



*Nourishing the fitrah of each unique child*

## Art 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 and 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 / 2**

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

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

#### **Year 3 / 4**

-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.

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

#### **Year 5 / 6**

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

-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	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Nursery	<b>Me and My Community</b> Match it Familiar rhymes for Nursery Friendship rainbow for Nursery Emergency vehicles Teamwork Quick and slow	<b>Starry Night</b> Lullabies Bedtime routine Make a cuddle pet Light and dark Rocket builders Sky painting Relaxation station Space travel Constellations Moon buggies	<b>Once upon a time</b> Discovering dinosaurs Dinosaur island Turtles Dinosaur painting Dinosaur trails Build a dinosaur Nests Mud painting Frozen in time	<b>Dangerous Dinosaurs</b> Loose parts play Build it	<b>Sunshine and Sunflowers</b> How does your garden grow? for Nursery Flower art Crop protectors Sun hats Shades of yellow Sun art Homes for who? Summer tech	<b>Big wide world</b> Animals around the world Pattern time Transitional art Buildings around the world
	<b>Exploring Autumn</b> All sewn up Harvest time Conker rolling, creatures and run Seed patterns and shakers Wrap it around Weaving	<b>Winter wonderland</b> Songs Animal tales Building bridges for Nursery Royal workshop Fantasy homes	<b>Sparkle and Shine</b> Puddles Sing a rainbow for Nursery Rainmakers Puddle painting Colour match Rainbow town	<b>Puddles and Rainbows</b> Frozen Icy sounds for Nursery Icy dens Ice building	<b>Shadows and Reflections</b> Echoes Symmetrical patterns Symmetrical buildings Mirrored building	<b>Splash</b> Floating and sinking Graffiti art Waterfalls Water runs Foamy paint Drip painting Boats
Reception	<b>Let's explore</b> Boxes What's inside? Sensory walk Songs and rhymes Adventures Colourful homes Planes, trains and automobiles Thread it	<b>Marvellous Machines</b> Share it! Machine poems Listen up! Busy machines Build it! for Reception Design a robot Transitional art Terrific Transformers	<b>Ready, Steady, Grow</b> Farm songs Fruit art for Reception Down on the farm Seed shakers	<b>Long ago</b> Nursery rhymes for Reception Toys from the past Portraits Old clothes to new clothes Shades of grey Old buildings Horses and carts	<b>Animal safari</b> Rainforest animals Animal patterns Animal songs Animal homes Feathered friends Watering hole Swamps Pet homes	<b>On the beach</b> Star prints All join in!
	<b>Build it up</b> What we'll build Building sites Builders Building bridges Towers Block houses Transporting water Make a roof	<b>Puppets and Pop - Ups</b> Let's talk Move it! Finger puppets Pop ups for Reception Paper bag puppets Story soundtracks Who lives here? How does it move?a	<b>Signs of spring</b> Spring flowering plants Ducks and ducklings Pastel shades Nests Puddle painting	<b>Stories and Rhymes</b> Sing a rainbow Incy Wincy Spider King of the castle London Bridge Bus making Oranges and lemons Silver bells and cockle shells	<b>Creep, Crawl, Wiggle</b> Wonderful webs Matisse's snail Minibeasts Butterfly prints Collage butterflies Pebble art <b>Incredible insects</b> Slimy creatures Tunnels	<b>Moving on</b> Favourite songs Frame it One more step! Mazes Building together
Cycle A Year 1 / 2	<b>Mixing colours</b> Primary and secondary colours Colour wheel Similarities and differences in artists' use of colour Colour mixing and printmaking		<b>Rain and Sun Rays</b> Weather motifs Exploring line and shape Exploring texture Exploring collagraphy Creating weather collagraphs Evaluate		<b>Street View:</b> Exploring street views Similar or different Significant artist: James Rizzi Exploring colour Exploring form Mural makers	

<p><b>Cycle B</b> Year 1 / 2</p>	<p><b>Still life</b> Colour Study Still life Study Still life artists</p>		<p><b>Flower hand</b> Flower art Exploring shape and form Explore texture Explore colour and pattern Creating flower sculptures</p>		<p><b>Portraits and poses</b> Analysing paintings Sketch a pose Digital drawing Royal gallery Portraiture today Royal portraits</p>	
<p><b>Cycle A</b> Year 3/4</p>	<p><b>Prehistoric Pots</b> Bell beaker pottery Exploring clay Styles and patterns Making bell beaker – style pots</p>		<p><b>Ammonite</b> Exploring ammonites Draw it Print it Sculpt it Photograph it</p>		<p><b>Beautiful Botanicals</b> Botanical weavers Botanical artist Comparing work on a theme In the style Printmaking Botanical exhibition</p>	
<p><b>Cycle B</b> Year 3/4</p>	<p><b>Contrast and Complement</b> Watercolours Colour theory Colour in art Colour collectors Colour Compositions</p>		<p><b>Vista</b> What a view! Mountainous landscapes Atmospheric perspective Warmth and coolness My landscape</p>		<p><b>Islamic Art</b> Exploring Islamic art Exploring geometric motifs Creating pattern from a motif Stars in Islamic art Clay relief sculpture Creating geometric tiles</p>	
<p><b>Cycle A</b> Year 5/6</p>	<p><b>Tints, Tones and Shades</b> Mixing tints, shades and tones Tints, shades and tones in landscapes Sketching landscapes Creating landscape paintings</p>		<p><b>Line, Light and Shadows</b> 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</p>		<p><b>Expression</b> What is expressionism? Significant artist – Edvard Munch Expressionist colour Modern expressionism Creating an expressionist – style painting</p>	
<p><b>Cycle B</b> Year 5/6</p>	<p><b>Trailblazers, Barrier Breakers</b> Exploring trailblazers Breaking barriers Critical analysis In the style Inspired artwork</p>		<p><b>Environmental Artists</b> Exploring and creating environmental art Recycle, reuse and repurpose Ocean art</p>		<p><b>Bees, Beetles and Butterflies</b> Collecting images Insect artists Observational drawing Mixed media collages of beetles Pop art bees Insect inspired art work</p>	

## 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
<p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>• to use a range of materials creatively to design and make products;</li><li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;</li><li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;</li><li>• 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.</li></ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>• 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;</li><li>• to create sketch books to record their observations and use them to review and revisit ideas;</li><li>• 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];</li><li>• about great artists, architects and designers in history.</li></ul>



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

Drawing			
EYFS	KS 1	LKS2	UPKS2
<p>Expressive Arts and Design</p> <p>h. Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>i. Develop their own ideas and then decide which materials to use to express them.</p> <p>j. Join different materials and explore different textures.</p> <p>k. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>l. Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>m. Use drawing to represent ideas like movement or loud noises.</p> <p>n. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>o. Explore colour and colour mixing.</p>	<p>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.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination. Children can:</p> <p>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.</p>	<p>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.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can:</p> <p>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.</p>	<p>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.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can:</p> <p>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.</p>

Painting			
EYFS	KS 1	LKS2	UPKS2
<p>Physical Development</p> <ol style="list-style-type: none"> <li>Use large-muscle movements to wave flags and streamers,</li> <li>paint and make marks.</li> <li>Choose the right resources to carry out their own plan.</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> </ol>	<p>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.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination. Children can:</p>	<p>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.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can:</p>	<p>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.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can:</p>
<p>Expressive Arts and Design</p> <ol style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>Explore colour and colour mixing.</li> </ol>	<ol style="list-style-type: none"> <li>name the primary and secondary colours;</li> <li>experiment with different brushes (including brushstrokes) and other painting tools;</li> <li>mix primary colours to make secondary colours;</li> <li>add white and black to alter tints and shades;</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>use varied brush techniques to create shapes, textures, patterns and lines;</li> <li>mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</li> <li>create different textures and effects with paint;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</li> </ol>	<ol style="list-style-type: none"> <li>create a colour palette, demonstrating mixing techniques;</li> <li>use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists</li> </ol>
Sculpture			
EYFS	KS 1	LKS2	UPKS2
	<p>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.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination. Children can:</p>	<p>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.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials.</p>	<p>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.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range</p>

	<ul style="list-style-type: none"> <li>a use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</li> <li>b use a variety of techniques, e.g. rolling, cutting, pinching;</li> <li>c use a variety of shapes, including lines and texture;</li> <li>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.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a cut, make and combine shapes to create recognisable forms;</li> <li>b use clay and other malleable materials and practise joining techniques;</li> <li>c add materials to the sculpture to create detail;</li> <li>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.</li> </ul>	<p>of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a plan and design a sculpture;</li> <li>b use tools and materials to carve, add shape, add texture and pattern;</li> <li>c develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</li> <li>d use materials other than clay to create a 3D sculpture;</li> <li>e use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</li> </ul>
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**Collage**

EYFS	KS 1	LKS2	UPKS2
	<p>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.</p> <p><b>KS1 Art and Design National Curriculum</b> 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use a combination of materials that have been cut, torn and glued;</li> <li>b sort and arrange materials;</li> <li>c add texture by mixing materials;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</li> </ul>	<p>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.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a select colours and materials to create effect, giving reasons for their choices;</li> <li>b refine work as they go to ensure precision;</li> <li>c learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</li> </ul>	<p>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.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a add collage to a painted or printed background;</li> <li>b create and arrange accurate patterns;</li> <li>c use a range of mixed media;</li> <li>d plan and design a collage; use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange,</li> </ul>

**Textiles**

EYFS	KS 1	LKS2	UPKS2
	<p>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</p>	<p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – textiles.</p>	<p>Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – textiles.</p>

	<p>and effect.</p> <p><b>KS1 Art and Design National Curriculum</b> 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:</p> <p>a show pattern by weaving;</p> <p>b use a dyeing technique to alter a textile's colour and pattern;</p> <p>c decorate textiles with glue or stitching, to add colour and detail;</p> <p>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.</p>	<p>Children can:</p> <p>a select appropriate materials, giving reasons;</p> <p>b use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;</p> <p>c develop skills in stitching, cutting and joining;</p> <p>d use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>	<p>Children can:</p> <p>a experiment with a range of media by overlapping and layering in order to create texture, effect and colour;</p> <p>b add decoration to create effect; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave</p>
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Printing

EYFS	KS 1	LKS2	UPKS2
	<p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture,</p> <p>e.g. sponges.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in other art, craft and design techniques – printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <p>a copy an original print;</p> <p>b use a variety of materials, e.g. sponges, fruit, blocks;</p> <p>c demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</p> <p>d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>	<p>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.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – printing. Children can:</p> <p>a use more than one colour to layer in a print;</p> <p>b replicate patterns from observations;</p> <p>c make printing blocks;</p> <p>d make repeated patterns with precision;</p> <p>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.</p>	<p>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.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – printing. Children can:</p> <p>a design and create printing blocks/tiles;</p> <p>b develop techniques in mono, block and relief printing;</p> <p>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;</p>

Work of other artists			
EYFS	KS 1	LKS2	UPKS2
	<p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists throughout history throughout KS1.</p> <p><b>KS1 Art and Design National Curriculum</b> 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:</p> <ul style="list-style-type: none"> <li>a describe the work of famous, notable artists and designers;</li> <li>b express an opinion on the work of famous, notable artists;</li> <li>c use inspiration from famous, notable artists to create their own work and compare;</li> <li>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.</li> </ul>	<p>Children continue to study the works of famous artists. They have more opportunity to offer opinions and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p><b>KS2 Art and Design National Curriculum</b> To learn about great artists, architects and designers in history. Children can:</p> <ul style="list-style-type: none"> <li>a use inspiration from famous artists to replicate a piece of work;</li> <li>b reflect upon their work inspired by a famous notable artist and the development of their art skills;</li> <li>c express an opinion on the work of famous, notable artists and refer to techniques and effect;</li> <li>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.</li> </ul>	<p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p><b>KS2 Art and Design National Curriculum</b> To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a give detailed observations about notable artists', artisans' and designers' work;</li> <li>b offer facts about notable artists', artisans' and designers' lives;</li> </ul> <p>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.</p>



**Cycle A Year 1 / 2 Art & Design Scheme of Work**  
**Autumn - Childhood**  
**Mixing Colours**

<p><b>Overview:</b>  <b>Mixing Colours</b>          This essential skills and knowledge 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.</p>		
<p><b>Vocabulary:</b> Primary and secondary colours; Colour wheel; Colour mixing and printmaking  <b>Human form:</b>  <b>Creation:</b>  <b>Evaluation:</b>          artistic vocabulary, evaluate  <b>Generation of ideas:</b>          communicate, explore  <b>Compare and contrast:</b>          colour, describe, different, same  <b>Paper and colour:</b>          blue, colour mixing, colour wheel, green, orange, palette, primary colour, purple, rd, secondary colour, vibrant, yellow  <b>Printing</b>          ink, paint, pattern, printmaking, shape  <b>Significant people, artwork and movements:</b></p>		
<p><b>Assessment outcomes:</b>          Give all children a copy of the <a href="#">Mixing Colours question sheet</a> to assess their learning.</p>		
Lesson objective(s)	Suggested activities and differentiation	Resources

