

Reception	Autumn 1	Spring 1	Summer 1
Progression			
Year 1	Autumn 1	Spring 1	Summer 1
	Formal Elements of Art	Art & Design Skills	Living things
Sequence of learning	Exploring three of the formal elements of art: shape, line and colour; children will mix and paint with secondary colours; use circles to create compositions and work collaboratively to create a class piece of art inspired by water.	In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation; undertaking two different printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Louis Wain	On the theme of the natural world, children will make sculptures, collages, 3D models of creatures and a class spider sculpture, inspired by Louise Bourgeois.
Lesson 1	<p><u>Shape – Using shape and colour to create a composition and talk about it</u></p> <p>Experimenting with composition and helping children to understand how to talk about art</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What does it mean to describe a composition? • What are primary and secondary colours? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to use a variety of shapes to create a composition • List colours; Red, Yellow, Blue, Purple, Orange, Green • Shape names; Rectangle, Square, Circle, Triangle, Oval, Pentagon 	<p><u>Learning about the artist Louis Wain</u></p> <p>Exploring and analysing the work of Louis Wain, children consider the stories behind some of his paintings before acting out some of the scenes depicted to deepen their understanding</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • Who is 'Louis Wain'? • What did he like to draw? • What are differences and similarities? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to infer the artists feelings about his work with reasons – e.g. Louis Wain liked cats and dogs so he decided to paint funny pictures of them 	<p><u>Snail sculptures</u></p> <p>Teacher will sketch a pattern from observation. Children create a sculpture from clay, using etching tools</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is a 'pattern'? • What is 'etching'? • What are etching tools? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to create lines, curls and circles with an etching tool • How to mould clay into a sculpture • How to create even and regular patterns using an etching tool
Lesson 2	<p><u>Line – Exploring line</u></p> <p>Children arrange pieces of string to create different shapes then draw these from observation, using pencils and chalk, inspired by the artist Bridget Riley.</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is a 'line drawing'? • What is a 'modern' artist? <p><u>Procedural Knowledge</u></p>	<p><u>Painting – Colour mixing</u></p> <p>By mixing different hues of blue and yellow, children fill an outline of their hand with varying shades of green, decorating their piece with dots, zigzags, stripes, wavy lines and shapes</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • Yellow and blue make green 	<p><u>Junk model animals</u></p> <p>In this lesson the children will be designing and creating a 3-D model of a creature</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is a 'creature'? • What are 'recycled' materials? • What is a '3-D' shape?

	<ul style="list-style-type: none"> How to experiment with different resources to create different lines How to use words to describe the lines in my work 	<ul style="list-style-type: none"> Mixing different amounts of yellow and blue make different shades of green <p>Procedural Knowledge</p> <ul style="list-style-type: none"> How to create at least 5 different shades of green 	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> How to attach the recycled materials together How to use a range of materials creatively
<p>Lesson 3</p>	<p>Line – Making waves</p> <p>Building on their learning of line, children listen to music and work expressively with a variety of media, to create a single large piece of art. Inspired by water and artists David Hockney and Vija Celmins</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> What is the ‘water effect’? What does it mean to ‘bring art to life’? Know there are many different ways of drawing lines <p>Procedural Knowledge</p> <ul style="list-style-type: none"> How to use different materials to make marks How to work collaboratively on one piece of work How to use the language of art - 	<p>Craft: Printing - Dinosaur</p> <p>Children develop their printing skills, creating an impressive print using shaving foam and ink to represent the foot prints (Link to History: Dinosaur Planet)</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> What is a ‘print’? What does a foot print look like? Think about different types of footprints; human, cats, horse, elephant <p>Procedural Knowledge</p> <ul style="list-style-type: none"> How to use two different printing techniques to make my print 	<p>Plant Collage</p> <p>Children will collect naturally found objects to create a 3D sculpture of interesting composition</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> What is a ‘collage’? What does an ‘interesting piece of art look like’? Glue can dry clear <p>Procedural Knowledge</p> <ul style="list-style-type: none"> How to arrange material in a meaningful way
<p>Lesson 4</p>	<p>Colour – Making colours</p> <p>Through play-doh, children are introduced to the primary colours of red, blue and yellow and learn how they can be mixed to make secondary colours.</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> What is a ‘colour’? What are the ‘primary’ colours? <p>Procedural Knowledge</p> <ul style="list-style-type: none"> How to make ‘secondary’ colours? How to make purple orange and green? 	<p>Drawing: Experimenting with Media</p> <p>Inspired by famous abstract artists, including Kandinsky, children draw around and overlap 2D shapes to create an abstract composition, filling each shape with a different colour and medium</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> What is ‘media’? What does it mean to ‘overlap’? What does ‘medium’ mean? <p>Procedural Knowledge</p> <ul style="list-style-type: none"> How to draw around a shape(s) How to experiment with different media 	<p>Giant spider Model - part 1</p> <p>Working as a class to recreate Louise Bourgeois' Maman spider sculpture, the children will plan and create the legs and body of the spider</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> What is a ‘sculpture’? <p>Procedural Knowledge</p> <ul style="list-style-type: none"> How to work cooperatively How to create a 3-D sculpture from a range of materials How to secure parts of the sculpture together
<p>Lesson 5</p>	<p>Colour – Painting with colours</p> <p>Children put into practise their understanding of colour mixing to recreate their own versions of the artwork ‘0-9’ by Jasper Johns.</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> Which primary colours to mix to make secondary colours? <p>Procedural Knowledge</p> <ul style="list-style-type: none"> How to write the numbers 1 to 9 How to use primary colours to paint How to apply paint carefully so the colours do not run into one another 	<p>Design: Lego Printing</p> <p>Children use lego to create their own prints; painting and stamping their blocks to create patterns, pictures and letters, using a variety of colours and sizes and explaining the choices they make</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> What are ‘Lego’ bricks? What are the different shapes Lego comes in? What is printing with a stamp? Use lego as a stamp <p>Procedural Knowledge</p>	<p>Giant spider Model - part 2</p> <p>In this second lesson the children will be painting the class spider sculpture, to give it a metallic bronze effect</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> What is a ‘3-D’ surface? <p>Procedural Knowledge</p> <ul style="list-style-type: none"> How to work cooperatively How to paint on a 3-D surface

		<ul style="list-style-type: none"> How to use the right amount of paint How to use a variety of colours How to create simple block designs How to work carefully and accurately 									
Vocabulary	Art, shapes, colours, sizes, circles, ovals, artists, arranged, overlaps, composition, line, final piece, wavy, vertical, horizontal, cross hatch, diagonal, imagining, primary/secondary colours, mixed paints, red, yellow, blue, purple orange and green, colours run, colour names, shape names, overlap, mix, imagine, represents	Difference, similarities, modern, realistic, abstract, feelings, details, 2-D shapes, 3-D shapes, bold, bright, rectangular, smudge, blend, similar, different, Lego, print, paint, neat, pattern, arrangement	Moulding material, pattern, lines, curls, sculpture, etching, scratching surface, deep patterns, neat, shell, creation, sculptures, natural materials, PVA glue								
Artist in residence	<p>Summer 1</p> <p>SHAPE, LINE AND COLOUR</p> <table border="1"> <tr> <td>UNIT</td> <td>Development & Combination of Shape, Line & Colour (Illustration)</td> </tr> <tr> <td>OUTCOME</td> <td>Botanical Illustration Series</td> </tr> <tr> <td>ARTISTS</td> <td>Jeannie Phan and Nina Cosford</td> </tr> <tr> <td>LINKS</td> <td>Science (Plants)</td> </tr> </table>			UNIT	Development & Combination of Shape, Line & Colour (Illustration)	OUTCOME	Botanical Illustration Series	ARTISTS	Jeannie Phan and Nina Cosford	LINKS	Science (Plants)
UNIT	Development & Combination of Shape, Line & Colour (Illustration)										
OUTCOME	Botanical Illustration Series										
ARTISTS	Jeannie Phan and Nina Cosford										
LINKS	Science (Plants)										
Knowledge of artists and designers	<ul style="list-style-type: none"> Beatriz Milhazes Bridget Riley David Hockney Vija Celmins Jasper Johns 	<ul style="list-style-type: none"> Louis Wain Wassily Kandinsky Renata Bernal Ilya Bolotowky 	<ul style="list-style-type: none"> William Morris John Henry Dearle Andrew Goldsworthy Louise Bourgeois 								
Formative assessment	<ul style="list-style-type: none"> Regular retrieval practise Interactive Q&A during lessons Lesson outcomes 										
Summative assessment	<ul style="list-style-type: none"> End of unit knowledge assessment 										

