to mix colours in a palette, and on the paper itself. Provide the practical materials and encourage children to freely explore the properties of the paint in their sketchbooks. Encourage them to add annotations to describe the paint's properties and describe any colours they make. At the end of the session, invite the children to compare their findings, sharing tips and challenges they faced along the way. Recap and model any teaching points.	• Watercolour paints • Paintbrushes • Cartridge paper • Mixing palettes • Sketchbooks
Develop **Lesson 1: Colour theory** P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 4 Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture. Specific knowledge Year 4 Analogous colours are groups of colours that are next to each other on the colour wheel. Skill Year 4 Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.	Use the Colour theory presentation to introduce the principles of the warm, cool, tertiary, analogous and complementary colour families. After sharing the presentation, show the Colour theory poster and use this to discuss what they have learned. Give each child a Colour wheel cut out and ask them to stick it into their sketchbook. Challenge them to mix a matching paint colour for each colour on the wheel, adding a sample next to the corresponding segment. At the end of the session, invite the children to share and compare their work, asking questions, such as 'Can you name a pair of complementary colours? Can you show me warm colours on your wheel? Can you show me two tertiary colours?'	• Watercolour paints • Paintbrushes • Mixing palettes • Sketchbooks
Lesson 2: Colour in Art P. of Study Art and design 6 Learn about great artists, architects and designers in history. Knowledge Year 4 Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone. Specific knowledge Year 4 Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere. Skill Year 4 Compare and contrast artwork from different times and cultures.	Recap on what the children have learned so far about colour families. Show the children the Colour in art presentation and use the Colour in art question sheet to engage them in a group discussion about the similarities and differences between each pair of paintings. Encourage children to use a good range of artistic vocabulary to make comparisons and evaluations of how each artwork uses colour and colour theory. Organise the children into pairs and ask them to choose one of the Colour in art activity sheets to complete. Allow them to work together and discuss their answers before recording them in their sketchbook. On completion, invite the children to share and compare their findings.	• Sketchbooks
Lesson 3: Colour collectors P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 4 Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture. Specific knowledge Year 4 Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere. Skill Year 4 Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.	Display the Gallery presentation and invite children to discuss the use of colour in each painting, using the questions included as a prompt. Explain to the children that they will be exploring the use of colour in more detail, by looking closely at a chosen Artwork picture card and mixing and recording the colours within it. Children can use the Colour collector instructions to guide them through the task. At the end of the session, invite the children to talk about their work, including what they felt was challenging. **Note:** Children will need to use their mixed colours in the Innovate challenge, so encourage them to record how they mixed the colours or store their mixed colours.	• Watercolour paints • Paintbrushes • Mixing palettes • Sketchbooks

Express Evaluation: P. of Study Breadth Art and design Aims 5 Evaluate and analyse creative works using the language of art, craft and design. Knowledge Year 4 Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece. Skill Year 4 Give constructive feedback to others about ways to improve a piece of artwork.	Invite the children to display their work in a class gallery. Encourage the children to look at each other's work and discuss the use of colour. Where appropriate, invite children to express their ideas for ways a piece could be improved. Ask the children to act as an art critic and write a review of a partner's work. Stick the review in their partner's sketchbook. Children can complete the Contrast and Complement question sheet to establish their learned knowledge.	• Sketchbooks

Cycle B: Year 3 / 4 Art & Design Schemes of Work
Autumn 2 - Warp and Weft

Overview: This project teaches children about the artform of weaving and how it has developed over time, including the materials and techniques required to create woven patterns and products.
Vocabulary: ***Creation:*** Design, material, shape, symmetry, thread, warp, weave, weaving, weft ***Evaluation:*** Evaluate, feedback, improve ***Generation of ideas:*** Design, sketch
Assessment outcomes: Invite the children to make a written evaluation of their suite of work using the Wall hanging evaluation sheet to structure their thinking. Give all children a copy of the Warp and Weft question sheet to assess their learning.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage **Textiles through time** P. of Study Art and design 6 Learn about great artists, architects and designers in history. Knowledge Year 4 Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone. Specific knowledge Year 4 All weaving uses the same process where weft threads are woven in and out of tight warp threads. Skill Year 4 Compare and contrast artwork from different times and cultures.	Organise the children into small groups. Give each group a set of Chronology of weaving sorting cards. Invite them to look closely at the cards and work in their groups to order the examples chronologically, using their knowledge of historical periods to help. Invite the children to share and compare their timelines, allowing them the opportunity to correct any mistakes. Ask the children to make observations of the artform as it develops over time, referring to the use of colour, pattern, materials, style and technology. Use the Weaving through time presentation to give an overview of this artform throughout history and to set the scene for the project.	
Develop **Lesson 2: Warp and weft** P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 4 Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects. Specific knowledge Year 4 Warp threads are wrapped tightly around a loom and secured. Weft threads are woven in and out of the warp threads. Each row of weft threads is pressed down tightly to make the weave tight. Skill Year 4 Develop techniques through experimentation to create different types of art.	*Use the Weave on a mini loom video from MetKids to introduce the children to the technique of simple loom weaving. Allow time for the children to ask and answer questions about the technique before modelling the techniques first hand to reinforce. Provide the children with either pre cut cardboard looms or thick cards so that the children can create their own. Task the children with following the How to weave on a mini loom instructions to prepare their looms and begin weaving. Allow them to choose from a range of yarns to create their weaving. Once complete, ask the children to evaluate their work, describing what went well and what they found difficult. Ask each child to say one thing they could improve upon in their next weaving.*	• Cardboard looms • Range of yarns • Large, plastic needles • Scissors • Forks • Tape
Lesson 3: Design and patterns P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 4 Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects. Specific knowledge Year 4 Shapes can be woven into fabric using a template under the warps of a loom. Skill Year 4 Develop techniques through experimentation to create different types of art.	Ask children to recap on the technique of weaving from the previous session and explain that they will now learn how to weave shapes. Share the How to weave shapes on a mini loom instructions and read through together, discussing the steps and pictures and answering any questions. Ask the children to choose one of the Weaving shapes templates and provide small, A6 sized cardboard looms and a variety of yarns. Encourage the children to use the instructions and what they know about weaving techniques and different types of yarn to decide how they will create a simple mini shape sample. Encourage the children to sketch their design and collect yarn samples in their sketchbook before they put the shape template on their loom and start to weave. At the end of the session, share the mini samples and ask the children to describe how they made their patterned fabric.	• Cardboard looms • Range of yarns • Large, plastic needles • Scissors • Forks • Tape
Express **Evaluation and challenge** P. of Study Breadth Art and design Aims 5 Evaluate and analyse creative works using the language of art, craft and design. Knowledge Year 4 Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece. Skill Year 4 Give constructive feedback to others about ways to improve a piece of artwork.	Invite the children to make a written evaluation of their suite of work using the Wall hanging evaluation sheet to structure their thinking. Where appropriate, challenge the children to extend their practice further by using their weaving skills to complete one of the weaving challenges from the Weaving challenges instructions and display these alongside their 2-D work. Links are provided for additional instruction. Give all children a copy of the Warp and Weft question sheet to assess their learning. **Useful links:** • How to Weave with Drinking Straws and Yarn – YouTube • Pencil Pot Cup Weaving – YouTube • Branch weaving – YouTube	• Materials for weaving challenges including yarn, paper or plastic cups, drinking straws and twigs

Cycle B: Year 3 / 4 Art & Design Schemes of Work
Spring 1 – Vista

Overview: This project teaches children about the techniques that artists use when composing landscape images, such as colour and atmosphere.
Vocabulary: ***Creation:*** Composition, landscape, line, proportion, shape, sketch ***Evaluation:*** Compare, describe, evaluate, improve ***Generation of ideas:*** Colour, combine, shade, sketch, tone **Compare and contrast:** Compare, composition, technique, viewpoint ***Paint:*** Colour, cool, ink, pigment, warm, wash, watercolour ***Pencil, ink, charcoal and pen:*** cross-hatch, hatch, line, shade, stipple, tone ***Significant people, artwork and movements:*** A Meadow in the Mountains: Le Mas de Saint-Paul by Vincent van Gogh, Mountains at Collioure by Andre Derain, Road before the Mountains, Sainte-Victoire by Paul Cezanne, Tahitian Mountains by Paul Gaugin, View of Toledo by El Greco, Wanderer above the Sea of Fog by Caspar David Friedrich, landscape