<p><b>Engage: Let's Mix</b></p> <p><b>Concept/Aspect</b></p> <ul style="list-style-type: none"> <li>● Paint and colour</li> </ul> <p><b>Skill</b></p> <p><b>In this lesson children will:</b></p> <ul style="list-style-type: none"> <li>● Identify and use paints in the primary and secondary colours.</li> </ul> <p><b>Core knowledge</b></p> <p><b>By the end of this lesson children should know:</b></p> <ul style="list-style-type: none"> <li>● The primary colours are red, yellow and blue.</li> <li>● Secondary colours are made by mixing primary colours.</li> <li>● The secondary colours are purple, green and orange.</li> </ul>	<p>Start the session by reading the book <a href="#">Mix It Up!</a> by Hervé Tullet to the children. Use the book as a starting point to help children name 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 primary colours and observe what happens when they mix. 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?'</p>	<ul style="list-style-type: none"> <li>● Ready-mixed paint in the primary colours</li> <li>● Paintbrushes</li> <li>● Water pots</li> <li>● Paper towels</li> <li>● Mixing palettes</li> <li>● Sketchbooks</li> </ul>
<p><b>Develop</b></p> <p><b>Lesson 1: The colour wheel</b></p> <p><b>Concept/Aspect</b></p> <p>Paint and colour</p> <p><b>Skill</b></p> <p><b>In this lesson children will:</b></p> <ul style="list-style-type: none"> <li>● Identify and use paints in the primary and secondary colours.</li> </ul> <p><b>Core knowledge</b></p> <p><b>By the end of this lesson children should know:</b></p> <ul style="list-style-type: none"> <li>● A colour wheel has three primary colours on it-red, yellow and blue.</li> <li>● A colour wheel has three secondary colours on it-purple, orange and green.</li> <li>● The secondary colours are between the two primary colours which make it.</li> </ul>	<p>Recap on children's learning from the previous session. Introduce the colour wheel using the <a href="#">Colour wheel presentation</a>. Use the presentation to show how colours are organised and why. Support the children to create their own colour wheels, using the three primary colours to make the secondary colours and record them on the <a href="#">Colour wheel template</a>. At the end of the session, use the <a href="#">Colour wheel drag and drop template</a> to reinforce teaching points.</p>	<ul style="list-style-type: none"> <li>● Ready-mixed paint in the primary colours</li> <li>● Paintbrushes</li> <li>● Water pots</li> <li>● Paper towels</li> <li>● Mixing palettes</li> </ul>



<p><b>Lesson 2 - Same or different</b></p> <p><b>Concept/Aspect</b> Compare and contrast</p> <p><b>Skill</b></p> <p><b>In this lesson children will:</b></p> <ul style="list-style-type: none"> <li>Identify similarities and differences between two or more pieces of art.</li> </ul> <p><b>Core knowledge</b></p> <p><b>By the end of this lesson children should know:</b></p> <ul style="list-style-type: none"> <li>Art on a similar theme can be different because of the colours or style the artist uses.</li> <li>Some artists use just primary colours. Some artists use both primary and secondary colours in their artwork.</li> </ul>	<p>Recap what the children have learned so far about primary and secondary colours. Show the <a href="#">Colour in art presentation</a> and the <a href="#">Colour in art Pinterest board</a>. Ask the children to discuss the artworks and comment on the similarities and differences in the artist's use of colour. Ask children to choose one of the <a href="#">Same or different picture cards</a> and mix and record the colours they can see. Invite children to share and compare their outcomes with the class alongside their original picture cards.</p>	<ul style="list-style-type: none"> <li>Ready-mixed paint in the primary colours</li> <li>Paintbrushes</li> <li>Water pots</li> <li>Paper towels</li> <li>Mixing palettes</li> </ul>
<p><b>Lesson 3 - Colour carousel</b></p> <p><b>Concept/Aspect</b></p> <ul style="list-style-type: none"> <li>Printing</li> </ul> <p><b>Skill</b></p> <p><b>In this lesson children will:</b></p> <ul style="list-style-type: none"> <li>Make simple prints and patterns using a range of liquids including ink and paint.</li> </ul> <p><b>Core knowledge</b></p> <p><b>By the end of this lesson children should know:</b></p> <ul style="list-style-type: none"> <li>A print is a shape or pattern made by pressing paint or ink from one surface to another.</li> <li>Colours can be mixed directly on a surface by pressing, folding and printmaking.</li> </ul>	<p>Recap on what the children have learned so far about colour and colour mixing. Set out tables with the <a href="#">Colour mixing instructions</a> activities and demonstrate to the children what they need to do. Once completed, ask the children to see if they can find other ways of mixing paint directly on the paper's surface, for example, using their fingers or other printmaking implements such as corks, sponges, straws and so on. Invite the children to share and compare their work and findings.</p>	<ul style="list-style-type: none"> <li>Ready-mixed paint in the primary colours</li> <li>Sponge rollers</li> <li>Mixing palettes</li> <li>Paper</li> </ul>
<p><b>Innovate - Colour challenge</b></p> <p><b>Concept/Aspect</b></p> <ul style="list-style-type: none"> <li>Paint and colour</li> </ul> <p><b>Skill</b></p> <p><b>In this lesson children will:</b></p> <ul style="list-style-type: none"> <li>Identify and use paints in the primary and secondary colours.</li> </ul>	<p>Show children the <a href="#">Colour challenge video</a>. After watching the video, discuss the task and encourage the children to choose one of the <a href="#">Colour composition templates</a> to complete. Work alongside the children and offer support as needed. Encourage them to think about the colours they want to mix and ensure they have 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. Keep the children's work to compare this piece with their work in the next academic year.</p>	<ul style="list-style-type: none"> <li>Ready-mixed paint in the primary colours</li> <li>Fine paintbrushes</li> <li>Water pots</li> <li>Paper towels</li> <li>Mixing palettes</li> </ul>

<p><b>Core knowledge</b></p> <p><b>By the end of this lesson children should know:</b></p> <ul style="list-style-type: none"> <li>• The primary colours are red, yellow and blue.</li> <li>• Secondary colours are made by mixing primary colours.</li> <li>• The secondary colours are purple, green and orange.</li> </ul>		
<p><b>Express - Evaluate</b></p> <p><b>Concept/Aspect</b> Evaluation</p> <p><b>Skill</b></p> <p><b>In this lesson children will:</b></p> <ul style="list-style-type: none"> <li>• Say what they like about their own or others' work using simple artistic vocabulary.</li> </ul>	<p>Gather the children together to talk about their colour project. Ask questions to prompt the children's thinking, for example, 'What are the primary colours? What are the secondary colours? How do you make green? What happens if you mix red and blue?' Invite children to gather around examples of all their work and say what they like about their own work and the work of others. Encourage children to use colour vocabulary in their comments. To assess the children's understanding, ask questions from the <a href="#">Mixing Colours question sheet</a>. Mark together using the <a href="#">Mixing Colours answer sheet</a>.</p>	



**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
<p><b>Engage - Weather motifs</b></p> <p><b>P. of Study</b> <b>Art and design</b> <b>8</b> Use a range of materials creatively to design and make products.</p> <p><b>Knowledge</b> <b>Year 1</b> 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.</p> <p><b>Specific knowledge</b> <b>Year 1</b> A motif is a decorative image or design, often repeated, to form a pattern.</p> <p><b>Skill</b> <b>Year 1</b> Make transient art and pattern work using a range or combination of man-made and natural materials.</p>	<p>Display the <a href="#">Weather motif picture cards</a>. 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 <a href="#">Transient art picture cards</a> 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.</p>	<ul style="list-style-type: none"> <li>● Coloured soft dough</li> <li>● String</li> <li>● Pebbles</li> <li>● Twigs</li> <li>● Log slices</li> <li>● Flowers</li> <li>● Seeds</li> <li>● Shiny pebbles</li> <li>● Glass pebbles or beads</li> <li>● Bottle tops</li> <li>● Straws</li> <li>● Leaves</li> <li>● Corks</li> </ul>
<p><b>Develop</b></p> <p><b>Lesson 1: Exploring line and shape</b></p> <p><b>P. of Study</b> <b>Art and design</b> <b>5</b> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p><b>Knowledge</b> <b>Year 1</b> 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.</p> <p><b>Skill</b> <b>Year 1</b> Use soft and hard pencils to create different types of line and shape.</p>	<p>Revisit the children’s work from the previous lesson. Ask, ‘What types of lines and shapes did you use to make your weather motifs?’</p> <p>Use the <a href="#">Lines and shapes presentation</a> 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 <a href="#">Lines and shapes recording sheet</a>. Where possible, provide the opportunity for children to extend their mark making work using art software.</p>	<ul style="list-style-type: none"> <li>● Pens</li> <li>● Pencils of different gradings</li> </ul>
<p><b>Lesson 2: Exploring texture</b></p> <p><b>P. of Study</b> <b>Breadth</b> <b>Art and design</b> <b>Aims</b> <b>2</b> Produce creative work, exploring their ideas and recording their experiences.</p> <p><b>Knowledge</b> <b>Year 1</b> Discussion and initial sketches can be used to communicate ideas and are part of the artistic process.</p>	<p>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 <a href="#">Exploring textures recording sheet</a> 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,</p>	<ul style="list-style-type: none"> <li>● Bubble wrap</li> <li>● Wire wool</li> <li>● Foil</li> <li>● Sandpaper</li> <li>● Corrugated card</li> <li>● Tissue paper</li> <li>● Plastic</li> <li>● Sponge</li> </ul>

<p><b>Specific knowledge</b> <b>Year 1</b> Textural materials can be bumpy, ridged, rough, smooth, grainy, furry, wrinkled and crumpled.</p> <p><b>Skill</b> <b>Year 1</b> Communicate their ideas simply before creating artwork. View progression</p>	<p>'How many different textures did you find? Which textures did you like or dislike?'</p>	<ul style="list-style-type: none"> <li>● Polystyrene</li> <li>● Pipe cleaners</li> <li>● Hessian</li> <li>● Crumpled brown paper</li> <li>● String</li> <li>● Cork</li> <li>● Textured wallpaper</li> </ul>
<p><b>Lesson 3: Exploring collagraph</b></p> <p><b>P. of Study</b> <b>Art and design</b> <b>Year 8</b> <b>Year 1</b> Use a range of materials creatively to design and make products.</p> <p><b>5</b> <b>Year 1</b> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p><b>Knowledge</b> <b>Year 1</b> Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past).</p> <p><b>Year 1</b> 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.</p> <p><b>Year 1</b> 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.</p> <p><b>Skill(s)</b> <b>Year 1</b> Design and make art to express ideas. View progression</p> <p><b>Year 1</b> Make simple prints and patterns using a range of liquids including ink and paint. View progression</p>	<p>Introduce the art of collagraph using the <a href="#">Collagraph presentation</a>. 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 <a href="#">Collagraph instructions</a> 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.</p>	<ul style="list-style-type: none"> <li>● Card</li> <li>● Textural materials</li> <li>● Paper</li> <li>● Printing inks (primary colours only)</li> <li>● Rollers</li> <li>● Printing trays</li> </ul>
<p><b>Express - Evaluate</b></p> <p><b>P. of Study</b> <b>Breadth</b> <b>Art and design</b> <b>Aims</b> <b>3</b> Evaluate and analyse creative works using the language of art, craft and design.</p> <p><b>Knowledge</b> <b>Year 1</b> Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.</p> <p><b>Skill</b> <b>Year 1</b> Say what they like about their own or others' work using simple artistic vocabulary. View progression</p>	<p>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.</p> <p>Give all children a copy of the <a href="#">Rain and Sun Rays question sheet</a> to assess their learning.</p>	
<p><b>Innovate - Creating weather collagraphs</b></p>	<p>Display the <a href="#">Weather motif picture cards</a>. 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</p>	<ul style="list-style-type: none"> <li>● Card</li> <li>● Textural materials</li> <li>● Paper</li> </ul>

<p><b>P. of Study</b> <b>Art and design</b> <b>5</b> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p><b>Knowledge</b> <b>Year 1</b> 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.</p> <p><b>Skill</b> <b>Year 1</b> Make simple prints and patterns using a range of liquids including ink and paint. View progression</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>● Printing inks (primary colours only)</li> <li>● Rollers</li> <li>● Printing trays</li> </ul>
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**Cycle A Year 1 / 2 Art & Design Schemes of Work**  
**Summer – School Days**  
**Street View**

<p><b>Overview:</b>          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.</p>		
<p><b>Vocabulary:</b>          Evaluation:          discuss, dislike, like, opinion  <b>Generation of ideas:</b>          communicate, compose, discuss, explore, imaginative, unique  <b>Compare and contrast:</b>          colour, composition, different, dislike, like, line, mood, observe, shape, similar  <b>Significant people, artwork and movements:</b>          Back in Brooklyn, City Day – City Night by James Rizzi, Happy Town by James Rizzi, 3-D sculpture  <b>Malleable Materials:</b>          3-D, form, layer  <b>Paint:</b>          blue, colour wheel, green, mix, orange, primary colour, purple, red, secondary colour, yellow  <b>Landscapes:</b>          building, cityscape, feature, street, urban, urban landscape</p>		
<p><b>Assessment outcomes:</b>          Give all children a copy of the <a href="#">Street View question sheet</a> to assess their learning.</p>		
Lesson objective(s)	Suggested activities and differentiation	Resources
<p><b>Engage - Exploring street views</b>  <b>P. of Study</b> Art and design 6 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  <b>Knowledge</b> 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).  <b>Skill</b> Year 1 Draw or paint a place from memory, imagination or observation.</p>	<p>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?'</p>	<ul style="list-style-type: none"> <li>● Cameras or tablets</li> <li>● Hard and soft pencils</li> </ul>