Year 2	Autumn 1	Spring 1	Summer 1
Sequence of learning	<p>Formal Elements of Art</p> <p>Exploring the formal elements of art: pattern, texture and tone; children will create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings three dimensional.</p>	<p>Art & Design Skills</p> <p>In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation; replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing their skills in weaving and the manipulation of clay, experimenting with brush strokes</p>	<p>Human Form</p> <p>Exploring how bodies and faces are portrayed in art: looking at the work of a number of artists, using their bodies to form shapes, creating collages, drawing portraits and creating a 3-D mask.</p>

<p>Lesson 1</p>	<p><u>Pattern – Repeating patterns</u></p> <p>Having looked at the patterns around them, children dip everyday objects in paint to create repeating patterns, varying the direction of the pattern and colours of the paint and paper</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is a 'pattern'? • What are 'repeating' lines? • What is 'nature'? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to choose suitable items • How to use items to create a repeating pattern 	<p><u>Learning about drawing for fun</u></p> <p>Making drawing feel achievable to all abilities, through identifying the basic shapes within images and objects to be drawn</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is 'art'? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to appreciate others people's drawings • How to suggest improvements for my own and others work 	<p><u>Human Alphabet</u></p> <p>Children work as a group to position their bodies to make human letter forms</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is a 'sculpture'? • What is a 'silhouette'? • Alphabet shapes (resource provided) <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to work as part of a group • How to use my body creatively to create shapes • How to take effective photographs to record the letters.
<p>Lesson 2</p>	<p><u>Texture 1 – Taking rubbings</u></p> <p>Using media of their choosing, children go in search of textures that interest them to take rubbings of</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is a 'texture'? • What is a 'rubbing' (technique)? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to experiment with tools and how they can change rubbings • How to use colour to create different effects 	<p><u>Drawing - Shading</u></p> <p>Working in the style of Nancy McCroskey's mural, 'Suite in Black, White and Grey', children draw six boxes, filling each with a line that starts at one edge and finishes at another, then experiment with tone by shading the different areas they have made</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What are light and dark tones? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to control my pencil to create light and dark tones • How to shade with no gaps • How not to go over the lines • How to rub out any small mistakes 	<p><u>Skulls</u></p> <p>Taking inspiration from Damien Hirst's 'Cornucopia' collection, children trace an image of a skull and then adorn it using a medium and pattern of their choice</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is a 'skull'? • What does it mean to 'decorate'? • What are 'facial features'? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to recognize facial features in a skull • How to accurately trace outlines • How to add extra detail by what you can see
<p>Lesson 3</p>	<p><u>Texture 2 - Frottage</u></p> <p>Children are introduced to 'frottage', tearing their rubbings from the previous lesson to make pictures in the style of the artist who created the technique, Max Ernst</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is a 'collage'? • What is 'frottage'? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to create a picture from the rubbings I have made • How to develop and share ideas, experiences and imagination 	<p><u>Painting – Rollercoaster ride</u></p> <p>Whilst designing a rollercoaster ride, children develop their painting skills; working to ensure that they use the right amount of paint, hold the brush correctly and use single, sweeping strokes</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is a 'rollercoaster'? • What is a 'flowing' stroke? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to use a comfortable grip when holding a brush • How to use the right amount of paint • How to control my brush • How to use a flowing stroke when painting 	<p><u>Making faces</u></p> <p>Children create a collage made up of different facial features that they have selected and cut from magazines</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is a 'collage'? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to create a collage of facial features

<p>Lesson 4</p>	<p><u>Tone 1 – 3D Pencil drawings</u></p> <p>After completing a line drawing of a piece of ribbon, children add tone to make it look three dimensional using different gradients of pencil in the style of Ed Ruscha</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is a '3-D' shape? • What is 'tone'? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to experiment with pencils to create different tones • How to use tones to make a 3-D drawing • How to use different drawing tools to create different tones from light to dark 	<p><u>Craft - Clay</u></p> <p>Developing their sculpting and modelling skills, children experiment with using different objects to create interesting textures on the surface of a clay tile</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is 'clay'? • When can clay be used? How do you make it set? • Know that clay can only be used when it is flexible and wet <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to repeat patterns into clay • 	<p><u>Opie style portraits</u></p> <p>Children create a self-portrait in the style of contemporary British artist Julian Opie, using lines and dots</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is a 'portrait'? • Who is 'Julian Opie'? • What is a 'long line' drawing? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to detail facial features using only dots and small lines
<p>Lesson 5</p>	<p><u>Tone 2 – 3D Colour drawings</u></p> <p>Concentrating on showing light and dark areas last lesson. Children use colourful pastels and chalks to depict the tone within them</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is a '3-D' shape? • What does 'tone' mean? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to experiment with pencils to create different tones • How to use tones to make a 3-D drawing • How to use different drawing tools to create different tones from light to dark 	<p><u>Design – Clarice Cliff Plates</u></p> <p>Using a paper plate, children recreate their own designs of Clarice Cliffs 'Circle Tree' plate, using bright colours to paint circles and finishing by using black paint and a straw to blow a tree design</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is a 'Clarice Cliff style' plate? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to paint colorful circles with care • How to apply paint using a straw • How to blow through a straw to create the trunk and outward branches • 	<p><u>Day of the Dead - Damien Hirst</u></p> <p>Having seen the work of Damien Hirst, children will be inspired to recreate 'Day of the Dead' style portraits as a 3-D mask</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is 'Day of the Dead'? • Who is 'Damien Hirst'? • What is a 3-D mask? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to make a 3-D mask • How to cut out the mask • How to fold and use masking tape to give it a 3-D effect? • How to decorate your mask and add details/finishing touches
<p>Lesson 6</p>	<p>N/A</p>	<p><u>Craft - Weaving a picture</u></p> <p>Children learn the craft of weaving, overlapping coloured strips of paper to create a checkerboard, then selecting a shape to overlay onto the weave and decorating</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is 'weaving'? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to fold a horizontal piece of paper into eight sections • How to fold a vertical piece of paper into six sections • How to cut along folded accurately with scissors • How to thread strips of paper to create a weave pattern 	<p>N/A</p>

