



Amherst School – Art Curriculum

Intent

We believe in an art, craft and design curriculum that excites, captivates and challenges the children of Amherst School, to produce artwork that they are proud of. We aim to provide a curriculum that is broad, balanced, cross-curricular, diverse and enjoyed by all.

We feel that art, craft and design is essential to children’s education as, not only does the curriculum teach disciplined art skills and techniques, but it also allows children the freedom to express their own ideas and individuality.

Vocabulary Key: Year 3, Year 4, Year 5, Year 6. Underlined = minimum expectation for children’s retrieval.

Year 3 - Hundertwasser

Key vocabulary		Suggested trips or workshops
<u>Light</u> <u>Dark</u> <u>Shading</u> <u>Sketching</u> Pencil gradient <u>Hundertwasser</u> HB, 2B, 4B, 6B pencils Tone	<u>Line</u> <u>Shape</u> <u>Pattern</u> <u>Primary colours</u> Secondary colours Architect <u>Artist</u> Pencil strokes	
Prior knowledge and skills <ul style="list-style-type: none"> Colour theory 		
Key questions <ol style="list-style-type: none"> How would you create light and dark shades with your pencil? How do you use a colouring pencil effectively? How do you create secondary colours? What features in your own artwork are inspired by Hundertwasser? 		
1	Learning objective	I can explore the use of different art pencils
	Knowledge	<ul style="list-style-type: none"> Different pencils work differently as tools HB, 2B, 4B and 6B pencils will be used at Amherst – what are their purposes?
	Skills	<ul style="list-style-type: none"> Holding a pencil correctly for different purposes Using pencil strokes for sketching
	Suggested activities	<ul style="list-style-type: none"> Quiz about use of pencils Children recreate image of a house using different pencils for different purposes
2	Learning objective	I can investigate sketching and shading
	Knowledge	<ul style="list-style-type: none"> Different pencils have different purposes
	Skills	<ul style="list-style-type: none"> Exploring different pressures involved to give light and dark tones Holding a pencil correctly for drawing and shading Sketching techniques rather than continuous line drawing
	Suggested activities	<ul style="list-style-type: none"> Drawing which applies different tones and textures – compare to their first building
3	Learning objective	I can investigate different shapes in buildings
	Knowledge	<ul style="list-style-type: none"> Drawings of buildings are made up of different shapes

	Skills	<ul style="list-style-type: none"> - Focus on the individual shapes and types of line (curved and straight) when drawing buildings - Observational drawing – focus on what you can see rather than what you think you can see.
	Suggested activities	<ul style="list-style-type: none"> - Follow YouTube tutorial for drawing famous building e.g. Taj Mahal using pencils
4	Learning objective	I can use colouring pencils correctly (Note: lessons 4 & 5 would work well if done all in one afternoon)
	Knowledge	<ul style="list-style-type: none"> - Colouring pencils are an effective tool when used correctly - Colouring pencils can be used to give different shapes
	Skills	<ul style="list-style-type: none"> - Colour around the outside of the shape to begin with - Colour in one direction - Use an even tone with no gaps - Fill in all blank spaces once finished
	Suggested activities	<ul style="list-style-type: none"> - Give children a blank outline of a Hundertwasser picture for them to colour effectively using colouring pencils
5	Learning objective	I can imitate the style of Hundertwasser
	Knowledge	<ul style="list-style-type: none"> - Hundertwasser is an Austrian artist and architect - His style is unique and is demonstrated both in art and architecture - He mainly uses bright colours and curved lines
	Skills	<ul style="list-style-type: none"> - Imitate his style using different lines and shapes - Using colouring pencils
	Suggested activities	<ul style="list-style-type: none"> - Children draw around their hands and imitate the style of Hundertwasser using pencils and colouring pencils - Give children copies of Hundertwasser pictures to inspire their designs
6	Learning objective	I can create secondary colours from primary colours
	Knowledge	<ul style="list-style-type: none"> - Secondary colours are created by mixing primary colours
	Skills	<ul style="list-style-type: none"> - Applying knowledge to create secondary colours
	Suggested activities	<ul style="list-style-type: none"> - Colour wheel using poster paint
7	Learning objective	I can design a city scape in the style of Hundertwasser
	Knowledge	<ul style="list-style-type: none"> - As an architect, Hundertwasser designs buildings. - Hundertwasser uses an abstract style
	Skills	<ul style="list-style-type: none"> - Applying understanding of Hundertwasser’s style and buildings being made up of different shapes
	Suggested activities	<ul style="list-style-type: none"> - Design own city scape in pencil in the style of Hundertwasser using existing famous buildings in London for inspiration
8	Learning objective	I can create a city scape in the style of Hundertwasser
	Knowledge	<ul style="list-style-type: none"> - Hundertwasser uses bright colours in his artwork
	Skills	<ul style="list-style-type: none"> - Using poster paint to add colour - Colour mixing to create secondary colours
	Suggested activities	<ul style="list-style-type: none"> - Create A3 Hundertwasser picture using pencil to draw outlines, poster paint to add colour and thick black pen to outline colours
9	Learning objective	I can evaluate my artwork
	Knowledge	
	Skills	<ul style="list-style-type: none"> - Evaluate own artwork in comparison with Hundertwasser style - Being self-reflective about ways to improve
	Suggested activities	<ul style="list-style-type: none"> - Evaluation form including a picture - Write a sentence evaluating work