Landscapes:
atmospheric perspective, landscape, scenery

Assessment outcomes:
Encourage children to consider what worked well and what might have been improved upon, paying attention to the composition, use of perspective and colour. Give all children a copy of the Vista question sheet to assess their learning.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage **What a view!** P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 4 Art can display interesting or unusual perspectives and viewpoints. Specific knowledge Year 4 A landscape is a piece of art that shows scenery, such as mountains, valleys, trees, rivers, forests or buildings. Skill Year 4 Choose an interesting or unusual perspective or viewpoint for a landscape.	Begin by showing children the What is a landscape? presentation. Afterwards, explain the meaning of the term 'landscape' and discuss the examples of famous landscapes shown on the slides. Explain that to compose their work, some artists use a tool called a 'viewfinder'. Show the children a viewfinder and demonstrate how to compose a view using the tool. Working outdoors and using individual viewfinders, encourage the children to seek out interesting perspectives and describe how their compositions fit inside or overlap their frame. After a period of exploration, ask the children to select a view they think would be interesting to sketch. Ask them to draw a thumbnail sketch of the view in their sketchbook, focusing on relative proportion, line and shape. Encourage them to make notes about their drawings to highlight any unusual patterns, textures and colours they can see. The children could also use a camera or tablet to take photographs of their chosen view, comparing the views and selecting a favourite to sketch or print.	• Viewfinders • Sketchbooks • Cameras • Drawing pencils
Develop **Lesson 1: Mountainous landscapes** P. of Study Art and design 6 Learn about great artists, architects and designers in history. Knowledge Year 4 Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone. Specific knowledge Year 4 Examples of landscape paintings include *View of Toledo*, by El Greco; *Wanderer above the Sea of Fog*, by Caspar David Friedrich; *Road before the Mountains, Sainte-Victoire*, by Paul Cezanne; *A Meadow in the Mountains: Le Mas de Saint-Paul*, by Vincent van Gogh; *Tahitian Mountains*, by Paul Gaugin; and *Mountains at Collioure*, by Andre Derain. Skill Year 4 Compare and contrast artwork from different times and cultures.	Show examples of mountainous landscapes using the Mountainous landscapes picture cards. Encourage the children to discuss their initial observations about both the compositions and techniques the artists use. After the initial discussion, ask the children to select two paintings to compare and contrast using the Responding to artwork recording sheet to help them structure their thinking. At the end of the session, ask the children to share their findings and express an opinion about which landscape they prefer and why. They could also carry out online research about one of the pictures, using a child-friendly search engine such as Kiddle.	• Sketchbooks • Computers or tablets
Lesson 2: Atmospheric perspective P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 4 Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together. Specific knowledge Year 4 Atmospheric perspective is the way artists create a sense of space. This use of perspective results in objects further away from the viewer getting lighter in tone and softer-edged, and objects closer to the viewer being darker in tone and more sharply edged. Skill Year 4 Use the properties of pen, ink and charcoal to create a range of effects in drawing.	Display the Atmospheric images Pinterest board for the children to view. Ask them to say what they notice about the use of shading, tone and light in the various images. Explain that the images are good examples of a technique called atmospheric perspective. Show this using the Atmospheric perspective presentation. Allow the children to explore each technique in their sketchbooks, using fine line pens, ink, watercolour paints and soft pencils. After experimenting with each technique, the children can complete a perspective challenge using the Atmospheric perspective diagram, which, for the best results, should be printed or photocopied onto cartridge or drawing paper. To explore the concept of atmospheric perspective further, ask the children to manipulate photographic images of mountains digitally to make them black and white or deepen shades or tones. Encourage the children to talk about the effects created and appearance of atmospheric perspective in each picture.	• Sketchbooks • Drawing materials, such as fine marker pens, ink and pencils • Computers or tablets • Apps, such as Pixlr O'Matic for Android or iPad • Software, such as Paint, Photos Revelation Natural Art or Photoshop • Online editing tools, such as pixlr

Lesson 3: Warmth and coolness P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 4 Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture. Specific knowledge Year 4 Red, orange and yellow are warm colours because they remind people of heat, fire, blood and the Sun. Skill Year 4 Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.	Show the children the Warm and cool colours presentation. Use the resource to highlight teaching points about warm and cool colours and the effects of combining colour. Challenge the children to create a variety of thumbnail colour combinations that communicate a sense of warmth or coolness. A Colour wheel diagram is provided to help with this task. Invite the children to share and compare their colour studies and discuss their findings. The children can explore the relationship between colour, further using digital art tools on computers and tablets.	• Computers or tablets • Sketchbooks • Drawing materials • Apps, such as Pixlr O'Matic for Android or iPad • Software, such as Paint, Photos Revelation Natural Art or Photoshop • Online editing tools, such as pixlr
Express **Our work** P. of Study Breadth Art and design Aims 5 Evaluate and analyse creative works using the language of art, craft and design. Knowledge Year 4 Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece. Skill Year 4 Give constructive feedback to others about ways to improve a piece of artwork.	Invite the children to display their suite of work, including their finished pieces. Ask them to view others' work, stating what they think and feel about it. Encourage them to consider what worked well and what might have been improved upon, paying attention to the composition, use of perspective and colour. If possible, invite parents and carers into school to view the children's work. Ask the children to talk about their pieces, describing what ideas they incorporated into their work, why they used a method or approach, how their finished work matches their initial ideas and how they used information collected from their smaller studies to inform their work. The children's finished artwork can also be uploaded to the school website or blog or added to a digital presentation that could be shown to others. Give all children a copy of the Vista question sheet to assess their learning.	• Computers or tablets

Cycle B: Year 3 / 4 Art & Design Schemes of Work
Spring 2 – Animal

Overview:
This project teaches children about the historical and cultural portrayal of animals in art. They study the visual qualities of animals through sketching, printmaking and clay modelling.

Vocabulary:
Creation:
Clay, join, roll, score, slip
Evaluation:
Challenge, change, compare, constructive feedback, discussion, effective, improve, reflect, success
Compare and contrast:
Colour, compare, contrast, different, form, purpose, shape, similar, theme, visual element
Pencil, ink, charcoal and pen:
Anatomy, circle, detail, finish, hard pencil, line, outline, realistic, shading, shape, simplistic, sketchbook, soft pencil, triangle
Malleable materials:
3-D form, clay, pinch, roll, score, sculpt, sculpture, smooth
Natural Art:
Colour, feather, fur, pattern, scale, shape, shell, texture, visual element, visual quality.

Assessment outcomes:
Invite the children to pair up to discuss and evaluate each others' work from the innovative challenge. They can use the Constructive feedback word mat to help them in their discussions.