<p><b>Develop</b></p> <p><b>Lesson 1: Similar or different?</b></p> <p><b>P. of Study</b> <b>Art and design</b> <b>3</b> 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.</p> <p><b>Knowledge</b> <b>Year 1</b> Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line.</p> <p><b>Skill</b> <b>Year 1</b> Identify similarities and differences between two or more pieces of art.</p>	<p>Display the <a href="#">Street view picture cards</a>. 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 <a href="#">Similar or different recording sheets</a> 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.</p>	
<p><b>Lesson 2: Significant artist – James Rizzi</b></p> <p><b>P. of Study</b> <b>Art and design</b> <b>3</b> 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.</p> <p><b>Knowledge</b> <b>Year 1</b> Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.</p> <p><b>Specific knowledge</b> <b>Year 1</b> James Rizzi was an American artist and illustrator who lived in New York City. His urban landscapes are bright, colourful and imaginative.</p> <p><b>Skill</b> <b>Year 1</b> Describe and explore the work of a significant artist.</p>	<p>Use the official <a href="#">James Rizzi website</a> and the <a href="#">James Rizzi teacher information</a> 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.</p>	<ul style="list-style-type: none"> <li>• Drawing media, including marker pens, wax crayons, coloured pencils and pastels</li> <li>• Computers or tablets</li> </ul>
<p><b>Lesson 3: Exploring colour</b></p> <p><b>P. of Study</b> <b>Art and design</b> <b>5</b> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p><b>Knowledge</b> <b>Year 1</b> The primary colours are red, yellow and blue.</p> <p><b>Specific knowledge</b> <b>Year 1</b> Secondary colours are made by mixing primary colours. The secondary colours are purple, green and orange.</p> <p><b>Skill</b> <b>Year 1</b> Identify and use paints in the primary colours.</p>	<p>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 <a href="#">Primary colour wheel diagram</a> 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 <a href="#">Colour wheel template</a> 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.</p>	<ul style="list-style-type: none"> <li>• Primary colour powder paints</li> <li>• Brushes</li> </ul>
<p><b>Innovate - Mural makers</b></p> <p><b>P. of Study</b> <b>Breadth</b> <b>Art and design</b> <b>Aims</b> <b>2</b> Produce creative work, exploring their ideas and recording their experiences.</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Drawing media, including marker pens, wax crayons, coloured pencils and pastels</li> </ul>



<p><b>Knowledge</b> <b>Year 1</b> Discussion and initial sketches can be used to communicate ideas and are part of the artistic process.</p> <p><b>Specific knowledge</b> <b>Year 1</b> A mural is any piece of artwork painted or applied directly on a wall, ceiling or other permanent surfaces.</p> <p><b>Skill</b> <b>Year 1</b> Communicate their ideas simply before creating artwork.</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>● Sculptural materials, such as corrugated cardboard, foam and wire</li> <li>● Scissors</li> <li>● Glue</li> </ul>
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## 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
<p><b>Engage</b></p> <p><b>P. of Study</b> <b>Breadth</b> <b>Art and design</b> <b>Aims</b> <b>5</b> Evaluate and analyse creative works using the language of art, craft and design.</p> <p><b>Knowledge</b> <b>Year 2</b> Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.</p> <p><b>Specific knowledge</b> <b>Year 2</b> 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).</p> <p><b>Skill</b> <b>Year 2</b> Analyse and evaluate their own and others' work using artistic vocabulary.</p>	<p>Create a gallery by setting out the <a href="#">Gallery exhibits picture cards</a> and <a href="#">Gallery exhibits information sheets</a> 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 <a href="#">Gallery exhibits presentation</a> and use the <a href="#">Evaluating artwork teacher information</a> 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.</p>	<ul style="list-style-type: none"> <li>Pencils and sketchbooks</li> </ul>

<p><b>Develop</b></p> <p><b>Lesson 1: Similar or different?</b></p> <p><b>P. of Study</b> <b>Art and design</b> <b>4</b> 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.</p> <p><b>Knowledge</b> <b>Year 2</b> Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events.</p> <p><b>Specific knowledge</b> <b>Year 2</b> Some significant still life artists include Paul Cézanne, Vincent van Gogh, Cornelis Gijsbrechts, Roy Lichtenstein and Georges Braque.</p> <p><b>Skill</b> <b>Year 2</b> Describe similarities and differences between artwork on a common theme.</p>	<p>Use the <a href="#">Still life presentation</a> 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 <a href="#">Still life recording sheets</a> 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?'</p>	
<p><b>Lesson 2: Colour study</b></p> <p><b>P. of Study</b> <b>Art and design</b> <b>7</b> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p><b>Knowledge</b> <b>Year 2</b> The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.</p> <p><b>Skill</b> <b>Year 2</b> Identify and mix secondary colours.</p>	<p>Display the <a href="#">Colour study presentation</a> 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 <a href="#">Colour study recording sheet</a> 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.</p>	<ul style="list-style-type: none"> <li>● Small brushes</li> <li>● Powder paints</li> <li>● Palettes</li> </ul>
<p><b>Lesson 3: Still life study</b></p> <p><b>P. of Study</b> <b>Art and design</b> <b>16</b> Use a range of materials creatively to design and make products.</p> <p><b>Knowledge</b> <b>Year 2</b> Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals.</p> <p><b>Skill</b> <b>Year 2</b> Draw, paint and sculpt natural forms from observation, imagination and memory.</p>	<p>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 <a href="#">Still life objects teacher information</a> 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 <a href="#">Carousel activities instructions</a>. 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.</p>	<ul style="list-style-type: none"> <li>● Range of still life objects</li> <li>● Paper</li> <li>● Soft and hard pencils</li> <li>● Powder paints</li> <li>● Brushes</li> <li>● Clay</li> <li>● Clay boards and tools</li> <li>● Range of small sculptural objects</li> </ul>

<p><b>Innovate – Still life artists</b></p> <p><b>P. of Study</b> <b>Breadth</b> <b>Art and design</b> <b>Sims</b> <b>3</b> Produce creative work, exploring their ideas and recording their experiences.</p> <p><b>Knowledge</b> <b>Year 2</b> A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas.</p> <p><b>Specific knowledge</b> <b>Year 2</b> Composition is the placement or arrangement of visual elements.</p> <p><b>Skill</b> <b>Year 2</b> Make simple sketches to explore and develop ideas.</p>	<p>Provide the children with a wide range of objects from the <a href="#">Still life objects teacher information</a>. 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 <a href="#">Gallery exhibits picture cards</a> 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.</p>	<ul style="list-style-type: none"> <li>● Range of still life objects</li> <li>● Paper</li> <li>● Soft and hard pencils</li> <li>● Powder paints</li> <li>● Brushes</li> </ul>
<p><b>Express – Evaluation</b></p> <p><b>P. of Study</b> <b>Breadth</b> <b>Art and design</b> <b>Aims</b> <b>5</b> Evaluate and analyse creative works using the language of art, craft and design.</p> <p><b>Knowledge</b> <b>Year 2</b> Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.</p> <p><b>Skill</b> <b>Year 2</b> Analyse and evaluate their own and others' work using artistic vocabulary.</p>	<p>Invite the children to view and evaluate each others' work in the gallery. Direct the children to complete a <a href="#">Gallery exhibit writing frame</a> 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 <a href="#">Still Life question sheet</a> to assess their learning.</p>	



## 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
<p><b>Engage</b></p> <p><b>Lesson 1: Flowers</b></p> <p><b>P. of Study Breadth Art and design 3 Year 2 Aims</b> Produce creative work, exploring their ideas and recording their experiences.</p> <p><b>4 Year 2</b> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p><b>Knowledge Year 2</b> A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas.</p> <p><b>Year 2</b> A landscape is a piece of artwork that shows a scenic view.</p> <p><b>Year 2</b> Visual elements of art include, colour, shape, form, texture and pattern.</p> <p><b>Skill(s) Year 2</b> Make simple sketches to explore and develop ideas. View progression</p> <p><b>Year 2</b> Draw or paint features of landscape from memory, imagination or observation, with some attention to detail.</p>	<p>Introduce the theme of the project by watching the <a href="#">Flowers video</a>. 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.</p>	<ul style="list-style-type: none"> <li>● Flowers</li> <li>● Pens, pencils and colouring pencils</li> <li>● Sketchbooks</li> <li>● Hand lenses</li> </ul>

<p><b>Lesson 2: Flowers art</b></p> <p><b>P. of Study</b> <b>Art and design 4</b> 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.</p> <p><b>Knowledge</b> <b>Year 2</b> Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events.</p> <p><b>Specific knowledge</b> <b>Year 2</b> Contemporary artists, such as Dale Chihuly, Takashi Murakami and Yayoi Kusama use flowers as inspiration for their artwork.</p> <p><b>Skill</b> <b>Year 2</b> Describe similarities and differences between artwork on a common theme.</p>	<p>Demonstrate how flowers have inspired artists to create artwork by showing children the <a href="#">Flower art presentation</a>. 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 <a href="#">Flower art recording sheet</a>. 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.</p>	
<p><b>Develop</b></p> <p><b>Lesson 1: Exploring shape and form</b></p> <p><b>P. of Study</b> <b>Art and design 16</b> <b>Year 2</b> Use a range of materials creatively to design and make products.</p> <p><b>7</b> <b>Year 2</b> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p><b>Knowledge</b> <b>Year 2</b> 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.</p> <p><b>Year 2</b> 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.</p> <p><b>Year 2</b> 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.</p> <p><b>Year 2</b> Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals.</p> <p><b>Skill(s)</b> <b>Year 2</b> Press objects into a malleable material to make textures, patterns and imprints. View progression</p> <p><b>Year 2</b> Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space. View progression</p> <p><b>Year 2</b> Use the properties of various materials, such as clay or polystyrene, to develop a block print. View progression</p> <p><b>Year 2</b> Draw, paint and sculpt natural forms from observation, imagination and memory.</p>	<p>Invite children to delve more deeply into the visual elements of flowers by showing children the <a href="#">Flowers presentation</a>. 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 <a href="#">Shape instructions</a> and <a href="#">Form instructions</a> 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.</p>	<ul style="list-style-type: none"> <li>● Craft papers</li> <li>● Scissors, glue and masking tape</li> <li>● Pencils and pens</li> <li>● Sketchbooks</li> <li>● Black marker pens</li> <li>● Dried or fresh flowers</li> <li>● Clay or soft dough</li> <li>● Rollers</li> <li>● Polystyrene tiles</li> <li>● Printing inks in primary colours</li> <li>● Printing trays</li> <li>● Paper plates</li> </ul>

<p><b>Lesson 2: Exploring texture</b>  <b>P. of Study</b>   <b>Art and design</b>   <b>1.6</b> Use a range of materials creatively to design and make products.  <b>Knowledge</b>   <b>Year 2</b> 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.  <b>Specific knowledge</b>   <b>Year 2</b> Textures can be described as rough, smooth, wrinkly, soft, sharp, spiky, shiny and bumpy.  <b>Skill</b>   <b>Year 2</b> Create a range of textures using the properties of different types of paper.</p>	<p>Show children the <a href="#">Exploring textures video</a>. After watching the video, encourage the children to name and describe the textures seen in the artworks using artistic vocabulary. Provide children with the <a href="#">Texture instructions</a> 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.</p>	<ul style="list-style-type: none"> <li>● Tissue paper</li> <li>● PVA glue</li> <li>● Corrugated card</li> <li>● Watercolour or ready-mixed paint</li> <li>● Paintbrushes</li> <li>● Clay</li> <li>● Cocktail sticks</li> <li>● Rollers</li> <li>● String</li> <li>● Foil</li> <li>● Hot glue gun</li> <li>● Bubble wrap</li> </ul>
<p><b>Lesson 3: Exploring colour and pattern</b>  <b>P. of Study</b>   <b>Art and design</b>   <b>7</b> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.  <b>Knowledge</b>   <b>Year 2</b> The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.  <b>Skill</b>   <b>Year 2</b> Identify and mix secondary colours.</p>	<p>Recap on the visual elements of flowers children have explored so far, including shape, form and texture. Show children the <a href="#">Pattern and colour presentation</a> using the questions as a prompt for discussion. Invite the children to explore colour and pattern further by doing the activity shown on the <a href="#">Exploring colour and pattern video</a>. 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.</p>	<ul style="list-style-type: none"> <li>● Waxed paper</li> <li>● Large coffee filter</li> <li>● Spray bottle</li> <li>● Red, blue and yellow food colouring or ink</li> <li>● Mixing palette</li> <li>● Scissors</li> <li>● Paintbrushes</li> <li>● Felt pens</li> <li>● Masking tape</li> </ul>
<p><b>Innovate – Creating flower sculptures</b>  <b>P. of Study</b>   <b>Art and design</b>   <b>1.6</b> Use a range of materials creatively to design and make products.  <b>Knowledge</b>   <b>Year 2</b> Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals.  <b>Specific knowledge</b>   <b>Year 2</b> Yayoi Kusama is a Japanese contemporary artist who makes large-scale sculptures. Her work is often brightly coloured and highly patterned.  <b>Skill</b>   <b>Year 2</b> Draw, paint and sculpt natural forms from observation, imagination and memory.</p>	<p>Begin by revisiting the work of Yayoi Kusama by either reading children the book, <a href="#">Yayoi Kusama: From Here to Infinity</a> by Sarah Suzuki, or by showing them the <a href="#">Yayoi Kusama presentation</a>. 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 <a href="#">Innovate challenge 1 video</a> and the <a href="#">Innovate challenge 2 video</a> 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.</p>	<ul style="list-style-type: none"> <li>● Paper plates</li> <li>● Felt pens</li> <li>● Pencils</li> <li>● Marker pen</li> <li>● Ready-mixed paint</li> <li>● Paintbrushes</li> <li>● Palette</li> <li>● Sketchbooks</li> <li>● Scissors</li> <li>● Varnish (optional)</li> <li>● Paper tubes (optional)</li> <li>● Air-drying clay</li> <li>● Clay tools</li> <li>● Roller</li> <li>● Airtight bag</li> </ul>
<p><b>Express</b>  <b>P. of Study</b>   <b>Breadth</b>   <b>Art and design</b>   <b>Aims</b>   <b>5</b> Evaluate and analyse creative works using the language of art, craft and design.  <b>Knowledge</b>   <b>Year 2</b> Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.  <b>Skill</b>   <b>Year 2</b> Analyse and evaluate their own and others' work using artistic vocabulary.</p>	<p>Invite the children to reflect upon their work and discuss how successful they consider it to be. Children can use the <a href="#">Flower Head question sheet</a> to record their learning, thoughts and ideas.</p>	