Vocabulary	Patterns, lines, shapes, tones, nature, rubbing, texture, record, effects, final piece, frottage, tone, two dimensional, three-dimensional, painting, sculpture.	Drawing for pleasure, shades, tones, pencils, dark and light tones, lines, patters, printing, material, flexible, scratch, initial, template, score, grooves, slab, experiment, plate, circles, straw, weave, fold, horizontal, vertical, sections, grip, control, stroke, free-flowing, precise, staccato, sweeping brush strokes.	Alphabet, creatively, record, facial features, trace, detail, collage, landscapes, beauty, beautiful, portraits, drawing, artist, lines, outlines, dots, realistic, portrait, self-portrait, clothes peg figures, materials, pipe cleaner, felt.								
Artist in residence	<p style="text-align: center;">Spring 2</p> <p style="text-align: center;">COLLAGE AND PAINTING</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">UNIT</td> <td>Development & Combination of Collage and Painting Skills</td> </tr> <tr> <td>OUTCOME</td> <td>Mixed Media Portraiture</td> </tr> <tr> <td>ARTISTS</td> <td>Hannah Hoch / Dolan Geiman</td> </tr> <tr> <td>LINKS</td> <td>History (Magnificent Monarchs)</td> </tr> </table>			UNIT	Development & Combination of Collage and Painting Skills	OUTCOME	Mixed Media Portraiture	ARTISTS	Hannah Hoch / Dolan Geiman	LINKS	History (Magnificent Monarchs)
UNIT	Development & Combination of Collage and Painting Skills										
OUTCOME	Mixed Media Portraiture										
ARTISTS	Hannah Hoch / Dolan Geiman										
LINKS	History (Magnificent Monarchs)										
Knowledge of artists and designers	<ul style="list-style-type: none"> • Max Ernst • Ed Ruscha 	<ul style="list-style-type: none"> • Nancy McCroskey • Clarice Cliff 	<ul style="list-style-type: none"> • Damien Hurst • Julian Opie • Edwina Bridgeman 								
Formative assessment	<ul style="list-style-type: none"> • Regular retrieval practise • Interactive Q&A during lessons • Lesson outcomes 										
Summative assessment	<ul style="list-style-type: none"> • End of unit knowledge assessment 										

Year 3	Autumn 1	Spring 1	Summer 1
Number of Lessons	5 lessons	5 lessons	6 lessons
Sequence of learning	<p align="center">Exploring Prehistoric Art</p> <p>This topic is ideal for any class studying the Prehistoric Britain, or if you're looking to explore a different style of art or techniques. Experimenting with charcoal, berries, leaves, homemade paints and more, children get a sense of what it was like to create art thousands of years ago and why these pieces were created</p>	<p align="center">Formal Elements of Art</p> <p>Exploring two of the formal elements of art: shape and tone; children find shapes in everyday objects; use shapes as guidelines to draw accurately from observation; create form and shape using wire and practice shading neatly and from light to dark</p>	<p align="center">Art and Design Skills</p> <p>In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation; making a variety of puppets using different materials, completing a drawing from observation, learning the difference between a tint and a shade and creating their own version of a cartoon.</p>
Lesson 1	<p><u>Exploring Prehistoric Art</u></p> <p>Children are introduced to cave art and reflect upon the purpose of the drawings before working on developing their sense of proportion in drawing</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is 'prehistoric' art? • What does 'man made' mean? • Prehistoric people painted with muted earth colours <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to create a piece of prehistoric art 	<p><u>Shape 1 – Seeing simple shapes</u></p> <p>Children go on a shape hunt around the school, identifying, drawing and labelling the different shapes that make up the objects they find</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is 'observational drawing'? • What is 'nature'? • What is 'man-made'? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to recognize and accurately draw simple shapes in objects • How to identify objects made from shapes in my environment and draw from observation <p><u>Geometric shapes:</u></p> <ul style="list-style-type: none"> – Circle, square, triangle, rectangle, pentagon, hexagon, octagon, nonagon – Cube, cuboid, sphere, square based pyramid, cylinder, triangular prism 	<p><u>Craft and Design 1 – Craft puppets</u></p> <p>Using a polystyrene ball, a selection of paints, card, dowel rods and grey felt, children make a puppet mouse inspired by the book 'The Dark at the Top of the Stairs' by Sam McBratney</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is a puppet figure in three dimensions? • What does the word 'proportions' mean? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to use a variety of materials to make a 3-D puppet • How to make the various parts of my puppet to the correct proportions • How to ensure my puppet is completed to a high standard <ul style="list-style-type: none"> – How to add the sock puppet elements (fabric additions) – How to add expression to the sock puppet – How to make the puppet work like a puppet • How to secure any parts of my puppet that are loose
Lesson 2	<p><u>Charcoal Animals</u></p> <p>Children scale up their drawings from the previous lesson and use a different medium, charcoal, in their work</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is a '2-D' shape? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to create a large scale copy of a small sketchbook study • How to apply and blend charcoal to create form, tone and shape 	<p><u>Shape 2 - Geometry</u></p> <p>Taking a simple drinks can, children learn to first study an object to identify the simple geometric shapes it's made up of, before sketching out the details using light guidelines</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • Points, lines and space make up 2-D shapes • 3-D shapes are known as 'Geometry' • What are 'basic geometrical shapes'? <p><u>Procedural Knowledge</u></p>	<p><u>Craft and Design 2 – Sock puppets</u></p> <p>Pupils transform an unwanted, old sock into a cat 'monster' using googly eyes, card, pens and fabric</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is a 'sock puppet'? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to sketch a design of my sock puppet before I make it • How to ensure my sock puppet is completed to a high standard <ul style="list-style-type: none"> – How to add the sock puppet elements (fabric additions)

		<ul style="list-style-type: none"> • How to see basic geometrical shapes when I draw objects • How to use these shapes to help me draw, design and decorate more accurately • How to use guidelines to help set out and construct more complicated images from observation 	<ul style="list-style-type: none"> – How to add expression to the sock puppet – How to make the puppet work like a puppet
<p>Lesson 3</p>	<p>Prehistoric \Palette</p> <p>After experimenting with the colours and effects that can be created using natural materials, pupils make their own paints using spices and objects found on a nature walk</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • What are 'naturally coloured' items? • What is 'pigment'? • <p>Procedural Knowledge</p> <ul style="list-style-type: none"> • How to collect coloured naturally coloured items to paint with • How to investigate which naturally coloured items make the most successful colours • How to create paints using natural ingredients like cave men did 	<p>Tone 1 – The four rules of shading</p> <p>Children learn and apply the four rules of shading; to work evenly and neatly, in one direction, with straight edges and no gaps</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • Know that 'tone' refers to the light and dark areas of an object/artwork <p>Procedural Knowledge</p> <ul style="list-style-type: none"> • How to hold my pencil properly when shading by: <ul style="list-style-type: none"> • Using the side of the pencil • Holding it flat to the paper • How to apply the four rules of shading <ul style="list-style-type: none"> – Shading in ONE direction – Creating smooth, neat even tones – Leaving no gaps – Ensuring straight edge 	<p>Craft and design 3 – Shadow puppets</p> <p>Children create cat and mice shadow puppets from templates or by drawing their own silhouettes, then make and decorate a puppet theatre using a cereal box, ready for a performance</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • What is a 'shadow'? How are they formed? • What is a 'shadow puppet'? • What is a 'silhouette'? • Understand that features of a shadow puppet are shown through its silhouette <p>Procedural Knowledge</p> <ul style="list-style-type: none"> • How to design my own shadow puppet monster and mouse • How to cut my puppets out carefully • How to attach my puppets to sticks • How to make and decorate a shadow puppet theatre • How to practise a performance using my shadow puppet theatre
<p>Lesson 4</p>	<p>Painting on the cave wall</p> <p>Children scale up their drawings from the previous lesson and use a different medium, charcoal, in their work</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • What are 'natural colours'? • What is/are 'texture(s)'? <p>Procedural Knowledge</p> <ul style="list-style-type: none"> • How to mix paint to create a range of natural colours • How to experiment with techniques to create different textures • How to add fine detail using smaller brushes 	<p>Tone 2 – Shading from light to dark</p> <p>Continuing with their work on tone, pupils employ their patience to practice shading smoothly from light to dark, filling the outline and background of an animal template with tone, contrasting the background with the inside of the template</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • Know that 'tone' refers to the light and dark areas of an object/artwork <p>Procedural Knowledge</p> <ul style="list-style-type: none"> • How to control a pencil to shade tones smoothly from light to dark using the four rules of shading • How to blend tones gradually so that there aren't any sudden changes from dark to light 	<p>Painting – Tints and Shades</p> <p>Learning that a 'tint' is made by adding white to a colour and a 'shade' by adding black, pupils mix their own colours to paint the template of an animal, working across the image from light to dark and completing a contrasting background</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • What is a 'shade'? • What is a 'tint'? • What is a 'tone'? <p>Procedural Knowledge</p> <ul style="list-style-type: none"> • How to make a tint? • How to make a shade? • How to use tints and shades of a colour to paint from light to dark • How to paint neatly and smoothly • How to compare my work to the work of an artist