Lesson objective(s)	Suggested activities and differentiation	Resources

Engage **Animals in art** P. of Study Art and design 6 Learn about great artists, architects and designers in history. Knowledge Year 4 Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone. Specific knowledge Year 4 Animals have featured in artwork since prehistoric times and across different cultures. They continue to be a significant subject matter for contemporary artists. Skill Year 4 Compare and contrast artwork from different times and cultures.	Introduce the theme of animals in art by showing the children the Significance of animals in art video. Use the video as a starting point for a class discussion, focusing on the significance of animals as historical, religious and cultural icons and how artists portray animals in their work. Invite the children to look more closely at examples of animal art, by completing at least one of the Compare and contrast activity sheets. Encourage them to work with a partner to discuss the questions, sharing their thoughts, ideas and opinions, before presenting their findings to the wider group. Allow children to sketch one of the artworks in their sketchbooks and write a short explanatory paragraph.	• Sketchbooks • Pencils
Develop **Lesson 1: Drawing masterclass** P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 4 Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together. Skill Year 4 Use the properties of pen, ink and charcoal to create a range of effects in drawing.	Welcome children to a drawing masterclass. Ensure that each child has a sketchbook, hard and soft pencil and eraser. Project the How to draw animals video on a large screen and instruct the children to draw the animals along with the artist. How to draw animals picture cards are also provided as a reference for the children to use as they draw. Pause and discuss the video as necessary and to reinforce or model any teaching points. After drawing all three animals with the artist, share and compare the children's work and discuss what they found challenging and enjoyable. Allow the children time to practise and refine their animal drawings independently.	• Sketchbooks • Hard and soft pencils • Erasers • Drawing paper
Lesson 2: Animal patterns and textures P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 4 Different printmaking techniques include monoprinting, engraving, etching, screen printing and lithography. Knowledge Year 4 Natural patterns from weather, water or animals skins are often used as a subject matter. Specific knowledge Year 4 Animals can be covered in fur, feathers, scales and shells. Animal coverings are interesting to artists because of their shapes, patterns, colours and textures. Skill Year 4 Combine a variety of printmaking techniques and materials to create a print on a theme. Skill Year 4 Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins.	Introduce the theme of the lesson by sharing the Animal patterns and textures video. Show the video once, asking the children to note down the different animal coverings, including the visual qualities of pattern, colour and texture. Play the video again, stopping at each animal and asking the children to describe its covering. Invite the children to explore animal coverings further by completing one or more of the activities on the Animal printing instructions. Demonstrate the techniques that the children will be using and work alongside them to support and reinforce techniques as needed. At the end of the session, invite the children to share and compare their work, saying what they have learned about the visual elements of animal coverings.	• Sketchbook • Pencil and marker pen • Corrugated card • Scissors • Pipe cleaners • Hot glue gun • Printing inks or ready-mixed paints • Printing tray • Sponge • Paper • Printing roller • Soft lino • Lino cutting tools • Range of textural materials
Lesson 3: Clay skills P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 4 Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects. Specific knowledge Year 4 Clay skills include rolling, slapping, coiling, scoring and joining with slip and pins. Skill Year 4 Develop techniques through experimentation to create different types of art.	Recap on what the children have already learned about animal sculpture. Explain that they will be practising clay skills that will help them with their innovative challenge. Model the clay skills shown on the Clay skills recording sheet and allow the children to ask and answer questions as you demonstrate. Put out the practical resources and give each child a copy of the Clay skills recording sheet. Allow them to freely practise the skills and make notes to remember tips and learning points. At the end of the session, share what the children have learned, including asking them to demonstrate any of the skills. Roll the clay back into a ball at the end of the session and keep it in an airtight container for the innovative challenge.	• Clay • Clay tools • Airtight container

Express **Reflections** P. of Study Breadth Art and design Aims 5 Evaluate and analyse creative works using the language of art, craft and design. Knowledge Year 4 Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece. Skill Year 4 Give constructive feedback to others about ways to improve a piece of artwork.	Invite the children to share and compare their learning experiences. Ask questions to guide their thinking, for example, 'What did you find most challenging in this project? What have you learned about the significance of animals in art? How successful do you think you were in your work? How might you change to make it more effective?' Invite the children to pair up to discuss and evaluate each others' work from the innovative challenge. They can use the Constructive feedback word mat to help them in their discussions. Finally, involve the children in deciding how their terracotta horses should be displayed.	

Cycle B: Year 3 /4 Art & Design Scheme of Work
Summer 1 - Statues, Statuettes and Figurines

Overview:
This project teaches children about the 3-D representation of the human form, including statues, statuettes and figurines. They study examples from ancient civilisations, and use their clay skills to create a Summer-style figurine.

Vocabulary:
Creation:
anatomically correct, character, figure drawing, form, human form, pose, posture, sculpture, shape, size, tone
Evaluation:
constructive feedback, improvement, strength, success, weakness
Compare and contrast:
artistic feature, compare, contrast, material, property, purpose, sculpture, size
Pencil, ink, charcoal and pen:
Charcoal, ink, pen, pencil, sketch
Significant people, artwork and movements:
Indus Valley, ancient Egypt, ancient Sumer, ancient civilisation, art, ceremonial, craftspeople, figurine, low-relief, religion, sculpture, statue, statuette
Malleable materials:
3-D form, carving, clay, cross-hatch, join, score, sculpting, sculpture, shape, slabbing, slip, smoothing, texture, twist, wire, wire frame
Human form:
3-D, feature, figurine, human form, statue, statuette

Assessment outcomes:
Give all children a copy of the Statues, Statuettes and Figurines question sheet to assess their learning.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage **Figure drawing** P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 4 Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together. Specific knowledge Year 4 A figure drawing is a drawing of the human form in any posture using any drawing media. The degree of representation may range from highly detailed to quick line sketches. Skill Year 4 Use the properties of pen, ink and charcoal to create a range of effects in drawing.	Introduce the project by recapping the children's understanding of the term 'figure drawing'. Talk about their previous experiences of drawing figures and forms, especially from direct observation. Show the Figure drawing video to remind the children of styles and methods of figure drawing. After watching the video, display the Figure drawing picture cards and ask the children to discuss their style, poses and artistic techniques. Provide the children with a range of drawing materials, including pen, ink, pencils and charcoal. Direct them to work in small groups, with each group member taking turns to pose for a short period while the other children make small sketch drawings. Encourage them to stand in different poses and use the properties of the materials to add shape, detail, tone and form to their drawings. At the end of the session, invite the children to leave their sketchbooks open and move around the groups to observe the work.	• Pens • Pencils • Ink • Paintbrushes • Charcoal • Sketchbooks or paper
Develop **Lesson 1: Exploring statues, statuettes and figurines** P. of Study Art and design 6 Learn about great artists, architects and designers in history. Knowledge Year 4 Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone. Specific knowledge Year 4 A statue is a carved or cast figure of a person or animal, especially one life-size or larger. A statuette or figurine is a smaller sized statue, especially one that is smaller than life-size. Skill Year 4 Compare and contrast artwork from different times and cultures.	Ask the children if they know the meaning of the artistic terms 'statue', 'statuette' and 'figurine'. Share the meaning of the vocabulary, then show the children the Statues, statuettes, and figurines presentation. After sharing the presentation, ask the children to recount the information, explaining the different types of sculpture. Invite the children to choose one of the Statues and statuettes question sheets to study and complete, recording their work in their sketchbooks. After completing their chosen question sheet, invite the children to discuss their answers and observations. Ask the summary question, 'What are the common characteristics of statues, statuettes and figurines?'	• Pencils • Sketchbooks • Computers or tablets
Lesson 2: Ancient sculpture P. of Study Art and design 6 Learn about great artists, architects and designers in history. Knowledge Year 4 Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used. Specific knowledge Year 4 Statues, statuettes, and figurines were an important part of ancient culture. Subject matter ranged from scenes from everyday life, religious deities and significant individuals, such as kings and queens. Skill Year 4 Explain the significance of art, architecture or design from history and create work inspired by it.	Recap on the different types of figurative sculpture. To explain and introduce the significance of statues, statuettes and figurines in ancient civilisations, show the Sculpture in ancient civilisations video. After sharing the video, invite the children to discuss the information presented and reflect on the sculptures from the different civilisations. Give out the Ancient sculptures picture cards and ask the children to choose one to draw in detail in their sketchbooks. Encourage them to make annotations next to their sketches to highlight design features of their chosen form. At the end of the session, invite the children to share and compare their drawings and explain why sculpture was important to ancient civilisations and why ancient sculpture is a valuable art form today.	• Sketchbooks • Drawing materials
Lesson 3: Clay sculpture using an armature P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 4 Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms. Skill Year 4 Use clay to create a detailed or experimental 3-D form.	Begin by displaying the Ancient Sumerian sculpture picture cards. Explain to the children that they will be focusing on the statues, statuettes and figurines of ancient Sumer over the following lessons. Invite them to look carefully at each sculpture and describe its visual characteristics, such as form, size, details and overall character. After analysing the forms, explain to the children that they will learn how to create a wire armature for a simple standing clay figurine. Provide the practical materials and use the Clay sculpture with an armature instructions as a guide for the children to follow. Talk through the instructions, demonstrating any part of the technique you think is needed. Allow time for the children to ask and answer questions before	• Clay • Clay tools • Clay slip • Soft sculpting wire • Gardening wire • Wire cutters

	beginning their practical work. At the end of the session, invite the children to share what they have learned. **Note:** Children could keep their practice figurines as a starting point for the Innovate task, alternatively, they can be dismantled and stored in an airtight container.	• Airtight containers or plastic bags
Express **Evaluation:** P. of Study Breadth Art and design Aims 5 Evaluate and analyse creative works using the language of art, craft and design. Knowledge Year 4 Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece. Skill Year 4 Give constructive feedback to others about ways to improve a piece of artwork.	Display the children's figurines. Invite them to comment on the pieces, saying what has worked well and what could be improved. Explain that feedback should be constructive, helping the artist to see things that could be made better. Give all children a copy of the Statues, Statuettes and Figurines question sheet to assess their learning.	