Year 3 – Roman Mosaics

Key vocabulary		Suggested trips or workshops
Mosaic Tile Colour palette Pattern Symmetry Repeating	Spacing Clay Rolling pin Clay tools	Lullingstone Roman Villa
Prior knowledge and skills <ul style="list-style-type: none"> Secondary colours and made from primary colours Cross curricular: Roman history 		
Key questions <ol style="list-style-type: none"> What are the features of Roman mosaics? How can you create an even thickness of clay? Why did you choose the colours in your Roman tile? What features in your own tile are inspired by Roman mosaics? 		
1	Learning objective	I can explore themes, patterns and colours in Roman mosaics.
	Knowledge	<ul style="list-style-type: none"> Mosaics were a popular art form in Roman times Mosaics are made up of individual tiles to create a bigger picture or pattern Colour palettes used during Roman times
	Skills	<ul style="list-style-type: none"> Analyse photos of Roman mosaics, focusing on colour choices, patterns, pictures, themes Copy aspects of Roman mosaics Identify what they like about different mosaics Begin exploring the challenges associated with creating a mosaic
	Suggested activities	<ul style="list-style-type: none"> Children stick images of mosaics and make notes around them about: colour choices, patterns, pictures, themes, what they like etc. Try out aspects of mosaics using coloured paper
2	Learning objective	I can design my own Roman mosaic tile.
	Knowledge	<ul style="list-style-type: none"> Roman mosaics were carefully planned to be visually effective Mosaics have small spaces between each tile
	Skills	<ul style="list-style-type: none"> Choosing repeating patterns or symmetry to include in their own tile by looking at examples
	Suggested activities	<ul style="list-style-type: none"> Children design their own mosaic tile on a given grid using colouring pencils to show the appropriately selected colour palette (suggested – 1cm² tiles with thick black lines to replicate the spaces between tiles)
3	Learning objective	I can create individual mosaic clay tiles
	Knowledge	<ul style="list-style-type: none"> Mosaics are made up of individual pieces Roman mosaic pieces would not be exactly the same size
	Skills	<ul style="list-style-type: none"> Rolling the clay to a set thickness using clay leveller Mark 1cm along the edges using a ruler and then use the ruler to press down, scoring the clay to approximately half its depth.
	Suggested activities	<ul style="list-style-type: none"> Create a 11cm x 11cm square of clay using clay leveller. Use ruler to mark and then score the clay into 1cm squares.
4	Learning objective	I can paint using an appropriate colour palette.
	Knowledge	<ul style="list-style-type: none"> Romans had a limited colour palette to use because of resources available
	Skills	<ul style="list-style-type: none"> Painting accurately and with appropriate amounts of paint to cover all surfaces thoroughly Careful and thoughtful approach to work Creating pattern and symmetry

	Suggested activities	- Use poster paint to paint individual tiles according to design.
5	Learning objective	I can evaluate my work
	Knowledge	
	Skills	- Evaluate own artwork in comparison to authentic Roman mosaics - Being self-reflective about ways to improve
	Suggested activities	- Stick in picture of finished tile and annotate with successes and improvements

Year 3 – Monet

Key vocabulary		Suggested trips or workshops
Colour matching <u>Watercolours</u> Monet	<u>Wash</u> Blotting	
Prior knowledge and skills		
<ul style="list-style-type: none"> Primary colours can be used to create other colours Importance of making thoughtful choices when creating artwork 		
Key questions		
<ol style="list-style-type: none"> What was Monet known for? How do you use watercolours effectively? How do you create a wash in watercolours? What features in your artwork are inspired by Monet's Water Lilies painting? 		
1	Learning objective	I can explore the work of Claude Monet
	Knowledge	- Who is Monet? What is he famous for? When and where did he live? - Monet was one of the first artists to paint outside in the environment in which he was painting – link to impressionism - Monet used oil paints for the majority of his paintings
	Skills	- Analyse how different pictures make the children feel and why?
	Suggested activities	- Children explore different pictures and discuss what they like and how they make them feel.
2	Learning objective	I can explore watercolour techniques
	Knowledge	- Watercolours can be used in different ways depending on the effect required
	Skills	- Using six techniques for watercolours: wash, dry on dry, wet on dry, wet on wet, blotting techniques
	Suggested activities	- Follow tutorial introducing different watercolour techniques
3	Learning objective	I can use watercolours to colour match
	Knowledge	- Primary colours can be used to make other colours
	Skills	- Gradually adding colours to make different shades of colours - Critically assessing how close a colour match has been created - Applying watercolour skills to colour matching - Ensure watercolour lid is clean to enable effective colour creation
	Suggested activities	- Children focus on key areas on Monet's Water Lilies painting e.g. foliage, water, bridge and mix watercolours in the paint lid to colour match as closely as possible

4	Learning objective	I can create a wash as a background I can practise key elements of Monet's Water Lilies
	Knowledge	- Different size paint brushes should be used for different elements of a watercolour painting - For a wash, use a large brush, plenty of water and horizontal strokes (edge to edge)
	Skills	- Creating a wash using watercolours - Practising other key elements using different watercolour techniques and brushes
	Suggested activities	- Create a wash as a background for final piece on watercolour paper - Spend time practising other key elements (e.g. bridge) in art books to help prepare for lesson 5
5 & 6	Learning objective	I can recreate Monet's Water Lilies using watercolours
	Knowledge	- Different techniques and brushes should be used for different effects
	Skills	- Applying water colour techniques, brushes and colour matching to recreate Monet's Water Lilies
	Suggested activities	- Follow step-by-step guide for recreating picture ensuring children have access to scrap paper for trialling colours, paper towels, watercolours and water
7	Learning objective	I can evaluate my own artwork
	Knowledge	
	Skills	- Evaluate own artwork in comparison to Monet's painting - Being self-reflective about ways to improve
	Suggested activities	- Stick in picture of finished artwork and identify what went well and how they could improve it