<p>Lesson 5</p>	<p><u>Hands on Cave Walls</u></p> <p>Children paint their prehistoric animal picture that they drew earlier in the topic</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What are the two types of hand images? Positive? Negative? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to work in a group to create a large piece of work • How to create natural colours using paint 	<p><u>Shape 3 – Working with wire</u></p> <p>Following one of two templates, children work with wire, bending and twisting it to create the form of a fish, using smaller pieces of wire to add features</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is ‘soft modelling wire’? • What is the shape of a fish? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to bend, manipulate and join wire to create the shape of a fish • How to use smaller pieces of wire to add features • How to work safely with specialist tools and equipment 	<p><u>Drawing – My Toy Story</u></p> <p>Bringing in their favourite soft toy from home, children draw from observation, first positioning the toy so they have their preferred vantage point, then sketching in the basic shape outlines using the natural movement of the wrist before finally adding in details</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is ‘Toy Story’? • What is ‘observational drawing’? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to recognize and describe shapes in an object and start my drawing by using sketchy lines to draw • How to tidy up my sketched lines using a rubber • How to use tints and shades to create a 3-D effect • How to complete my drawing by adding <ul style="list-style-type: none"> - Detail - Texture - Colour 								
<p>Lesson 6</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>								
<p>Vocabulary</p>	<p>Prehistoric, man-made, reflect, style, native to Britain, replicate, 2-D, large scale, sketchbook study, apply, blend, charcoal, tone, form and shape, rubbing, smudge, nature, colours, natural, artificial, products, mix paints, shades, lighter, darker, proportion, texture, sponges, spray bottles, authentic, collaborate.</p>	<p>Shapes, 2-D, 3-D, objects, environment, sketch, straight lines, rectangles, triangles, circles, join shapes, points, lines, shapes, space, images, drawing, identify, geometric patterns, bend, manipulate, join, tools, equipment, features, holding it flat, even tones, detail shading, grip, smooth, blend, light, dark</p>	<p>Three dimensional, puppet, craft, material, proportions, high standard, materials, cover, tape, secure, fasten, tab, polystyrene, socks, puppets, high standard, voice your opinion, analyses, similarities, differences, distinctive feature, light, dark, shadow, object, blocked light, closer, further, size of shadow, change, tint, shade, lighter, darker, tone, palette, blending tones, original colour, illusion, sketchy lines, sketch, detail, texture, colour, sketching.</p>								
<p>Artist in residence</p>	<p><u>Autumn 1</u></p> <p>SCULPTURE AND DRAWING</p> <table border="1" data-bbox="460 1570 1202 1864"> <tr> <td>UNIT</td> <td>Development & Combination of Sculpture and Drawing</td> </tr> <tr> <td>OUTCOME</td> <td>Drawing With Wire / 3D Relief Sculptural Drawings</td> </tr> <tr> <td>ARTISTS</td> <td>Barbara Gilhooly / Alexander Calder</td> </tr> <tr> <td>LINKS</td> <td>Geography (villages, towns and cities) The Big Draw/National Drawing Day</td> </tr> </table>			UNIT	Development & Combination of Sculpture and Drawing	OUTCOME	Drawing With Wire / 3D Relief Sculptural Drawings	ARTISTS	Barbara Gilhooly / Alexander Calder	LINKS	Geography (villages, towns and cities) The Big Draw/National Drawing Day
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Knowledge of artists and designers			<ul style="list-style-type: none">• Diego Velazquez• Carl Giles
Formative assessment	<ul style="list-style-type: none">• Regular retrieval practise• Interactive Q&A during lessons• Lesson outcomes		
Summative assessment	<ul style="list-style-type: none">• End of unit knowledge assessment		

Year 4	Autumn 1	Spring 1	Summer 1
Number of Lessons	5 lessons	6 lessons	5 lessons
Sequence of learning	<p align="center">Formal Elements of Art</p> <p>Exploring two of the formal elements of art: texture and pattern; pupils develop a range of mark-making techniques, make and use their own textured stamps for printing; draw a 'flip' pattern and recreate a famous and ancient geometric pattern.</p>	<p align="center">Art and Design Skills</p> <p>In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation; creating an optical illusion print, replicating a plate in the famous willow pattern, carving sculptures out of soap, drawing a collection of still life objects, painting and mixing colours like Jacob Lawrence and learning about the role of a 'curator'</p>	<p align="center">Sculpture</p> <p>In this topic, children's work is influenced by a range of inspirational sculptors as they explore and use unusual objects to create their own 3D works of art. As well as having the opportunity to create drums and maracas from recycled materials, pupils also look at different techniques, such as wax resist and collages to create different effects</p>
Lesson 1	<p><u>Texture 1 – Charcoal mark making</u></p> <p>After experimenting with the different marks that charcoal can make, children are challenged to represent the meaning of a given list of words and phrases, in an abstract way</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is 'mark-making'? • What are different 'textures and effects'? • What does 'abstract' mean? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to experiment with charcoal to create different textures and effects • How to express the meaning of words in an abstract way 	<p><u>Learning about the work of a Curator</u></p> <p>After learning about the role of a 'curator', children curate an exhibition of their own based on either a collection of their most recently created art works or an exhibition designed for aliens, showcasing examples of objects commonly found on planet Earth</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is a 'curator'? • What is an 'exhibit'? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to work in a group to select and choose objects and create a collection or exhibition of them • How to connect this to a career in the creative and cultural industries 	<p><u>Making maracas from recycled materials</u></p> <p>Using Stomp as inspiration, children create maracas using plastic bottles and decorate with West African patterns</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is a 'maraca'? • What are 'recycled' materials? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to see further uses for recycled materials • How to create circular prints of consistent size and shape • How to create musical themed design or pattern
Lesson 2	<p><u>Playdough printing</u></p> <p>Children imprint texture and pattern into a piece of playdough using a selection of clay tools and everyday objects, then create prints from their blocks by applying ink to the surface and placing a piece of paper on top</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is a 'printing block'? • What is a 'texture'? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to make a printing block using playdough 	<p><u>Jacob Lawrence</u></p> <p>Learning about Jacob Lawrence, children work in his style, mixing colours using short strokes and painting in the same direction</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • Who is 'Jacob Lawrence'? • What is 'Jacob Lawrence' style of painting? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to paintings by Jacob Lawrence and can remember key facts about his work 	<p><u>Making drums from recycled materials</u></p> <p>In this lesson, pupils recycle metal tins, turning them into drums and use wax resist techniques to decorate them in original ways</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is a 'drum'? • What are 'recycled materials'? • I know that pitch is affected by the size of the object struck <p><u>Procedural Knowledge</u></p>