Cycle B: Year 3 / 4 Art & Design Schemes of Work
Summer 2 - Islamic Art

Overview:
This project teaches children about the features of Islamic art. They make geometric patterns and motifs on paper, with fabric and in clay. They use their learning to create a high relief clay tile, decorated with geometric patterns.

Vocabulary:
Creation:
abstract motif, design, figurative motif, geometric motif, geometric pattern, grid system, motif, pattern, star, tessellate, vegetal motif
Evaluation:
Compare, evaluate, improve, reflect
Generation of ideas:
Experiment, technique
Significant people, artwork and movements:
Islamic art, Muslim, arabesque, calligraphy, geometric pattern, religious, secular
Malleable materials:
alto-relief, bas-relief, carve, high relief, low relief, relief, score, sculpt, sculpture, slab

Assessment outcomes:
Give all children the Islamic Art question sheet to complete at the end of the session to consolidate their learning from the whole project.

Lesson objective(s)	Suggested activities and differentiation	Resources

Engage **Exploring Islamic art** P. of Study Art and design 6 Learn about great artists, architects and designers in history. Knowledge Year 4 Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used. Specific knowledge Year 4 The term Islamic art covers all the religious and secular artwork created in countries that used to be part of the Islamic Empire. Islamic art makes objects beautiful with pattern and shape. It does not depict people. Features of Islamic art include calligraphy, arabesque and geometric patterns. Islamic art decorates many surfaces, including the walls and ceilings of mosques. Skill Year 4 Explain the significance of art, architecture or design from history and create work inspired by it	Show the Islamic art video to introduce the children to the topic. After watching the video, invite the children to discuss the information presented, clarify the meaning of vocabulary outlined in the Glossary and identify the significant qualities and intentions of Islamic art. Invite the children to explore geometric shapes, tessellating patterns and motifs more closely by using a range of 2-D geometric shapes to make symmetrical and repeating patterns. Use the Geometric shapes, patterns and motifs picture cards for inspiration. After exploration, encourage the children to record their work by either taking photographs and sticking printed copies in their sketchbooks with annotations, or recreating the patterns using art software or paper, coloured pens and pencils. At the end of the session, display the children's work and invite them to observe and discuss the geometric shapes they have used, the symmetry they can see and the ways they have made the shapes tessellate.	• 2-D geometric shapes • Cameras or tablets • Drawing materials • Computers
Develop **Lesson 1: Exploring geometric motifs** P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 4 Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects. Specific knowledge Year 4 A motif is a recurring shape in a design or pattern. Motifs can be figurative, vegetal, abstract or geometric. Islamic art features geometric motifs, which are made from regular shapes. Skill Year 4 Develop techniques through experimentation to create different types of art.	Ask the children to recall the special qualities of Islamic art. Explain that they will build on their learning from the previous lesson to learn more about the importance of geometric motifs seen in Islamic pattern work. Share the Geometric motifs presentation with the children, then follow the Geometric five-circle motif instructions to show the children how to create a simple circular motif using a pair of compasses, a set square and a ruler. After demonstrating the method, allow the children to try the activity to create either a five-circle or seven-circle geometric motif. Provide the Geometric five-circle motif instructions and the Geometric seven-circle motif instructions as appropriate. At the end of the session, invite the children to share and compare their motifs. Encourage them to reflect on the challenges of the task and explain how they could improve their technique.	• Paper • Set squares • Pairs of compasses • Rulers • Sharp pencils • Black pens • Small, square mirrors
Lesson 2: Creating a pattern from a motif P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 4 Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects. Specific knowledge Year 4 A geometric pattern is formed from repeated geometric shapes. Artists can create geometric patterns on a grid made from shapes, including circles, equilateral triangles and squares. Skill Year 4 Develop techniques through experimentation to create different types of art.	Recap on the meaning of the term 'motif.' Explain to the children that they will now explore how to use a grid system as a structure for a tessellating, geometric pattern. Show the Designing patterns on a grid presentation to demonstrate how grids are used to structure motifs and patterns. After sharing the presentation, invite the children to discuss the information and encourage them to ask and answer questions about the technique. Allow the children to explore ways of using grids by giving them the Shape grid templates to complete. At the end of the session, invite the children to share and compare their motifs and patterns, and reflect on challenges they overcame.	• Drawing materials
Lesson 3: Stars in Islamic art P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 4 Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects. Specific knowledge Year 4 Stars are a common shape in Islamic art. Geometric stars usually have 6, 8, 10, 12 or 16 points. Stars symbolise the light and perfection of Allah. Skill Year 4 Develop techniques through experimentation to create different types of art.	Recap the names of the geometric shapes the children have noticed in Islamic art, then share the Stars in Islamic art presentation. After sharing the presentation, provide the children with the practical resources, Star pattern instructions and the Star templates. Ask children to follow the instructions to complete the task. At the end of the session, invite the children to share their star patterns.	• Range of paper and fabric • Pencils or marker pens • Scissors • Glue and glue spreaders • Sketchbooks • Gold marker pens

Lesson 4: Clay relief sculpture P. of Study Art and design 23 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 4 Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms. Specific knowledge Year 4 A relief sculpture is any work where the image or pattern is raised from a surface. When the image or pattern is only slightly raised, it is called a low relief or bas-relief, but when it is 3-D yet still attached to a background, it is called high relief or alto-relief. Skill Year 4 Use clay to create a detailed or experimental 3-D form.	Introduce the children to relief sculpture by sharing the Relief sculpture presentation. Use the Relief sculpture instructions to demonstrate a range of clay work techniques, including rolling, cutting, adding, scoring and carving. Encourage the children to watch closely and ask questions as you work. Organise the children into groups and give each group the practical resources and the Relief sculpture instructions for them to follow and practise the techniques. At the end of the session, invite the children to share their work and discuss their experiences of relief sculpture, sharing any tips they have discovered through their practical work.	• Air drying clay • Rolling pins • Rulers • Geometric cookie cutters • Clay tools • Water • Slip • Small paint brushes • Cameras or tablets • Airtight bags
Express **Evaluation:** P. of Study Breadth Art and design Aims 5 Evaluate and analyse creative works using the language of art, craft and design. Knowledge Year 4 Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece. Skill Year 4 Give constructive feedback to others about ways to improve a piece of artwork.	Display the children's work on tabletops and walls. Allow the children to walk around and view each other's work. Invite them to comment on examples, saying what they like, what they think works well and what could be done to improve the pieces. Give all children the Islamic Art question sheet to complete at the end of the session to consolidate their learning from the whole project.	

Cycle B: Year 5 / 6 Art & Design Schemes of Work
Autumn 1 - Tints, Tones and Shades

Overview:
This project teaches children about colour theory by studying the colour wheel and exploring mixing tints, shades and tones. They learn about significant landscape artworks and features of landscapes before using this knowledge to create landscape paintings.

