



Christian Values - Perseverance, Thankfulness, Truthfulness, Compassion, Respect and Friendship.

British Values – Democracy, Rule of law, Respect, Tolerance and Individual Liberty.

Our aim is to provide our children with an engaging, exciting, and empowering curriculum that equips them for today and their future. At St Botolph's Church of England Primary School the curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Curriculum aims:

The national curriculum for art and design aims to ensure that all pupils:

- *Produce creative work, exploring their ideas and recording their experiences.*
- *Become proficient in drawing, painting, sculpture and other art, craft and design techniques.*
- *Evaluate and analyse creative works using the language of art, craft and design*

Art Intent:

To develop children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of male and female artists.

Our Curriculum:

- Throughout children's St Botolph's journey, through our knowledge and skills subject-based curriculum, all children will be challenged to be inquisitive, resilient, and confident in their learning and in life. Art has a very important place in our curriculum. It is a way for children to express themselves and offers many opportunities for collaborative work. Art has significant and meaning for our children as they it is an important form of cultural expression.

“I found I could say things with colour and shapes that I couldn’t say in any other way- things I had no words for.” - Georgia O’Keefe

- The skills that children will develop throughout each Art theme are mapped across each milestone. Year 1 and Year 2 cover Milestone 1, Year 3 and Year 4 cover Milestone 2 and Year 5 and 6 cover Milestone 3. The Art themes are spiralled throughout each milestone to ensure progression of skills across the school.
- Coordinated whole-school project work ensures that Art is given high status in the curriculum.
- Art has significance in our local community as The Hub in Sleaford is home to a national centre for craft and design, their exhibitions celebrate contemporary artists and makers from around the world. Having this wonderful resource on our doorstep enables a lot of community focus, workshops, and themed days.
- Our Christian Values are incorporated in the curriculum: **Perseverance, Thankfulness, Truthfulness, Compassion, Respect and Friendship.**
- British Values are incorporated in the curriculum: **Democracy, Rule of Law, Mutual Respect, Tolerance, and Individual Liberty.**
- Our art teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printing, and digital media.
- The children will take their sketch books through school to revisit previously taught skills and to clearly see how the skills have been progressed.
- In our school, we will alternate Art and DT lessons each week. Then we will block the making stage of each unit. This will ensure that we are revisiting Art and DT throughout the term.

Yearly Overview

	Autumn		Spring	Summer
Reception	Painting Self-Portraits Christian Value – Perseverance, Truthfulness	Sculpture – Clay Christian Value – Compassion, Respect British Values – Tolerance, Mutual Respect	Printing Polar Bears Christian Value – Perseverance British Values - Individual Liberty, Mutual Respect	Painting Colour Mixing Christian Value – Perseverance, Compassion British Values - Individual Liberty, Mutual Respect

	British Values – Individual Liberty, Mutual Respect	Collage Christian Value – Respect British Values - Individual Liberty, Mutual Respect		
Year 1	Collage Christian Value – Friendship, Respect British Values – Tolerance, Individual Liberty, Mutual Respect		Painting Christian Value – Truthfulness, Friendship, Respect British Values – Tolerance, Individual Liberty, Mutual Respect	Printing Christian Value – Respect, Perseverance British Values – Tolerance, Individual Liberty, Mutual Respect
Year 2	Textiles Christian Value – Respect British Values – Tolerance, Individual Liberty, Mutual Respect		Drawing Christian Value – Respect British Values – Tolerance, Individual Liberty, Mutual Respect	Sculpture Christian Value – Respect British Values – Tolerance, Individual Liberty, Mutual Respect
Year 3	Drawing	Sculpture Christian Value – Compassion, Respect British Values – Tolerance, Individual Liberty, Mutual Respect	Painting Christian Value – Respect, Perseverance British Values – Tolerance, Individual Liberty, Mutual Respect	Textiles Christian Value – Compassion, Respect, Perseverance British Values – Tolerance, Individual Liberty, Mutual Respect
Year 4	Drawing	Digital Media Christian Value – Respect, Perseverance, Truthfulness	Printing Christian Value – Respect, Perseverance British Values – Tolerance, Individual Liberty, Mutual Respect	Collage Christian Value – Respect British Values – Tolerance, Individual Liberty, Mutual Respect

		British Values – Tolerance, Individual Liberty, Mutual Respect		
Year 5	Batik Christian Value – Respect, Perseverance, Thankfulness British Values – Tolerance, Individual Liberty, Mutual Respect	Drawing Christian Value – Truthfulness, Respect British Values – Tolerance, Individual Liberty, Mutual Respect	Sculpture Christian Value – Respect, Perseverance British Values – Tolerance, Individual Liberty, Mutual Respect	
Year 6	Collage Christian Value – Thankfulness, Respect, Perseverance British Values – Individual Liberty, Mutual Respect	Textiles Christian Value – Compassion, Respect British Values – Tolerance, Individual Liberty, Mutual Respect	Painting Christian Value – Perseverance, Respect British Values – Tolerance, Individual Liberty, Mutual Respect	

Progression of Knowledge

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Painting	Collage Who was Henri Rousseau? To group alike materials together. To experiment using natural materials. To use natural materials to	Textiles To learn what paper weaving is and create a piece of art using this method. To weave using different materials. To create tie-dyed materials.	Drawing/Sculpture To understand the context in which art was created in early civilisations To investigate tone and texture. To develop the use of tone and texture.	Drawing/Digital Media To understand how artists use digital media to create a portrait. To develop sketching and shading techniques.	Batik To experiment with batik motifs. To explore the work of a famous Batik artist. To develop a final design using motifs. To use cold wax to resist dye.	Collage What are ceramic mosaics? How to use pencils, graphite, and fine liners to create texture, patterns, and marks.
	Sculpture						

		recreate a 3D background. To experiment using natural materials to create an undergrowth. To create a background using natural materials.	To use glue to join materials together.	To create a design for a sculpture which shows feelings, expression, or movement. To work with clay to create a sculpture.	To use sketching and shading techniques to draw a self-portrait. To use digital media to create a self-portrait. To edit a portrait using digital media.	To use layering techniques when applying dye to fabric. To evaluate my final piece.	To use clay tools to create surface marks. To create a ceramic mosaic using own design.
Spring	Printing	Painting Who was Wassily Kandinsky? To mix primary colours to find secondary colours. To add white and black to make different shades, tones, and tints. To explore creating thick and thin brush strokes. To create a piece of art using colour mixing techniques.	Drawing Who is Stephen Wiltshire? To draw lines of different sizes and thicknesses. To show pattern and texture by adding dots and lines. To show different tones by using coloured pencils. To create a drawing inspired by Stephen Wiltshire.	Painting To explore the work of a notable artist. To use a number of brush techniques. To experiment with creating mood with colour. To analyse a Georgia O'Keefe painting. To use watercolour paint to mimic a Georgie O'Keefe painting.	Printing To analyse patterns in nature. To create design ideas. To make a printing block. To add design details to a printing block. To evaluate my final product.	Drawing To describe pieces of artwork using shape, texture, line, tone, mood, colour, feelings. To be able to add tone using different techniques. To understand what 3D means and how we can draw in 3D. To create an accurate pattern using detail. To draw a still life using shape, line, pattern, and tone.	Textiles To understand the meanings behind tapestry. To understand that tapestries tell a story. To experiment with different textiles to create effect. To design a piece of textile artwork that tells a story. To make a piece of textile artwork that tells a story.
Summer	Painting	Printing To know what printing is and how it can be used to create art. To use the ideas of famous artists to	Sculpture Who is Marc Quinn? To identify lines and shapes. To design a clay sculpture.	Textiles To understand how textiles have changed. To practice using cross-stitch.	Collage To know who Megan Coyle is. To know how to use magazine strips to create effect.	Sculpture To explore figure sculptures. To explore the figure sculptures of Alberto Giacometti.	Painting To know what impressionism is. To know who Claude Monet was. To know how to create a colour palette.

		create our own work. To press, roll, rub and stamp to make prints. To use objects to create a print with 2 colours.	To use lines, shapes, and moulding techniques to create a clay sculpture.	To know how to thread a needle and tie a knot. To design a bookmark. To make a bookmark. To evaluate my final product.	To overlap materials. To create a collage inspired by Megan Coyle.	To create figure sculptures to portray mood. To create the armature for a figure sculpture. To create a figure sculpture.	To create a landscape painting. To explore Monet's Haystack painting. To replicate colour and brushstrokes. To use paint to create texture. To create a piece of artwork in the style of Monet.
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Progression of Procedural Knowledge

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Collage	<ul style="list-style-type: none"> -Children to know who Andy Goldsworthy is and what he did. -Children to look at some of his art work and talk about what they can see. -Children to begin to name some of the resources he used to make his art work. -Children to begin to share their thoughts and opinions on Andy Goldsworthy's art work. -Children to understand how Andy Goldsworthy made his art. -Children to collect their own natural 	Begin to use a combination of materials that are cut, torn and glued. Begin to sort and arrange materials. Begin to materials to create texture.			Independently select and arrange materials for a striking effect. Ensure work is precise. Begin to show confidence coiling, overlapping, tessellation, mosaic and montage. Independently create original pieces that are influenced by studies of others.		Develop and imaginatively extend ideas from starting points throughout the curriculum. Confidently mix textures (rough and smooth, plain and patterned). Confidently combine visual and tactile qualities. Confidently use ceramic mosaic materials and techniques.

	<p>resources to make an Andy Goldsworthy inspired piece of art.</p> <p>-Children to begin to be able to talk about what they have made and how they made it.</p> <p>-Children to share their art work with their parents in a Foundation Art Gallery.</p>						
Painting	<p>Self-Portraits:</p> <p>-Children to look in the mirror and talk about what they can see on their faces, naming the features of their face.</p> <p>-Begin to think about the shapes of these features.</p> <p>-Children to select the correct paint for the; tone of their skin, colour of their eyes, colour of their hair</p> <p>-Children to begin to understand the need for different sized brushes and use a larger brush when they are painting their face and a smaller brush when they are adding their features.</p> <p>-Children to begin to take care when painting and start to show an understanding of accuracy so that</p>	<p>Begin to use thick and thin brushes.</p> <p>Begin to mix primary colours to make secondary.</p> <p>Begin to add white to colours to make tints and black to colours to make tones.</p> <p>Begin to create colour wheels.</p>		<p>Independently use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Mix colours effectively.</p> <p>Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Experiment with creating mood with colour.</p> <p>Independently replicate some of the techniques by notable artists, artisans and designers.</p>			<p>Confidently sketch (lightly) before painting to combine line and colour.</p> <p>Confidently create a colour palette based upon colours observed in the natural or built world.</p> <p>Confidently use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Confidently combine colours, tones, and tints to enhance the mood of a piece.</p> <p>Confidently use brush techniques and the qualities of paint to create texture.</p> <p>Develop a personal style of painting, drawing upon ideas from other artists.</p> <p>Confidently create original pieces that show a range of influences and styles.</p>

	<p>their features are painted in the right place.</p> <p>-Children to begin to talk about their work, saying what they like about their painting.</p> <p>Colour mixing:</p> <p>-Children to know the name of different colours.</p> <p>-Children to know that colours can be made by mixing colouring together.</p> <p>-Children to explore mixing different colours together and talk about what has happened.</p> <p>-Children to know that there are three primary colours and be able to name them.</p> <p>-Children to know that when you mix primary colours, you make secondary colours.</p> <p>-Children to experiment mixing primary colours together to make secondary colours.</p> <p>-Children to be able to tell you which primary colours mixed together</p>						
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	<p>makes which secondary colours.</p> <p>-Children to apply their learning of colour mixing to paint a picture.</p> <p>-Children to show care and accuracy when painting their picture, choosing the correct colour for its purpose.</p> <p>-Children to be able to talk about their art work including; the processes used to make it, what they like about their art work and anything that they would change if they were to do it again.</p> <p>-Record this learning on See-Saw.</p> <p>-Children to share their art work with their parents in a Foundation Art Gallery.</p>						
Printing	<p>-Children to begin to understand what printing is and how we can create art by printing different materials.</p> <p>-Children to begin to experiment with printing by 'pressing'</p>	<p>Begin to use repeating shapes.</p> <p>Begin to mimic print from the environment (e.g. wallpapers).</p> <p>Begin to use objects to create prints (e.g. fruit, vegetables or sponges)</p> <p>Begin to press, roll, rub and stamp to make prints.</p>			<p>Independently use layers of two or more colours.</p> <p>Independently replicate patterns observed in natural or built environments.</p> <p>Independently make printing blocks.</p> <p>Make precise repeating patterns.</p>	<p>Confidently build up layers of colour.</p> <p>Confidently use the quality of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Confidently combine visual and tactile qualities.</p> <p>Confidently use a range of visual elements to</p>	