	<ul style="list-style-type: none"> How to press an object into the block to create texture and pattern How to print using my playdough block by: <ul style="list-style-type: none"> Coating the surface in ink Placing paper over the block and pressing with my hand 	<ul style="list-style-type: none"> How to paint in the style of Jacob Lawrence <ul style="list-style-type: none"> How to mix colours like he did How to use the same brush stroke technique 	<ul style="list-style-type: none"> How to draw recognizable musical notes and symbols How to use wax resist to create a pattern
Lesson 3	<p>Stamp Printing</p> <p>Drawing around geometric shapes onto polystyrene foam and securing to a cork or lego brick, children make a stamp to create repeating patterns, varying configurations and their use of colour</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> What is a stamp? What are geometric/mathematical shapes? What does 'symmetrical' mean? <p>Procedural Knowledge</p> <ul style="list-style-type: none"> How to make my own stamp using geometric and mathematical shapes How to use my stamps to create print How to make my print unique by using different colours and patterns When printing I have tried to use: <ul style="list-style-type: none"> Repeating patterns Symmetrical patterns A simple symmetrical figure 	<p>Still life</p> <p>Children look at the still life artworks of Jacob Lawrence and then arrange a collection of objects in an interesting way to sketch, drawing the outlines of the objects before adding in light, medium and dark tones to their work</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> What is 'still-life'? I know that 'tone' means lightness or darkness of something <p>Procedural Knowledge</p> <ul style="list-style-type: none"> How to work in a group to create an interesting still life arrangement How to sketch an outline of the still life objects using a line of symmetry How to use light, medium and dark tones to make a 3-D drawing How to add highlights to my drawing 	<p>Arcimboldo</p> <p>Inspired by the work of Archimboldo and using the idea of turning other objects into something new, pupils create a fruity face collage</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> What is a 'collage'? What are 'contrasting' images? Who is 'Arcimboldo'? <p>Procedural Knowledge</p> <ul style="list-style-type: none"> How to create a collage of contrasting images How to recognize the work of Arcimboldo
Lesson 4	<p>Reflection and Symmetry</p> <p>Children draw an image and then select a small section to trace into one square of a quadrant, they continue flipping and tracing into the next square of the quadrant until the 'flip pattern' is complete</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> What is 'symmetry'? What is a reflection? <p>Procedural Knowledge</p> <ul style="list-style-type: none"> How to apply a mathematical technique of reflection and symmetry to my artwork to create a flip pattern 	<p>Craft – Soap Sculptures</p> <p>Referring to the works of Barbara Hepworth, children use a variety of tools to carve a piece of soap into a sculpture</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> What is a 'sculpture'? <p>Procedural Knowledge</p> <ul style="list-style-type: none"> How to draw a design for a 3-D piece How to work with the material safely and creatively to make a recognizable object How to use tool and my hands to carve, model and refine my sculpture 	<p>Sokari Douglas Camp</p> <p>Exploring the work of this talented sculptor, pupils use themselves as an active part of their own sculptures</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> What is the style of 'Sokari Douglas Camp'? What is a 'sculpture'? I know about the work of Sokari Douglas Camp <p>Procedural Knowledge</p> <ul style="list-style-type: none"> How to neatly cut out and arrange sections of a sculpture
Lesson 5	<p>Flower of Life</p> <p>Using a compass and following precise instructions, children make an image of overlapping and interconnected circles to recreate the sacred geometric symbol, 'the flower of life'</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> What does a pattern look like? What is a 'compass'? The flower of life pattern has been used for thousands of years 	<p>Willow pattern</p> <p>Children design their own willow pattern style plate based on a tale of their choice, first drawing three key characters, then going over the details with ink, before finally using a wash in lighter tones of blue</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> What is a 'Willow' pattern? 	<p>El Anatsui</p> <p>Drawing once more on the idea of recycled materials, pupils look at the beautiful work of El Anatsui, using the same themes to create their own sculpture</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> Who is 'El Anatsui'? What is her style of work?

	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> How to use a compass safely and accurately to divide a circle into arcs to recreate the flower of life pattern How to create a geometric shape using a compass 	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> How to choose three parts from a story to use in my willow pattern design How to make my own willow pattern design by: <ul style="list-style-type: none"> Drawing three parts of my story Using undiluted ink to add detail Using a water wash to add lighter tones Adding an outline to my plate 	<ul style="list-style-type: none"> What is a 'sculpture'? How recycling/reusing materials helps the environment <p>Procedural Knowledge</p> <ul style="list-style-type: none"> How to create a sculpture from reused materials How to discuss how recycling/reusing materials helps the environment 								
	<p>N/A</p>	<p>Optical Illusions</p> <p>Inspired by the 'lenticular prints' of Luz Perez Ojeda, children carefully cut two images into strips and by alternating them side by side, in sequential order, and then folding, they create an optical illusion piece of art</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> What is an 'optical illusion'? Who is 'Luz Perez Ojeda'? I know that 'Luz Perez' uses two images to create an illusion <p>Procedural Knowledge</p> <ul style="list-style-type: none"> How to create an image using the principles of lenticular printing How to score lines safely 	<p>N/A</p>								
<p>Vocabulary</p>	<p>Mark making, texture, effect, patterns, techniques, charcoal, print, printing block, ink, surface, sponges, prints, arrangements, simple shapes, geometric, symmetry, symmetrical, geometrical, mathematical, stamp, printing rollers, ink, cork, reflection, flip pattern, orientations, compass, circles, flower of life, arcs, repeated</p>	<p>Curator, museum, exhibit, exhibition, collections, gallery, art, creativity, cultural industries, objects, Paul Cezanne, paint, style, brush strokes, paintings, famous painter, still-life drawing, symmetry, outlines, arrangement, soap, sculpture, carve, model, shape, refine, pierce, carving, willow, plate, ink, diluted, undiluted, outline, lighter tones, optical illusions, lines, perpendicular, parallel, segment, v-shaped ridges</p>	<p>Recycled materials, maraca, musical, sound, hitting, scraping, shaking, white wax, flick, primary and secondary colours, artist, recognize, composition, facial features, sculptor, sculptures, influenced, political message, arrangement, represent, 3-D effect</p>								
<p>Artist in residence</p>	<p>Spring 1</p> <p style="text-align: center;">DRAWING AND PAINTING</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">UNIT</td> <td>Development & Combination of Observational Drawing and Painting Skills</td> </tr> <tr> <td>OUTCOME</td> <td>Observational Painting On Canvas / Board</td> </tr> <tr> <td>ARTISTS</td> <td>Vija Celmins / Leonardo Da Vinci</td> </tr> <tr> <td>LINKS</td> <td>D&T (Mechanical Systems)</td> </tr> </table>			UNIT	Development & Combination of Observational Drawing and Painting Skills	OUTCOME	Observational Painting On Canvas / Board	ARTISTS	Vija Celmins / Leonardo Da Vinci	LINKS	D&T (Mechanical Systems)
UNIT	Development & Combination of Observational Drawing and Painting Skills										
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ARTISTS	Vija Celmins / Leonardo Da Vinci										
LINKS	D&T (Mechanical Systems)										
<p>Knowledge of artists and designers</p>		<ul style="list-style-type: none"> Jacob Lawrence Luz Perez Ojeda 	<ul style="list-style-type: none"> Arcimboldo Sokari Douglas Camp El Anatsui 								