Vocabulary:.
Evaluation:
Discussion, evaluate, feedback, improve
Paint:
Impressionist, atmosphere, black, colour, colour theory, darkness, effect, grey, hue, landscape art, light, lightness, mixing palette, shade, shadow, sketchbook, tint, tone,
Vibrancy, white
Creation:
Composition, detail, fantasy, foreground, horizon, landscape, perspective, real, scale, sketch
Landscapes:
Cityscape, coastal landscape, colour, depth, fantasy landscape, horizon, landscape, light, mid space, middle ground, outline, perspective, real landscape, scale, shade, sky, tint, tone

Assessment outcomes:
To complete and evaluate children's knowledge of colour theory, ask children to complete the Tints, Tones and Shades question sheet.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage **Mixing tints, shades and tones** P. of Study Art and design 7 Create sketchbooks to record their observations and use them to review and revisit ideas. Knowledge Year 6 A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. Specific knowledge Year 6 A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness. Skill Year 6 Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.	Begin by recapping on children's knowledge of colour and colour theory. Ask, 'What do you already know about colour and colour theory? What do you know about tints, tones and shades and how they are made?' Set out the practical resources and give children the Mixing tints, shades and tones instructions to follow and complete. At the end of the session, ask the children to lay their sketchbooks open and allow them to walk around and review others' work. Evaluate how successfully the children have been able to mix and record their colour mixing.	• Fine paintbrushes • Powder or ready-mixed paints (primary and secondary colours plus black and white) • Mixing palettes • Cloths • Sketchbooks
Develop **Lesson 1: Tints, shades and tones in landscapes** P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 6 Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours. Specific knowledge Year 6 Landscape artists include Claude Monet, Peter Graham, Max Liebermann, Robert Spencer and Joseph Mallord William Turner. Skill Year 6 Use colour palettes and characteristics of an artistic movement or artist in artwork.	Recap on the children's learning from the previous lesson. Show the Tints, shades and tones in landscape art presentation, and use the questions included as a starting point for discussion. Ask the children to choose one of the Landscape picture cards to study in more detail. Give them hand lenses so they can look at the colours, and then work carefully to mix and record them. Allow children to record the colours in a method of their choosing, either in a colour ladder, chart, or colour wheel. When the children have recorded the colours in their sketchbooks, encourage them to add annotations to describe each colour and the overall effects of the use of colour in the painting. At the end of the session, ask the children to display their sketchbooks alongside their chosen landscape. Allow time for the children to walk around the display to evaluate each other's work.	• Fine paintbrushes • Powder or ready-mixed paints (primary and secondary colours plus black and white) • Mixing palettes • Cloths • Sketchbooks • Hand lenses
Lesson 2: Drawing landscapes P. of Study Art and design 7 Create sketchbooks to record their observations and use them to review and revisit ideas. Knowledge Year 6 A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. Specific knowledge Year 6 Perspective in artwork, gives the illusion of depth and distance. Skill Year 6 Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.	Begin by showing the children the Drawing landscapes presentation. After watching the presentation, invite the children to talk about the techniques shown. Recap and model any techniques. Give the children the practical resources and opportunities to sketch out different ideas for a landscape composition. Offer the option of creating a real, imagined or fantasy composition. Encourage them to talk about their intentions. Encourage the children to share and compare their sketches and plans and invite them to give constructive advice to each other about how they could be improved.	• Pens and pencils • Sketchbooks • Landscape images
Express **Evaluation** P. of Study Breadth Art and design Aims 3 Evaluate and analyse creative works using the language of art, craft and design. Knowledge Year 6 Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the	Display the children's work. Give feedback, highlighting good examples of the children's technique and colour work. Ask the children to write a paragraph about their work, to display with their painting. Explain that they should comment on how they have used colour and specific techniques, such as perspective. To complete and evaluate children's knowledge of colour theory, ask children to complete the Tints, Tones and Shades question sheet.	

learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention. Skill Year 6 Adapt and refine artwork in light of constructive feedback and reflection.		

Cycle B: Year 5 / 6 Art & Design Schemes of Work
Autumn 2 - Trailblazers, Barrier Breakers

Overview: This project teaches children about significant black artists and their work, and provides opportunities to analyse and create artwork inspired by them.
Vocabulary: ***Evaluation:*** Improve, progress, reflect ***Generation of ideas:*** digital mood board, montage, mood board ***Compare and contrast:*** Analysis, colour, compare, composition, effect, meaning, technique, theme ***Paint:*** Colour, element, form, line, pattern, replica, sketchbook, texture, visual ***Significant people, artwork and movements:*** Another Call from Africa by Turgo Bastien, Forever Free by Edmonia Lewis, Nelson's Ship in a Bottle by Yinka Shonibare, No Woman, No Cry by Chris Ofili, Peter's Sitters 3 by Hurvin Anderson, Students Aspire by Elizabeth Catlett, The Banjo Lesson by Henry Ossawa Tanner, The Fontenelles at the Poverty Board by Gordon Parks, The Harp by Augusta Savage, Vanishing Point 7 by Barbara Walker ***Creation:*** Composition, sketch, sketchbook

Assessment outcomes:
Give all children a copy of the Trailblazers, Barrier Breakers question sheet to assess their learning.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage **Exploring trailblazers** P. of Study Art and design 5 Learn about great artists, architects and designers in history. Knowledge Year 6 Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject. Specific knowledge Year 6 Significant black artists include Edmonia Lewis c 1844–1907, Henry Ossawa Tanner 1859–1937, Augusta Savage 1892–1962, Gordon Parks 1912–2006, Elizabeth Catlett 1915–2012, Yinka Shonibare 1962–present, Barbara Walker 1964–present, Hurvin Anderson 1965–present and Chris Ofili and Turgo Bastien, both 1968–present. Skill Year 6 Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.	Introduce the topic by sharing the Trailblazers timeline diagram. Explain that the timeline shows several significant black artists and invite the children to find out more about each artist by reading the Trailblazers information pack. Challenge the children to choose the artist that they find most interesting and search online for the significant work mentioned in the information pack, as well as other examples of their work. Challenge the children to gather a selection of images of the artist's work to create a digital mood board or montage using appropriate art software. Gather the children together to showcase their montages on a whiteboard, sharing their thoughts about their artist's work.	• Computers or tablets with art software
Develop **Lesson 1: Breaking barriers** P. of Study Art and design 7 Create sketchbooks to record their observations and use them to review and revisit ideas. Knowledge Year 6 A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. Skill Year 6 Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.	Invite children to delve more deeply into the composition and meaning of two pieces of artwork that were introduced in the previous lesson. Ask the children which two pieces of artwork they want to explore more deeply, and give out the appropriate Significant artwork information sheets. Invite the children to read the information and answer the questions included on each sheet. Ask the children to discuss their thoughts and ideas with the group, before writing a short paragraph to compare the works in their sketchbooks. Headings for comparison could include meaning, techniques, use of colour and composition.	• Sketchbooks
Lesson 2: Critical analysis P. of Study Art and design 5 Learn about great artists, architects and designers in history. Knowledge Year 6 Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece. Specific knowledge Year 6 Art analysis explores aspects of an artwork, including the people depicted, setting, story, movement, abstraction, use of text, emotional response, the arrangement of objects, the title, dominance, lines and edges, visual language, tonal range, light sources and shadows, colour, texture, space, viewpoint and use of media. Skill Year 6 Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.	Display the images in the Significant artwork picture cards, which should now be familiar to the children. Invite the children to name the works and artists and share any comments that they have about them. Choose one artwork to focus on and model how to select and answer a selection of the questions on one of the Art analysis cut outs about the work. Organise the children into groups and give each group a picture from the Significant artwork picture cards and a set of Art analysis cut outs. Challenge the children to choose questions and answer them about the work, recording their responses in their sketchbooks. Gather together to compare responses and draw out any common themes of the artworks.	• Sketchbooks

Lesson 3: In the style P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 6 Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours. Specific knowledge Year 6 Visual elements of an artwork include colour, texture, line, pattern and form. Skill Year 6 Use colour palettes and characteristics of an artistic movement or artist in artwork.	Ask the children to choose one of the artworks from the Significant artwork picture cards. Invite them to make a sketchbook replica of the work, or parts of the work, using paint. Encourage the children to focus their attention on the work's visual elements. Allow the children time to explore different effects before starting on a finished piece. When the children's replicas are complete, ask them to express their understanding of the work having explored it more deeply. For example, questions could include, 'What do you know about this work that you didn't know before? What challenges did you face when making this work? Do you have a better understanding of the meaning or narrative of this work having explored it more deeply? What would you say to or ask the artist about this work? What were the main challenges that you encountered in making your replica?' Invite the children to give each other constructive feedback as part of a summary discussion.	• Sketchbooks • Art materials, such as paint, brushes, pencils and paper
Express **Exhibition plaques** P. of Study Art and design 5 Learn about great artists, architects and designers in history. Knowledge Year 6 Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject. Specific knowledge Year 6 An exhibition plaque can include the title and date of the artwork's creation, alongside the name of the artist. It should also include the big ideas and concepts explored in the artwork and the cultural and artistic influences that have inspired the artist. Skill Year 6 Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.	Encourage the children to write an exhibition plaque to display alongside their work. Ask them to consider giving it a thoughtful title and use their plaque to explain to the viewer their intentions and key messages. Ask the children to consider ways in which their work can be shared with a wider audience, either by creating an online gallery, inviting parents and carers to a school exhibition or by contacting local museums and galleries to share and comment on their work. Give all children a copy of the Trailblazers, Barrier Breakers question sheet to assess their learning.	• Card