	<ul style="list-style-type: none"> -Children to begin to experiment with printing by 'dabbing' -Children to experiment with printing by using a variety of resources -Children to select a resource to use to create a polar bear by printing. -Children to begin to give reasons as to why they have chosen this resource for their art work. -Children to talk about their finished piece of art work sharing how it was created and their thoughts about their art work. -Children begin to think about what they might do differently next time. -Children to share their art work with their parents in a Foundation Art Gallery. 	<p>Begin to make printing blocks (E.g. from coiled string glued to a block). Begin to use layers of 2 or more colours. Begin to use some of the ideas of artists studied to create pieces.</p>				<p>reflect the purpose of the work. Confidently give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influenced in both society and to other artists.</p>	
Sculpture	<ul style="list-style-type: none"> -Children to experiment with moulding clay using their hands – rolling, pressing and pinching. -Children to be able to mould their piece of 		<p>Begin to explore ideas and collect visual information. Begin to explore ideas in a variety of ways. Begin to use a combination of shapes. Begin to include line and texture.</p>	<p>Independently create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Independently include texture that conveys feelings, expression or movement.</p>		<p>Confidently use the quality of materials to enhance ideas. Confidently spot the potential in unexpected results as work progresses. Confidently show life-like qualities and real-life proportions or, if</p>	

	<p>clay into the correct shape for a diya lamp.</p> <p>-Children to be able to use clay tools in order to add patterns (lines and marks) to their diya lamp.</p> <p>-Children to know that when clay dries, it changes texture and becomes hard.</p> <p>-Children to know that clay needs to be hard in order to paint it.</p> <p>-Children to recognise when their clay diya lamp is ready to be painted.</p> <p>-Children to be able to select the colour they would like to use to make their diya lamp.</p> <p>-Children to begin to show care and accuracy when painting their diya lamp.</p> <p>-Children to begin to be able to talk about their creation, explaining how they made it.</p>		<p>Being to use rolled up paper, straws, paper, card, and clay as materials.</p> <p>Being to use techniques such as rolling, cutting, moulding, and carving.</p>	Independently use clay and other mouldable materials.		<p>more abstract, provoke different interpretations.</p> <p>Confidently use tools to carve and add shapes, texture and pattern.</p> <p>Confidently combine visual and tactile qualities.</p> <p>Confidently use frameworks (such as wire or moulds) to provide stability and form.</p>	
Textiles			<p>Begin to use weaving to create a pattern.</p> <p>Begin to join materials using glue.</p> <p>Begin to use plaiting.</p> <p>Begin to use dip dye techniques.</p>	<p>Begin to shape and stitch materials.</p> <p>Begin to use basic cross stitch.</p> <p>Independently colour fabric.</p> <p>Independently create weavings.</p>			<p>Confidently collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>Confidently show precision in techniques.</p>

							Confidently choose from a range of stitching techniques. Confidently combine previously learned techniques to create pieces.
Drawing			<p>Begin to respond to ideas and starting points.</p> <p>Begin to draw lines of different sizes and thickness.</p> <p>Begin to colour (Own work) neatly following the lines.</p> <p>Begin to show different tones by using coloured pencils.</p> <p>Begin to show pattern and texture by adding dots and lines.</p> <p>Begin to describe the work of notable artists, artisans and designers.</p>	<p>Independently explore ideas in a variety of ways.</p> <p>Independently use different hardnesses of pencils to show line, tone, and texture.</p> <p>Sketch lightly.</p> <p>Independently use shading to show light and shadow.</p>	<p>Confidently adapt and refine ideas as they progress.</p> <p>Confidently annotate sketches to explain and elaborate ideas.</p> <p>Confidently sketch lightly (no need to use a rubber to correct mistakes).</p> <p>Confidently use hatching and cross hatching to show tone and hatching.</p>	<p>Confidently comment on artworks with a fluent grasp of visual language.</p> <p>Confidently use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction and sunlight)</p>	
Digital Media					<p>Create images, video and sound recordings and explain why they were created.</p> <p>Enhance digital media by editing.</p>		

Unit Planning

Reception Expressive Arts and Design <u>EYFS EAD Educational Programme</u>	
<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	
Children in Foundation will be learning to (Development Matters):	Assessment:

<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> • Can children talk about their own work? • Can children use tools accurately? • Can children mix colours to get desired shade? • How do children use colour, design and texture to create their pieces? <ul style="list-style-type: none"> • Can children discuss what they want to make? • Can children work independently, choosing their own materials and tools? • Can children reflect on their product, talking about any issues they encountered and how these were overcome? <ul style="list-style-type: none"> • Can children recognise changes in music? • Can children move in time to a pulse? • Can children learn songs and follow the melody?
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Early Learning Goals (Statutory)

Creating with Materials ELG

Children at the expected level of development will:

- 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.

Being Imaginative and Expressive ELG

Children at the expected level of development will:

- 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, and – when appropriate try to move in time with music.

EYFS Art Skills & Knowledge

<u>Mark Making and Drawing</u>	<u>Colour</u>	<u>Textiles</u>	<u>Sculpture</u>
<p>Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination).</p> <p>Autumn</p> <p>Children can pick up and use a variety of pens, pencils, crayons and paint brushes.</p> <p>Children are beginning to use pens, pencils and crayons using a tripod grip.</p> <p>Children can use a pincer grip when picking up smaller objects.</p> <p>Children mostly show a hand preference.</p> <p>Spring</p> <p>Children using pens, pencils and crayons using a tripod grip.</p> <p>Children can use tweezers to pick up small objects.</p> <p>Children have a hand preference.</p> <p>Summer</p>	<p>Can recognise and name different colours.</p> <p>Understands that when colours are mixed, new colours are created.</p> <p>Can select and create different colours.</p> <p>Uses a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects.</p> <p>Can explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper).</p> <p>Can work from direct observation and imagination.</p>	<p>Enjoys playing with and using a variety of textiles and fabric.</p> <p>Can decorate a piece of fabric using different implements, e.g. fabric pens, paints, sticking on buttons etc.</p> <p>Have a go at threading using different tools; fingers, needles, ribbon, string</p> <p>Have a go at threading a needle</p> <p>Shows experience in simple weaving: ribbons and paper</p>	<p>Explores malleable media such as clay, salt dough, playdoh and sand.</p> <p>Can impress and apply simple decoration.</p> <p>Can cut shapes using scissors and other modelling tools.</p> <p>Can use tools such as scissors, hole punchers, clay tools, split pins and shape cutters competently and appropriately.</p> <p>Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials.</p> <p>Can choose own resources and tools.</p>

<p>Children use a tripod grip when writing, drawing and painting.</p> <p>Selects coloured drawing implements for a purpose.</p> <p>Uses drawing tools to make marks, lines and curves.</p> <p>Draws accurate representations of people and objects.</p> <p>Spring</p> <p>Children are developing their accuracy when drawing.</p> <p>Summer</p> <p>Children show accuracy and care when drawing and painting pictures.</p> <p>Talk about their own and others’ work.</p>			
Autumn Term	Spring Term	Summer Term	
<p><u>Painting Self-Portraits</u></p> <p>-Children to look in the mirror and talk about what they can see on their faces, naming the features of their face.</p> <p>-Begin to think about the shapes of these features.</p> <p>-Children to select the correct paint for the; tone of their skin, colour of their eyes, colour of their hair</p> <p>-Children to begin to understand the need for different sized brushes and use a larger brush when they are painting their face and a smaller brush when they are adding their features.</p>	<p><u>Printing – Polar Bears</u></p> <p>-Children to begin to understand what printing is and how we can create art by printing different materials.</p> <p>-Children to begin to experiment with printing by ‘pressing’</p> <p>-Children to begin to experiment with printing by ‘dabbing’</p> <p>-Children to experiment with printing by using a variety of resources</p> <p>-Children to select a resource to use to create a polar bear by printing.</p>	<p><u>Painting – Colour Mixing</u></p> <p>-Children to know the name of different colours.</p> <p>-Children to know that colours can be made by mixing colouring together.</p> <p>-Children to explore mixing different colours together and talk about what has happened.</p> <p>-Children to know that there are three primary colours and be able to name them.</p> <p>-Children to know that when you mix primary colours, you make secondary colours.</p> <p>-Children to experiment mixing primary colours together to make secondary colours.</p>	

- Children to begin to take care when painting and start to show an understanding of accuracy so that their features are painted in the right place.
- Children to begin to talk about their work, saying what they like about their painting.

Perseverance, Truthfulness

Individual Liberty, Mutual Respect

Clay – Creating a clay diya lamp

- Children to experiment with moulding clay using their hands – rolling, pressing and pinching.
- Children to be able to mould their piece of clay into the correct shape for a diya lamp.
- Children to be able to use clay tools in order to add patterns (lines and marks) to their diya lamp.
- Children to know that when clay dries, it changes texture and becomes hard.
- Children to know that clay needs to be hard in order to paint it.
- Children to recognise when their clay diya lamp is ready to be painted.
- Children to be able to select the colour they would like to use to make their diya lamp.
- Children to begin to show care and accuracy when painting their diya lamp.
- Children to begin to be able to talk about their creation, explaining how they made it.

Compassion, Respect

Tolerance, Mutual Respect

Loose parts sculpture/Collage
Linked to Autumn & Andy Goldsworthy

- Children to begin to give reasons as to why they have chosen this resource for their art work.
- Children to talk about their finished piece of art work sharing how it was created and their thoughts about their art work.
- Children begin to think about what they might do differently next time.
- Children to share their art work with their parents in a Foundation Art Gallery.

Perseverance

Individual Liberty, Mutual Respect

- Children to be able to tell you which primary colours mixed together makes which secondary colours.
- Children to apply their learning of colour mixing to paint a picture.
- Children to show care and accuracy when painting their picture, choosing the correct colour for its purpose.
- Children to be able to talk about their art work including; the processes used to make it, what they like about their art work and anything that they would change if they were to do it again.
- Record this learning on See-Saw.
- Children to share their art work with their parents in a Foundation Art Gallery.

Perseverance, Compassion

Individual Liberty, Mutual Respect

<ul style="list-style-type: none"> -Children to know who Andy Goldsworthy is and what he did. -Children to look at some of his art work and talk about what they can see. -Children to begin to name some of the resources he used to make his art work. -Children to begin to share their thoughts and opinions on Andy Goldsworthy's art work. -Children to understand how Andy Goldsworthy made his art. -Children to collect their own natural resources to make an Andy Goldsworthy inspired piece of art. -Children to begin to be able to talk about what they have made and how they made it. -Children to share their art work with their parents in a Foundation Art Gallery. <p>Respect</p> <p>Individual Liberty, Mutual Respect</p>		
Key Vocabulary		
Colour, paint, mix, water, blend, change, light, dark, pallet, brush, shade, portrait, features, line, shade, texture, detail, shape, design, create, make, join observe, Artist, pens, pencils, crayons, pastels, poster paint, watercolours, chalk, clay, wool, material		
Key Texts		
Classroom Provision, Enrichment opportunities & 'WOW moments'		
<p><u>Ongoing opportunities throughout the year</u></p> <p>available throughout the day for both focussed and self-chosen learning</p> <ul style="list-style-type: none"> •Different paints, paintbrushes, and mark making tools 		

- Interesting objects that the children can observe, find out how they work, make observational drawings
- Choose resources based on their properties
- Printing materials with guidance on different techniques: pressing and dabbing
- Children to paint in a variety of areas on both a small and large scale (e.g. easels on the floor, painting the playground, Perspex, large sheet...)
- Range of different paper for self-selection
- Photographs, pictures, books and stories to stimulate ideas for painting, including colour, textures, patterns and images.
- Paper and pencils/pens/crayons
- Discussions with the children about how they made their painting/drawing, what they used and how they would improve it next time
- Collaborative artwork
- Collage materials available
- Sensory activities e.g. hands in foam, Gelli Baff, slime, playdoh, salt dough, cloud dough
- Opportunities for weaving using ribbon

Provision inside the classroom

Construction Area – different tools will be provided throughout the year to ensure coverage of the different skills

Creative – how to use different tools to create different effects, how to create patterns using different resources. Exploring mixing colours

Malleable/Playdoh – exploring making patterns in different malleable materials.