Formative assessment	<ul style="list-style-type: none">• Regular retrieval practise• Interactive Q&A during lessons• Lesson outcomes
Summative assessment	<ul style="list-style-type: none">• End of unit knowledge assessment

Year 5	Autumn 1	Spring 1	Summer 1
Number of Lessons	5 lessons	6 lessons	5 lessons
Sequence of learning	<p>Formal Elements of Art</p> <p>Children learn how to draw from observation, create a print and draw from different perspectives. They learn about the role of an architect and are challenged to consider why houses look the way they do and if there is scope to change and improve them</p>	<p>Art and Design Skills</p> <p>In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation by designing their own invention, expanding on an observational drawing, using a poem to create a portrait, painting an enlarged section of a drawn collage and learning to 'think' like an artist.</p>	<p>Every picture tells a story</p> <p>Looking at the meaning behind art, children: analyse the intentions of Banksy; make ink symmetry prints inspired by psychologist Rorschach; tell a story using emojis; use drama to recreate a poignant war scene and are inspired by the ceramic work of Magdalene Odundo, to work expressively outside</p>
Lesson 1	<p><u>House Drawing</u></p> <p>Children draw a house from observation; interpreting the details accurately and drawing what they see rather than what they think it looks like</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is 'observation'? • What does it mean to 'interpret details'? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to successfully draw a picture of a house from observation • How to look closely at details such as roof tiles and bricks to interpret them accurately 	<p><u>Drawing 1 – Packaging collage 1</u></p> <p>In the first of two lessons, children creatively arrange a collection of sweet wrappers to draw, firstly sketching a basic outline of each to get the layout and proportions right and then adding the detail of the lettering, shapes and illustrations before colouring it in</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is a 'collage'? • What is a 'composition'? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to lay out a simple collage by selecting the most interesting elements • How to glue my collage in place when I am happy with the final composition • How to draw and colour the collage accurately from composition • How to adjust my drawing in the light of mistakes • How to correct any rough edges or gaps in my colouring 	<p><u>Clacton Pigeon Mural - Banksy</u></p> <p>Every Picture Tells A Story: Looking past the seemingly discriminatory tone of Banksy's Clacton Pigeon Mural, children consider what message he was really trying to convey and alter the image to reflect British Values</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • Who is 'Banksy'? • How powerful art is in having a meaning/message? • I know that a work of public art can have a very powerful message <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to evaluate and analyses a work of street art and relate it to the news and current affairs and to British Values
Lesson 2	<p><u>House Print</u></p> <p>Based on a section of their drawing from Lesson 1, children create a dramatic monoprint using ink</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is a 'suitable area'? • What are 'cropping methods'? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to select a suitable house from my previous house drawing using cropping methods • How to evaluate my print composition • How to create a clear print 	<p><u>Packaging Collage 2</u></p> <p>Children trace a section of the collage they drew and then scale it up by copying the contents of each tracing paper square onto a corresponding square on an A3 grid before painting it</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> - What does the word 'upscale' mean? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to make a 10.5cm x 7.5cm grid on tracing paper and a 29.7cm x 42cm grid on A3 paper. 	<p><u>Inspired by Rorschach</u></p> <p>Children learn that the inkblots which inspired Andy Warhol's 'Rorschach, 1984' were a set of psychological tests designed by the Swiss psychologist himself, and that the message of the inkblot really comes from how it is interpreted by the viewer</p> <p>Speak with children about: What is 'psychology'? What is 'psychological testing'?</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is a 'symmetrical abstract art'?

		<ul style="list-style-type: none"> • How to select an interesting section of a drawing I have made to enlarge • How to draw an enlarged version of the section I have chosen by scaling it to a larger size • How to paint accurately and evenly, painting straight edges and without leaving brush marks or gaps in my painting 	<ul style="list-style-type: none"> • What are 'Rorschach Inkblots'? <p>Procedural Knowledge</p> <ul style="list-style-type: none"> • How to use limited materials to create a symmetrical abstract image • How to use my imagination to interpret and add detail to my image
<p>Lesson 3</p>	<p><u>Hundertwasser House</u></p> <p>Inspired by the work of Hundertwasser, children add vibrant colours to an image of a house</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • Who is 'Hundertwasser'? • What is his style of work? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to recognize and describe Hundertwasser's work • How to reimagine building in this style • How to add colours and motifs to a design to transform the look of a building 	<p><u>Drawing – Picture the Poet</u></p> <p>Children draw a portrait of themselves or a partner, using just one continuous line, then referring to a poem or text, write over the lines, creatively varying the size and style of their writing to suit the details of the picture</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is a 'line' drawing <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to successfully draw a portrait using the continuous line method • How to use text to add detail to my portrait: <ul style="list-style-type: none"> - varying the size of the words - varying the size of individual letters - placing the letters artistically • How to perform my poem to the rest of the class 	<p><u>Photographs and Emojis</u></p> <p>Pictographs existed even before language did and children use the ever-prevalent pictogram of the 21st century, the emoji, to create sentences and convey meaning</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is a 'meaningful message'? • What are 'emoji's'? • I know that throughout history, people have recorded their lives, history and written messages using pictograms and the current emoji is a development from that <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to create a message (with meaning) using purely visual symbols
<p>Lesson 4</p>	<p><u>Be an architect</u></p> <p>Children design a building, choosing whether to draw either a perspective view, plan view or a front elevation of their original house design</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is 'architectural style'? • What is 'perspective view'? • What is a 'plan view'? • What is 'front elevation'? • <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to design a building based on architectural style • How to use perspective view, a plan view or front elevation to draw my design • How to design a building based on a theme or to suit a specified purpose 	<p><u>Drawing – A walking line</u></p> <p>Based on Paul Klee's belief that "a drawing is simply a line going for a walk", children take a black and white photocopy of a textured material centred on an A3 page and using a pencil, extend the drawing outwards, drawing in any tones they see</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is an 'observational drawing'? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to use words to describe an object help my visual literacy skills in being able to draw the object • How to use fine control with a pencil to make a detailed and analytical observational drawing • How to use a HB pencil to extend the drawing so that the lines are a continuation of the lines that are already there • How to add tonal graduation using a 2B pencil • 	<p><u>The Front Line</u></p> <p>Pupils explore the human side of the image and work in groups to re-enact the scene, positioning themselves like the people in the piece and taking a photo of the final composition</p> <p>Image: https://cdn.aarp.net/content/dam/aarp/politics/events-and-history/2018/02/1140-civil-rights-movements-1963-march.imgcache.rev0592dbf1fe2616b4f127a4f315f14d10.jpg</p> <p>The front line of demonstrators during the March on Washington for Jobs and Freedom, Washington D.C., August 28, 1963.</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is the 'language of art, craft and design'? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to express how a piece of artwork makes me feel • How to compare events in a piece of artwork to current news and the 'Fundamental British Values'