Cycle B: Year 5 / 6 Art & Design Schemes of Work
Spring 1 - Inuit

Overview: This project teaches children about the Inuit way of life, including some of their cultural and artistic traditions.
Vocabulary: ***Evaluation:*** Change, evaluate, improve, result ***Generation of ideas:*** Colour, form, montage, observation, pattern, shape ***Compare and contrast:*** Colour, compare, contrast, preference, style, theme ***Malleable materials:*** 3-D form, carve, sculpture, soapstone ***Paint:*** Inuit-inspired print, abstract, colour, line, pattern, shape, sketchbook, stylised

Printing:
Ink, paint, print, printmaking, stencil, stencil print, stencilling technique
Significant people, artwork and movements:
The Enchanted Owl by Kenojuak Ashevak, David Ruben Piqtoukun, Inuit art, Inuit community, Jessie Oonark, Karoo Ashevak, Lucy Tasseor Tutsweetak, Pitseolak Ashoona

Assessment outcomes:
Give all children a copy of the Inuit question sheet to assess their learning.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage **Inuit art** P. of Study Art and design 7 Create sketchbooks to record their observations and use them to review and revisit ideas. Knowledge Year 6 A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. Specific knowledge Year 6 Arctic animals are an important subject matter for Inuit artists. The individual appearance of the creatures in Inuit art demonstrates the respect and significance that the Inuit people give to all living things. Skill Year 6 Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.	Begin by showing children the video, Cape Dorset, Nunavut: The Epicentre of Inuit Art to introduce them to the Inuit way of life and some of their cultural and artistic traditions. After watching the video, encourage the children to explore examples of Inuit art, using the Inuit art Pinterest board. Invite the children to make observations about the work, using artistic vocabulary relating to subject matter, shape, form, pattern and colour. Discuss the importance of animals as a powerful and important subject matter for the Inuit. Challenge the children to use the internet to find images of work by significant Inuit artists, such as Jessie Oonark, Karoo Ashevak, David Ruben Piqtoukun, Lucy Tasseor Tutsweetak and Pitseolak Ashoona. Encourage them to make a digital montage of examples. Ask the children to feed back to the class, sharing what they have found out about Inuit art and describing how the images, style and subject matter makes them feel. **Note:** Children could also watch Life in Iqaluit Nunavut or Welcome To Nunavut to learn more about Inuit life.	• Computer or tablets
Develop **Lesson 1: Inuit carvings** P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 6 A 3-D form is a sculpture made by carving, modelling, casting or constructing. Specific knowledge Year 6 Inuits have been expert carvers for thousands of years. They carve art objects from materials such as bone, ivory and wood. Birds, bears and other land animals are the common artistic subject matter. Skill Year 6 Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.	Show the children the video Inuit Soapstone Sculpture. Ask them to describe the sculptures, including the style and observable characteristics. Invite the children to search online to find and print images of Inuit animal carvings, then ask them to make thumbnail drawings of the carvings in their sketchbooks. Explain to the children that they will be using their thumbnail sketches to help them create an Inuit-inspired animal sculpture, using the technique of carving. Provide blocks of soft soap, so that the children can experiment with making lines and marks on one side of the soap block. When ready, show children the video #MetKids – How to make a soap carving to demonstrate how to create animal figurines. The children can use the Animal carving templates as a starting point for their designs if they require some help. After making their sculptures, take time to discuss some of the challenges the technique of carving presents.	• Computer or tablets • Sketchbooks • Blocks of soft soap • Clay tools
Lesson 2: Inuit printing P. of Study Art and design 5 Learn about great artists, architects and designers in history. Knowledge Year 6 Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece. Specific knowledge Year 6 Inuit prints are made using a stencilling technique. Skill Year 6 Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.	Use the Inuit Knowledge organiser to recap on the technique of stencilling and its place in Inuit culture. Invite the children to search for examples online and discuss the themes and colours of the images they find. Show the video Stencilling 101: How to paint with a stencil as a step-by-step guide to the technique. To clarify the process, ask the children to describe the stencilling technique in their own words before choosing and preparing an Animal stencil template. Allow the children time to practise the technique before developing a series of prints. Display the children's prints, encouraging them to share what they have learned. Invite them to evaluate their work and say what they would do differently next time to get a better result.	• Computer or tablets • Card or acetate • Paint or inks • Sponges or foam paint brushes • Masking tape

Lesson 3: The Enchanted Owl P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 6 Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours. Specific knowledge Year 6 *The Enchanted Owl* is a significant example of an Inuit print, created by Inuit artist Kenojuak Ashevak in 1960. Skill Year 6 Use colour palettes and characteristics of an artistic movement or artist in artwork.	Project *The Enchanted Owl*, by artist Kenojuak Ashevak, on an IWB or similar. Ask the children to describe the piece, including its subject matter, use of colour, shape, line and pattern. Invite them to identify characteristics of the work that signify its Inuit origin. Show the children the video *The Enchanted Owl* – National Gallery of Canada to help them learn more about the work, how it was made and its significance to the Inuit community. Offer the children a range of ready-mixed paints and fine brushes so they can explore a range of bold colour combinations in their sketchbooks. The children can paint lines, colours or abstract shapes to find a favourite combination. Invite them to share and compare their choices and articulate their preferences. Explain that they will use their favourite colour ways in an Inuit-inspired print of their own design.	• Sketchbooks • Ready-mixed paints • Fine paint brushes
Express **Stamp** P. of Study Breadth Art and design Aims 3 Evaluate and analyse creative works using the language of art, craft and design. Knowledge Year 6 Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention. Specific knowledge Year 6 In 1970, Canada Post put *The Enchanted Owl* print on a postage stamp. The stamp commemorating the centennial of the Northwest Territories. Skill Year 6 Adapt and refine artwork in light of constructive feedback and reflection.	Explain to the children that in 1970, the *Canada Post* put *The Enchanted Owl* print on a postage stamp. The stamp commemorating the centennial of the Northwest Territories, and it became an icon of Inuit art and a symbol of Canada. Explain to the children that their designs will also become as small as a postage stamp. Invite them to use digital cameras to take photographs of their work, upload it to art software and manipulate the image to shrink to the size of a postage stamp. The children should evaluate how well their designs work on a smaller scale by deciding if their shapes are clear, colours are bold and design is effective. Challenge the children to help display their full suite of work on the theme, and invite parents, carers and other teaching staff to visit their Inuit gallery. Give all children a copy of the Inuit question sheet to assess their learning.	• Camera • Computer or tablets

Cycle B: Year 5 / 6 Art & Design Schemes of Work
Spring 2 - Environmental Artists

Overview: This project teaches children about the genre of environmental art. They study how artists create artwork that addresses social and political issues related to the natural and urban environment. Children work collaboratively to create artwork with an environmental message.
Vocabulary: ***Generation of ideas:*** Discussion, experimentation, exploration, information, inspiration, montage, research ***Compare and contrast:*** Compare, meaning, message, theme ***Malleable materials:*** 3-D form, sculpture

Significant people, artwork and movements:
Antony Gormley, Chris Jordan, Edith Meusnier, John Akomfrah, Olafur Eliasson
Creation:
Adaptation, change, design, reflect, sketch
Natural art:
environmental art, land art, meaning, message