Snack – colours of the snacks, mixing colours to match, observational drawings

Small World – creating back drops through either drawing or painting

Mark Making/Writing – writing materials to mark-make and draw: clipboards, paper (different types and sizes), pencils, pens, crayons, squared paper, tools for painting and printing

Reading – non-fiction texts about artists, photograph books, fiction books for stimulus (see supportive texts)

Sand – study texture and how this changes with different amounts of water

Water Area/Mud Kitchen – explore different types and textures of paints (e.g. thick, runny, powder) and creating different textures (e.g. with sand, sawdust, sugar, salt, washing up liquid, PVA)

Provision outside of the classroom

Large Construction – large boxes/trays, tarpaulin, clips, baskets, wooden planks, wooden poles, wooden blocks, plastic blocks, plastic sheeting and mesh. Link to current learning/topic.

Role Play – decorating shop, art gallery (natural)

Water Area – drainpipes, tubes, plastic bottles, pipettes, funnels, coloured water

Outdoor – art linked to the seasons

Year 1
Autumn Term
 Collage – In the jungle

Knowledge to be taught:

Who was Henri Rousseau?

To group alike materials together.

To experiment using natural materials.

To use natural materials to recreate a 3D background.

To experiment using natural materials to create an undergrowth.

To create a background using natural materials.

Lesson Guide**Key Vocabulary****1. Who was Henri Rousseau?**

Introduce the Art theme for this term – collage. Allow discussions with the children on what we mean by collage. What is a collage? What do we use to create a collage? Have you created a collage before?

Introduce the artist – Henri Rousseau. Children to show **respect** for the work Henri Rousseau has created. Explain that he was an artist who became famous for his painting of the jungle even though he never actually saw one. He painted from his imagination and from books and house plants. Ensure children understand that Rousseau is NOT a collage artist, but we are recreating a piece of his artwork into a collage. What is a jungle? What animals live in a jungle? How does a jungle make you feel? Children to look at some pictures of his artwork and think about what they can see and how it makes them feel.

Collage

Artist

Henri Rousseau

Materials

Texture

Natural

Background

Undergrowth

2. To group alike materials together.

Recap last lessons learning. What is the art theme this time term? What is a collage? What artist are we learning about this term? Discuss what we mean by materials and texture. Work as a class to write a list of materials that we know. What items are made out of these materials? What are the properties of these materials? (Link to science) Discuss what we mean by materials that are the same. Children to cut and stick a range of different materials into groups of alike materials. Children to write labels for each group.

Friendship

Respect

Tolerance

Individual Liberty

Mutual Respect

Begin to sort and arrange materials.

3. To experiment using natural materials.

Recap last lessons learning. What is the art theme this term? What is a collage? What artist are we learning about? What is a material? What materials did we look at last week? What do we mean by materials that are natural? Where would we find natural materials? How does this make the artwork more realistic? Children to walk around the school field and collect natural materials – leaves, stems and bright flowers. Children to show **friendship** and work in pairs to collect materials. Children to group alike items on their tables. Children to then stick the materials in their books in groups and label the materials that they have found.

Begin to use a combination of materials that are cut, torn and glued.

<p>4. To use natural materials to recreate a 3D background. Recap last lessons learning. What is the art theme this term? What is a collage? What artist are we learning about? What is a material? What materials did we look at last week? What do we mean by materials that are natural? Where would we find natural materials? Look at a 3D background as a class. What do we mean by 3D? (Link to Maths) What materials can you see? Why has Henri Rousseau used these materials? What is Henri Rousseau aiming to show? How does this make the artwork more realistic? Make a list of the materials that Henri Rousseau used. Children to recreate the 3D background using the same materials as Henri Rousseau. Begin to mix materials to create texture.</p>	
<p>5. To experiment using natural materials to create an undergrowth. Recap last lessons learning. What is the art theme this term? What is a collage? What artist are we learning about? What is a material? What materials did we look at last week? What do we mean by materials that are natural? Where would we find natural materials? What is an undergrowth? Share with the children some pictures of artwork using an undergrowth. What materials could we use to show the undergrowth? Guide the children to using twigs, straw, and grass. Children to use these materials to experiment creating an undergrowth. Children to label the materials they have used. Begin to use a combination of materials that are cut, torn and glued.</p>	
<p>6. To create a background using natural materials. Recap last lessons learning. What is the art theme this term? What is a collage? What artist are we learning about? What is a material? What materials did we look at last week? What is an undergrowth? Children to use their knowledge and understanding of collage and Henri Rousseau to create their own background using natural materials. Children to make a list of what materials they would like to use to create their artwork. Children to brainstorm what background they would like to create. What animal is going to live in your background? Share with the children some examples of Henri Rousseau's artwork. Children to ensure their collage is unique. Remember each child's collage must be different and individual to them. Begin to use a combination of materials that are cut, torn and glued. Begin to mix materials to create texture.</p>	
<p>Feedback:</p>	

Knowledge to be taught:

Who was Wassily Kandinsky?

To mix primary colours to find secondary colours.

To add white and black to make different shades, tones, and tints.

To explore creating thick and thin brush strokes.

To create a piece of art using colour mixing techniques.

Lesson Guide**Key Vocabulary**

1. To learn about Wassily Kandinsky.

Share with the children this term art theme – painting. Explain to the children that they are going to be learning about a famous artist – Wassily Kandinsky. Children to show **respect** for the work Wassily Kandinsky has created. Who was Wassily Kandinsky? Why was he an important artist? Kandinsky pioneered abstract painting. He believed that geometric forms, lines and colours could express an artist. Kandinsky was the first painter to stop painting pictures of things and instead paint just using colours and shapes. He believed that this let him paint **truthfully** about his feelings. Inform children that today we will be learning about an artist – Wassily Kandinsky. Explain to the children that Kandinsky enjoyed listening to music to convey how he truly felt. Share with the children some music. How does it make you feel? Share with the children some colours. How do the colours make you feel? Children to cut and stick different colours into their sketch books and draw how the colour makes them feel. Children to label the emotion. Who was Kandinsky and what inspired him?

Artist
Paint
Colour
Primary colours
Secondary colours
Shades
Tones
Tint
Thickness
Wassily Kandinsky
Brush
Lighter
Darker

2. To mix primary colours to find secondary colours.

Recap last lessons learning. What is our art theme this term? What artist are we looking at? What is he famous for? Inform the children that this term we will be thinking colour mixing. What do we mean by colour mixing? There are a variety of different types of paints, and we can mix them in different ways to create different colours, shades, and tones. Today we will start with colours. What are the primary colours? What happens if we mix them? Do they change? Use poster paint to paint the first 3 colours. Then demonstrate that children must clean their brush each time they use a different colour. Pick up one colour on the brush and put in a pallet. Then, clean brush! Before collecting their second colour on the brush and add to the pallet to mix to find the secondary colour. Children to create a colour wheel. Inform children that we mix primary colours together to find secondary colours.

Truthfulness
Friendship
Respect

Tolerance
Individual Liberty
Mutual Respect

Begin to mix primary colours to make secondary.

Begin to create colour wheels.

3. To add white and black to make different shades, tones, and tints.

Recap last lessons learning. What is our art theme this term? What artist are we looking at? What is he famous for? What are primary colours? What are secondary colours? When we mix primary colours together, what colours do we create? The children will be learning about shades, tints, and tones. What would happen if we added white paint to one of our colours? What would happen if we added black paint to one of our colours? What do I mean when I say shade, tone, or tint? Why and when might we need different shades of the same colour? Children to experiment adding white and black to the primary colours. Children to paint the primary colours in their sketch books. Then on one side of the primary colour, children to paint the lighter shade (tint) and on the other side the darker shade (tone). Children should have 3 dashes of paint for each primary colour. Children to label which colours are tints (when adding white) and which colours are tones (when adding black).

Begin to add white to colours to make tints and black to colours to make tones.

4. To explore creating thick and thin brush strokes.

Recap last lessons learning. What is our art theme this term? What artist are we looking at? What is he famous for? What are primary colours? What are secondary colours? What are tints? What are tones? Inform children that they will be thinking about how we can create different effects using a paintbrush. When painting, is there a way that I can cover a larger area easier? What do I mean by brush strokes? Why might I need different size brushes? Children to listen to the same pieces of music from lesson 1. Children to close their eyes, how does the music make you feel? What can you hear? What do you feel? What shapes can you feel? What colours can you see? Children to create a line or shape in their books using their chosen paint brush and paint to represent how each genre of music makes them feel. Remind children this is what Kandinsky did when he painted! We are painting truthfully.

Begin to use thick and thin brushes.

5. To create a piece of art using colour mixing techniques.

Recap last lessons learning. What is our art theme this term? What artist are we looking at? What is he famous for? What are primary colours? What are secondary colours? What are tints? What are tones? Why do we use different size paint brushes? What happens when we mix primary colours? What are they? Share with the children Kandinsky's famous concentric circles painting. Explain to the children that they are going to use all their knowledge on colour mixing and brush strokes to recreate their OWN version of Kandinsky's colour painting. Children to think about what colours they would like to use and whether they would like their brush strokes to be thin or thick. Children to have one pallet each to mix the primary colours to make secondary colours and white and black to make tints and tones. Children to ensure their painting is unique. Remember each child's painting must be different and individual to them. Children to practice in their sketch books. Then children to be given a square piece of card to create 1 concentric circle. Then put all the circles together to create a class piece. Children to show friendship when completing class piece.

Begin to use thick and thin brushes.

Begin to mix primary colours to make secondary.
Begin to add white to colours to make tints and black to colours to make tones.

Feedback:

Lesson 5 – Use secondary colours for final piece (time did not allow this year).

Year 1
Summer Term
Printing

Knowledge to be taught:

To know what printing is and how it can be used to create art.

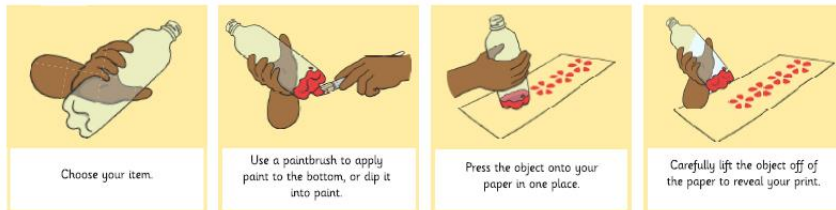
To use the ideas of famous artists to create our own work.

To press, roll, rub and stamp to make prints.

To use objects to create a print with 2 colours.

Lesson Guide

1. To know what printing is and how it can be used to create art.
Explain to the children that this term we are going to be learning about Printing. What is printing? Printing makes a copy. You could paint your hand, press it down on paper and you'd see a copy of your handprint. Children to watch the following video about printing - <https://www.bbc.co.uk/teach/class-clips-video/art-and-design-printmaking-different-materials/zhytscw> Discuss what printing is and the different ways we can create a print (paint, ink, rubbing etc). Explore different wallpapers and discuss why it is important that we can recreate the same print over and over? Children to then use a range of objects at their table to create their own prints. They need to recreate the same print three times so get the effect. (bottle tops, coins, pencils etc). children to label their print with which item they have used in their sketch books.



Begin to mimic print from the environment (e.g. wallpapers).