Year 4 – Drawing skills

Key vocabulary		Suggested trips or workshops
Light Dark Shading Sketching Pencil gradient HB, 2B, 4B, 6B pencils Tone Vanishing point	Line Pencil strokes Cross-hatching Stippling Observation Charcoal Bird's-eye view Perspective	
Prior knowledge and skills		
<ul style="list-style-type: none"> • Different pencils can be used for different purposes • How to create light and dark shades 		
Key questions		
<ol style="list-style-type: none"> 1. How do you create texture with a pencil? 2. How do pencils and charcoal compare for observational drawing? 3. What is a bird's-eye view? 4. What is a vanishing point and how have you used it in your final piece? 		
1	Learning objective	I can use pencil sketching techniques
	Knowledge	- There are different techniques used to create shading and texture
	Skills	- Shading, cross-hatching, stippling, creating different textures, using different pressures
	Suggested activities	- Children given YEAR 4 outline and practise different techniques in each letter - Revision of Year 3 techniques and teaching of new techniques
2	Learning objective	I can apply sketching techniques to draw realistically
	Knowledge	- A 3D shape will have areas of light and dark tones

		- Pencils can be used to show light and dark tones
	Skills	- Using different gradient pencils to show light and dark tones
	Suggested activities	- Guided tutorial of how to draw a realistic leaf
3	Learning objective	I can use sketching techniques for observational drawing
	Knowledge	- A 3D shape will have areas of light and dark tones - Pencils can be used to show light and dark tones
	Skills	- Identify light and dark tones independently - Observational drawing - Drawing using proportion - Sketching using different pencil strokes
	Suggested activities	- Children bring in their own natural object (leaves, shells, pine cones etc) and apply skills from previous lesson to create a realistic observational drawing
4	Learning objective	I can use a different medium for observational drawing
	Knowledge	- Although pencils are normally used, other mediums are also applicable for observational drawing
	Skills	- Applying skills from previous lessons - Using charcoal and white pastels to show light and dark tones - Adding texture using charcoal
	Suggested activities	- Children sketch the outline of a natural object using pencil, use charcoal to add dark tones and white pastels for light shades. Blend with fingers and add texture and details with charcoal.
5	Learning objective	I can explore bird's-eye view perspective
	Knowledge	- Landscapes look different from above
	Skills	- Using a ruler for drawing straight lines and rectangles - Using a vanishing point to create bird's-eye perspective
	Suggested activities	- Children practise using a ruler to draw straight lines and rectangles. - Children practise drawing a building using a vanishing point.
6	Learning objective	I can use a vanishing point to add detail
	Knowledge	- The vanishing point is used to create perspective in some of the details
	Skills	- Using the vanishing point to add detail - Choosing effective details to add - Deciding which details require use of the vanishing point
	Suggested activities	- Children add further buildings to revise skills from previous lesson and then add details using vanishing point when necessary
7	Learning objective	I can create a city-scape using perspective
	Knowledge	- Central vanishing point is used to create a bird's-eye perspective
	Skills	- Applying prior skills to create own city-scape from bird's-eye perspective - Independently creating and designing where to place buildings and what detail to add
	Suggested activities	- Children create their own bird's-eye view picture of a city using skills from previous lessons
8	Learning objective	I can evaluate my artwork
	Knowledge	
	Skills	- Evaluate the effectiveness of perspective in their artwork - Being self-reflective about ways to improve technically
	Suggested activities	- Stick in picture of finished artwork and identify what went well and how they could improve it

Year 4 – Norman Shields

Key vocabulary		Suggested trips or workshops
Norman shields	Clay	
Symbols	Rolling pin	
Clay leveller	Clay tools	
Kneading	Scoring Smoothing	
Prior knowledge and skills		
<ul style="list-style-type: none"> Using a rolling pin and levellers to prepare clay to a certain thickness Cross curricular knowledge from history topic e.g. Bayeux Tapestry and Norman battles 		
Key questions		
<ol style="list-style-type: none"> What do shapes and colours represent on Norman shields? How do you join two pieces of clay together? Why did you use different sized brushes for painting? What features in your own shield are inspired by Norman shields? 		
1	Learning objective	I can explore Norman Shields shown in the Bayeux Tapestry
	Knowledge	<ul style="list-style-type: none"> Colours and symbols on a Norman shield have meanings Cross curricular links with history
	Skills	<ul style="list-style-type: none"> Informed observations of Norman shields
	Suggested activities	<ul style="list-style-type: none"> Analyse sections of the Bayeux Tapestry that show Norman shields and try out different symbols, colours and patterns
2	Learning objective	I can design a Norman shield
	Knowledge	<ul style="list-style-type: none"> Colours and symbols on a Norman shield have meanings
	Skills	<ul style="list-style-type: none"> Purposely choosing colours and symbols Justifying and explaining choices
	Suggested activities	<ul style="list-style-type: none"> Children draw their design on an outline and then explain why they have chosen colours and symbols
3	Learning objective	I can make a clay shield
	Knowledge	<ul style="list-style-type: none"> Clay can be used to create a 3D structure
	Skills	<ul style="list-style-type: none"> Wedging (kneading) to prepare clay Score and slip to join pieces of clay Rolling clay to an even thickness Rolling clay into a 'snake' of equal thickness Cutting shape of a shield using a template Smoothing clay to improve final piece Using clay tools for scoring details
	Suggested activities	<ul style="list-style-type: none"> Children create shield using clay
4	Learning objective	I can paint a clay shield
	Knowledge	<ul style="list-style-type: none"> Normans used certain colours for specific meanings
	Skills	<ul style="list-style-type: none"> Using appropriately sized paint brushes for different purposes Adding enough paint to ensure good coverage Justifying meanings behind colour choices
	Suggested activities	<ul style="list-style-type: none"> Paint shield using poster paint in the colours from design lesson