## 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
<p><b>Engage – Analysing paintings</b>  <b>P. of Study</b> <b>Art and design</b> <b>4</b> 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.  <b>Knowledge</b> <b>Year 2</b> 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.  <b>Specific knowledge</b> <b>Year 2</b> 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.  <b>Skill</b> <b>Year 2</b> Explain why a painting, piece of artwork, body of work or artist is important.</p>	<p>Use the <a href="#">Royal portraits presentation</a> 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 <a href="#">Tudor monarchs picture cards</a>. Direct them to choose a painting to analyse, using the corresponding <a href="#">Royal portraits recording sheet</a>. Invite the children to share and compare their ideas about the painting they chose. Use the <a href="#">Royal portraits teacher information</a> to provide the children with extra facts and interpretations of each picture.</p>	
<p><b>Develop</b>  <b>Lesson 1: Sketch a pose</b>  <b>P. of Study</b> <b>Breadth</b> <b>Art and design</b> <b>Sims</b> <b>3</b> Produce creative work, exploring their ideas and recording their experiences.  <b>Knowledge</b> <b>Year 2</b> A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas.</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>● Pencils</li> <li>● Sketchbooks</li> </ul>



<p><b>Specific knowledge</b> <b>Year 2</b> Objects in paintings can be used to give clues about someone's personality and hobbies.</p> <p><b>Skill</b> <b>Year 2</b> Make simple sketches to explore and develop ideas.</p>	<p>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.</p>	
<p><b>Lesson 2: Digital drawing</b></p> <p><b>P. of Study</b> <b>Art and design</b> <b>4</b> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p><b>Knowledge</b> <b>Year 2</b> A drawing, painting or sculpture of a human face is called a portrait.</p> <p><b>Specific knowledge</b> <b>Year 2</b> Art software can be used to make a simple line drawing.</p> <p><b>Skill</b> <b>Year 2</b> Represent the human form, including face and features, from observation, imagination or memory.</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Computer or tablet with art software</li> </ul>
<p><b>Lesson 3: Portraiture today</b></p> <p><b>P. of Study</b> <b>Computing</b> <b>7</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p><b>Knowledge</b> <b>Year 2</b> 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.</p> <p><b>Specific knowledge</b> <b>Year 2</b> In modern times, people use digital technology, such as phones, cameras and tablets to take portraits and pictures of themselves.</p> <p><b>Skill</b> <b>Year 2</b> Use different types of software and identify their purposes.</p>	<p>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 prop if preferred. Invite the children to select a favourite image and save it into a digital folder ready for their Innovate challenge.</p>	<ul style="list-style-type: none"> <li>• Tablets or cameras</li> </ul>
<p><b>Innovate – Royal portraits</b></p> <p><b>P. of Study</b> <b>Art and design</b> <b>4</b> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p><b>Knowledge</b> <b>Year 2</b> A drawing, painting or sculpture of a human face is called a portrait.</p> <p><b>Specific knowledge</b> <b>Year 2</b> Photographs and sketches can be used to prepare for a drawing.</p> <p><b>Skill</b> <b>Year 2</b> Represent the human form, including face and features, from observation, imagination or memory.</p>	<p>Show the children how to upload their favourite photograph to photo editing software, such as <a href="#">Pixlr</a>. Explain that they will be using the software to create a regal portrait of themselves, using the software to add drawn details. Use the <a href="#">Creating a regal portrait video</a> 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.</p>	<ul style="list-style-type: none"> <li>• Computer or tablet with access to photo editing software</li> </ul>
<p><b>Express – Royal gallery</b></p> <p><b>P. of Study</b> <b>Breadth</b> <b>Art and design</b> <b>Aims</b> <b>5</b> Evaluate and analyse creative works using the language of art, craft and design.</p> <p><b>Knowledge</b> <b>Year 2</b> Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.</p> <p><b>Skill</b> <b>Year 2</b> Analyse and evaluate their own and others' work using artistic vocabulary.</p>	<p>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 <a href="#">Portraits and Poses question sheet</a> to assess their learning.</p>	<ul style="list-style-type: none"> <li>• Sticky notes</li> </ul>



## Cycle A Year 3 / 4 Art & Design Schemes of Work

### Autumn 1 - Prehistoric Pots

<p><b>Overview:</b> 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.</p> <p><b>Vocabulary:</b>  <b>Creation:</b> Form, pattern, sculpt, shape, sketch.  <b>Evaluation:</b> Evaluate, improve, technique.  <b>Generation of ideas:</b> Observe, sketch.  <b>Malleable materials:</b> 3-D, clay, coil, form, roll, sculpture, slip.  <b>Natural art:</b> Imprint, pattern.  <b>Significant people, artwork and movements:</b> Beaker culture.</p> <p><b>Assessment outcomes:</b>          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 <a href="#">Bell Beaker-style pot evaluation sheet</a> as a more formal evaluation of their work and learning. Give all children a copy of the <a href="#">Prehistoric Pots question sheet</a> to assess their learning.</p>		
Lesson objective(s)	Suggested activities and differentiation	Resources
<p><b>Engage</b></p> <p><b>Lesson 1: Bell Beaker pottery</b>  <b>P. of Study   Art and design   6</b> Create sketchbooks to record their observations and use them to review and revisit ideas.  <b>Knowledge   Year 3</b> 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.  <b>Specific knowledge   Year 3</b> 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.  <b>Skill   Year 3</b> Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</p>	<p>Begin by showing children the <a href="#">Prehistoric pots presentation</a>. 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 <a href="#">Bell Beaker pottery picture cards</a> 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.</p>	
<p><b>Develop</b></p> <p><b>Lesson 1: Exploring clay</b>  <b>P. of Study   Art and design   17</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).  <b>Knowledge   Year 3</b> 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.  <b>Specific knowledge   Year 3</b> 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.  <b>Skill   Year 3</b> Create a 3-D form using malleable or rigid materials, or a combination of materials.</p>	<p>Show the <a href="#">Exploring clay video</a>. 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.</p>	<ul style="list-style-type: none"> <li>• Clay</li> <li>• Clay modelling board and tools</li> <li>• Water</li> </ul>

<p><b>Lesson 2: Styles and patterns</b></p> <p><b>P. of Study</b>   <b>Art and design</b>   <b>17</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Knowledge</b>   <b>Year 3</b> Nature and natural forms can be used as a starting point for creating artwork.</p> <p><b>Specific knowledge</b>   <b>Year 3</b> 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.</p> <p><b>Skill</b>   <b>Year 3</b> Use nature and natural forms as a starting point for artwork.</p>	<p>Enable children to delve deeply into the style and use of pattern on Bell Beaker pottery using the <a href="#">Bell Beaker pot patterns presentation</a>. 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.</p>	<ul style="list-style-type: none"> <li>• Clay</li> <li>• Natural materials and objects</li> <li>• Cameras</li> </ul>
<p><b>Innovate</b></p> <p><b>Making Bell Beaker-style pots</b></p> <p><b>P. of Study</b>   <b>Art and design</b>   <b>17</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Knowledge</b>   <b>Year 3</b> 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.</p> <p><b>Skill</b>   <b>Year 3</b> Create a 3-D form using malleable or rigid materials, or a combination of materials.</p>	<p>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 <a href="#">Exploring clay video</a> 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.</p>	<ul style="list-style-type: none"> <li>• Clay</li> <li>• Clay modelling board and tools</li> <li>• Natural materials and objects</li> <li>• Water</li> </ul>
<p><b>Express</b></p> <p><b>Evaluating our work</b></p> <p><b>P. of Study</b>   <b>Breadth</b>   <b>Art and design</b>   <b>Aims</b>   <b>5</b> Evaluate and analyse creative works using the language of art, craft and design.</p> <p><b>Knowledge</b>   <b>Year 3</b> 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.</p> <p><b>Skill</b>   <b>Year 3</b> Make suggestions for ways to adapt and improve a piece of artwork. View progression</p>	<p>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 <a href="#">Bell Beaker-style pot evaluation sheet</a> as a more formal evaluation of their work and learning. Give all children a copy of the <a href="#">Prehistoric Pots question sheet</a> to assess their learning.</p>	



## 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
<p><b>Engage</b></p> <p><b>Lesson 1: Exploring ammonites</b></p> <p><b>P. of Study</b> <b>Art and design</b> <b>17</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Knowledge</b> <b>Year 3</b> Nature and natural forms can be used as a starting point for creating artwork.</p> <p><b>Skill</b> <b>Year 3</b> Use nature and natural forms as a starting point for artwork.</p>	<p>Display the <a href="#">Ammonite inspiration picture cards</a> 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.</p>	<ul style="list-style-type: none"> <li>● Ammonite fossils</li> <li>● Hand lenses, digital microscopes or tablets with a magnifying function</li> <li>● Drawing media, including pen and ink, pencils and fine line pens</li> </ul>
<p><b>Develop</b></p> <p><b>Lesson 1: Draw It</b></p> <p><b>P. of Study</b> <b>Art and design</b> <b>6</b> Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p><b>Knowledge</b> <b>Year 3</b> 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.</p> <p><b>Specific knowledge</b> <b>Year 3</b> 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.</p> <p><b>Skill</b> <b>Year 3</b> Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</p>	<p>Display the <a href="#">Fibonacci picture cards</a>. 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 <a href="#">Developing a motif presentation</a>. 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.</p>	<ul style="list-style-type: none"> <li>● Tablets</li> </ul>

<p><b>Lesson 2: Print it</b></p> <p><b>P. of Study</b>   <b>Art and design</b>   <b>17</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Knowledge</b>   <b>Year 3</b> 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.</p> <p><b>Skill</b>   <b>Year 3</b> Make a two-colour print.</p>	<p>Demonstrate how to carry out the process of relief printing by doing a practical demonstration or by showing the children the <a href="#">How to make a two-colour print video</a>. Provide the <a href="#">Equipment list</a> 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.</p>	<ul style="list-style-type: none"> <li>● Paper</li> <li>● Tracing paper</li> <li>● Masking tape</li> <li>● Pencils</li> <li>● Polystyrene tiles</li> <li>● Pallets</li> <li>● Printing inks</li> <li>● Rollers</li> </ul>
<p><b>Innovate</b></p> <p><b>Sculpt it:</b></p> <p><b>P. of Study</b>   <b>Art and design</b>   <b>17</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Knowledge</b>   <b>Year 3</b> 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.</p> <p><b>Specific knowledge</b>   <b>Year 3</b> Contemporary sculptures based on natural forms include <i>Ammonite Slice Outside</i>, by Mark Reed; <i>Coil Shell</i>, by Lucy Unwin; <i>Dark at Heart</i>, by Peter Randall-Page; and the <i>Chintz Series</i>, by Peter Garrard.</p> <p><b>Skill</b>   <b>Year 3</b> Create a 3-D form using malleable or rigid materials, or a combination of materials. View progression</p>	<p>Introduce the lesson using the <a href="#">Natural form sculpture Pinterest board</a>. 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.</p>	<ul style="list-style-type: none"> <li>● Air drying clay</li> <li>● Clay tools</li> <li>● Paints, such as tempera, acrylic or watercolour</li> <li>● Camera or tablet</li> </ul>
<p><b>Express</b></p> <p><b>P. of Study</b>   <b>Art and design</b>   <b>17</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Knowledge</b>   <b>Year 3</b> Visual elements include colour, line, shape, form, pattern and tone.</p> <p><b>Skill</b>   <b>Year 3</b> Use and combine a range of visual elements in artwork.</p>	<p>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 <a href="#">Knowledge organiser</a>. Give all children a copy of the <a href="#">Ammonite question sheet</a> to assess their learning.</p>	<ul style="list-style-type: none"> <li>● Cameras</li> <li>● Computer or tablets</li> </ul>



## Cycle A Year 3 / 4 Art & Design Schemes of Work Summer 1 - 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
<p><b>Engage</b></p> <p><b>Botanical weavers</b></p> <p><b>P. of Study   Art and design 17   Year 3</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>P. of Study   Design and technology 5   Year 3   Make</b> Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</p> <p><b>3   Year 3   Make</b> 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.</p> <p><b>Knowledge Year 3</b> 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.</p> <p><b>Year 3</b> 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.</p>	<p>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 <a href="#">Weaving presentation</a>. 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.</p>	<ul style="list-style-type: none"> <li>● Small prestrung card looms</li> <li>● Collaborative seagrass looms</li> <li>● Bags or boxes for collecting materials</li> <li>● Masking tape</li> <li>● Natural materials</li> <li>● Camera or tablet</li> </ul>