Key Vocabulary

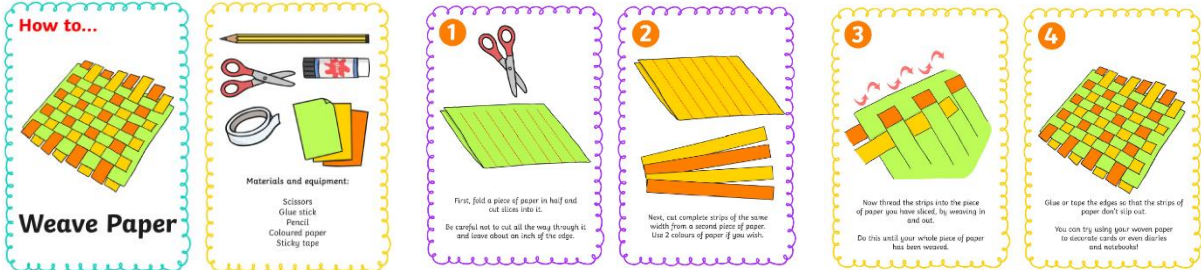
Print
Press
Rub
Roll
Stamp

Respect
Perseverance

Tolerance
Individual Liberty
Mutual Respect

<p>2. To use the ideas of famous artists to create our own work.</p> <p>Recap last lessons learning. What is the art theme this term? What is printing? Explain to the children that they are going to be learning about a famous artist – Andy Warhol. Children to show respect for the work Andy Warhol has created. Who was Andy Warhol? Inform the children that they will learn about a famous print artist, ways to create prints and then create our own print inspired by Andy Warhol - ‘Man on the Moon’</p> <p>What is printing? How can we print? Warhol printing process; https://hamiltonselway.com/andy-warhols-silk-screening-process/ Children to experiment creating their own print. What materials did you use last week?</p> <p>Begin to use some of the ideas of artists studied to create pieces.</p>	
<p>3. To press, roll, rub and stamp to make prints.</p> <p>Recap last lessons learning. What is the art theme this term? What is printing? What famous artist are we going to be looking at? Inform the children that they will explore different ways to print. The children will create prints using a pallet and roller, rubbing and stamping. Children to create their prints in their sketch books and label the prints – roll, rub, stamp or press.</p> <p>Begin to press, roll, rub and stamp to make prints.</p>	
<p>4. To use objects to create a print with 2 colours.</p> <p>Recap last lessons learning. What is the art theme this term? What is printing? What famous artist are we going to be looking at? Inform the children that they will use a potato to create a print using two different colours. Children will need to choose a shape design and cut it into the potato and then stamp on their paper. Once they have stamped their first shape, they need to cut away more of the potato and then print again. Make sure they start with the lightest colour and give it a bit of time to dry before doing the second colour.</p> <p>Begin to use objects to create prints.</p> <p>Begin to use repeating shapes.</p> <p>Begin to use layers of 2 or more colours.</p> <p>Begin to make printing blocks.</p>	
<p>5. To create my own print using foam board.</p> <p>Recap last lessons learning. What is the art theme this term? What is printing? What famous artist are we going to be looking at? What did we use last lesson to create a print? Inform the children that this lesson we are going to use a foam board to create a print. Share with the children Andy Warhol’s print of ‘Man on The Moon’. Children to discuss his use of colour and how is colour is built up. Children to think about what they would like to create on their print. Initial of their name? animal? Shape? Children to use a marker pen to draw their print onto the foam board. Children to then cut their print. Then stick the print onto another piece of foam board. Children to roller paint on their print and then print the picture into their sketch books. To build colour, children need to use a pencil to carve away parts on the foam that they don’t want to change colour. Roller another colour paint onto the foam board. The foam parts left will create another</p>	

layer of colour. Remember you must line the print block up with the picture already printed. Children to show perseverance.	
Begin to use objects to create prints.	
Begin to use layers of 2 or more colours.	
Begin to make printing blocks.	
Feedback:	

Year 2 Autumn Term Textiles	
Knowledge to be taught: To learn what paper weaving is and create a piece of art using this method. To weave using different materials. To create tie-dyed materials. To use glue to join materials together.	
Lesson Guide	Key Vocabulary
<p>1. To create a paper weaving.</p> <p>Inform the children that they are going to be looking at textiles. What are textiles?</p> <p>Talk about Gunta Stölzl – she was a German textile artist who played a fundamental role in the development of the Bauhaus school’s weaving workshop. Explain that Gunta Stölzl gained a lot of respect for her role in society. Gunta Stölzl was the head of a weaving workshop and taught herself the skill of dying.</p> <p>The children are going to be weaving using paper. Share with the children some videos/pictures of paper weaving.</p> <p>What techniques do we need to use to achieve this? (Fine motor skills!) Children to practice weaving paper to create a pattern.</p> <div>  <p>How to...</p> <p>Weave Paper</p> <p>Materials and equipment: Scissors Glue stick Pencil Coloured paper Sticky tape</p> <p>1 First, fold a piece of paper in half and cut along the fold. Be careful not to cut all the way through it and leave about an inch of the edge.</p> <p>2 Next, cut complete strips of the same width from a second piece of paper. Use 2 colours of paper if you wish.</p> <p>3 Now thread the strips into the piece of paper you have sliced, by weaving in and out. Do this until your whole piece of paper has been weaved.</p> <p>4 Glue or tape the edges so that the strips of paper don't slip out. You can try using your woven paper to decorate cards or even diaries and notebooks!</p> </div> <p>Begin to use weaving to create a pattern.</p>	Textiles Pattern Plaiting Weaving Glue Join Respect Tolerance Individual Liberty Mutual Respect
2. Part 1 – To design my boat.	

Children to draw a picture of their boat in their books. Children to label it using: twigs, glue, fabric, string etc. Children to choose what colour they are going to dye their boat.

Part 2 - To weave using different materials.

Recap the learning from last lesson. What is the art theme this term? What artist are we looking at? What skill did we learn last lesson? Inform the children that they are going to put their skill into practice! They are going to create a boat out of sticks, string and fabric. Recap the skill of weaving from last lesson. Watch:

<https://www.youtube.com/watch?v=tQsk7wGP2H8>



3. To create tie dyed materials.

Recap the learning from last lesson. What is the art theme this term? What artist are we looking at? What skill did we learn last lesson? What did we make last lesson? Children to learn about dip dye. What is dip dye? Children to dip-dye a piece of fabric to make a sail. Children to put elastic bands around their fabric. In a bowl, mix the children's chosen dye with water. Children to put the sail into the water for 2 minutes. Then carefully take the fabric out of the water and place on the drying rack to dry.

Begin to use dip dye techniques

4. To use glue to join materials together.

Recap the learning from last lesson. What is the art theme this term? What artist are we looking at? What skill did we learn last lesson? What did we make last lesson? What is dip dye? Children to use a glue gun to glue their sail to the boat. Explain to the children safety rules about using a glue gun.

Begin to join materials using glue.

5. To evaluate my boat.

Take a picture of each of the children's boats. Stick the picture into the sketch books. Label the picture with what materials the children used to create the boat. Children to think about what went well, what they like about their boat and what they would change if they made it again.

Feedback:

Year 2
Spring Term
Drawing

Knowledge to be taught:

Who is Stephen Wiltshire?

To draw lines of different sizes and thicknesses.

To show pattern and texture by adding dots and lines.

To show different tones by using coloured pencils.

To create a drawing inspired by Stephen Wiltshire.

Lesson Guide

Key Vocabulary

1. To understand the work of Stephen Wiltshire.

Inform the children that they are going to be looking at drawing this term and learning about the famous artist - Stephen Wiltshire. Who is Stephen Wiltshire? Children to show **respect** for the work Stephen Wiltshire has created. Explain to the children that Stephen Wiltshire is known for his ability to draw a landscape from memory after only seeing it once. Show the children examples of Stephen Wiltshire's work. What can you see? What has he drawn? Focus in on areas of his work, what details can you see? Ask the children to label the examples with what they can see – lines, shapes, thick lines, thin lines, shading, tones, patterns, textures.

Begin to describe the work of notable artists, artisans, and designers.

Begin to respond to ideas and starting points.

Draw
Dot
Lines
Tones
Texture
Explore
Experiment

Respect

2. To create different lines.

Recap last lessons learning. What is our art theme this term? What artist are we looking at? Children to explore a Stephen Wiltshire drawing. Focus in on an area of his drawing. What lines can you see? What dots can you see? What patterns? Any other details? How are they different? Children to experiment using lines and dots to show pattern and texture. Children to show patterns and textures in different ways in their sketch books and label.

Begin to show pattern and texture by adding dots and lines.

Tolerance
Individual Liberty
Mutual Respect

3. To draw lines of different sizes and thicknesses. **Can combine lesson 3 and 4.**

Recap last lessons learning. What is our art theme this term? What artist are we looking at? What did we focus on last lesson? What skill did we learn? Children to explore a Stephen Wiltshire drawing. What lines can you see? What thicknesses can you see? Children to think about why we use lines of different thicknesses. Children to experiment using different grade pencils. When would we use the lighter tone? When would we use the darker tone? Show the

<p>children an image of 17th Century London on fire – links to English and History. Children to experiment drawing a house like the ones in Stephen Wiltshire’s drawings. Experiment using lines of different sizes and thicknesses in their sketch books and label.</p> <p>Begin to draw lines of different sizes and thickness.</p>	
<p>4. To show tone by using coloured pencils. Can combine lesson 3 and 4.</p> <p>Recap last lessons learning. What is our art theme this term? What artist are we looking at? What did we focus on last lesson? What skill did we learn? Explain to the children that they are going to show tone using colouring pencils. What do we mean by adding tone? Tone in art simply refers to how light or dark a colour is. Go back to your sketch of a house from last lesson and add tone to the sketch by using ONE colouring pencil.</p> <p>Begin to colour (own work) nearly following the lines.</p> <p>Begin to show different tones by using coloured pencils.</p>	
<p>5. To create a piece of art.</p> <p>Recap last lessons learning. What is our art theme this term? What artist are we looking at? What did we focus on last lesson? What skill did we learn? Show the children examples of cityscapes with lots of buildings. We are going to be creating a cityscape of 17th Century London – links to English and History.</p> <p>Children to either have a cityscape template or children to draw the outlines of the buildings themselves. The outline of the buildings should be in a darker tone. Then, add detail to the buildings using a different pencil to show a different tone, such as roofs, windows, and doors. Then add shading to your cityscape. Children to add in small amounts of colour (ONE colour) just like in Stephen Wiltshire’s vehicles – red buses. – London Theme.</p>	
Feedback:	

<p>Year 2</p> <p>Summer Term</p> <p>Sculpture</p>	
<p>Knowledge to be taught:</p> <p>Who is Marc Quinn?</p> <p>To experiment clay techniques.</p> <p>To identify lines and shapes.</p> <p>To design a clay sculpture.</p> <p>To use lines, shapes, and moulding techniques to create a clay sculpture.</p>	
Lesson Guide	Key Vocabulary

1. To experiment clay techniques.

Inform the children that they are going to be looking at sculptures and a famous artist - Marc Quinn. What is a sculpture? What are sculptures made out of? Who is Marc Quinn? Children to show **respect** for the work Marc Quinn has created. Marc Quinn is a British contemporary visual artist whose work includes sculpture, installation, and painting. Share with the children some pictures of Marc Quinn's sculptures. <http://marcquinn.com/> children to discuss the detail they can see in each of his sculptures. How did he create the detail? What tools did he use? Explain to the children that they are going to be using clay as their material to create a sculpture. Look at the clay techniques poster and discuss - <https://www.twinkl.co.uk/resource/t-ad-90-clay-techniques-to-try> Explain to the children that today they are going to use playdough to practice each of the techniques on the poster:



Explain to the children that we can mould playdough just like we can clay. When the children have practiced each of the techniques, children to create a sculpture of their hand using the playdough.

Begin to explore ideas and collect visual information.

Begin to explore ideas in a variety of ways.