5	Learning objective	I can evaluate my artwork
	Knowledge	
	Skills	<ul style="list-style-type: none"> - Evaluate own artwork in comparison to authentic Norman shields - Being self-reflective about ways to improve technically
	Suggested activities	<ul style="list-style-type: none"> - Stick in picture of finished artwork and identify what went well and how they could improve it

Year 4 – Hokusai

Key vocabulary		Suggested trips or workshops Printing workshop
Mount Fuji Hokusai Print Carve Roller	Polystyrene Repeated pattern	
Prior knowledge and skills		
<ul style="list-style-type: none"> • Biographical information about Hokusai (from that week’s Comprehension) 		
Key questions		
<ol style="list-style-type: none"> 1. How is Hokusai’s work inspired by Japanese culture? 2. How did you use a tile to print this artwork successfully? 3. What is the use of the rollers for tile printing? 4. What features in your own print are inspired by Hokusai’s work? 		
1	Learning objective	(This lesson will be preceded by a separate English Comprehension lesson about Hokusai) I can analyse different Hokusai prints
	Knowledge	<ul style="list-style-type: none"> - Cultural references (Mount Fuji, spring blossoms, text) - Nature and/or everyday activities represented - Muted, pastel colours - Colours blocked, not blended - Curved outlines of shapes - Hokusai used block printing in his artwork
	Skills	<ul style="list-style-type: none"> - Comparing and contrasting the different prints - Drawing from biographical information about Hokusai - Linking emotions and senses
	Suggested activities	<ul style="list-style-type: none"> - Children answer questions about 4 prints, including artistic features and their own responses to the art - Odd One Out (can you spot the non-Hokusai print hidden amongst Hokusai prints?)
2	Learning objective	I can practise drawing in the style of Hokusai
	Knowledge	<ul style="list-style-type: none"> - Awareness of how to use the different media appropriately
	Skills	<ul style="list-style-type: none"> - Using curved lines free-hand - Observational drawing from a picture, choosing which elements to focus on
	Suggested activities	<ul style="list-style-type: none"> - Create a double page exploring individual elements from Hokusai’s prints. Children can use a range of media (pencil, watercolour paints and pencils, fine liners, tissue paper) to gather their ideas.
3	Learning objective	I can design a tile print in the style of Hokusai
	Knowledge	<ul style="list-style-type: none"> - Key features of Hokusai’s work (noted in lesson 1)
	Skills	<ul style="list-style-type: none"> - Selecting different elements of Hokusai’s work to inspire their own - Choosing simple and bold designs

	Suggested activities	- Children plan two tiles in their art books (must be the same size as their actual tile)
4	Learning objective	I can create a printing tile
	Knowledge	- Design will be reversed in finished print
	Skills	- Trace tile design from previous lessons - Turn trace design over to carve design into tile - Using a pencil or other carving tool to carve into the polystyrene tile - Carving the correct depth to show up design
	Suggested activities	- Children create own polystyrene tile to use for printing by carving design with pencil or another appropriate tool
5	Learning objective	I can create artwork using printing tiles
	Knowledge	- Use lighter colours first when rolling paint - Printing paint is more effective because it is more adhesive
	Skills	- Choosing effective tile designs e.g. 3 in a row, multiple colours on top of each other - Using a roller to apply appropriate amounts of paint to tile - Using a dry roller to apply pressure for paint transfer - Peeling tile off from a corner to enable repeated use of tile
	Suggested activities	- Children use pre-prepared tile to create printed artwork (they can choose colours, paper colour, paper size and print arrangement).
6	Learning objective	I can evaluate my artwork
	Knowledge	-
	Skills	- Evaluate own artwork in comparison to Hokusai's work - Being self-reflective about ways to improve technically
	Suggested activities	- Stick in picture of finished artwork and identify what went well and how they could improve it

Year 4 – Tudor Portraits

Key vocabulary		Suggested trips or workshops
Portrait Proportion Colour mixing Watercolours Chalk pastels	Texture Viewfinder Colour matching	Hampton Court Palace
Prior knowledge and skills		
<ul style="list-style-type: none"> It is important to focus on what you can see, not what you think you can see 		
Key questions		
<ol style="list-style-type: none"> Why did you choose pastels/water colours? How do you blend colours using pastels/water colours? How did you add texture and detail to your portrait? What features in your own portrait are inspired by Tudor portraits? 		
1	Learning objective	I can draw different features of a portrait
	Knowledge	- Portraits are a key element of Tudor royalty
	Skills	- Focus in on specific details of a portrait in isolation - Use observational drawing and previous sketching techniques