<p>Lesson 5</p>	<p>Monument</p> <p>After learning about what monuments are, children design their own to reflect something they want to commemorate</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • What is a 'monument'? • What is a 'legacy'? • I know what a legacy is • The purpose of a monument <p>Procedural Knowledge</p> <ul style="list-style-type: none"> • How to design a monument to symbolize a person or event 	<p>Design – Little inventors</p> <p>Inspired by the 'Little Inventors Project' founded by artist, designer and inventor Dominic Wilcox, children come up with their own ideas of what we're missing in the world, seeing their chosen idea through to a final design. This lesson builds up to final drawing in the following lesson.</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • What is an 'invention'? • I know that everything that is made starts with an idea, a drawing, a sketch, a design <p>Procedural Knowledge</p> <ul style="list-style-type: none"> • How to use my imagination to brainstorm ideas for an invention that has a set purpose • How to develop and communicate my ideas through notes and drawings • How to select one idea and draw this in full – including annotations 	<p>Magdalene Odundo</p> <p>By loosely playing around with shapes, Kenyan artist Magdalene Odundo creates ideas for her ceramic pots, and children work in the same way, with space around them, using two different colours of chalk and their whole bodies to make long sweeping arm movements</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • The importance of 2-D drawings in developing 3-D drawings • I know that I can also develop ideas through exploring shape form <p>Procedural Knowledge</p> <ul style="list-style-type: none"> • I can see the importance of 2D drawings in developing within 3-D drawings • How to use 2D drawings and explore shape form to develop my own ideas for 3D drawings 		
	<p>N/A</p>	<p>Learning about how artists work</p> <p>Children work imaginatively to develop an idea of their own, sourcing pictures, photos and illustrations, they practice sketching their images before producing a final drawing</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • What is an 'original piece of artwork'? <p>Procedural Knowledge</p> <ul style="list-style-type: none"> • How to sketch my initial thoughts and ideas based on a given theme • How to develop my ideas into a successful piece of artwork 	<p>N/A</p>		
<p>Vocabulary</p>	<p>Draw, memory, observation, sketch, details, framed area, ink, print block, drawing, smaller/larger area, imagine, decorate, pattern, key features, change, modify, architectural style, perspective view, plan view, front elevation, specified purpose, designing</p>	<p>Collage, composition, drawing, selecting, upscale, accurately, enlarge, portrait, continuous line, detail, perform, observational drawing, visual literacy, extend, detailed, analytical, observations, ideas, though processes, visualise, imagine, prototype</p>	<p>Evaluate, analyse, language of art, current affairs, British Values, public art, enigma, famous art, Mural, inkblots, imagination, meaningful, visual symbols, Fundamental British Values, visualisation, clay, glass, ceramic, influences.Lran</p>		
<p>Artist in residence</p>	<p>Autumn 2</p> <p>SCULPTURE AND PAINTING</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">UNIT</td> <td>Development & Combination of Sculpture And Printing Skills</td> </tr> </table>			UNIT	Development & Combination of Sculpture And Printing Skills
UNIT	Development & Combination of Sculpture And Printing Skills				

	<p>OUTCOME Traditional Clay Sculptural Vessels With Printed Imagery</p> <p>ARTISTS Grayson Perry / Jean Michel Basquiat</p> <p>LINKS PSHE (Bullying - Anti Bullying) Black Lives Matter/Black History Month</p>
Knowledge of artists and designers	<ul style="list-style-type: none"> Hundertwasser
Formative assessment	<ul style="list-style-type: none"> Regular retrieval practise Interactive Q&A during lessons Lesson outcomes
Summative assessment	<ul style="list-style-type: none"> End of unit knowledge assessment

Year 6	Autumn 1	Spring 1	Summer 1
Number of Lessons	5 lessons	5 lessons	5 lessons
Sequence of learning	<p>Make my voice heard</p> <p>Exploring art with a message, children look at the famous 'Guernica' by Picasso and the confronting works of Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, pupils create their own artworks that speak to the viewer</p>	<p>Art and Design Skills</p> <p>In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation; working as a group to design a hat, creating zentangle patterns and subsequent prints, painting in the style of impressionist painters and exploring the piece 'Nighthawks' by Edward Hopper</p>	<p>Photography</p> <p>Through developing their photography skills, children cover useful artistic concepts in a new context, looking at: composition, colour, light, abstract images and underlying messages. By familiarising themselves with new photography artists, children can gain a new perspective on the way they look at the people and objects around them, capturing and presenting images in different ways.</p>
Lesson 1	<p><u>Graffiti Artists' tag</u></p> <p>Children express their personality, transforming their names into graffiti tags, using block lettering, serifs contrasting colours and shadow</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is 'graffiti'? • What is a 'tag'? • Different styles of graffiti art <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to create my own graffiti tag <p><u>My tag will include:</u></p> <ul style="list-style-type: none"> - Block letters - Serifs - Two contrasting colours 	<p><u>Learning about the work of Edward Hopper</u></p> <p>Aimed to empower children to discuss and explore works of art, children analyse, among others, Edward Hopper's 'Nighthawks' answering questions on some of the fundamental elements of art, including; scene, technique, form and shape, colour and light</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What does 'analyse and evaluate' artwork? <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to analyse and evaluate artwork using the following fundamental elements: <ul style="list-style-type: none"> - 'Say what you see'/Scene - Technique - Form and shape - the form of an object. - Colour and light - The title 	<p><u>Photomontage</u></p> <p>Pupils are shown the work of different photomontage artists to see the effects that can be created before then crafting their own</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is a 'photomontage'? • What is a 'composition'? • The history of photomontages • I know about the history of photomontages <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to create a photomontage image by selecting images and creating a new image with them • How to select images and create a composition where the shapes or objects are put in a picture from them
Lesson 2	<p><u>Kathe Kollwitz</u></p> <p>After viewing the emotive works of Käthe Kollwitz, children draw their own portraits using a series of lines and experiment with 'halo' and 'chiaroscuro' techniques</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • The work of Kathe Kollwitz • Her work is based on difficult experiences <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • How to draw a series of lines to create a simple portrait of a face 	<p><u>Painting - Impressionism</u></p> <p>Children are given one sixth of 'The Japanese Footbridge' by Claude Monet as a vertical strip, to accurately draw what they see on their fraction of the painting and then practise mixing and applying paint to match the original</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is a 'impressionist'? • Who is 'Claude Monet'? • What are the motivations and techniques of impressionists 	<p><u>Truisms</u></p> <p>After exploring the idea of truisms, children create their own piece of art by matching a truism with a powerful photography to mirror its message and learn about the artist Jenny Holzer</p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> • What is a 'truism'? • Contemporary artists use digital techniques