<p><b>Year 3</b> 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.</p> <p><b>Year 3</b> The word 'botanical' relates to things involving plants or the study of plants.</p> <p><b>Skill(s) Year 3</b> Weave natural or man-made materials on cardboard looms, making woven pictures or patterns. View progression</p> <p><b>Year 3</b> Cut and join wools, threads and other materials to a loom. View progression</p> <p><b>Year 3</b> Decorate a loom weaving using embellishments, such as natural or silk flowers, tassels and bows.</p>		
<p><b>Develop</b></p> <p><b>Lesson 1: What is a botanical artist?</b></p> <p><b>P. of Study</b> <b>Art and design</b> <b>6</b> Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p><b>Knowledge Year 3</b> 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.</p> <p><b>Specific knowledge Year 3</b> Botanical artists make accurate recordings of botanical subject matter. They use the visual elements of each form to capture their unique character.</p> <p><b>Skill Year 3</b> Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</p>	<p>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 <a href="#">What is a botanical artist? video</a>. 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 <a href="#">Wendy's sketchbook picture card</a>. At the end of the session, invite the children to share and compare their work and say what they found interesting and challenging.</p>	<ul style="list-style-type: none"> <li>Plants, flowers, leaves and fruit and vegetables (whole, halved and sliced)</li> <li>Drawing materials</li> <li>Sketchbooks</li> <li>Hand lenses</li> <li>Rulers</li> <li>Erasers</li> <li>Watercolour paints or coloured pencils</li> <li>Mixing palettes</li> <li>Paintbrushes</li> </ul>
<p><b>Lesson 2: Comparing work on a theme</b></p> <p><b>P. of Study</b> <b>Art and design</b> <b>7</b> Learn about great artists, architects and designers in history.</p> <p><b>Knowledge Year 3</b> 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.</p> <p><b>Specific knowledge Year 3</b> 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.</p> <p><b>Skill Year 3</b> Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.</p>	<p>Explain to the children that they will be looking at examples of botanical art and making comparisons between them. Display the <a href="#">Comparing botanical art presentation</a>. 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 <a href="#">Comparing botanical art picture cards</a> and use these to complete the <a href="#">Comparing botanical art recording sheet</a>. At the end of the session, invite the children to share and compare their findings and summarise common characteristics of botanical art.</p>	<ul style="list-style-type: none"> <li>Sketchbooks</li> <li>Drawing materials</li> </ul>
<p><b>Lesson 3: In the style</b></p> <p><b>P. of Study</b> <b>Art and design</b> <b>7</b> Learn about great artists, architects and designers in history.</p> <p><b>Knowledge Year 3</b> 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.</p> <p><b>Specific knowledge Year 3</b> An illustration is a visual representation of a subject matter. It can often be more graphic in style than a traditional drawing or painting.</p> <p><b>Skill Year 3</b> Work in the style of a significant artist, architect, culture or designer.</p>	<p>Ask children if they know what the terms 'illustration' and 'illustrator' mean, then explain their meanings. Visit the website of contemporary illustrator <a href="#">Katie Scott</a> to view the artist's botanical work. Ask the children to look closely at examples from the <i>Botanicum</i> 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 <a href="#">Botanicum postcard collection</a> 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.</p>	<ul style="list-style-type: none"> <li><a href="#">Botanicum postcard collection</a> by Katie Scott</li> <li>Sketchbooks</li> <li>Drawing and colouring pencils</li> </ul>

<p><b>Lesson 4: Printmaking</b></p> <p><b>P. of Study</b>   <b>Art and design</b>   <b>17</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Knowledge</b>   <b>Year 3</b> 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.</p> <p><b>Skill</b>   <b>Year 3</b> Make a two-colour print.</p>	<p>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 <a href="#">Ferns presentation</a> 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 <a href="#">Fern picture cards</a> as visual inspiration and the <a href="#">Unit printing instructions</a> or <a href="#">Lino printing instructions</a> 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?'</p>	<ul style="list-style-type: none"> <li>● Fern plant</li> <li>● Fern or bracken fronds</li> <li>● Printing ink</li> <li>● Printing rollers</li> <li>● Ink trays</li> <li>● Paper</li> <li>● Easy-carve lino</li> <li>● Carving tools</li> <li>● Kitchen or paper towels</li> </ul>
<p><b>Innovate</b></p> <p><b>Botanical exhibition</b></p> <p><b>P. of Study</b>   <b>Art and design</b>   <b>6</b> Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p><b>Knowledge</b>   <b>Year 3</b> 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.</p> <p><b>Specific knowledge</b>   <b>Year 3</b> 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.</p> <p><b>Skill</b>   <b>Year 3</b> Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</p>	<p>Introduce the children to their Innovate challenge by showing the <a href="#">Fantastic fruits video</a>. 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.</p>	<ul style="list-style-type: none"> <li>● Range of interesting fruits</li> <li>● Knives and chopping boards</li> <li>● Plates</li> <li>● Paper towels</li> <li>● Thin paint brushes</li> <li>● Watercolours or block paints</li> <li>● Cartridge paper</li> <li>● Pencils</li> <li>● Hand lenses</li> <li>● Rulers</li> <li>● Sketchbooks</li> </ul>
<p><b>Express</b></p> <p><b>Evaluation:</b></p> <p><b>P. of Study</b>   <b>Breadth</b>   <b>Art and design</b>   <b>Aims</b>   <b>5</b> Evaluate and analyse creative works using the language of art, craft and design.</p> <p><b>Knowledge</b>   <b>Year 3</b> 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.</p> <p><b>Skill</b>   <b>Year 3</b> Make suggestions for ways to adapt and improve a piece of artwork.</p>	<p>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 <a href="#">Beautiful Botanicals question sheet</a> to assess their learning.</p>	





## 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.

**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
<p><b>Engage</b>  <b>Watercolours:</b>  <b>P. of Study</b>   <b>Art and design</b>   <b>6</b> Create sketchbooks to record their observations and use them to review and revisit ideas.  <b>Knowledge</b>   <b>Year 3</b> 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.  <b>Specific knowledge</b>   <b>Year 3</b> Watercolour paint is a translucent paint, which can be made bolder and stronger by layering.  <b>Skill</b>   <b>Year 3</b> Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>● Watercolour paints</li> <li>● Paintbrushes</li> <li>● Cartridge paper</li> <li>● Mixing palettes</li> <li>● Sketchbooks</li> </ul>
<p><b>Develop</b>  <b>Lesson 1: Colour theory</b>  <b>P. of Study</b>   <b>Art and design</b>   <b>17</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).  <b>Knowledge</b>   <b>Year 3</b> 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.  <b>Specific knowledge</b>   <b>Year 3</b> Analogous colours are groups of colours that are next to each other on the colour wheel.  <b>Skill</b>   <b>Year 3</b> Identify, mix and use contrasting coloured paints.</p>	<p>Use the <a href="#">Colour theory presentation</a> to introduce the principles of the warm, cool, tertiary, analogous and complementary colour families. After sharing the presentation, show the <a href="#">Colour theory poster</a> 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?'</p>	<ul style="list-style-type: none"> <li>● Watercolour paints</li> <li>● Paintbrushes</li> <li>● Mixing palettes</li> <li>● Sketchbooks</li> </ul>

<p><b>Lesson 2: Colour in Art</b>  <b>P. of Study</b> <b>Art and design</b> <b>7</b> Learn about great artists, architects and designers in history.  <b>Knowledge</b> <b>Year 3</b> 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.  <b>Specific knowledge</b> <b>Year 3</b> 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.  <b>Skill</b> <b>Year 3</b> Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.</p>	<p>Recap on what the children have learned so far about colour families. Show the children the <a href="#">Colour in art presentation</a> and use the <a href="#">Colour in art question sheet</a> 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 <a href="#">Colour in art picture cards</a> 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.</p>	
<p><b>Lesson 3: Colour collectors</b>  <b>P. of Study</b> <b>Art and design</b> <b>17</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).  <b>Knowledge</b> <b>Year 3</b> 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.  <b>Specific knowledge</b> <b>Year 3</b> 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.  <b>Skill</b> <b>Year 3</b> Identify, mix and use contrasting coloured paints.</p>	<p>Display the <a href="#">Gallery presentation</a> 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 <a href="#">Artwork picture card</a> 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.</p>	<ul style="list-style-type: none"> <li>• Watercolour paints</li> <li>• Paintbrushes</li> <li>• Mixing palettes</li> <li>• Sketchbooks</li> </ul>
<p><b>Innovate</b>  <b>P. of Study</b> <b>Art and design</b> <b>17</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).  <b>Knowledge</b> <b>Year 3</b> Visual elements include colour, line, shape, form, pattern and tone.  <b>Skill</b> <b>Year 3</b> Use and combine a range of visual elements in artwork.</p>	<p>Recap on everything the children have learned so far about colour and colour theory. Then show them the <a href="#">Innovate challenge presentation</a>. Allow time for the children to discuss and clarify the task. Model how to use the <a href="#">Shape templates</a> 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.</p>	<ul style="list-style-type: none"> <li>• Paintbrushes</li> <li>• Pens and pencils</li> <li>• Cloth or paper towel</li> <li>• Mixing palettes</li> <li>• Cartridge paper</li> <li>• Watercolour paints</li> <li>• 2-D maths shapes</li> <li>• Sketchbooks</li> </ul>
<p><b>Express</b>  <b>Evaluation:</b>  <b>P. of Study</b> <b>Breadth</b> <b>Art and design</b> <b>Aims</b> <b>5</b> Evaluate and analyse creative works using the language of art, craft and design.  <b>Knowledge</b> <b>Year 3</b> 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.  <b>Skill</b> <b>Year 3</b> Make suggestions for ways to adapt and improve a piece of artwork.</p>	<p>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 <a href="#">Contrast and Complement question sheet</a> to establish their learned knowledge.</p>	<ul style="list-style-type: none"> <li>• Sketchbooks</li> </ul>



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

<p><b>Overview:</b> This project teaches children about the techniques that artists use when composing landscape images, such as colour and atmosphere.</p>		
<p><b>Vocabulary:</b> Landscape, perspective  <b>Creation:</b> Composition, landscape, line, proportion, sketch, shape  <b>Evaluation:</b> Compare, describe, evaluate, improve.  <b>Generation of ideas:</b> colour, combine, shade, sketch, tone  <b>Compare and contrast:</b> Compare, composition, technique, viewpoint  <b>Landscapes:</b> atmospheric perspective, landscape, scenery  <b>Paint and colour:</b> colour, cool, ink, pigment, warm, wash, watercolour  <b>Pencil, ink, charcoal and pen:</b> Cross - hatch, line, shade stipple, tone  <b>Significant people, artwork and movements:</b> <i>A Meadow in the Mountains: Le Mas de Saint-Paul</i> by Vincent van Gogh, landscape, <i>Mountains at Collioure</i> by Andre Derain, <i>Road before the Mountains; Sainte-Victoire</i> by Paul Cezanne, <i>Tahitian Mountains</i> by Paul Gauguin</p>		
<p><b>Assessment outcomes:</b>          Give all children a copy of the <a href="#">Vista question sheet</a> to assess their learning and use the <a href="#">Vista answer sheet</a> to mark their work.</p>		
Lesson objective(s)	Suggested activities and differentiation	Resources
<p><b>Engage</b>  <b>Lesson 1: What a view!</b>  <b>Concept/Aspect</b>          Landscapes  <b>Skill</b>  <b>In this lesson children will:</b></p> <ul style="list-style-type: none"> <li>Choose an interesting or unusual perspective or viewpoint for a landscape.</li> </ul> <p><b>Core knowledge</b>  <b>By the end of this lesson children should know:</b></p> <ul style="list-style-type: none"> <li>A viewfinder is a tool an artist uses to frame a view.</li> </ul>	<p>Begin by showing children the <a href="#">What is a landscape? presentation</a>. 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.</p>	<ul style="list-style-type: none"> <li>Viewfinders</li> <li>Sketchbooks</li> <li>Cameras</li> <li>Drawing pencils</li> </ul>

<p><b>Develop</b></p> <p><b>Lesson 1: Mountainous landscapes</b></p> <p><b>Concepts/Aspects</b></p> <ul style="list-style-type: none"> <li>• Significant people, artwork and movements</li> <li>• Compare and contrast</li> </ul> <p><b>Skills</b></p> <p><b>In this lesson children will:</b></p> <ul style="list-style-type: none"> <li>• Explain the significance of art, architecture or design from history and create work inspired by it.</li> <li>• Compare and contrast artwork from different times and cultures.</li> </ul> <p><b>Core knowledge</b></p> <p><b>By the end of this lesson children should know:</b></p> <ul style="list-style-type: none"> <li>• Significant landscape artists include Paul Gauguin, Paul Cézanne, Vincent van Gogh and Claude Monet.</li> <li>• Landscape artists use different techniques to create their work. Some will paint a realistic representation of what they see and some will use colour or texture to create a particular mood or atmosphere.</li> </ul>	<p>Show examples of mountainous landscapes using the <a href="#">Mountainous landscapes picture cards</a> and <a href="#">Mountainous landscapes Pinterest board</a>. 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 <a href="#">Responding to artwork recording sheet</a> 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 <a href="#">Kiddle</a>.</p>	<ul style="list-style-type: none"> <li>• Sketchbooks</li> <li>• Computers or tablets</li> </ul>
<p><b>Lesson 2: Atmospheric perspective</b></p> <p><b>Concept/Aspect</b></p> <ul style="list-style-type: none"> <li>• Pencil, ink, charcoal and pen</li> </ul> <p><b>Skill</b></p> <p><b>In this lesson children will:</b></p> <ul style="list-style-type: none"> <li>• Use the properties of pen, ink and charcoal to create a range of effects in drawing.</li> </ul> <p><b>Core knowledge</b></p> <p><b>By the end of this lesson children should know:</b></p> <ul style="list-style-type: none"> <li>• Atmospheric perspective in art creates the illusion of space.</li> <li>• It emphasises the distance between objects. As objects recede into the distance, they become less detailed, lighter in tone, and more blurry.</li> </ul>	<p>Display the <a href="#">Atmospheric images Pinterest board</a> 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 <a href="#">Atmospheric perspective presentation</a>. 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 <a href="#">Atmospheric perspective diagram</a>, 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.</p>	<ul style="list-style-type: none"> <li>• Sketchbooks</li> <li>• Drawing materials, such as fine marker pens, ink and pencils</li> <li>• Computers or tablets</li> <li>• Apps, such as Pixlromatic for Android or iPad</li> <li>• Software, such as Paint, Photos Revelation</li> <li>• Online editing tools, such as <a href="#">pixlr</a></li> </ul>