	Suggested activities	<ul style="list-style-type: none"> - Recap sketching techniques already covered - Children make a viewfinder and use it to isolate key features from a Tudor portrait to imitate in their books using pencils
2	Learning objective	I can recreate a Tudor portrait
	Knowledge	-
	Skills	<ul style="list-style-type: none"> - Proportion - Shapes making up the face
	Suggested activities	- Children choose a Tudor portrait to recreate. They use sketching pencils to practise proportional drawing in art books.
3	Learning objective	I can experiment with different mediums
	Knowledge	- Different mediums can be used to create different effects
	Skills	<ul style="list-style-type: none"> - Colour mixing - Using the tip or side of pastels for different purposes
	Suggested activities	<ul style="list-style-type: none"> - Demonstrate how to effectively use chalk pastels (adding white/black, tip of pastel, side of pastel, blending 2 colours, smudging, creating skin colours) - Children experiment in books using different techniques - Colour matching for different elements of the portraits e.g. skin colour
4	Learning objective	I can experiment with different mediums
	Knowledge	- Different mediums can be used to create different effects
	Skills	<ul style="list-style-type: none"> - Colour mixing - Choosing appropriate brushes for different purposes (wash and fine details)
	Suggested activities	<ul style="list-style-type: none"> - Revise use of watercolours and skills learnt in Year 3 – children experiment with watercolours - Colour matching for different elements of the portraits e.g. skin colour - Introduce use of colouring pencils on top of watercolours for texture
5 & 6	Learning objective	I can create a Tudor portrait
	Knowledge	- Texture can be created using a combination of mediums
	Skills	<ul style="list-style-type: none"> - Using proportion to draw a face - Copying from a Tudor portrait - Choosing an appropriate medium (watercolour or pastel)
	Suggested activities	- Children recreate Tudor portrait in watercolours or pastels and then add details and texture using colouring pencils
7	Learning objective	I can create a 3D frame
	Knowledge	- Frames are part of a piece of artwork
	Skills	- Adding variety of resources to add details and textures to the frame e.g. tissue paper, string, straws
	Suggested activities	- Children stick different resources onto A3 sugar paper to create frame for their portrait (adults then spray paint frames gold)
8	Learning objective	I can evaluate my artwork
	Knowledge	
	Skills	<ul style="list-style-type: none"> - Evaluate own artwork in comparison to authentic Tudor portraits - Being self-reflective about ways to improve technically
	Suggested activities	- Stick in picture of finished artwork and identify what went well and how they could improve it

Year 5 – William Morris

Key vocabulary		Suggested trips or workshops
Light Dark Shading Sketching Pencil gradient HB, 2B, 4B, 6B pencils Tone Repeated Pattern Lino Carving tool	Line Pencil strokes Cross-hatching Stippling Perspective William Morris Print Carve Roller Relief print	
Prior knowledge and skills <ul style="list-style-type: none"> • Holding a pencil for different purposes • Different pencils have different purposes • Using different pressures to give light and dark tones • Using inspiration from the studied artist • Shading, cross-hatching, stippling, creating different textures • Identifying light and dark tones • Designs will be reversed (relief printing) • Using a roller to apply paint • Applying appropriate pressure for carving and printing 		
Key questions <ol style="list-style-type: none"> 1. How is William Morris' work used? 2. How do you create tone in sketching? 3. How can a grid be used to help when sketching? 4. What features in your own print are inspired by William Morris' work? 		
1	Learning objective	I can use a grid to accurately position within a picture
	Knowledge	- A grid can be used to split up an image into equal segments for more accurate positioning
	Skills	- Using a grid to split up an image - Applying skills from Year 3 to draw buildings
	Suggested activities	- Recreate a Victorian street scene using a grid
2	Learning objective	I can add tone using art pencils
	Knowledge	- The light sources within the picture will inform areas of light and dark including shadows - There are different techniques for adding texture (revision from Year 4)
	Skills	- Shading, cross-hatching, stippling, creating different textures, using different pressures - Choosing an appropriate art pencil using prior knowledge - Using tone to create 3D effects
	Suggested activities	- Add tone through shading to street scene from previous lesson using art pencils - Or use different image for shading
3	Learning objective	I can practise drawing in the style of William Morris
	Knowledge	- William Morris was a Victorian designer and architect - His designs are still used today - His designs included repeated patterns - He used a lot of nature to inspire his art - He uses block colour as his work is printed
	Skills	- Observational drawing from William Morris' work

		<ul style="list-style-type: none"> - Using inspiration from nature - Using patterns as well as objects - Using block colour
	Suggested activities	- Create a double page exploring individual elements from William Morris' prints. Children can use a range of media (pencil, watercolour paints and pencils, fine liners, tissue paper) to gather their ideas.
4	Learning objective	I can design a lino printing tile
	Knowledge	<ul style="list-style-type: none"> - Design will be reversed in finished print (relief printing) - The carved areas will be the parts which are not painted - Draw on knowledge from Year 4
	Skills	<ul style="list-style-type: none"> - Selecting different elements of William Morris' work to inspire their own - Choosing simple and bold designs - Choosing floral elements of William Morris' to include
	Suggested activities	- Create multiple designs in art books inspired by William Morris' work
5	Learning objective	I can create a lino printing tile
	Knowledge	- The carved areas will be the parts which are not painted (relief printing)
	Skills	<ul style="list-style-type: none"> - Sketching design in pencil onto lino tile - Using tool to carve design safely - Using tool away from body to avoid injury - Avoid removing too much of the lino
	Suggested activities	<ul style="list-style-type: none"> - Children carve design into lino tile using tool - Could provide different levels of challenge: carve outline or carve everything apart from shape
6	Learning objective	I can create artwork using printing tiles on fabric
	Knowledge	<ul style="list-style-type: none"> - William Morris was a designer and his work is used in a range of contexts including wallpaper and textiles - William Morris sometimes used more than one print to create a design
	Skills	<ul style="list-style-type: none"> - Using lino tile to create repeating print on fabric (independent) - Choosing whether two tiles would work together effectively to create one design (collaborative) - Sharing with partners - Layering tiles - Choosing colours effectively - Lining up tiles to create a repeating pattern
	Suggested activities	<ul style="list-style-type: none"> - First: Children create an independent repeating pattern on fabric using their lino tile - Then: Some children could collaborate to create a design including two tiles
7	Learning objective	I can evaluate my artwork
	Knowledge	-
	Skills	<ul style="list-style-type: none"> - Evaluate own artwork in comparison to William Morris' work - Being self-reflective about ways to improve technically
	Suggested activities	- Stick in picture of finished artwork and identify what went well and how they could improve it