2. To identify lines and shapes.

Recap last lessons learning. What is the art theme this term? What material are we going to be using? What famous artist are we looking at? What techniques did we learn last lesson? Inform the children that they are going to be creating a dinosaur through moulding clay. What dinosaurs do we know? Share with the children images of dinosaurs and clay dinosaurs. Discussions with the children about what dinosaur they want to recreate. What lines can you see on the dinosaurs? What shapes can you see? Children to choose 2 dinosaurs and either stick or draw pictures of 2 dinosaurs. Children to label their chosen dinosaurs with what lines and shapes they can see – thick/thin lines? shapes? dots? dashes?

3. To design a clay sculpture.

Recap last lessons learning. What is the art theme this term? What material are we going to be using? What famous artist are we looking at? What techniques did we learn? What are we making? Children to choose a dinosaur from the previous lesson and inform the children the dinosaur they choose they are going to mould using clay. Children to create a design drawing of the dinosaur they are going to create next lesson. Children to include detail including

Sculpture
Artist
Marc Quinn
Technique
Moulding
Lines
Shapes
Tool

Respect

Tolerance
Individual Liberty
Mutual Respect

lines and shapes they can see on the dinosaur. Children to label their design. Children to also comment on which sculpture techniques they are going to be using the mould the clay (poster from lesson 1).	
<p>4. To use lines, shapes, and moulding techniques to create a clay sculpture.</p> <p>Recap last lessons learning. What is the art theme this term? What material are we going to be using? What famous artist are we looking at? What techniques did we learn? What are we making? Children to create their clay sculpture of a dinosaur using their design which they created last lesson. Children to make sure they look at their design and ensure they mimic what they wanted to create. Children to create the body first and then focus on lines, shapes and detail using the clay tools.</p> <p>Begin to include line and texture.</p> <p>Begin to use techniques such as rolling, cutting, moulding and carving.</p> <p>Begin to use a combination of shapes.</p>	
Feedback:	

Year 3 Autumn Term Drawing/Sculpture	
Knowledge to be taught: To understand the context in which art was created in early civilisations To investigate tone and texture. To develop the use of tone and texture. To create a design for a sculpture which shows feelings, expression, or movement. To work with clay to create a sculpture.	
Lesson Guide	Key Vocabulary
<p>1.To understand the context in which art was created in early civilisations.</p> <p>Inform the children that this term they are going to be looking at drawing and sculpture. What do we mean by sculpture? What materials could we use to make a sculpture? Discuss with the children how did people create art in early civilisations? Why did they create art? Who were the first artists? Children to show respect and compassion for artists in early civilisations. What materials did they use? What was it used for? Share with the children some images</p>	Sculpture Hardness Tone Texture Movement

<p>of cave paintings. How were they created? What can you see in the pictures? What marks can you see? Children to create their own cave painting.</p> <p>Independently explore ideas in a variety of ways.</p>	<p>Sketch</p> <p>Compassion Respect</p>
<p>2. To investigate tone and texture.</p> <p>Recap last lessons learning. What is our art theme this term? Inform the children that they are going to investigate using tone and texture. What is tone? What is texture? Children to explore creating tone and texture with a pencil. Explain to the children that different pencils give different tones. Tone is the degree of lightness or darkness. Children to experiment with different pencil grades in their sketchbooks and label them. Texture is the feeling, appearance or consistency of an object or material. It can be natural or man-made, functional, or decorative. Children to practice drawing different textures by copying textured squares into their sketch books.</p> <p>Independently use different hardnesses of pencils to show line, tone, and texture.</p> <p>Independently use shading to show light and shadow.</p>	<p>Tolerance Individual Liberty Mutual Respect</p>
<p>3. To develop the use of tone and texture.</p> <p>Recap last lessons learning. What is our art theme this term? What skill did we learn last lesson? Show the children a variety of Stone Age animal sculptures and cave paintings from Lesson 1. Children to look at the sculptures from different angles. What can you see? What details can you see? How is each angle different? Practice sketching the sculptures from different angles using the skills learnt: tone, texture, shading. The children should have available different toned pencils. The children need to think carefully about how they will show different textures. Which parts will you shade?</p> <p>Independently sketch lightly.</p> <p>Independently use different hardnesses of pencils to show line, tone, and texture.</p>	
<p>4. To create a design for a sculpture which shows feelings, expression, or movement.</p> <p>Recap last lessons learning. What is our art theme this term? What skill did we learn last lesson? Share with the children a video of a clay lion being made. Share with the children a variation of photos of different animals in different forms – standing up, sitting down, male, female, different moods etc. Discuss with the children how they are different – positioning, feelings. How could we show compassion? How can you tell how the lion is feeling? How can you tell what the lion is doing? – body position, facial expression. Children to bring in animal toys from home to look at the different forms, proportions, sizes and shapes. Children to choose one animal that they are going to making using clay next lesson. Children to do rapid sketches of their chosen animal, focusing on its positioning and feelings. Children to select one sketch that they are going to use for their clay sculpture. Children to then create a detailed sketch of their chosen animal, adding texture and tones. Children to label their drawings.</p> <p>Independently include texture that conveys feelings, expression, or movement.</p>	
<p>5. To work with clay to create a sculpture.</p>	

Recap last lessons learning. What is our art theme this term? What skill did we learn last lesson? Children to watch the video from the previous session about how to make a clay lion. Pause the video at different times to analyse the different body parts and how they are different sizes/shapes. Recap the clay techniques skills from Year 2:



How do we join clay together? How could we join the body parts together? Children to experiment with clay tools to create the textures they labelled on their designs. Children to then use their drawings/annotation to create their clay sculptures.

Independently use clay and other mouldable materials.

Independently create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).

Feedback:

Lion Man is quite a difficult sculpture for the pupils to draw. There is little variation in line, texture or pattern for the pupils to identify.

Is there a more suitable sculpture as a focus? It would be better to have one with more obvious detail. LV – Adapted MW

Year 3
Spring Term
Painting

Knowledge to be taught:

To explore the work of a notable artist.

To use a number of brush techniques.

To experiment with creating mood with colour.

To analyse a Georgia O'Keefe painting.

To use watercolour paint to mimic Georgia O'Keefe painting.

Lesson Guide

1. To explore the work of a notable artist.

Inform the children that they are going to be looking at painting this term, using watercolour paints. Show the children some pieces of art. Which artist do you think created them? What stands out? What contrasting colours did they use?

Explain to the children that they are going to be looking at Georgia O'Keefe and creating one of her famous pieces of


Key Vocabulary

Watercolour

Washes

Mix

Brush

<p>artwork. Who is Georgia O'Keefe? Children to show respect for Georgia O'Keefe's artwork. Children to research facts about Georgia O'Keefe. Then analyse some of her paintings as a class, what can you see in her artwork? What skills? Children to stick in pictures of her artwork into their sketch books and annotate with what skills they think she has used – thick lines, thin lines, dots, tones, textures, dark colours, light colours. List 3 facts about Georgia O'Keefe in sketch books. Independently replicate some of the techniques by notable artists, artisans and designers.</p>	<p>Techniques Shapes Details Patterns Lines</p>
<p>2. To use a number of brush techniques. Recap last lessons learning. What is the art theme this term? What artist are we looking at? What interesting fact did you find out about Georgia O'Keefe? Explain to the children that we are going to be learning how we can alter brush strokes to create detail in artwork using watercolour paints. Watch - https://www.youtube.com/watch?v=DlglLwXHjKA</p> <p>Children to experiment using the different watercolour brush strokes in their sketch books and label:</p> <ul style="list-style-type: none"> - Flat wash  - Graded wash  - Wet in wet wash  <p>Added in fine brush strokes, lines and other marks – to fit with artists style. Independently use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p>	<p>Flat wash Graded wash Wet in wet wash</p> <p>Respect Perseverance</p> <p>Tolerance Individual Liberty Mutual Respect</p>
<p>3. To understand how colour can be used for effect. Recap last lessons learning. What is the art theme this term? What artist are we looking at? What interesting fact did you find out about Georgia O'Keefe? What watercolour washes did we experiment last lesson? What is an example of 2</p>	

complimentary colours? What are complimentary colours? Why does the contrast of light and dark create a powerful effect? How is this effect like watching fireworks? Complimentary colours can be used to make a main feature of a painting stand out. Which colours make you feel sad or scared? Black and grey shades often symbolise gloom, fear, or sadness. In many famous paintings, there is a light source (e.g., the moon, stars, candle, lamp) that can symbolise hope, magic, or happiness. Children to make a list of different moods and emotions. Children to match the listed mood to a shade of paint.

Independently experiment with creating mood with colour.

4. To experiment with colour mixing.

Ask questions to assess what the pupils have remembered about colour from the previous lesson.

Explain that today, they will be exploring mixing colours that can be used to create different moods.

Model how to mix colours: amount of paint to deepen tone, amount of water needed, how to load and clean brush, use of colour chart to mix colours, adding white and black.

Pupils to mix colours to match given moods.

Independently mix colours effectively.

5. To use watercolour paint to mimic a Georgia O'Keefe painting.

Recap last lessons learning. What is the art theme this term? What artist are we looking at? What interesting fact did you find out about Georgia O'Keefe? What Georgia O'Keefe painting did you choose last lesson? Explain to the children that during this lesson they are going to recreate the Georgia O'Keefe painting they chose.

Background - Start with a solid flat wash of paint across their sketch book. While the paint is wet, add a swipe of a different colour, which will add tone to the painting. What is meant by creating tone in a painting? Children to then add detail over the top of the background flat wash.

Remember each painting needs to be unique to show individuality. Children to show **perseverance**.

Independently use watercolour paint to produce washes for backgrounds then add detail.

Feedback:

Year 3
Summer Term
Textiles

Knowledge to be taught:

To understand how textiles have changed.

To practice using cross-stitch.

To know how to thread a needle and tie a knot.

To design a cross-stitch pattern.

To make a cross-stitch pattern. To evaluate my final product.	
Lesson Guide	Key Vocabulary
<p>1.To know how textiles has changed over time.</p> <p>Explain to the children that the art theme for this term is Textiles. What are textiles? Watch - https://www.youtube.com/watch?v=7-fLaXF6kOs The word textile originally meant a woven fabric. Now, it means any material that is made from fibres. What is textile art? Textile art involves adding colour and pattern to a textile using techniques, such as print, embroidery, dying etc. What materials are textiles? What is made from textiles? Discuss embroidery as this is the skill we are going to be focusing on. Embroidery is another word for sewing. Textile art (pieces of embroidery) were used as a form of conveying a story. For example – the Bayeux Tapestry. Focus on a section of the Bayeux Tapestry, what can you see? What story is being told? Children to show compassion and respect for the creation of the Bayeux Tapestry. Research individual samples of tapestry and different stitches. How are they different? What stitch is being used? What does the textile show us? What is the meaning behind it? How was it made?</p>	Cross stitch Sewing Textiles Textile art Embroidery Compassion Respect Perseverance Tolerance Individual Liberty Mutual Respect
<p>2. To practice using cross stitch.</p> <p>Recap last lessons learning. What is our art theme this term? What did we learn about textiles? What famous textile art did we research? Inform the children that they will be learning how to use basic cross stitch.</p> <ol style="list-style-type: none"> 1.Children to practice threading a needle. 2.Children tie a knot on one end. 3.Children to begin cross-stitching onto the binca. <p>Teacher to use a visualiser (if possible) to model sewing so children can clearly see how to cross stitch onto the binca. Children to persevere with these skills.</p> <p>(This step will take more than 1 lesson to practice all 3 skills)</p> <p>Begin to use basic cross stitch</p>	
<p>3. To design a cross stitch pattern.</p> <p>Recap last lessons learning. What is our art theme this term? What did we learn about textiles? What famous textile art did we research? What sewing skill are we learning? Inform the children that they are going to make a pattern using cross stitch. They are going to cross-stitch their own design, for example letter/symbol/pattern. Children to be given a template and design 2 potential designs in their sketch books. Children to think about what colour thread they would like to use and label this onto their designs. Children to tick which design they are going to create next lesson. If time allows – more cross stitch practice.</p> <p>CHALLENGE – Use 2 colours.</p>	
<p>4.To make a cross stitch pattern.</p>	