<p><b>Lesson 3: Warmth and coolness</b></p> <p><b>Concept/Aspect</b> Paint and colour</p> <p><b>Skill</b> In this lesson children will:</p> <ul style="list-style-type: none"> <li>Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.</li> </ul> <p><b>Core knowledge</b> By the end of this lesson children should know:</p> <ul style="list-style-type: none"> <li>Warm colours are made using mostly reds and yellows although some warm colours such as a warm green are made using yellow and a small amount of blue.</li> <li>Cool colours are made using mostly yellows and blues although some cool colours such as cool purple are made using blue and a small amount of red.</li> </ul>	<p>Show the children the <a href="#">Warm and cool colours presentation</a>. 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 <a href="#">Colour wheel diagram</a> 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.</p>	<ul style="list-style-type: none"> <li>Computers or tablets</li> <li>Sketchbooks</li> <li>Drawing materials</li> <li>Apps, such as Pixlromatic for Android or iPad</li> <li>Software, such as Paint, Photos Revelation Natural Art or Photoshop</li> <li>Online editing tools, such as <a href="#">pixlr</a></li> </ul>
<p><b>Innovate</b></p> <p><b>Lesson 4: My landscape</b></p> <p><b>Concepts/Aspects</b></p> <ul style="list-style-type: none"> <li>Creation</li> <li>Landscapes</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Develop techniques through experimentation to create different types of art.</li> <li>Choose an interesting or unusual perspective or viewpoint for a landscape.</li> </ul> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>A viewfinder is a tool an artist uses to frame a view.</li> <li>Composition is a term used to describe the arrangement of the visual elements in a painting.</li> </ul>	<p>Explain to the children that they will become landscape artists, painting or drawing a mountainous landscape of their choice. Invite them to share their thoughts and ideas about the type of landscape they would like to create and what materials they want to use. Allow the children to look online for a photograph to use as a starting point for their work, using the search terms 'mountain landscape', 'mountain photographs' and other relevant search terms. Encourage them to consider their composition, that is, whether they will paint or draw all of their chosen image, or isolate part of it, referring them back to their viewfinder work. Ask the children to create a thumbnail sketch of their composition. Remind them to make annotations about which colours they will use. After exploration, provide A4 or A3 paper for the children to create their final composition. Encourage the children to refer to their sketchbook drawings and details as they develop and refine their compositions over time. Some children may want to enhance their finished composition digitally, using art software.</p>	<ul style="list-style-type: none"> <li>Computers or tablets</li> <li>Viewfinders</li> <li>Sketchbooks</li> <li>Drawing and painting materials</li> <li>Rulers</li> <li>Large cartridge paper</li> <li>Apps, such as Pixlromatic for Android or iPad</li> <li>Software, such as Paint, Photos Revelation Natural Art or Photoshop</li> <li>Online editing tools, such as <a href="#">pixlr</a></li> </ul>
<p><b>Express</b></p> <p><b>Lesson 5: Our work</b></p> <p><b>Concept/Aspect</b> Evaluation</p> <p><b>Skill</b> In this lesson children will:</p> <ul style="list-style-type: none"> <li>Give constructive feedback to others about ways to improve a piece of artwork.</li> </ul>	<p>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 <a href="#">Vista question sheet</a> to assess their learning and use the <a href="#">Vista answer sheet</a> to mark their work.</p>	<ul style="list-style-type: none"> <li>Computers or tablets</li> </ul>



## Cycle B Year 3 /4 Art & Design Scheme of Work Summer 1 - Islamic Art

<p><b>Overview:</b> 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 <a href="#">geometric patterns</a>.</p> <p><b>Vocabulary:</b> Motifs, patterns, clay, sculpture</p> <p><b>Creation:</b> abstract motif, design, figurative motif, geometric motif, geometric pattern, grid system, motif, pattern, star, tessellate, vegetal motif</p> <p><b>Evaluation:</b> compare, evaluate, improve, reflect</p> <p><b>Generation of ideas:</b> experiment, technique</p> <p><b>Malleable materials:</b> 3-D form, carving, clay, cross-hatch, join, score, sculpting, sculpture, shape, slabbing, slip, smoothing, texture, twist, wire, wire frame</p> <p><b>Significant people, artwork and movements:</b> arabesque, calligraphy, geometric pattern, Islamic art, Muslim, religious, secular</p>		
<p><b>Assessment outcomes:</b></p> <p>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 <a href="#">Islamic Art question sheet</a> to complete at the end of the session to consolidate their learning from the whole project and use the <a href="#">Islamic Art answer sheet</a> when marking the children's work.</p>		
Lesson objective(s)	Suggested activities and differentiation	Resources
<p><b>Engage</b></p> <p><b>Exploring Islamic Art</b></p> <p><b>Concept/Aspect</b></p> <ul style="list-style-type: none"> <li>Significant people, artwork and movements</li> </ul> <p><b>Skill</b></p> <p><b>In this lesson children will:</b></p> <ul style="list-style-type: none"> <li>Explain the significance of art, architecture or design from history and create work inspired by it.</li> </ul> <p><b>Core knowledge</b></p> <p><b>By the end of this lesson children should know:</b></p> <ul style="list-style-type: none"> <li>Islamic art describes the art created specifically in the service of the Muslim faith. It includes art and architecture.</li> </ul>	<p>Show the <a href="#">Islamic art video</a> 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 <a href="#">Glossary</a> 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 <a href="#">Geometric shapes, patterns and motifs picture cards</a> 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.</p>	<ul style="list-style-type: none"> <li>2-D geometric shapes</li> <li>Cameras or tablets</li> <li>Drawing materials</li> <li>Computers</li> </ul>
<p><b>Develop</b></p> <p><b>Lesson 1: Exploring geometric motifs</b></p> <p><b>Concept/Aspect</b></p> <ul style="list-style-type: none"> <li>Creation</li> </ul> <p><b>Skill</b></p> <p><b>In this lesson children will:</b></p> <ul style="list-style-type: none"> <li>Develop techniques through experimentation to create different types of art.</li> </ul> <p><b>Core knowledge</b></p> <p><b>By the end of this lesson children should know:</b></p> <ul style="list-style-type: none"> <li>Islamic art uses geometric shapes to make patterns.</li> </ul>	<p>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 <a href="#">Geometric motifs presentation</a> with the children, then follow the <a href="#">Geometric five-circle motif instructions</a> 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 <a href="#">Geometric five-circle motif instructions</a> and the <a href="#">Geometric seven-circle motif instructions</a> 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.</p>	<ul style="list-style-type: none"> <li>Paper</li> <li>Set squares</li> <li>Pairs of compasses</li> <li>Rulers</li> <li>Sharp pencils</li> <li>Black pens</li> <li>Small, square mirrors</li> </ul>

<p><b>Lesson 2: Creating a pattern from a motif</b></p> <p><b>Concept/Aspect</b></p> <ul style="list-style-type: none"> <li>• Creation</li> </ul> <p><b>Skill</b></p> <p><b>In this lesson children will:</b></p> <ul style="list-style-type: none"> <li>• Develop techniques through experimentation to create different types of art.</li> </ul> <p><b>Core knowledge</b></p> <p><b>By the end of this lesson children should know:</b></p> <ul style="list-style-type: none"> <li>• Islamic art uses geometric shapes to make patterns.</li> </ul>	<p>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 <a href="#">Designing patterns on a grid presentation</a> 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 <a href="#">Shape grid templates</a> 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.</p>	<ul style="list-style-type: none"> <li>• Drawing materials</li> </ul>
<p><b>Lesson 3: Stars in Islamic art</b></p> <p><b>Concept/Aspect</b></p> <ul style="list-style-type: none"> <li>• Creation</li> </ul> <p><b>Skill</b></p> <p><b>In this lesson children will:</b></p> <ul style="list-style-type: none"> <li>• Develop techniques through experimentation to create different types of art.</li> </ul> <p><b>Core knowledge</b></p> <p><b>By the end of this lesson children should know:</b></p> <ul style="list-style-type: none"> <li>• The star is the chosen motif for many Islamic decorations because it is believed to symbolise the light and perfection of Allah.</li> </ul>	<p>Recap the names of the geometric shapes the children have noticed in Islamic art, then share the <a href="#">Stars in Islamic art presentation</a>. After sharing the presentation, provide the children with the practical resources, <a href="#">Star pattern instructions</a> and the <a href="#">Star templates</a>. Ask children to follow the instructions to complete the task. At the end of the session, invite the children to share their star patterns.</p>	<ul style="list-style-type: none"> <li>• Range of paper and fabric</li> <li>• Pencils or marker pens</li> <li>• Scissors</li> <li>• Glue and glue spreaders</li> <li>• Sketchbooks</li> <li>• Gold marker pens</li> </ul>
<p><b>Lesson 4: Clay relief sculpture</b></p> <p><b>Concept/Aspect</b></p> <ul style="list-style-type: none"> <li>• Malleable materials</li> </ul> <p><b>Skill</b></p> <p><b>In this lesson children will:</b></p> <ul style="list-style-type: none"> <li>• Use clay to create a detailed or experimental 3-D form.</li> </ul> <p><b>Core knowledge</b></p> <p><b>By the end of this lesson children should know:</b></p> <ul style="list-style-type: none"> <li>• Clay skills include rolling, slapping, coiling, scoring and joining with slip and pins.</li> </ul>	<p>Introduce the children to relief sculpture by sharing the <a href="#">Relief sculpture presentation</a>. Use the <a href="#">Relief sculpture instructions</a> 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 <a href="#">Relief sculpture instructions</a> for them to follow and practice 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.</p>	<ul style="list-style-type: none"> <li>• Air drying clay</li> <li>• Rolling pins</li> <li>• Rulers</li> <li>• Geometric cookie cutters</li> <li>• Clay tools</li> <li>• Water</li> <li>• Slip</li> <li>• Small paintbrushes</li> <li>• Cameras or tablets</li> <li>• Airtight bags</li> </ul>

<p><b>Innovate</b></p> <p><b>Creating geometric tiles</b></p> <p><b>Concept/Aspect</b></p> <ul style="list-style-type: none"> <li>• Malleable materials</li> </ul> <p><b>Skill</b></p> <p><b>In this lesson children will:</b></p> <ul style="list-style-type: none"> <li>• Use clay to create a detailed or experimental 3-D form.</li> </ul> <p><b>Core knowledge</b></p> <p><b>By the end of this lesson children should know:</b></p> <ul style="list-style-type: none"> <li>• Clay skills include rolling, slapping, coiling, scoring and joining with slip and pins.</li> </ul>	<p>Ask the children to describe what they have learned so far about Islamic art, then introduce the Innovate task by sharing the <a href="#">Creating a geometric tile instructions</a>. After reading, encourage the children to ask questions about the task and the techniques they will be using. Provide the practical resources for the children to carry out the first part of their challenge. When the children's tiles are dry, share the <a href="#">Decorating a geometric tile instructions</a>. Provide the practical resources and the <a href="#">Colour scheme picture cards</a> to help the children choose a colour scheme for their tile. Support the children as they paint and varnish their tiles.</p>	<ul style="list-style-type: none"> <li>• Air drying clay</li> <li>• Small geometric cookie cutters</li> <li>• Clay tools</li> <li>• Water</li> <li>• Slip</li> <li>• Rulers</li> <li>• Rolling pins</li> <li>• Sharp pencils</li> <li>• Fine paintbrushes</li> <li>• Sharp pencils</li> <li>• Acrylic paints</li> <li>• Varnish</li> <li>• Varnish brushes</li> </ul>
<p><b>Express</b></p> <p><b>Evaluation:</b></p> <p><b>Concept / Aspect</b></p> <ul style="list-style-type: none"> <li>• Evaluation</li> </ul> <p><b>Skill</b></p> <p><b>In this lesson children will:</b></p> <ul style="list-style-type: none"> <li>• Give constructive feedback to others about ways to improve a piece of artwork.</li> </ul>	<p>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 <a href="#">Islamic Art question sheet</a> to complete at the end of the session to consolidate their learning from the whole project and use the <a href="#">Islamic Art answer sheet</a> when marking the children's work.</p>	