Year 5 – Rainforest Art

Key vocabulary		Suggested trips or workshops
Primary colours Secondary colours Colour wheel Complementary colours Oil pastels Collage	Rainforest Blending Stippling Layering Colour matching	Rainforest animal workshop
Prior knowledge and skills		
<ul style="list-style-type: none"> Using colouring pencils correctly Primary and secondary colours 		
Key questions		
<ol style="list-style-type: none"> What are complementary colours? How do you use oil pastels? What advice would you give someone making a collage? Do you prefer using oil pastels or collage and why? 		
1	Learning objective	I can use complementary colours
	Knowledge	<ul style="list-style-type: none"> Revision of Year 3 colour wheel knowledge including primary and secondary colours Complementary colours are opposite on a colour wheel
	Skills	<ul style="list-style-type: none"> Choosing complementary colours using a colour wheel Using colouring pencils effectively
	Suggested activities	<ul style="list-style-type: none"> Children given simple, small image of rainforest animal repeated lots of times and they explore using one colour for the animal, one for the background to demonstrate complementary colours (in colouring pencils) Children could also explore colours that are not complementary
2	Learning objective	I can use oil pastels effectively
	Knowledge	<ul style="list-style-type: none"> Oil pastels are more difficult to blend than chalk pastels Oil pastels can be used to create bright colours
	Skills	<ul style="list-style-type: none"> Using different oil pastel techniques: blending, stippling, scrumbling etc.
	Suggested activities	<ul style="list-style-type: none"> https://www.youtube.com/watch?v=jm6wo-8rJDO Children experiment with different techniques (several online videos to support this)
3	Learning objective	I can use oil pastels to show complementary colours (This could be a longer lesson – might be possible to start it at the end of the previous lesson)
	Knowledge	<ul style="list-style-type: none"> Oil pastels can be used in different ways
	Skills	<ul style="list-style-type: none"> Applying some oil pastel techniques from previous lesson independently
	Suggested activities	<ul style="list-style-type: none"> Draw a toucan and use oil pastels to add colour (some children could be given the outline to add extra scaffolding) Children implement techniques from previous lesson in background
4	Learning objective	I can experiment with collage
	Knowledge	<ul style="list-style-type: none"> Cutting or tearing paper creates different effects Collage can be made using a variety of resources e.g. tissue paper, magazine cuttings, fabric etc.
	Skills	<ul style="list-style-type: none"> Making thoughtful decisions when choosing resources Blending can be achieved through thoughtful overlapping and colour matching
	Suggested activities	<ul style="list-style-type: none"> Children create a double page spread experimenting with finding colours, adding texture and blending colours with tissue paper
	Learning objective	I can use collage to create rainforest animal artwork
	Knowledge	<ul style="list-style-type: none"> Collage skills enable effective blending and colour matching

5 & 6	Skills	<ul style="list-style-type: none"> - Applying collage techniques from previous lesson independently - Making thoughtful decisions when choosing resources - Ripping or cutting paper to the correct size and shape
	Suggested activities	- Children given the outlines of 3 different rainforest animals and they can choose which they want to add collage to using inspiration from a given image
7	Learning objective	I can evaluate my artwork
	Knowledge	-
	Skills	- Critically reflect upon both finished pieces of artwork (oil pastels and collage)
	Suggested activities	- Children evaluate both oil pastel and collage pieces, including which they prefer and why

Year 5 – Greek Clay

Key vocabulary		Suggested trips or workshops
<u>Greek pots</u> <u>Patterns</u> <u>Kneading</u> Thumb and coil pots <u>Mythical beasts</u> Glaze <u>Sculpture</u>	<u>Clay</u> <u>Rolling pin</u> <u>Clay tools</u> <u>Scoring</u> Terracotta <u>Smoothing</u> Pottery	British Museum
Prior knowledge and skills		
<ul style="list-style-type: none"> • Cross curricular knowledge from history topic e.g. Greek culture and mythical creatures • Clay skills – wedging, score and slip, rolling, cutting, smoothing, using clay tools 		
Key questions		
<ol style="list-style-type: none"> 1. What are the features of Ancient Greek pots? 2. What techniques are used to make a clay pot? 3. What problems may arise when working with clay? 4. What features in your clay models are inspired by Greek culture? 		
1	Learning objective	I can investigate the features of Greek pottery
	Knowledge	<ul style="list-style-type: none"> - Greek pots are made up of symbols, patterns and imagery of Greek life - They come in a range of shapes and sizes - Cross curricular links with history - Different Greek pots had different purposes
	Skills	- Informed observations of Greek pots
	Suggested activities	<ul style="list-style-type: none"> - Analyse images of Greek pots, trying out different symbols, patterns and imagery - Draw the shapes of the different pots and consider their uses
2	Learning objective	I can design my own Greek pot
	Knowledge	<ul style="list-style-type: none"> - Different Greek pots had different purposes - Greek pots showed symbols, patterns and images of life in Ancient Greece - Greek pots were made of terracotta
	Skills	<ul style="list-style-type: none"> - Purposely choosing symbols and patterns using inspiration from Greek pots - Choosing simple, bold designs which can be applied to clay work
	Suggested activities	- Children draw a range of different Greek pot shapes (approximately the size they will actually make) and add Greek symbols to decorate each one (make clear which one they want to create)