<p>Recap last lessons learning. What is our art theme this term? What did we learn about textiles? What famous textile art did we research? What sewing skill are we learning? What did we design last lesson? Children to continue practicing cross stitch on plastic binca. When children are ready, children to have binca cut into the correct size and cross stitch their design onto the binca.</p> <p>Begin to use basic cross stitch</p> <p>Begin to shape and stitch materials.</p>	
<p>5.To evaluate my product.</p> <p>Recap last lessons learning. What is our art theme this term? What did we learn about textiles? What famous textile art did we research? What sewing skill are we learning? What did we make last lesson?</p> <p>Children to think about the following:</p> <p>What went well? What skill? – threading the needle, tying a knot, cross-stitch.</p> <p>What didn't go so well? What skill? – threading the needle, tying a knot, cross-stitch.</p> <p>How could I improve next time?</p>	
<p>Feedback:</p> <p>L1 – textiles over time – would samplers be a better example than the Bayeux Tapestry? These show different embroidery stitches that could be identified by the pupils. LV – adapted Lesson 1 MW</p>	

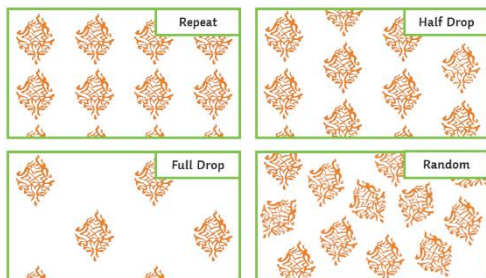
<p>Year 4</p> <p>Autumn Term</p> <p>Drawing/Digital Media</p>	
<p>Knowledge to be taught:</p> <p>To understand how artists use digital media to create a portrait.</p> <p>To develop sketching and shading techniques.</p> <p>To use sketching and shading techniques to draw a self-portrait.</p> <p>To use digital media to create a self-portrait.</p> <p>To edit a portrait using digital media.</p>	
Lesson Guide	Key Vocabulary
<p>1.To understand how artists use digital media to create a portrait.</p> <p>Inform the children that this term they are going to be using their drawing skills to produce a self-portrait. We are then going to use digital media to create this. What is a portrait? A piece of art that represents a person. What is digital media? Digital media is now a popular way of creating portrait art with cameras, computers and printing becoming more advanced. Andy Warhol was a leading person in Pop art in the last century and used a mix of painting, photography, and</p>	<p>Sketch</p> <p>Tone</p> <p>Hatching</p> <p>Cross-hatching</p> <p>Digital media</p>

<p>printing styles to create celebrity portraits. Children to show respect for Andy Warhol's artwork Share with the children some examples of Andy Warhol's digital art and portraits. What did he use to create the portraits? Children to label the techniques they can see in each piece of art.</p> <p>Independently annotate sketches to explain and elaborate ideas.</p>	<p>Edit Feeling Mood</p>
<p>2. To develop sketching and shading techniques.</p> <p>Recap last lessons learning. What is our art theme this term? What famous artist are we learning about? Explain that today we are going to be working on our sketching and shading techniques. Look at the difference between sketching and writing. Explain to the children that when we write, we make firm, clear lines of a determined shape and size. Look at how we hold our pencil and use it for writing to give us control. Explain that they use a looser grip for sketching. Children to practise sketching straight and curved lines. Children to create a value scale for pressures of shading. Children to create a value scale for hatching and cross hatching. Children to put their sketching skills to practise and sketch an object. Can you persevere to create light and shadow?</p> <p>Independently sketch lightly (no need to use a rubber to correct mistakes). Independently use hatching and cross hatching to show tone and hatching.</p>	<p>Respect Perseverance Truthfulness</p> <p>Tolerance Individual Liberty Mutual Respect</p>
<p>3. To use sketching and shading techniques to draw a self-portrait.</p> <p>Recap last lessons learning. What is our art theme? What did we learn last lesson? What sketching and shading techniques have we learnt? How can we make a darker shade? Ask the children to demonstrate the correct pencil grip for sketching. Review value scales and ask the children if they have created the different values within each of the scales. Explain to the children that they are going to be sketching a self-portrait. Give the children a mirror. What can you see? What features? Give the children time to experiment with drawing a self-portrait using different shading and sketching techniques that they have learnt. Encourage them to have multiple tries at drawing the self-portrait so that they can improve on their original attempt and being truthful with what they see.</p> <p>Independently adapt and refine ideas as they progress.</p>	
<p>4. To use digital media to create a self-portrait.</p> <p>Recap last lessons learning. What is our art theme? What did we learn last lesson? What sketching and shading techniques have we learnt? How can we make a darker shade? Ask the children to demonstrate the correct pencil grip for sketching. Explain to the children that they will be using digital media to create a self-portrait. What is digital media? What could we use? Show the children some examples of Andy Warhol's celebrity portraits. How could we create the same effect? Why do many portrait artists not show the person smiling? Children to discuss the mood and features of the person in the portraits. Allow children time to experiment using the iPads to take photos of each other. Can you create different moods and emotions? Explain the mood of the portrait you have taken. Are you happy? Are you sad? How do you know? What features in the photo show this?</p> <p>Create images, video and sound recordings and explain why they were created.</p>	

<p>5.To edit a portrait using digital media.</p> <p>Recap last lessons learning. What is our art theme? What sketching and shading techniques have we learnt? How can we make a darker shade? What have we drawn? What did we begin learning last lesson? Use the app – Brushes or A Colour Story. Explain to the children that today they will be learning how to edit their digital portrait they took last lesson. Analyse Andy Warhol’s digital portraits. How has he edited his photos? Has the colour changed? Are there multiple photos of the same portrait? Children to discuss how they could edit their photos and brainstorm their ideas in their sketch books.</p> <p>Children to have time to experiment editing their portrait. Explain reasons why you have edited the portrait in that way. What have you changed? Why?</p> <p>Enhance digital media by editing.</p>	
Feedback:	

Year 4 Spring Term Printing	
Knowledge to be taught: To analyse patterns in nature. To create design ideas. To make a printing block. To add design details to a printing block. To evaluate my final product.	
Lesson Guide	Key Vocabulary
<p>1.To analyse patterns in nature.</p> <p>Inform the children that they are going to be focusing on printing this term. What is printing? Printing makes a copy over and over again. Watch - https://www.bbc.co.uk/teach/class-clips-video/art-and-design-printmaking-different-materials/zhytscw</p> <p>Show the children patterns in nature. What can you see? What patterns are there? What can you say about the lines? Shapes? Children to annotate patterns in nature with different features that they can see. Children to mimic/replicate a chosen design. Focus on the patterns, lines, shapes, and textures.</p> <p>Independently replicate patterns observed in natural or built environments.</p>	Print Mimic Repeating pattern Printing block Nature Respect Perseverance
<p>2. To understand the work of William Morris.</p> <p>Recap last lessons learning. What is our art theme this term? Inform the children that they are going to be learning about the famous artist William Morris – he was a well know textile designer whose textile prints were based on nature and</p>	Tolerance Individual Liberty

included flowers and leaves. Children to show **respect** for William Morris' artwork Explain to the children that they are going to experiment using different forms of repeating patterns, just like William Morris! Children to walk around the school to see what leaves/trees they can see. Children to show **respect** for our environment. What patterns can you see? Take pictures of the different types of leaves. Children to create a Pic-Collage of wallpaper inspired by nature. Children to practice repeating, half drop, full drop, and random patterns by sketching shapes that could be used on wallpaper that we see in nature. Remember when we sketch, we press on lightly.



Independently make precise repeating patterns.

3. To create design ideas.

Recap last lessons learning. What is our art theme this term? What famous artist are looking at? What did we do last lesson? Children to look at wallpaper designs. Children to analyse the use of colour and how patterns are repeated throughout the design. Inform the children that they are going to be creating their own nature inspired wallpaper using patterns from nature and what they can see in a natural environment. Ask pupils to design some shapes that could be used on wallpaper, using patterns from nature. Children to analyse their ideas and create two final ideas that could be used within a repeating pattern.

Independently make precise repeating patterns.

4. To make a printing block.

Recap last lessons learning. What is our art theme this term? What famous artist are we looking at? What did we do last lesson? What shapes did you design for your repeating pattern? Children to be shown how to make a basic printing block using foam and grey board. Children to use a marker pen to draw their print onto the foam board. Children to then cut their print. Then stick the print onto a piece of grey board. Children to roller paint on their print and then print the picture. Children to make their first prints. Remember they must create a repeating pattern just like William Morris' wallpaper.

Independently make printing blocks.

Independently make precise repeating patterns.

5.To add design details to a printing block.

Mutual Respect

<p>Recap last lessons learning. What is our art theme this term? What famous artist are we looking at? What did we do last lesson? How did we make a printing block? Show children how to add the detail to their designs by making indented patterns on the foam board. To build colour, children need to use a pencil/knife to carve away parts on the foam that they don't want to change colour. Roller another colour paint onto the foam board. The foam parts left will create another layer of colour. Remember you must persevere to line the print block up with the picture already printed. Children to make second print.</p> <p>Independently use layers of two or more colours. Independently make precise repeating patterns.</p>	
<p>6.To evaluate my final product.</p> <p>Recap last lessons learning. What is our art theme this term? What famous artist are looking at? What did we do last lesson? What shapes did you design for your repeating pattern? How did you make the printing block? How did you layer colour? Children to think about the following:</p> <p>What went well? (Making of the printing block, layering of colour, printing etc)</p> <p>What didn't go so well? (Making of the printing block, layering of colour, printing etc)</p> <p>How could I improve next time?</p> <p>What would I change if I made it again?</p>	
Feedback:	

Year 4 Summer Term Collage	
Knowledge to be taught: To know who Megan Coyle is. To know how to use magazine strips to create effect. To overlap materials. To create a collage inspired by Megan Coyle.	
Lesson Guide	Key Vocabulary
1.Who is Megan Coyle?	Collage

<p>Introduce the art theme for this term – collage. What is a collage? A piece of art where pieces of paper, photographs, fabric, and other materials are arranged and stuck down onto a supporting surface. Introduce the artist for this term - Megan Coyle. Children to show respect for Megan Coyle's artwork. Megan Coyle is a collage artist who creates artwork from magazine strips. She cuts strips of different colours, textures, and shapes from magazines to match what she sees when looking at animals and their settings. The magazine strips are layered to create an interesting and detailed surface. Children to create a research page on Megan Coyle including her work and annotations about the artist.</p>	<p>Texture Shape Strips Layers Overlap Life like</p>
<p>2. To experiment with magazine strips to create effect. Recap last lessons learning. What is the art theme this term? What is a collage? What materials could we use? What famous artist are we looking at this term? Children to analyse collages by Megan Coyle as a class. How does she create her art? What size strips has she used? Do the colours match? How has she layered the strips? Explain to the children that Megan Coyle cuts magazines into strips of different shapes and colours and layers them. Children to have pages of magazines in front of them. Children to experiment layering magazine strips to create effect. Independently select and arrange materials for a striking effect.</p>	<p>Respect Tolerance Individual Liberty Mutual Respect</p>
<p>3.To recreate a collage by Megan Coyle. Recap last lessons learning. What is the art theme this term? What is a collage? What materials could we use? What famous artist are we looking at this term? What is Megan Coyle famous for? Children to have pictures of Megan Coyle's collages in front of them. Children to choose 1 collage to mimic using layered magazine strips. Children to analyse their chosen collage. What colours has Megan used? What shapes has she used? How has she layered the strips? How has she made her animal life like? Independently use coiling, overlapping, tessellation, mosaic, and montage.</p>	
<p>4.To design a collage. Recap last lessons learning. What is the art theme this term? What is a collage? What materials could we use? What famous artist are we looking at this term? What is Megan Coyle famous for? Inform the children that next lesson they are going to create their own collage inspired by Megan Coyle, but first we need to design our collage. Children to design the following: What animal? What colours? What shape strips? How am I going to layer the magazine strips to create effect? How am I going to make the animal look life like?</p>	
<p>5.To create a collage inspired by Megan Coyle. Recap last lessons learning. What is the art theme this term? What is a collage? What materials could we use? What famous artist are we looking at this term? What is Megan Coyle famous for? What design did I create last lesson? Children to use their design from last lesson to create a collage inspired by Megan Coyle.</p>	