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

<p><b>Overview:</b> 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.</p> <p><b>Vocabulary:</b></p> <p><b>Creation:</b> Composition, detail, fantasy, foreground, horizon, landscape, perspective, real, scale, sketch.</p> <p><b>Evaluation:</b> Discussion, evaluate, feedback, improve.</p> <p><b>Paint:</b> Impression, atmosphere, black, colour, colour theory, darkness, effect, grey, hue, landscape art, light, lightness, mixing palette, shade, shadow, sketchbook, tint, tone, vibrancy, white.</p> <p><b>Landscapes:</b> cityscapes, coastal landscape, colour, depth, fantasy landscape, horizon, landscape, light, mid space, middle ground, outline, perspective, real landscape, scale, shade, sky, tint, tone.</p> <p><b>Assessment outcomes:</b> 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 <a href="#">Tints, Tones and Shades question sheet</a>.</p>		
Lesson objective(s)	Suggested activities and differentiation	Resources
<p><b>Engage</b> <b>Mixing tints, shades and tones:</b> <b>P. of Study</b>   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). <b>Knowledge</b>   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. <b>Specific knowledge</b>   Year 5   A tone is a colour mixed with grey. The colour stays the same, only less vibrant. <b>Skill</b>   Year 5   Mix and use tints and shades of colours using a range of different materials, including paint.</p>	<p>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 <a href="#">Mixing tints, shades and tones instructions</a>. 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.</p>	<ul style="list-style-type: none"> <li>● Fine paintbrushes</li> <li>● Powder or ready-mixed paints (primary and secondary colours plus black and white)</li> <li>● Mixing palettes</li> <li>● Cloths</li> <li>● Sketchbooks</li> </ul>
<p><b>Develop</b> <b>Lesson 1: Tints, shades and tones in landscape</b> <b>P. of Study</b>   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). <b>Knowledge</b>   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. <b>Specific knowledge</b>   Year 5   Landscape artists include Claude Monet, Peter Graham, Max Liebermann, Robert Spencer and Joseph Mallord William Turner. <b>Skill</b>   Year 5   Mix and use tints and shades of colours using a range of different materials, including paint.</p>	<p>Recap on the children's learning from the previous lesson. Show the <a href="#">Tints, shades and tones in landscape art presentation</a>, and use the questions included as a starting point for discussion. Ask the children to choose one of the <a href="#">Landscape picture cards</a> 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.</p>	<ul style="list-style-type: none"> <li>● Fine paintbrushes</li> <li>● Powder or ready-mixed paints (primary and secondary colours plus black and white)</li> <li>● Mixing palettes</li> <li>● Cloths</li> <li>● Sketchbooks</li> <li>● Hand lenses</li> </ul>
<p><b>Lesson 2: Sketching landscapes</b> <b>P. of Study</b>   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). <b>Knowledge</b>   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.</p>	<p>Begin by showing the children the <a href="#">Drawing landscapes presentation</a>. 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.</p>	<ul style="list-style-type: none"> <li>● Pens and pencils</li> <li>● Sketchbooks</li> <li>● Landscape images</li> </ul>

<p><b>Specific knowledge</b> Year 5 Perspective in artwork, gives the illusion of depth and distance.</p> <p><b>Skill</b> Year 5 Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.</p>		
<p><b>Innovate</b></p> <p><b>Creating landscape paintings:</b></p> <p><b>P. of Study</b> 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).</p> <p><b>Knowledge</b> 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.</p> <p><b>Skill</b> Year 5 Use a range of materials to create imaginative and fantasy landscapes.</p>	<p>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 <a href="#">Painting landscapes video</a> 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.</p>	<ul style="list-style-type: none"> <li>● Paintbrushes</li> <li>● Powder or ready-mixed paints</li> <li>● Mixing palettes</li> <li>● Cloths</li> <li>● Sketchbooks</li> <li>● Pencils</li> </ul>
<p><b>Express</b></p> <p><b>Evaluation:</b></p> <p><b>P. of Study</b> Breadth Art and design Aims 6 Evaluate and analyse creative works using the language of art, craft and design.</p> <p><b>Knowledge</b> 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.</p> <p><b>Skill</b> Year 5 Compare and comment on the ideas, methods and approaches in their own and others' work.</p>	<p>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 <a href="#">Tints, Tones and Shades question sheet</a>.</p>	



## 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
<p><b>Engage</b>  <b>Line Up!</b>  <b>P. of Study</b>   <b>Art and design 23</b>   <b>Year 5</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).  <b>3</b>   <b>Year 5</b> Create sketchbooks to record their observations and use them to review and revisit ideas.  <b>Knowledge</b>   <b>Year 5</b> 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.  <b>Year 5</b> 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.  <b>Year 5</b> 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.  <b>Skill(s)</b>   <b>Year 5</b> Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. View progression  <b>Year 5</b> Review and revisit ideas and sketches to improve and develop ideas.</p>	<p>Begin by showing the children the <a href="#">Drawing with one continuous line video</a>. 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.</p>	<ul style="list-style-type: none"> <li>● Bottles of different shapes and sizes</li> <li>● Whiteboards and dry wipe pens</li> <li>● Pencils</li> <li>● Charcoal</li> <li>● Sketchbooks</li> </ul>
<p><b>Develop</b>  <b>Lesson 1: Significant Artist – Pablo Picasso</b>  <b>P. of Study</b>   <b>Art and design 8</b> Learn about great artists, architects and designers in history.</p>	<p>Recap what the children have learned so far about drawing with one continuous line. Then show children the <a href="#">Pablo Picasso Pinterest board</a>. Invite the children to observe the images and discuss his use of continuous lines. Give children the <a href="#">Pablo Picasso information sheet</a> 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.</p>	<ul style="list-style-type: none"> <li>● Drawing materials</li> <li>● Sketchbooks</li> <li>● Computers or tablets</li> </ul>

<p><b>Knowledge</b> Year 5 Visual elements include line, light, shape, colour, pattern, tone, space and form.</p> <p><b>Specific knowledge</b> 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.</p> <p><b>Skill</b> Year 5 Describe and discuss how different artists and cultures have used a range of visual elements in their work.</p>	<p>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.</p> <p><b>Note:</b> 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.</p>	
<p><b>Lesson 2: Shading Techniques</b></p> <p><b>P. of Study</b> 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).</p> <p><b>Knowledge</b> 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.</p> <p><b>Specific knowledge</b> Year 5 Shading techniques include cross-hatching, contour lines, stippling and scribbling.</p> <p><b>Skill</b> Year 5 Use pen and ink (ink wash) to add perspective, light and shade to a composition or model.</p>	<p>Show children the <a href="#">Shading techniques presentation</a>. 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 <a href="#">Shading recording sheet</a>. At the end of the session, invite them to share and compare their work and discuss the challenges and merits of each technique.</p>	<ul style="list-style-type: none"> <li>• Drawing materials</li> <li>• Sketchbooks</li> </ul>
<p><b>Lesson 3: Pen and ink</b></p> <p><b>P. of Study</b> 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).</p> <p><b>Knowledge</b> 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.</p> <p><b>Specific knowledge</b> Year 5 Rembrandt was a Dutch draughtsman, painter and printmaker. He experimented with different techniques throughout his lifetime.</p> <p><b>Skill</b> Year 5 Use pen and ink (ink wash) to add perspective, light and shade to a composition or model.</p>	<p>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 <a href="#">Rembrandt presentation</a>. 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?'</p>	<ul style="list-style-type: none"> <li>• Ink</li> <li>• Range of brushes</li> <li>• Sketchbooks</li> <li>• Mixing palettes</li> <li>• Range of drawing pens</li> </ul>
<p><b>Lesson 4: Drawing on black paper</b></p> <p><b>P. of Study</b> 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).</p> <p><b>Knowledge</b> 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.</p> <p><b>Specific knowledge</b> 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.</p> <p><b>Skill</b> Year 5 Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.</p>	<p>Begin by showing children the <a href="#">Drawing a Cat - White on Black Paper video</a> 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 <a href="#">Drawing on black paper instructions</a>. At the end of the session, ask the children what they have learned about the technique.</p>	<ul style="list-style-type: none"> <li>• Strips of black paper</li> <li>• White chalk, drawing pencils and oil pastels</li> <li>• Ruler and eraser</li> </ul>
<p><b>Lesson 5: Black and white photographs</b></p> <p><b>P. of Study</b> 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).</p> <p><b>Knowledge</b> 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,</p>	<p>Recap on the qualities of drawing on black paper, then introduce black and white photography by showing children the <a href="#">Black and white photography video</a>. 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.</p>	<ul style="list-style-type: none"> <li>• Cameras, tablets or smartphones</li> <li>• Natural and man-made objects, such as shells, bottles, cogs, flowers, whole fruits, fruit or vegetable slices and leaves</li> </ul>

<p>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.</p> <p><b>Specific knowledge</b> Year 5 A black and white image deconstructs a scene and reduces it to its lines, shapes, forms and tones.</p> <p><b>Skill</b> Year 5 Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software.</p>	<p>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.</p>	
<p><b>Lesson 6: Adding line and tone</b></p> <p><b>P. of Study</b> 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).</p> <p><b>Knowledge</b> 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.</p> <p><b>Specific knowledge</b> Year 5 Photographs can be converted to line drawings using graphics software.</p> <p><b>Skill</b> Year 5 Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software.</p>	<p>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 <a href="#">Adding line and tone using paint software video</a>, asking children to follow the instructions. Stop the video after each section to allow for children to apply the 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.</p>	<ul style="list-style-type: none"> <li>• Computers or tablets with access to <a href="#">Kleki</a></li> <li>• Printer</li> <li>• Sketchbooks</li> <li>•</li> </ul>
<p><b>Innovate</b></p> <p><b>Creating artwork, line, light and shadows:</b></p> <p><b>P. of Study</b> 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).</p> <p><b>Knowledge</b> 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.</p> <p><b>Skill</b> Year 5 Use pen and ink (ink wash) to add perspective, light and shade to a composition or model.</p>	<p>Show children the <a href="#">Innovate challenge video</a>. Invite them to choose one of the <a href="#">Black and white photograph picture cards</a> 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.</p>	<ul style="list-style-type: none"> <li>• Cartridge paper</li> <li>• Rulers and erasers</li> <li>• Hard and soft pencils</li> <li>• Black ink</li> <li>• Paintbrushes and mixing palettes</li> <li>• Drawing pens and black markers</li> </ul>



## Cycle A Year 5 / 6 Art & Design Schemes of Work Summer 1 - 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
<p><b>Engage</b>  <b>What is expressionism?</b>  <b>P. of Study</b> <a href="#">Breadth</a> <a href="#">Art and design</a> <a href="#">Sims</a> <a href="#">3</a> Become proficient in drawing, painting, sculpture and other art, craft and design techniques.  <b>Knowledge</b> <a href="#">Year 5</a> 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.  <b>Specific knowledge</b> <a href="#">Year 5</a> Expressionist artists seek to express their subject's feelings, moods, and emotions or themselves, rather than representing the real world.  <b>Skill</b> <a href="#">Year 5</a> Explore and create expression in portraiture.</p>	<p>To begin the project, show the children the <a href="#">Expressionism video</a>. 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.</p>	<ul style="list-style-type: none"> <li>● Hand mirrors</li> <li>● Drawing paper</li> <li>● Drawing materials</li> <li>● Pastels, colouring pencils and marker pens</li> </ul>
<p><b>Develop</b>  <b>Lesson 1: Significant artist – Edvard Munch</b>  <b>P. of Study</b> <a href="#">Art and design</a> <a href="#">8</a> Learn about great artists, architects and designers in history.  <b>Knowledge</b> <a href="#">Year 5</a> Visual elements include line, light, shape, colour, pattern, tone, space and form.  <b>Specific knowledge</b> <a href="#">Year 5</a> Edvard Munch was a Norwegian Expressionist painter. His best-known work is <i>The Scream</i>, which has become an iconic image in the art world.  <b>Skill</b> <a href="#">Year 5</a> Describe and discuss how different artists and cultures have used a range of visual elements in their work.</p>	<p>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 <a href="#">Edvard Munch video</a>. 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 <a href="#">Edvard Munch question sheets</a> to complete. At the end of the session, use the <a href="#">Edvard Munch teacher information</a> to summarise the children's thoughts and ideas.</p>	<ul style="list-style-type: none"> <li>● Drawing materials</li> <li>● Sketchbooks</li> </ul>

<p><b>Lesson 2: Expressionist colour</b>  <b>P. of Study</b> <b>Art and design</b> <b>23</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).  <b>Knowledge</b> <b>Year 5</b> A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.  <b>Specific knowledge</b> <b>Year 5</b> In Expressionist art, the use of colour is highly intense and non-naturalistic. The application of colour is freely applied and textural.  <b>Skill</b> <b>Year 5</b> Mix and use tints and shades of colours using a range of different materials, including paint.</p>	<p>Display the <a href="#">Expressionist colours picture cards</a>. Invite the children to study each picture card and describe the painting's colour scheme, using the <a href="#">Expressionist colours word mat</a> 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 <a href="#">Expressionist colours recording sheet</a> 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?'</p>	<ul style="list-style-type: none"> <li>• Paints in the primary colours plus black and white</li> <li>• Mixing palettes</li> <li>• Sketchbooks</li> <li>• Fine paintbrushes</li> </ul>
<p><b>Lesson 3: Modern expressionism</b>  <b>P. of Study</b> <b>Art and design</b> <b>23</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).  <b>Knowledge</b> <b>Year 5</b> Some artists use text or printed images to add interest or meaning to a photograph.  <b>Specific knowledge</b> <b>Year 5</b> Adding text to an image is called overlay text. Overlay text can help to express the intention of the artwork.  <b>Skill</b> <b>Year 5</b> Add text or printed materials to a photographic background.</p>	<p>Display the <a href="#">Photographic portraits picture cards</a>. 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 <a href="#">Adding colour and text to a portrait instructions</a> to guide them if necessary. At the end of the session, invite the children to share and evaluate their work.</p>	<ul style="list-style-type: none"> <li>• Glue sticks</li> <li>• Scissors</li> <li>• Sketchbooks</li> <li>• Computers or tablets</li> <li>• Newspapers and magazines</li> <li>• Letter stencils</li> <li>• Oil pastels</li> </ul>
<p><b>Lesson 4: Express yourself</b>  <b>P. of Study</b> <b>Breadth</b> <b>Art and design</b> <b>Sims</b> <b>3</b> Become proficient in drawing, painting, sculpture and other art, craft and design techniques.  <b>Knowledge</b> <b>Year 5</b> 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.  <b>Skill</b> <b>Year 5</b> Explore and create expression in portraiture.</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Cameras or tablets</li> <li>• Computer and printer</li> </ul>
<p><b>Innovate</b>  <b>Creating an Expressionist – style painting:</b>  <b>P. of Study</b> <b>Breadth</b> <b>Art and design</b> <b>Sims</b> <b>3</b> Become proficient in drawing, painting, sculpture and other art, craft and design techniques.  <b>Knowledge</b> <b>Year 5</b> 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.  <b>Skill</b> <b>Year 5</b> Explore and create expression in portraiture.</p>	<p>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 <a href="#">Innovate challenge video</a>. 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.</p>	<ul style="list-style-type: none"> <li>• A4 copy of their photograph</li> <li>• Sketchbooks</li> <li>• A3 paper</li> <li>• Paints</li> <li>• Paintbrushes</li> <li>• Oil pastels</li> <li>• Palettes/Scissors</li> <li>• Computers or tablets</li> <li>• Newspapers and magazines</li> <li>• Letter stencils</li> </ul>
<p><b>Express</b>  <b>Evaluation:</b>  <b>P. of Study</b> <b>Breadth</b> <b>Art and design</b> <b>Aims</b> <b>6</b> Evaluate and analyse creative works using the language of art, craft and design.  <b>Knowledge</b> <b>Year 5</b> Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art.  <b>Skill</b> <b>Year 5</b> Compare and comment on the ideas, methods and approaches in their own and others' work.</p>	<p>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 <a href="#">Expression question sheet</a>.</p>	<ul style="list-style-type: none"> <li>• Sticky notes</li> </ul>