3	Learning objective	I can create my own Greek pot using clay
	Knowledge	<ul style="list-style-type: none"> - There are specific skills when using clay: wedging, score and slip, rolling, smoothing (revision from Year 4) - Most Greek pots included a handle and some include a lid - Different techniques can be used to create a clay pot: coil and thumb
	Skills	<ul style="list-style-type: none"> - Wedging, score and slip, rolling, smoothing - Creating coil or thumb pots - Using clay tools for scoring details
	Suggested activities	<ul style="list-style-type: none"> - Children choose to create either a thumb or coil pot using their designs from previous lesson
4	Learning objective	I can paint a Greek pot
	Knowledge	<ul style="list-style-type: none"> - Greek pots were made from terracotta - Key details were painted in black
	Skills	<ul style="list-style-type: none"> - Choosing which details to add in black - Choosing an appropriately thin paint brush for detailing - Glazing the pot using PVA glue
	Suggested activities	<ul style="list-style-type: none"> - Children use black paint to add details according to their plan and then glaze using PVA
5	Learning objective	I can design a mythical beast sculpture (Ensure mythical beast descriptions have been covered in English prior to this lesson)
	Knowledge	<ul style="list-style-type: none"> - Mythical beasts formed a significant part of Ancient Greek culture
	Skills	<ul style="list-style-type: none"> - Choosing which parts of the creature will appear on tile - Choosing which part will form 3D element of tile - Experimenting with different mythical creatures to choose those which will be practical to make
	Suggested activities	<ul style="list-style-type: none"> - Children shown lots of mythical beasts and they choose some to include into their designs (including which elements will be 3D)
6	Learning objective	I can make a mythical beast sculpture
	Knowledge	<ul style="list-style-type: none"> - Clay skills from Year 4 and Year 5
	Skills	<ul style="list-style-type: none"> - Creating a smooth tile as a base for sculpture - Score and slip to join clay - Keep manipulating clay but do not overwork it - Smoothing clay to improve finished product - Creating a 3D element, ensuring it is not too heavy and is secured well
	Suggested activities	<ul style="list-style-type: none"> - Children create tile base and then mythical beast sculpture with 3D element
7	Learning objective	I can paint a mythical beast sculpture
	Knowledge	-
	Skills	<ul style="list-style-type: none"> - Choosing appropriate colours for different elements - Choosing appropriate brushes for different techniques
	Suggested activities	<ul style="list-style-type: none"> - Children paint their sculptures using metallic poster paints
8	Learning objective	I can evaluate my artwork
	Knowledge	-
	Skills	<ul style="list-style-type: none"> - Critically reflect upon both finished pieces of artwork (clay pots and sculptures)
	Suggested activities	<ul style="list-style-type: none"> - Children evaluate both clay pots and sculptures, including which they prefer and why

Year 6 – WW2 Art

Key vocabulary		Suggested trips or workshops
<u>Perspective</u> <u>Henry Moore</u> <u>Abstract</u> Alberto Giacometti <u>Sculpture</u>		
Prior knowledge and skills <ul style="list-style-type: none"> • Holding a pencil for different purposes • Different pencils have different purposes • Using different pressures to give light and dark tones • Using inspiration from the studied artist • Shading, cross-hatching, stippling, creating different textures • Identifying light and dark tones 		
Key questions <ol style="list-style-type: none"> 1. How can you create an effective still life composition? 2. What are the key similarities and differences between Henry Moore and Alberto Giacometti's work? 3. What advice would you give someone when working with wire and Modroc? 4. How is your sculpture influenced by the work of Moore and Giacometti? 		
1	Learning objective	I can use shading techniques to make sketching 3D
	Knowledge	<ul style="list-style-type: none"> - The light sources within a picture will inform areas of light and dark including shadows - The structure and shapes of objects will inform areas of light and dark
	Skills	<ul style="list-style-type: none"> - Revision of Year 5 skills e.g. shading, cross-hatching, stippling etc. - Choosing appropriate pencils (from Year 3)
	Suggested activities	<ul style="list-style-type: none"> - Children draw different 3D shapes using shading to add depth and shadows.
2	Learning objective	I can apply shading techniques when sketching 3D objects
	Knowledge	<ul style="list-style-type: none"> - The light sources within a picture will inform areas of light and dark including shadows - The structure and shapes of objects will inform areas of light and dark
	Skills	<ul style="list-style-type: none"> - Spotting light and dark areas on an object to inform shading - Identifying different shapes to inform drawing
	Suggested activities	<ul style="list-style-type: none"> - Children draw a 3D object (e.g. metal watering can) focusing on shapes and shadows
3	Learning objective	I can create my own still life composition
	Knowledge	<ul style="list-style-type: none"> - A still life composition can be created by arranging different objects
	Skills	<ul style="list-style-type: none"> - Considering the positioning of objects including those in the foreground/background, light sources and subsequent light and dark areas - Positioning of objects to create an effective composition - Observational drawing - Identifying light and dark areas
	Suggested activities	<ul style="list-style-type: none"> - Children bring in a range of WW2 artefacts and resources to arrange into a composition in groups (approximately 4 compositions within the class)
4	Learning objective	I can explore the work of Henry Moore
	Knowledge	<ul style="list-style-type: none"> - Henry Moore was a WW2 sculptor and artist - His work depicts life during WW2 - His sculptures are very abstract (including limited details and holes)