Assessment outcomes:
Give all children a copy of the Environmental Artists question sheet to complete.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage **Exploring environmental art** P. of Study Art and design 5 Learn about great artists, architects and designers in history. Knowledge Year 6 Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece. Specific knowledge Year 6 Environmental art addresses social and political issues relating to the natural and urban environment. Skill Year 6 Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.	Show children the Introduction to environmental art video. Use the video as a starting point to discuss the genre of environmental art and why it is important. Encourage the children to consider the links to land art studied previously. Give all children access to the Environmental artists recording sheet on a computer or tablet. Ask them to research each artist, make notes about them and copy and paste images of their work into the document. At the end of the session, invite the children to share their findings, adding to their notes as they share information. To summarise, ask the children questions, such as 'What environmental issues do artists address through their work? Why do you think art is a good medium for raising awareness of environmental issues? Can art be as successful in making people aware of environmental issues as other forms of communication?'	• Computers or tablets
Develop **Lesson 1: Recycle, reuse and repurpose – part 1** P. of Study Art and design 7 Create sketchbooks to record their observations and use them to review and revisit ideas. Knowledge Year 6 A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. Skill Year 6 Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.	Before the lesson, ask the children to read the Recycle, reuse and repurpose information sheet and search online for examples of artwork by the listed artists. Invite the children to discuss the information gathered and consider why it is important that artists use waste materials to create their art. At the end of the session, ask the children to bring waste plastics from home to use in the next session.	• Computers or tablets
Lesson 2: Recycle, reuse and repurpose – part 2 P. of Study Art and design 7 Create sketchbooks to record their observations and use them to review and revisit ideas. Knowledge Year 6 A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. Skill Year 6 Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.	Gather the children together to explore the materials they have collected. Take time to discuss their properties and how they think they can be adapted, remodelled or joined. Give each child a square of recycled cardboard, approximately 15 x 15cm, and explain that they will be using the board and their collected materials to make a recycled montage. Allow the children to carry out the activity, encouraging them to explore and experiment with ideas. Support the children by modelling ways of adapting and joining materials as they work. At the end of the session, invite the children to share and compare their boards and say what they have learned about using recycled materials.	• Card squares • Recycled materials, such as bottle tops, plastics, small found objects, packaging, magazines, paper and tin foil • Joining materials, such as wire, wire cutters, hot glue gun, stapler, string, hole punch and tape

Lesson 3: Ocean art P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 6 A 3-D form is a sculpture made by carving, modelling, casting or constructing. Specific knowledge Year 6 Art can be an effective way of portraying environmental messages. This is because artworks can have an immediate, sensory impact on the viewer. Skill Year 6 Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.	Begin by showing children the Ocean plastics video. Encourage them to discuss the issues raised and link to their geographical knowledge of oceans and climate change. Ask questions to prompt the children's thinking about the artworks shown in the video. For example, 'Did the artworks shown in the video raise awareness of ocean plastics? What importance do you think the materials have in enhancing the environmental message of the artworks? How could you improve these artworks?' Organise the children into pairs or small groups. Ask them to consider what they could make to raise awareness of ocean plastics. Explain that the piece must be 3-D and made with waste plastics. Direct them to draw on ideas from the video and research online for further inspiration. Ask them to make sketches in their sketchbooks to record and develop their ideas. Set the target that they should have a firm idea of what they can create and what materials they will need by the end of the session. Invite the children to share and compare their ideas and set them the task of collecting the materials they will need for their artwork.	• Sketchbooks • Drawing materials • Computers or tablets

Cycle B: Year 5 / 6 Art & Design Schemes of Work
Summer 1 - Distortion and Abstraction

Overview: This project teaches children about the concepts of abstraction and distortion. They study the visual characteristics of abstraction and create a musically-inspired, abstract painting.
Vocabulary: ***Evaluation:*** Adaptation, evaluation, feedback, reflection ***Compare and contrast:*** abstract art, abstraction, analyse, colour, distortion, line, shape ***Paint:*** Orphism, colour, colour palette **Significant people, artwork and movements:** Abstract art, Cubism, Orphism, Pablo Picasso, Robert and Sonia Delaunay ***Human form:*** Portrait ***Pencil, ink, charcoal and pen:*** Shape

Assessment outcomes:
Assess children's learning by asking them to complete the Distortion and Abstraction question sheet.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage **What is abstract art?** P. of Study Art and design 5 Learn about great artists, architects and designers in history. Knowledge Year 6 Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece. Specific knowledge Year 6 Artists use distortion or abstraction to convey feelings and moods rather than to realistically represent things. Skill Year 6 Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.	Begin the project by asking the children if they can articulate the meaning of the terms 'abstraction' and 'distortion'. After listening to the children's ideas, clarify the meanings of the terms and highlight the subtleties between the two. Encourage the children to draw on their previous learning in the Y5 project Expression to help them describe the words' meanings. Explain that this project focuses on the art of abstraction and introduce the movement by showing the What is abstract art? presentation. Spend time discussing and analysing the examples of art in the presentation, including the visual characteristics of the movement. Explain to the children that they will complete an exercise to see how many different ways their class can reimagine the same observational drawings. Model the task using the Abstract art instructions and emphasise to the children that this task is about reimagining how something might look using either full abstraction or more subtle distortion. Provide the children with the Observational drawing picture cards and the practical resources for the task. At the end of the session, display the children's work in card frames to give them a professional finish. Invite the children to share and compare their work and see how many different ways the original images have been reimagined.	• Pencils or pens • Rulers • Scissors • Glue • Sketchbooks • Card frames
Develop **Lesson 1: Abstraction by line** P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 6 In art, distortion is an alteration to an original shape, abstraction refers to art that doesn't depict the world realistically and exaggeration is the depiction of something that is larger than in real life. Specific knowledge Year 6 Abstract artists can use line as a way of representing and capturing complex imagery. Skill Year 6 Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.	*Recap on the terms 'abstraction' and 'distortion'. Explain to the children that in this lesson, they will be exploring ways to distort an image into a series of simple lines. Begin by showing the children a demonstration of their task using the Abstraction by line presentation. After sharing the presentation, ask the children to recount the instructions to ensure that they are clear on the purpose and practicalities of their task. Provide the Pencil portrait picture cards and the practical resources, then allow the children time to create their abstract portraits. Support where necessary and encourage the children to talk about their ideas before committing them to paper. At the end of the session, invite the children to share and compare their outcomes and evaluate how well they have distorted their portraits.*	• Pencils • Tracing paper • Marker pens • Paper clips
Lesson 2: Abstraction by colour P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 6 Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours. Specific knowledge Year 6 Colour is one of the main ways that abstract artists represent their subject matter. The colour palettes of abstract artists are often unnatural and used freely or in combination with shapes to represent the artists' ideas and observations. Skill Year 6 Use colour palettes and characteristics of an artistic movement or artist in artwork.	Recap on the children's understanding of abstraction and distortion so far. Explain that today, they will be exploring ways to create abstract images using colour as a focus. Use the Abstraction by colour presentation to inform the children about the ways that colour can be used in abstract artworks. Use the images and questions in the presentation as a starting point for discussions on the theme. To explore the concept further, provide children with the practical resources and the Abstraction by colour instructions. Support the children as they work. At the end of the session, invite the children to share and compare their work and say what they have learned about using colour in abstract artwork.	• Paint • Paintbrushes • Palettes • Oil pastels • Sketchbooks
Lesson 3: Abstraction by shape P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).	Recap on what the children have learned so far. Encourage them to explain which techniques they have looked at, for example, abstraction by line and abstraction by colour. Explain that today, they will be learning how to create abstract art using shape. Begin by showing the children the Abstraction by shape presentation. After sharing the	• Pencils • Rulers

Knowledge Year 6 Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above). Specific knowledge Year 6 Abstract art can represent the basic essence of a shape so that it remains recognisable or use a very simplified organic or geometric shape to represent ideas or observations more abstractly. Skill Year 6 Use line, tone or shape to draw observational detail or perspective.	presentation, discuss the different images, encouraging the children to describe how the artists have used shape. Explain to the children that they will now practise some of the techniques for themselves, following the Abstraction by shape instructions. At the end of the session, invite the children to share and compare their work, discussing what they have learned.	• Sketchbooks
Lesson 4: Guernica P. of Study Art and design 7 Create sketchbooks to record their observations and use them to review and revisit ideas. Knowledge Year 6 A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. Skill Year 6 Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.	Introduce children to the artwork *Guernica* by Pablo Picasso, using the *Guernica* video. After watching the video, discuss the style and meaning of the piece with the children. Then, organise the children into pairs and give each an A4 copy of the *Guernica* picture card. Ask the children to study the painting and answer the questions from the *Guernica* question sheet. At the end of the session, invite the children to discuss their findings and give their opinions about how successful the painting is in portraying the horrors of war.	• Sketchbooks
Lesson 5: Orphism P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 6 In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece. Specific knowledge Year 6 Orphism was an artistic movement started by artists Robert and Sonia Delaunay. Skill Year 6 Create innovative art that has personal, historic or conceptual meaning.	Begin with a recap of the painting *Guernica* by Pablo Picasso, including a discussion of its style, meaning and colour palette. Explain that the children will now be looking at another derivative of the abstract art movement, Orphism. Show children the Orphism presentation. After sharing the presentation, invite the children to discuss what they have seen and learned about the movement and its two founding artists, Robert and Sonia Delaunay. To study the genre further, ask the children to choose one of the Orphism picture cards. Using a viewfinder, ask them to isolate then recreate a small area of the image, representing the shapes and colours accurately. At the end of the lesson, invite the children to share and compare their sketchbook studies and draw conclusions about the use of colour and shape in the Delaunays' work. Also, compare how it differs from Pablo Picasso's *Guernica*.	• Viewfinders • Paints • Sketchbooks • Paintbrushes
Express **Evaluation:** P. of Study Breadth Art and design Aims 3 Evaluate and analyse creative works using the language of art, craft and design. Knowledge Year 6 Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention. Skill Year 6 Adapt and refine artwork in light of constructive feedback and reflection.	Display the children's work in a class gallery. Invite them to walk around the works and leave sticky notes with positive and constructive comments. After the children have viewed each other's work, allow them to read their peers' feedback and make adaptations. Assess children's learning by asking them to complete the Distortion and Abstraction question sheet.	• Sticky notes