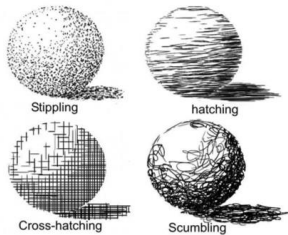
Children to reflect on their work throughout the making process. Am I using the correct colours? Am I layering to create effect? Are my strips the correct shape? Independently create original pieces that are influenced by studies of others. Ensure work is precise.	
Feedback:	

Year 5 Autumn Term Batik	
Knowledge to be taught: To experiment with batik motifs. To explore the work of a famous Batik artist. To develop a final design using motifs. To use cold wax to resist dye. To use layering techniques when applying dye to fabric. To evaluate my final piece.	
Lesson Guide	Key Vocabulary
1. To experiment with batik motifs. Introduce the term 'Batik'. What is this? What does it mean? A method of producing coloured designs on textiles by dyeing them, having first applied wax to the parts to be left undyed. What is a motif? A decorative image or design, especially a repeated one forming a pattern. Explain to the children that they are going to be making a square of fabric batik. Show the children Indian pattern in traditions such as mehndi and rangoli patterns https://www.diwalifestival.org/easy-rangoli-design.html and textile printing. Show sari fabric and a traditional Indian batik https://www.unnatisilks.com/kalamkari-sarees.html . Children to show respect for different cultures artwork. Explore common themes and motifs. Discuss repeated patterns and decorative borders. Children to create a page in their books exploring batik and motifs. Children to draw selected motifs from the patterns, experimenting with re-creating them in a variety of colour combinations. Confidently give details (including own sketches) about the style of some notable artists, artisans, and designers. Confidently show how the work of those studied was influenced in both society and to other artists.	Batik Patterned Motif Decorative Wax Tactile Quality Respect Perseverance Thankfulness Tolerance Individual Liberty
2. To explore the work of a famous Batik artist.	

<p>Recap last lessons learning. What is the art theme this term? What is batik? Show children a picture of Chuah Thean Teng (a Malaysian artist). Discuss information about his life and legacy. Children create a page in sketch books with his picture in the middle and various facts/information/examples of his work with annotations stuck around him.</p> <p>The story began with an artist living in Penang named Chuah Thean Teng (or Teng, Dato'). He was an established artist who was also familiar with the old traditional batik technique of using dye-resist process in making decorative motifs and designs on fabrics. Around the year 1950 he saw the possibility of combining his artistic talents with his batik making skills to create fine works of art. The idea was new. And although it appeared simple it took him several years of intensive experimentation before he succeeded. The first historical Batik Painting Exhibition took place in Penang in the year 1955. This was followed by Singapore in 1956, and Kuala Lumpur in 1957, Those exhibitions were highly acclaimed and captivated the imagination of the art circle. Thus, a new form of art known as "Batik Painting" was born, due to persevering and being thankful for the support he gained to create a new form of art.</p> <p>Confidently give details (including own sketches) about the style of some notable artists, artisans and designers. Confidently show how the work of those studied was influenced in both society and to other artists.</p>	<div>Mutual Respect</div>
<p>3. To develop a final design using motifs.</p> <p>Recap last lessons learning. What is the art theme this term? What is batik? Who is Chuah Thean? Children to develop pattern designs using a combination of motifs provided and their own designs to be painted with the wax. Show children examples of previous designs created by children. Provide photocopies of some of the rangoli and traditional Indian patterns. Show the children how to trace their motifs on to tracing paper for accuracy of translation and repetition and experiment with different patterns before deciding on a final design. Encourage the children to think about accuracy and space between and around images. Children to colour final design.</p> <p>Confidently use the quality of materials to enhance ideas.</p>	
<p>4.To develop a final design using motifs.</p> <p>Recap last lessons learning. What is the art theme this term? What is batik? Who is Chuah Thean? Give each child a 30cm x 30cm piece of paper. Children to transfer their final design onto this piece of paper. Children to ensure they are focusing on accuracy, spacing and detail around images.</p>	
<p>5.To use cold wax to resist dye.</p> <p>Recap last lessons learning. What is the art theme this term? What is batik? Who is Chuah Thean? What did we create last lesson? Children to apply the liquid wax-resist. Tape the 30 x 30 design onto the table. Stretch out and tape the fabric to the table over the paper design (leaving a border for the 'seam'). Children to paint their designs with the liquid wax using thin paintbrushes. Explain that wherever they paint the wax the dye will not soak in, so will be white. Children need to ensure no gaps are left in the outlines; else the dye will bleed.</p> <p>Confidently spot the potential in unexpected results as work progresses.</p>	

<p>6.To use layering techniques when applying dye to fabric. Recap last lessons learning. What is the art theme this term? What is batik? Who is Chuah Thean? What did we create last lesson? Use the dyes to complete the children's designs. Set up with the children's design underneath fabric as a guide. Show children how to carefully apply the dye in single colours. Show children how to layer and blend the dye to create more interesting effects. Confidently build up layers of colour. Confidently combine visual and tactile qualities.</p>	
<p>7.To evaluate my final piece. Ask the children to evaluate the success of their work. Comment on success, colour, what went well, what didn't go so well. How could you improve? Children could interview each other and record as a video on Seesaw with their final piece. Confidently use a range of visual elements to reflect the purpose of the work.</p>	
<p>Feedback: Put a cut open plastic wallet between the paper design and fabric when using the wax - this prevents sticking and allows the design to dry flat so there are no drips.</p>	

<p>Year 5 Spring Term Drawing</p>	
<p>Knowledge to be taught: To describe pieces of artwork using shape, texture, line, tone, mood, colour, feelings. To be able to add tone using different techniques. To understand what 3D means and how we can draw in 3D. To create an accurate pattern using detail. To draw a still life using shape, line, pattern, and tone.</p>	
Lesson Guide	Key Vocabulary
<p>1.To analyse artwork. Inform the children that they are going to be learning how to draw accurately. Explain to the children that they are going to learn how to draw truthfully and drawing exactly what they see. Introduce the artist – Vincent Van Gogh. Share with the children some pieces of still life created by Vincent Van Gogh. Children to show respect for Vincent Van Gogh's artwork Children to think about:</p>	<p>Mood Shape Line Texture Space</p>

<p>What can you see? What shapes can you see? What texture has he used? What lines can you see? How has he arranged the objects? What is the mood? What colours? How does the piece of art make you feel? Children to create a page in their sketchbooks analysing different pieces of artwork by Vincent Van Gogh. Confidently comment on artworks with a fluent grasp of visual language.</p>	<p>Tone Form 3D Space Composition Life like Accurate Truthfulness Respect</p>
<p>2. To use a variety of techniques to add tone. Recap last lessons learning. What is the art theme this term? What do we mean by drawing accurately? What is tone? This refers to the light and dark values used to recreate a realistic object. Show the children an outline of a drawing and a drawing which has tone. What is different? What can you see? Children to experiment using 4 tone techniques: stippling, hatching, cross-hatching, scumbling.</p>  <p>Confidently use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction and sunlight)</p>	<p>Tolerance Individual Liberty Mutual Respect</p>
<p>3.To create an accurate pattern. Recap last lessons learning. What is the art theme this term? What do we mean by drawing accurately? What 4 tone techniques did we experiment last lesson? Show children pictures of natural objects. What patterns can you see? How has the artist added detail to make the drawing look life like? Show the children a photo of an object and still life drawing of the object. What lines has the artist used? What are the shapes in the pattern? How is the pattern arranged? How does the pattern change? Children to have an object in front of them. Children to analyse the object and draw the object in their sketch books, thinking carefully about: lines, tone, pattern, and shape. Confidently use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction and sunlight)</p>	
<p>4.To be able to draw in 3D.</p>	

<p>Recap last lessons learning. What is the art theme this term? What do we mean by drawing accurately? What 4 tone techniques did we experiment using? Children to show different shades in their sketch books. From heavy pressure to light pressure.</p> <p>Children to draw 2D shapes – square, circle etc.</p> <p>Teacher to show children how to change the 2D shape into a 3D shape. Then, by adding light and heavy pressure onto the shape, you are adding tone to create a 3D life still shape. Children to create a page in their sketch books practicing drawing in 3D with tone.</p> <p>https://www.youtube.com/watch?v=DCyJ1LMTzxk</p> <p>Confidently use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction and sunlight)</p>	
<p>5.To draw a still life using shape, line, pattern, and tone.</p> <p>Recap last lessons learning. What is the art theme this term? What do we mean by drawing accurately? What 4 tone techniques did we experiment using? Children to have 3 objects in front of them. Children to arrange the objects in a way to show space and composition. Inform the children that they are going create a still life sketch of the objects in front of them, focusing on shape, line, pattern, and tone. Remind the children that they need to draw accurately.</p> <p>Confidently use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction and sunlight)</p>	
Feedback:	

<p>Year 5</p> <p>Summer Term</p> <p>Sculpture</p>	
<p>Knowledge to be taught:</p> <p>To explore figure sculptures.</p> <p>To explore the figure sculptures of Alberto Giacometti.</p> <p>To create figure sculptures to portray mood.</p> <p>To create the armature for a figure sculpture.</p> <p>To create a figure sculpture.</p>	
Lesson Guide	Key Vocabulary
<p>1. To explore figure sculptures.</p> <p>Explain to the children that this term they are focusing on sculpture. What is a sculpture? To form an image or representation of something from solid material. Show a selection of figure sculptures from various artists. Children to show respect for the artists artwork. Discuss, using prompt questions:</p> <ul style="list-style-type: none"> What can you tell me about the sculpture? 	<p>Sculpture</p> <p>Emotion</p> <p>Expression</p> <p>Figure</p> <p>Proportion</p>

<ul style="list-style-type: none"> • What does it show? • What are the figures doing / thinking? What is it about the sculpture that suggests this? • What is the mood of the piece? • Do you like it? Why / why not? • What is it made of? • Can you suggest a title for it? <p>Children to create a page on figure sculptures.</p>	<p>Respect Perseverance</p> <p>Tolerance Individual Liberty Mutual Respect</p>
<p>2. To explore the figure sculptures of Alberto Giacometti.</p> <p>Recap last lessons learning. What is our art theme this term? What is sculpture? Ask the children to divide their sketch-book page in to 6 sections roughly the same size. Tell the children that they have 10 seconds to draw a stick person. The idea is for them to begin to consider the human form but be free in their drawing. In the next rectangle children are to draw a stick-figure of a person who is running. Think about how their elbows and knees bend when they run and try and capture that in their sketch. In the third rectangle, the children have ten seconds to draw a stick-figure who is lying down in an interesting position. In your fourth rectangle, you have ten seconds to draw a stick-figure who is sitting. In the fifth – draw a stick figure who is feeling happy. How will you portray this? In the last section, children are to draw a figure feeling a contrasting emotion – frightened, unhappy, worried, tired etc.</p> <p>Think about how the simplest of stick-figures can convey strong emotions such as sadness and happiness, and how a few simple lines, drawn in just ten seconds, can show movement and action.</p> <p>Look at images of Giacometti's work. Children to show respect for Alberto Giacometti's artwork Notice how textured the figures are. Think about how the thin, elongated arms and legs of the people contrast with the strong metal that they are made of. What words would you use to describe the people? Pupils to create a page on Giacometti's figure sculptures. Ask them to comment on what these figures are doing, the mood (busy, energetic, calm etc).</p>	
<p>3. Create figure sculptures to portray mood.</p> <p>Recap last lessons learning. What is our art theme this term? What is sculpture? What famous artist did we look at last lesson? Tell the children that today they are going to have a go at creating one or more figure sculptures using tin foil as first designs for their final sculptures. Model how to make a simple figure using tin foil.</p> <p>Ask the children to decide on what they want their figure to portray. What do you want the mood to be? What will your character be doing to show this mood? How will you use its body language to show this? Are you going to make a life-like or abstract representation of a figure? Children to experiment with making tin-foil figures.</p>	