	<ul style="list-style-type: none"> How to use Kathe Kollwitz as an inspiration to add to these lines to show an emotional expression How to use charcoal to add shadows to my portrait drawing 	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> How to paint skilfully by mixing complex colours How to apply the paint in the style of Claude Monet How not leave any white areas within my painting 	<ul style="list-style-type: none"> I know that contemporary artists use digital techniques to convey their messages <p>Procedural Knowledge</p> <ul style="list-style-type: none"> How to create my own "Truism" which communicates meaning and which has impact How to take photographs and make choices about how to edit and use them in context How to look at the school environment through the lens of a camera and make choices about photographing aspects of it
<p>Lesson 3</p>	<p>Pablo Picasso 1</p> <p>Having learned about the symbolism used in Picasso's 'Guernica', children plan their own composition based upon this famous piece, using symbols reflective of the First World War and plotting contrasting areas of black and white</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> What does the word 'impactful' mean? What does the word 'symbolism' mean? What is 'Picasso's Guernica'? <p>Procedural Knowledge</p> <ul style="list-style-type: none"> How to plan and create a drawn composition where the shapes or objects are put in a picture in the style of Picasso's 'Guernica' by: <ul style="list-style-type: none"> using symbols in my artwork to convey a message considering where the tones of black, grey and white are used to create effect 	<p>Drawing Zentangle Patterns (Part 1)</p> <p>In the first of two lessons children listen to ambient music while creating small squares of 'zentangle' patterns; an abstract drawing created using repetitive patterns</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> What does the word 'working artistically and wellbeing' mean? <p>Procedural Knowledge</p> <ul style="list-style-type: none"> How to create a design matrix by drawing different zentangle patterns 	<p>Macro Photography</p> <p>Focusing on the work of Edward Weston, children observe the abstract-looking images created through macro photography</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> What is 'abstract art'? What is 'natural form'? I know that artists use photography to record and observe, I understand the terms macro, and monochromatic <p>Procedural Knowledge</p> <ul style="list-style-type: none"> How to create a successful close up photograph of a natural form and edit the photograph in appropriate software/apps. How to take photographs with care and choice How to make decisions about cropping, editing and presentation of photographic images
<p>Lesson 4</p>	<p>Pablo Picasso 2</p> <p>Continuing with their 'Guernica' inspired compositions from last lesson, children apply paint in tones of black, white and grey, standing back from their work at regular intervals to ensure that they maintain balance in their piece</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> What is 'Picasso's Guernica'? <p>Procedural Knowledge</p> <ul style="list-style-type: none"> How to use paint to produce a carefully finished piece of art in the style of Picasso's 'Guernica' How to use masking tape to create a straight line How to keep balance in my final composition where the shapes or objects are put in a picture by viewing my work from a distance to see where tones of black white and grey should be used 	<p>Craft Zentangle Patterns (Part 2)</p> <p>Using a chosen zentangle pattern from last lesson, children create a reverse system print process by transferring their design onto a polyprint tile, using a pen to create a deep line and then printing onto fabric, repeating the print process to create a pattern</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> What is a 'Zentangle pattern'? I know that this method creates a reverse system I know that this method creates a reverse system where imprinted lines will become white and the background will be the colour of the ink used <p>Procedural Knowledge</p>	<p>Self portraits</p> <p>By looking at the many different examples of self-portraits over time, children use photography to create their own</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> What is a 'self-portrait'? <p>Procedural Knowledge</p> <ul style="list-style-type: none"> How to take photographs in different poses which show different expressions How to develop one of these into a line drawing, using continuous line How to develop a self-portrait from a photograph and understand how this can be used to create expression in an image

		<ul style="list-style-type: none"> • How to transfer my drawn Zentangle pattern onto a poly print/polystyrene tile • How to apply an even layer of ink onto the tile • How to create a repeat pattern onto fabric 	<ul style="list-style-type: none"> • How to combine photography with learning how to draw a portrait 				
<p>Lesson 5</p>	<p>Clay Structure</p> <p>Children turn their Käthe Kollwitz inspired drawings from Lesson 2 into sculptures fit for the Fourth Plinth in Trafalgar Square, being aware of the message their sculpture portrays through its expression and looking at sculptors such as Mark Wallinger</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • What is a 'sculpture'? • what does the word 'malleable' mean? • I know to keep clay malleable using a drop of water <p>Procedural Knowledge</p> <ul style="list-style-type: none"> • How to create a sculpture of a head using clay • How to convey a message or emotion in my sculpture by: • using clay sculpting tools • How to add facial features parts of the face, such as eyes, nose and mouth using additional pieces of clay and attaching these to the head 	<p>Design – Making a hat</p> <p>Working in groups children design and make a prototype hat for a specific purpose, sharing ideas, making sketches and finally constructing their design</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • What is an 'prototype'? • I know that a prototype is testing a design out • To understand and use the design process <p>Procedural Knowledge</p> <ul style="list-style-type: none"> • How to create a prototype which develops from ideas • How to review, evaluate and modify ideas as the design develops • How to share my ideas verbally and through quick sketches • How to work as a group and consider the ideas of others when deciding on a final design • How to work as part of a team on a working model of a hat by reviewing, evaluating and modifying design ideas • How to work as a team as is done in the creative and cultural industries 	<p>Expressionism</p> <p>Looking at The Scream by Edvard Munch, children recreate the image adding an expressive photo self-portrait to a background created in another medium</p> <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • What does the work 'replicate' mean? • What is the 'expression' of a painting? • I know that paintings and photographs can express emotion <p>Procedural Knowledge</p> <ul style="list-style-type: none"> • How to take photographs in different poses which show different expressions • How to replicate the mood and expression of a painting • How to edit photos successfully 				
<p>Vocabulary</p>	<p>Graffiti, block letters, serifs, contrasting, tag, illegal, defined, parallel, wild style, expression, depressing, enlarge, emotion, synopsis, symbolism composition, impactful, horrors of war, protest, futility, appalled, stimulus, atrocities, partially, Guernica, refamiliarize, elaborate, facial, convey, permanent, commissioned, blasphemous, malleable, sculpture, plinth</p>	<p>Impressionist, motivations, realistically, dabbling dots, applied, photographically, post-impressionist, painters, landscapes, Claude Monet, artistically, wellbeing, abstract, repetitive, recognisable, zentangle, expressive, meditation, reference point, doodle patterns, forming, polystyrene, poly print, imprinted, proficient, fabric, reverse, prototype, process, sketches, reviewing, modifying, analyse, evaluate, fundamental, hypothesising, collaborative, improvisation, empowered, initiating, Nighthawks, appreciation, observational, appreciate,</p>	<p>Photo montage, secondary source, composition, movement, non sensical, publications, arranging, digitally, sculpture, illustrate, truisms, true, environment, proficient, mastery, contemporary, photographic, dominant, publishing, collaborative, memorable, phrases, macro photography, natural form, analyse, creative works, grey tones, artworks, contrasting, dialogue, print making, critical analysis, hardware, self-portraits, photographs, translate, expressions, continuous line, selfies, exhibition, poses, edit, replicate, expressionistic, clasping, swirling, shadowy, mood, recreate, examine, demonstrate, digitally, versions, similarities, differences, contrast, expressive</p>				
<p>Artist in residence</p>	<p>SUMMER 2</p> <p>PHOTOGRAPHY AND DRAWING</p> <table border="1" data-bbox="460 1827 1202 1911"> <tr> <td data-bbox="460 1827 608 1858">UNIT</td> <td data-bbox="608 1827 1202 1858">Development & Combination of Drawing And</td> </tr> <tr> <td></td> <td data-bbox="608 1879 1202 1911">Traditional (Non-Digital) Photography Skills</td> </tr> </table>			UNIT	Development & Combination of Drawing And		Traditional (Non-Digital) Photography Skills
UNIT	Development & Combination of Drawing And						
	Traditional (Non-Digital) Photography Skills						

	<p>OUTCOME Mixed-Media Images Using Photographic Techniques On Light Sensitive Papers</p> <p>ARTISTS Joseph Cornell / Ellen Gallagher</p> <p>LINKS Science (Animals)</p>
Knowledge of artists and designers	<ul style="list-style-type: none"> • Kathe Kollwitz • Pablo Picasso • Mark Wallinger <ul style="list-style-type: none"> • Claude Monet • William Morris • Edward Hopper <ul style="list-style-type: none"> • Hannah Hoch • Peter Kennard • Jerry Uelsmann • Jenny Holzer • Edward Weston • Edvard Munch
Formative assessment	<ul style="list-style-type: none"> • Regular retrieval practise • Interactive Q&A during lessons • Lesson outcomes
Summative assessment	<ul style="list-style-type: none"> • End of unit knowledge assessment