## Cycle B Year 5 / 6 Art & Design Schemes of Work Autumn 1 - Trailblazers, Barrier Breakers

<p><b>Overview:</b> This project teaches children about significant black artists and their work, and provides opportunities to analyse and create artwork inspired by them.</p>		
<p><b>Vocabulary:</b> <b>Evaluation:</b> Improve, progress, reflect <b>Generation of ideas:</b> digital mood board, montage, mood board <b>Compare and contrast:</b> Analysis, colour, compare, composition, effect, meaning, technique, theme <b>Paint:</b> Colour, element, form, line, pattern, replica, sketchbook, texture, visual <b>Significant people, artwork and movements:</b> 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 <b>Creation:</b> Composition, sketch, sketchbook</p>		
<p><b>Assessment outcomes:</b> Give all children a copy of the <a href="#">Trailblazers, Barrier Breakers question sheet</a> to assess their learning.</p>		
Lesson objective(s)	Suggested activities and differentiation	Resources
<p><b>Engage</b> <b>Exploring trailblazers</b> <b>P. of Study</b> <b>Art and design</b> <b>5</b> Learn about great artists, architects and designers in history. <b>Knowledge</b> <b>Year 6</b> 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. <b>Specific knowledge</b> <b>Year 6</b> 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. <b>Skill</b> <b>Year 6</b> Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.</p>	<p>Introduce the topic by sharing the <a href="#">Trailblazers timeline diagram</a>. Explain that the timeline shows several significant black artists and invite the children to find out more about each artist by reading the <a href="#">Trailblazers information pack</a>. 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.</p>	<ul style="list-style-type: none"> <li>Computers or tablets with art software</li> </ul>
<p><b>Develop</b> <b>Lesson 1: Breaking barriers</b> <b>P. of Study</b> <b>Art and design</b> <b>7</b> Create sketchbooks to record their observations and use them to review and revisit ideas.</p>	<p>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 <a href="#">Significant artwork information sheets</a>. Invite the children to read the information and answer the questions</p>	<ul style="list-style-type: none"> <li>Sketchbooks</li> </ul>



<p><b>Knowledge</b> 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.</p> <p><b>Skill</b> 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.</p>	<p>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.</p>	
<p><b>Lesson 2: Critical analysis</b>  <b>P. of Study</b> Art and design 5 Learn about great artists, architects and designers in history.</p> <p><b>Knowledge</b> 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.</p> <p><b>Specific knowledge</b> 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.</p> <p><b>Skill</b> Year 6 Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.</p>	<p>Display the images in the <a href="#">Significant artwork picture cards</a>, 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 <a href="#">Art analysis cut outs</a> about the work. Organise the children into groups and give each group a picture from the <a href="#">Significant artwork picture cards</a> and a set of <a href="#">Art analysis cut outs</a>. 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.</p>	<ul style="list-style-type: none"> <li>• Sketchbooks</li> </ul>
<p><b>Lesson 3: In the style</b>  <b>P. of Study</b> 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).</p> <p><b>Knowledge</b> 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.</p> <p><b>Specific knowledge</b> Year 6 Visual elements of an artwork include colour, texture, line, pattern and form.</p> <p><b>Skill</b> Year 6 Use colour palettes and characteristics of an artistic movement or artist in artwork.</p>	<p>Ask the children to choose one of the artworks from the <a href="#">Significant artwork picture cards</a>. 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.</p>	<ul style="list-style-type: none"> <li>• Sketchbooks</li> <li>• Art materials, such as paint, brushes, pencils and paper</li> </ul>
<p><b>Express</b>  <b>Exhibition plaques</b>  <b>P. of Study</b> Art and design 5 Learn about great artists, architects and designers in history.</p> <p><b>Knowledge</b> 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.</p> <p><b>Specific knowledge</b> 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.</p> <p><b>Skill</b> 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.</p>	<p>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 <a href="#">Trailblazers, Barrier Breakers question sheet</a> to assess their learning.</p>	<ul style="list-style-type: none"> <li>• Card</li> </ul>



## Cycle B Year 5 / 6 Art & Design Schemes of Work Spring 1 - 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
<p><b>Engage</b>  <b>Exploring environmental art</b>  <b>P. of Study</b> <a href="#">Art and design 5</a> Learn about great artists, architects and designers in history.  <b>Knowledge</b> <a href="#">Year 6</a> 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.  <b>Specific knowledge</b> <a href="#">Year 6</a> Environmental art addresses social and political issues relating to the natural and urban environment.  <b>Skill</b> <a href="#">Year 6</a> Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.</p>	<p>Show children the <a href="#">Introduction to environmental art video</a>. 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 <a href="#">Environmental artists recording sheet</a> 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?'</p>	<ul style="list-style-type: none"> <li>Computers or tablets</li> </ul>
<p><b>Develop</b>  <b>Lesson 1: Recycle, reuse and repurpose - part 1</b>  <b>P. of Study</b> <a href="#">Art and design 7</a> Create sketchbooks to record their observations and use them to review and revisit ideas.  <b>Knowledge</b> <a href="#">Year 6</a> 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.</p>	<p>Before the lesson, ask the children to read the <a href="#">Recycle, reuse and repurpose information sheet</a> 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.</p>	<ul style="list-style-type: none"> <li>Computers or tablets</li> </ul>

<p><b>Skill Year 6</b> 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.</p>		
<p><b>Lesson 2: Recycle, reuse and repurpose – part 2</b>  <b>P. of Study Art and design 7</b> Create sketchbooks to record their observations and use them to review and revisit ideas.  <b>Knowledge Year 6</b> 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.  <b>Skill Year 6</b> 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.</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Card squares</li> <li>• Recycled materials, such as bottle tops, plastics, small found objects, packaging, magazines, paper and tin foil</li> <li>• Joining materials, such as wire, wire cutters, hot glue gun, stapler, string, hole punch and tape</li> </ul>
<p><b>Lesson 3: Ocean art</b>  <b>P. of Study Art and design 17</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).  <b>Knowledge Year 6</b> A 3-D form is a sculpture made by carving, modelling, casting or constructing.  <b>Specific knowledge Year 6</b> Art can be an effective way of portraying environmental messages. This is because artworks can have an immediate, sensory impact on the viewer.  <b>Skill Year 6</b> Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.</p>	<p>Begin by showing children the <a href="#">Ocean plastics video</a>. 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.</p>	<ul style="list-style-type: none"> <li>• Sketchbooks</li> <li>• Drawing materials</li> <li>• Computers or tablets</li> </ul>



## Cycle B Year 5 / 6 Art & Design Schemes of Work Summer 1 - 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, shape

**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
<p><b>Engage</b></p> <p><b>Collecting images</b></p> <p><b>P. of Study</b> <b>Art and design</b> <b>7</b> Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p><b>Knowledge</b> <b>Year 6</b> 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.</p> <p><b>Specific knowledge</b> <b>Year 6</b> 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.</p> <p><b>Skill</b> <b>Year 6</b> 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.</p>	<p>Show the <a href="#">Insect art video</a> 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 <a href="#">Sketchbook pages presentation</a> 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.</p>	<ul style="list-style-type: none"> <li>● Sketchbook</li> <li>● Scissors</li> <li>● Glue</li> <li>● Computer and printer</li> <li>● Drawing pencils</li> <li>● Coloured pencils</li> <li>● Pens</li> <li>● Watercolour paints and brushes</li> <li>● Mixing palette</li> <li>● Water pot</li> <li>● Tracing paper</li> </ul>

<p><b>Develop</b></p> <p><b>Lesson 1: Insect artists</b></p> <p><b>P. of Study</b>   <b>Art and design</b>   <b>17</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Knowledge</b>   <b>Year 6</b> 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.</p> <p><b>Specific knowledge</b>   <b>Year 6</b> Lucy Arnold is a contemporary illustrator. She is greatly inspired by nature and expresses her ideas with a bold use of colour.</p> <p><b>Skill</b>   <b>Year 6</b> Use colour palettes and characteristics of an artistic movement or artist in artwork.</p>	<p>Begin the lesson by sharing the <a href="#">Lucy Arnold Pinterest board</a>. 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 <a href="#">Colour chart recording sheet</a> 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.</p>	<ul style="list-style-type: none"> <li>• Computer and printer</li> <li>• Watercolour paints and brushes</li> <li>• Mixing palette</li> <li>• Water pot</li> <li>• Sketchbook</li> </ul>
<p><b>Lesson 2: Observational drawing</b></p> <p><b>P. of Study</b>   <b>Art and design</b>   <b>17</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Knowledge</b>   <b>Year 6</b> 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).</p> <p><b>Specific knowledge</b>   <b>Year 6</b> Observational drawing means drawing what you see. It is a realistic portrayal of the subject matter.</p> <p><b>Skill</b>   <b>Year 6</b> Use line, tone or shape to draw observational detail or perspective.</p>	<p>Begin the lesson by showing children the <a href="#">Observational drawing of insects presentation</a>. As you show each image, ask children to describe what they can see, including the artistic qualities of the drawings. Children can use the <a href="#">Observational drawing word mat</a> to help them articulate their ideas if needed. Task the children with choosing one image to draw from the <a href="#">Observational drawing picture cards</a>. 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.</p> <p><b>Note:</b> Insect specimens, which are widely available from museum loans services, could also be used during this lesson.</p>	<ul style="list-style-type: none"> <li>• Range of different grade drawing pencils</li> <li>• Sketchbook</li> <li>• Ballpoint pens</li> <li>• Fine liner pens</li> <li>• Coloured pencils</li> </ul>
<p><b>Lesson 3: Mixed media collages of beetles</b></p> <p><b>P. of Study</b>   <b>Art and design</b>   <b>17</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Knowledge</b>   <b>Year 6</b> 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.</p> <p><b>Specific knowledge</b>   <b>Year 6</b> 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.</p> <p><b>Skill</b>   <b>Year 6</b> Combine the qualities of different materials including paper, fabric and print techniques to create textural effects.</p>	<p>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 <a href="#">How to make a mixed media collage of a beetle video</a>. After sharing the video, discuss the techniques and processes needed to create their beetle. Provide the practical resources and the <a href="#">Beetle templates</a> for the children to carry out their work. At the end of the session, invite the children to share and compare their artwork.</p>	<ul style="list-style-type: none"> <li>• Range of fabrics</li> <li>• Textured, homemade and craft papers</li> <li>• Tracing paper</li> <li>• Scissors</li> <li>• Glue sticks and fabric glue</li> <li>• Marker pen</li> <li>• Paperclips</li> <li>• Glitter glue</li> <li>• Metallic marker pens</li> <li>• Hessian</li> <li>• Needles</li> <li>• Different coloured threads</li> <li>• Embellishments, such as buttons and sequins</li> </ul>
<p><b>Lesson 4: Pop Art bees</b></p> <p><b>P. of Study</b>   <b>Art and design</b>   <b>17</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Knowledge</b>   <b>Year 6</b> Printmakers create artwork by transferring paint, ink or other art materials from one surface to another.</p> <p><b>Specific knowledge</b>   <b>Year 6</b> 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.</p> <p><b>Skill</b>   <b>Year 6</b> Use the work of a significant printmaker to influence artwork.</p>	<p>Begin the session by showing children the <a href="#">Pop Art presentation</a>. 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 <a href="#">Pop Art bees instructions</a>. When the children are confident and ready to start their work, allow them to choose one of the <a href="#">Bee print picture cards</a> 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.</p>	<ul style="list-style-type: none"> <li>• Watercolour paints and brushes</li> <li>• Mixing palettes</li> <li>• Water pots</li> <li>• Computer or tablet</li> <li>• Printer</li> <li>• Sketchbook</li> </ul>

<p><b>Express</b></p> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• <b>P. of Study</b> <b>Breadth</b> <b>Art and design</b> <b>Aims 3</b> Evaluate and analyse creative works using the language of art, craft and design.</li> <li>• <b>Knowledge</b> <b>Year 6</b></li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>• <b>Skill</b> <b>Year 6</b> Adapt and refine artwork in light of constructive feedback and reflection.</li> </ul>	<p>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 <a href="#">Bees, Beetles and Butterflies question sheet</a>.</p>	<ul style="list-style-type: none"> <li>• Display resources</li> <li>• Card</li> <li>• Glue</li> <li>• Staple gun</li> </ul>
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