<p>Confidently show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p>	
<p>4. To create the armature for a figure sculpture. Recap last lessons learning. What is our art theme this term? What is sculpture? What famous artist did we look? What did we create last lesson? Show a video of making wire and mod-roc sculptures - https://www.youtube.com/watch?v=DUfTTybCgsE Pupils to decide on the form of their final sculpture. Children to draw a stick figure to illustrate the basic shape. Pupils to begin the making process by constructing the wire armature. How can you show the mood you have chosen? Provide nets of a cube and cuboid that the children will use as a stand for their sculpture. Children to make a stand using card. Weight with plasticine if needed. Confidently spot the potential in unexpected results as work progresses. Confidently use frameworks (such as wire or moulds) to provide stability and form.</p>	
<p>5. To create a figure sculpture. Recap last lessons learning. What is our art theme this term? What is sculpture? What famous artist did we look? What did we create last lesson? Remind the children of the process of using mod-roc for sculpture by re-watching the video from the last session - https://www.youtube.com/watch?v=DUfTTybCgsE Provide gloves for the children to wear when cutting small pieces of mod-roc to build their sculpture. Encourage them to pause, persevere and evaluate the quality of their work and to check against their original design idea. Confidently use the quality of materials to enhance ideas. Confidently use tools to carve and add shapes, texture, and pattern.</p>	
<p>6.To create a figure sculpture. Recap last lessons learning. What is our art theme this term? What is sculpture? What famous artist did we look? What did we create last lesson? Remind the children of the process of using mod-roc for sculpture by re-watching the video from the last session - https://www.youtube.com/watch?v=DUfTTybCgsE Children to complete their sculptures using tissue paper and draped muslin. Fix on to the stand and photograph for the sketchbooks. Confidently combine visual and tactile qualities.</p>	
<p>Feedback:</p>	

Year 6 Autumn Term Collage	
Knowledge to be taught: What are ceramic mosaics? How to use pencils, graphite, and fine liners to create texture, patterns, and marks. To use clay tools to create surface marks. To create a ceramic mosaic using own design.	
Lesson Guide	Key Vocabulary
1.To introduce ceramic mosaic. Explain to the children that they are going to be learning about collage this term. What is collage? Collage describes both the technique and the resulting work of art in which pieces of paper, photographs, fabric, and other materials are arranged and stuck down onto a supporting surface. Each child will create their own ceramic mosaic at The Hub in Sleaford this term. Share with the children some images of ceramic mosaics. What can you see? What materials were used? What shapes can you see? Children to analyse and label what they can see on each mosaic designs. Children to create their own designs of mosaics ready for the visit to Sleaford Hub.	Material Image Abstract Depth Mosaic Ceramic Texture Patterns Marks
2. Sleaford Hub Task 1 - Mark making related to the exhibition looking at texture, patterns and marks using pencils, graphite, and fine liners. Creating paper mosaics with artwork. Task 2 - Experimenting with clay tools to create surface marks. Task 3 - Rolling the clay slab. Using their paper mosaics as inspiration to make practise piece in clay. Select 9 designs to create. Create 9 small clay tiles using clay tools. Task 4 - Using oxides to paint the clay. (optional) Children to show thankfulness , respect and perseverance . Confidently mix textures (rough and smooth, plain, and patterned). Confidently combine visual and tactile qualities. Confidently use ceramic mosaic materials and techniques.	Thankfulness Respect Perseverance Individual Liberty Mutual Respect
Feedback:	

Year 6
Spring Term
Textiles

Knowledge to be taught:

- To understand the meanings behind tapestry.
- To understand that tapestries tell a story.
- To experiment with different textiles to create effect.
- To design a piece of textile artwork that tells a story.
- To make a piece of textile artwork that tells a story.

Lesson Guide

Key Vocabulary

1.To explore ways in which stories can be told visually.
Inform the children that this term the children are going to be learning about textiles. Explain that lots of people use textiles to tell stories and that one of the most famous examples is the Bayeux Tapestry. Show children an image of the tapestry and ask them to explain what they think is happening. Explain the details of the tapestry, how it was made and that it tells the story of William the Conqueror and the Norman invasion. Show children some sections of the tapestry and ask them to discuss what they think is happening in each image and why. Discuss feelings, emotion, **respect** and **compassion** behind the stories. How else have people in the past used images to tell a story? Look at the images of Egyptian tomb paintings, Greek vases, Chinese ceramics, etc. For each image think about what story is this telling? How has the artist created the images?

Textile
Bayeux Tapestry
Visualise
Convey meaning
Techniques
Textile story

Compassion
Respect

2.To collect visual information to develop ideas.
Recap last lessons learning. What is our art theme this term? Explain that throughout this term, children will be designing, making and evaluating a textile representation of a story. Choose one of the 4 stories on the slides or any other story that is appropriate. Read through the story together and as you are reading, encourage the children to sketch any images they can visualise from the words. When the story is finished, children to share images and discuss the ideas they came up with. How do you think you could represent this story without words? How will you convey the meaning and events of the story using only pictures?

Tolerance
Individual Liberty
Mutual Respect

Confidently collect information, sketches and resources and present ideas imaginatively in a sketch book.

3.To experiment with different ways of using textiles to create effects.
Recap last lessons learning. What is our art theme this term? What famous tapestry have we been looking at? Tell the children that today they will be experimenting with different ways of using textiles so that when they come to design their textile story they have a better ideas of which techniques to use. Show children the image on the slides. How could you use textiles to recreate this image? Repeat for the second image. Go through the ideas on the slides for techniques that

<p>could be used: colouring fabric (e.g. dying, printing, painting); layering; quilting; stitching; adding other materials (e.g. buttons, sequins, wool, etc.) Show children another image: Which of these techniques do you think would be best to recreate this image using textiles?</p> <p>Confidently choose from a range of stitching techniques.</p>	
<p>4.To be able to design a piece of textile artwork that tells a story.</p> <p>Recap last lessons learning. What is our art theme this term? Tell children that over the next few lessons they will be designing, making, and evaluating their own textile artwork that tells a story. What ideas have you gathered so far that will help you to do this? What story will you use? Will you work individually or as a group? What different techniques could you use when working with textiles? Children to think, pair, share ideas, then list. How will you organise your story? Show children some examples of how they could set out their images (e.g., in a series of horizontal panels, in strips of fabric, as one image that combines aspects of the story, etc.) Which do you think would best suit your story and why? Remind children that when they come to design their textile story, they will need to make sure that they keep in mind how they will create each image. What techniques will you use for each part? Stitching? Quilting? Painting? How will you make sure that each image is achievable?</p> <p>Confidently choose from a range of stitching techniques.</p>	
<p>5.To be able to create a piece of artwork that tells a story through textiles.</p> <p>Recap last lessons learning. What is our art theme this term? What did you design last lesson? Ask children to get out their design ideas from last lesson. Give the children time to look back through their design to check that there is nothing they would like to change. What materials are you going to need to make your textile story? What will you do if you come across any difficulties whilst making your story? How can you make sure that your work is of a high quality? Remind children about safety aspects when working with sharp objects such as needles, pins and scissors. How can we make sure we stay safe whilst we are working? More time/lessons may be needed to create final product.</p> <p>Confidently show precision in techniques.</p> <p>Confidently combine previously learned techniques to create pieces.</p>	
<p>6.To be able to evaluate a finished piece of artwork.</p> <p>Recap last lessons learning. What is our art theme this term? What did you create last lesson? Ask children to get out their completed textile stories. Invite children to come to the front of the class and present their artwork, describing which techniques they used and how they told the story through images. Inform the children that today they will be evaluating their artwork. Why do you think evaluation is such an important part of the designing and making process?</p>	
<p>Feedback:</p>	

Year 6
Summer Term
Painting

Knowledge to be taught:

To know what impressionism is.
To know who Claude Monet was.
To know how to create a colour palette.
To create a landscape painting.
To explore Monet's Haystack painting.
To replicate colour and brushstrokes.
To use paint to create texture.
To create a piece of artwork in the style of Monet.

Lesson Guide

Key Vocabulary

1.To know what Impressionism is and how it began.
Inform the children that this term they will be learning about painting. What is impressionism? Impressionism is a style of painting which began in France in the late 19th century. Impressionist painting shows life-like subjects painted in a broad, rapid style, with brushstrokes that are easily seen and colours that are often bright. Introduce the artist, Claude Monet. Children to show **respect** for Claude Monet's artwork Who was he? He was a French painter and founder of impressionist painting. Children to analyse impressionist paintings by completing a page in their sketch books sharing their thoughts and feelings about impressionist paintings.

Tone
Colour
Brushstroke
Impressionism
Analyse
Colour palette
Replicate
Texture

2.To use a colour palette to create a landscape painting.
Recap last lessons learning. What is our art theme this term? Which famous artist did we look at last lesson? What is impressionism? What is a landscape? Look at some of Monet's Landscapes. Explore the use of colour, tone, and brushstrokes. How can we create a colour palette? Give the children a photo of a field. Which colours can we see? What will our colour palette be? Show the children how to carefully mix the paints on the paper plate. Demonstrate the broader brush strokes used by the Impressionist painters. Children to create their own colour palette to complete a landscape painting.

Perseverance
Respect

Tolerance
Individual Liberty
Mutual Respect

Confidently create a colour palette based upon colours observed in the natural or built world.
Confidently combine colours, tones, and tints to enhance the mood of a piece.
Confidently use brush techniques and the qualities of paint to create texture.

3.To explore Monet's Haystack paintings.
Recap last lessons learning. What is our art theme this term? Which famous artist did we look at last lesson? What is impressionism? Children to analyse Monet's Haystack painting. How has he used light and colour to affect the mood? What time of day was it painted? What season? How do you know? Show children 2 versions of the Haystacks painting.

<p>How are they different? What vocabulary could you use to describe the difference? Discuss the use of shadows. Children to lightly sketch the background of their own Haystacks painting. Children to decide what palette they will use to represent their chosen season. Children to use watercolours to paint the background. Then children to use broad brush strokes to dab on the poster paint to create effect.</p> <p>Confidently sketch (lightly) before painting to combine line and colour.</p> <p>Confidently use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p>	
<p>4.To replicate colour and brushstrokes to recreate a painting.</p> <p>Recap last lessons learning. What is our art theme this term? Which famous artist did we look at last lesson? What is impressionism? Show the children some of Monet's Cityscapes. What moods are portrayed in these paintings? Show the children Monet's paintings of the Houses of Parliament and how he painted them several times to explore how the light changed. Children to explore the painting 'Sunset in Venice' by Claude Monet. Children to be given a section of the painting 'Sunset in Venice'. Children to choose the colour palette of their section and practise mixing the colours that they will need. Children to replicate their section which can then be cut out and stuck onto the whole class piece.</p> <p>Confidently develop a personal style of painting, drawing upon ideas from other artists.</p>	
<p>5.To use paint to create an interesting texture.</p> <p>Recap last lessons learning. What is our art theme this term? Which famous artist did we look at last lesson? What is impressionism? Look at some more of Monet's paintings that were completed in his garden. Discuss how at the end of his career Monet suffered from cataracts which meant that his vision was blurred. Explain to the children that perseverance enabled him to create some of his most famous artwork. Look at the piece of art 'Waterlilies.' Children to recreate this. children to select their colour palette. Children to dab rather than brush to form texture.</p> <p>Confidently develop a personal style of painting, drawing upon ideas from other artists.</p>	
<p>6.To create a piece of artwork in the style of Claude Monet.</p> <p>Recap last lessons learning. What is our art theme this term? Which famous artist did we look at last lesson? What is impressionism? Show children some of Monet's other famous paintings. Children to think about and plan what piece of artwork they are going to create in the style of Claude Monet.</p> <p>Confidently develop a personal style of painting, drawing upon ideas from other artists.</p> <p>Confidently create original pieces that show a range of influences and styles (e.g. Van Gough, Andy Warhol, Wassily Kandinsky etc).</p>	
<p>Feedback:</p>	