Cycle B: Year 5 / 6 Art & Design Schemes of Work
Summer 2 - Bees, Beetles and Butterflies

Overview: This project teaches children about sketchbooks, observational drawing, mixed media collage and Pop Art. They consolidate their learning to make a final piece of artwork inspired by bees, beetles or butterflies.
Vocabulary: ***Evaluation:*** Evaluation, exhibition ***Generation of ideas:*** Annotation, colour swatch, sketchbook, sketching ***Compare and contrast:*** abstract art, abstraction, analyse, colour, distortion, line, shap ***Paint:*** Colour, colour palette, contemporary, digital painting, illustration, painting, watercolour paint ***Printing:*** Andy Warhol, Pop Art, Print ***Creation:*** mixed media collage ***Pencil, ink, charcoal and pen:*** observational drawing ***Paper and fabric:*** Collage, decorative stitching, embellishment, mixed media, mixed media collage
Assessment outcomes: All children can complete the Bees, Beetles and Butterflies question sheet.

Lesson objective(s)	Suggested activities and differentiation	Resources

Engage **Collecting images** P. of Study Art and design 7 Create sketchbooks to record their observations and use them to review and revisit ideas. Knowledge Year 6 A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. Specific knowledge Year 6 Most artists begin their work with a sketch. Artists often use sketchbooks to draw their observations, take notes, or write down an idea that they can develop later. Skill Year 6 Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.	Show the Insect art video and encourage the children to describe the visual elements of the insects they have seen. After sharing, ask them why they think insects provide such a rich and interesting subject matter for artists. Show the children the Sketchbook pages presentation and explain that it shows a good example of sketchbook work. Encourage the children to look at the features of the sketchbook page and discuss how the artist has recorded their artistic thoughts and ideas. Invite the children to carry out explorations by first finding high-quality photographs of either bees, beetles, or butterflies online. When the children have found at least three good images of their chosen insect, support them in printing and sticking their images in their sketchbooks. Ask children to observe each image carefully, making annotations about the insect's characteristics and visual qualities. Children may also want to add colour swatches, trace shapes and patterns or make quick sketches of interesting features. At the end of the session, invite the children to share and compare their sketchbook work, explaining why they have chosen specific examples and reading out their annotations about the visual qualities they have observed.	• Sketchbook • Scissors • Glue • Computer and printer • Drawing pencils • Coloured pencils • Pens • Watercolour paints and brushes • Mixing palette • Water pot • Tracing paper
Develop **Lesson 1: Insect artists** P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 6 Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours. Specific knowledge Year 6 Lucy Arnold is a contemporary illustrator. She is greatly inspired by nature and expresses her ideas with a bold use of colour. Skill Year 6 Use colour palettes and characteristics of an artistic movement or artist in artwork.	Begin the lesson by sharing the Lucy Arnold Pinterest board. Explain that Lucy Arnold is a contemporary artist who creates colourful illustrations, paintings, digital art and pieces of mixed media artwork that are inspired by nature. Invite the children to observe the artist's work and share their thoughts and ideas about her style and use of colour. Invite the children to find a favourite image, print it out and use watercolour paints to record the colour palette used in the artist's work. Children can use the Colour chart recording sheet to record their colours or simply record them in their sketchbooks. At the end of the session, ask the children to summarise what they have found out about the artist's style, particularly her use of colour. Invite them to share their thoughts and opinions about her work and say whether they think her use of colour is effective.	• Computer and printer • Watercolour paints and brushes • Mixing palette • Water pot • Sketchbook
Lesson 2: Observational drawing P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 6 Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above). Specific knowledge Year 6 Observational drawing means drawing what you see. It is a realistic portrayal of the subject matter. Skill Year 6 Use line, tone or shape to draw observational detail or perspective.	Begin the lesson by showing children the Observational drawing of insects presentation. As you show each image, ask children to describe what they can see, including the artistic qualities of the drawings. Children can use the Observational drawing word mat to help them articulate their ideas if needed. Task the children with choosing one image to draw from the Observational drawing picture cards. Emphasise the need to use line, tone, shape and colour to record the details of the insect. As the children work, offer guidance to help them improve their drawings. At the end of the session, invite them to share and compare their drawings. Encourage them to comment on the successes of their work. **Note:** Insect specimens, which are widely available from museum loans services, could also be used during this lesson.	• Range of different grade drawing pencils • Sketchbook • Ballpoint pens • Fine liner pens • Coloured pencils
Lesson 3: Mixed media collages of beetles P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).	Recap on the meaning of the term 'mixed media'. Explain that in this lesson, the children will be using a range of materials to create a detailed, mixed media collage. To demonstrate the task, show children the How to make a mixed media collage of a beetle video. After sharing the video, discuss the techniques and processes needed to create their beetle. Provide the practical resources and the Beetle templates for the children to carry out	• Range of fabrics • Textured, homemade and craft papers • Tracing paper • Scissors • Glue sticks and fabric glue

Knowledge Year 6 Materials have different qualities, such as rough or smooth, hard or soft, heavy or light, opaque or transparent and fragile or robust. These different qualities can be used to add texture to a piece of artwork. Specific knowledge Year 6 In visual art, mixed media describes artwork in which more than one medium or material is used. Materials used to create mixed media art include, paint, paper, fabric, wood and found or decorative objects. Skill Year 6 Combine the qualities of different materials including paper, fabric and print techniques to create textural effects.	their work. At the end of the session, invite the children to share and compare their artwork.	• Marker pen • Paperclips • Glitter glue • Metallic marker pens • Hessian • Needles • Different coloured threads • Embellishments, such as buttons and sequins
Lesson 4: Pop Art bees P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge Year 6 Printmakers create artwork by transferring paint, ink or other art materials from one surface to another. Specific knowledge Year 6 Pop Art was an art movement that began in the United Kingdom and United States in the mid to late 1950s. The movement was inspired by popular culture. Pop Art is characterised by images of everyday objects, words and people, but presented using vibrant colours and bold outlines. Skill Year 6 Use the work of a significant printmaker to influence artwork.	Begin the session by showing children the Pop Art presentation. After watching the presentation, ask the children to describe the genre's style and use of colour. Explain that the children will be working in the style of Andy Warhol to create some Pop Art bees. Model the process using the Pop Art bees instructions. When the children are confident and ready to start their work, allow them to choose one of the Bee print picture cards to use as a basis for their work. Direct the children to carry out their tasks, offering help and support as needed. At the end of the session, invite the children to share and compare their work.	• Watercolour paints and brushes • Mixing palettes • Water pots • Computer or tablet • Printer • Sketchbook
Express **Evaluation:** • P. of Study Breadth Art and design Aims 3 Evaluate and analyse creative works using the language of art, craft and design. • Knowledge Year 6 Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention. • Skill Year 6 Adapt and refine artwork in light of constructive feedback and reflection.	Ask the children to set out all their work from the project. Provide the children with space and display materials so they can set up their exhibitions independently. Ask the children to write signage that explains their learning journey throughout the project. All children can complete the Bees, Beetles and Butterflies question sheet.	• Display resources • Card • Glue • Staple gun