	Skills	- Using chalk pastels and charcoal to experiment with recreating the style of Henry Moore - Applying knowledge of perspective from Year 4
	Suggested activities	- Children create an information page including emotions linked to different pictures, some facts about Henry Moore and small sketches of sections of his work - Recreate 'Tube Shelter'
5	Learning objective	I can compare and contrast different artists
	Knowledge	- Alberto Giacometti was also a WW2 sculptor - Both sculptors lack detail in their work and create simplistic, abstract figures
	Skills	- Comparing and contrasting the work of different artists
	Suggested activities	- Children create a venn diagram to compare the artists and their work using fact cards
6	Learning objective	I can design a sculpture influenced by Moore and Giacometti
	Knowledge	- The work of Henry Moore and Alberto Giacometti had deeper meanings
	Skills	- Considering the themes or messages to convey through sculpture
	Suggested activities	- Children create four potential designs including the meanings or titles behind each and choose one to create in next lesson (must include thin limbs and hollow element)
7	Learning objective	I can make a sculpture influenced by Moore and Giacometti
	Knowledge	- A wide base is needed to support the sculpture
	Skills	- Manipulating wire to create the overall shapes required - Creating a sculpture from a length of wire - Adding Modroc to wire to create sculpture - Smoothing Modroc to create a high-quality finished product - Painting the sculpture in metallic colours (the style of Henry Moore)
	Suggested activities	- Children given length of wire to create overall shape of sculpture, oasis as the base, then provided with mod roc to cover the wire. They then paint the sculpture in metallic colours in the style of Henry Moore (could be done as the start of the next lesson).
8	Learning objective	I can evaluate my artwork
	Knowledge	-
	Skills	- Critically reflect upon sculpture
	Suggested activities	- Children evaluate sculptures in comparison with Henry Moore and Alberto Giacometti's work

Year 6 – Batik Painting

Key vocabulary		Suggested trips or workshops
Batik Indian ink Outline Motif Traditional Kraft paper	Wrap stitch Masking tape Cultural Wax Symbols Designs	
Prior knowledge and skills		
<ul style="list-style-type: none"> • Using oil pastels • Cross-curricular links with English Macbeth topic • Sewing in Year 4 and 5 		
Key questions		

1. What are the features of batik paintings? 2. How does the method you used compare to traditional batik painting? 3. How did your artwork change when you added the Indian ink? 4. What advice would you give someone creating their own batik painting?		
1	Learning objective	I can analyse and investigate batik painting.
	Knowledge	<ul style="list-style-type: none"> - Nature, symbols and patterns often used - Bright colours in contrast with the black/white outlines - One main decorative motif
	Skills	<ul style="list-style-type: none"> - Comparing and contrasting different pictures - Cultural understanding of when and where batik is painting is often used - Linking emotions and senses
	Suggested activities	Children stick in different examples of batik artwork to analyse, annotate and compare.
2	Learning objective	I can design my own batik artwork
	Knowledge	<ul style="list-style-type: none"> - Batik is an artform using wax and paint on cloth - Crayon batik is a way of recreating the batik style within the classroom - Cross-curricular links to Macbeth story, when the witches throw ingredients into a cauldron
	Skills	<ul style="list-style-type: none"> - Organising ideas to create an effective design
	Suggested activities	Choose an animal or plant to be the focal point of their artwork and design the background including colours (children should create multiple designs to choose from).
3	Learning objective	I can draw and colour my batik design.
	Knowledge	<ul style="list-style-type: none"> - The effect of batik can be recreated using wax crayons and Indian ink - White crayons can be used for the outlines (like the wax would in traditional batik artwork)
	Skills	<ul style="list-style-type: none"> - Transferring designs onto kraft paper - Blending colours using wax crayons - Using crayons to produce bold, block colour with only the white between blocks
	Suggested activities	<ul style="list-style-type: none"> - Children draw their chosen design on kraft paper and use wax crayons to colour in the design, using white for all outlines.
4	Learning objective	I can progress my artwork using Indian ink.
	Knowledge	<ul style="list-style-type: none"> - Understanding of why they scrunch up their art and run it under water - Understanding of the role Indian ink plays in giving it an authentic Indian ink
	Skills	<ul style="list-style-type: none"> - Scrunching up art work and running it under water - Applying Indian ink to the back of paintings (ensuring sufficient coverage)
	Suggested activities	<ul style="list-style-type: none"> - Children scrunch up picture, run under water and cover the back completely with Indian ink
5	Learning objective	I can use sewing to add extra detail
	Knowledge	<ul style="list-style-type: none"> - Wrap stitch
	Skills	<ul style="list-style-type: none"> - Wrap stitch - Threading a needle - Applying masking tape in a straight line to the back edges of the artwork - Evenly distributed holes created using a needle and ruler
	Suggested activities	<ul style="list-style-type: none"> - Children apply masking tape to the edges of the back of their artwork - They use a needle to pierce holes at equal distances along the edges - Using thick thread or wool, children sew using wrap stitch around the outside of their picture, adding beads and feathers as an extra challenge if desired
6	Learning objective	I can evaluate my artwork
	Knowledge	-

Skills	- Critically reflect upon batik painting
Suggested activities	- Children evaluate painting using 4 key questions as prompts

Year 6 – Lowry

Key vocabulary		Suggested trips or workshops
<u>Lowry</u> <u>Industrial</u> <u>Urban</u> <u>Building</u> <u>Landscape</u> Foreground Background	Vanishing point	
Prior knowledge and skills <ul style="list-style-type: none"> Using watercolours including mixing colours and different techniques Drawing buildings Perspective 		
Key questions <ol style="list-style-type: none"> How can you make the drawing of a building 3D? What are the key features of Lowry's artwork? How can you use a single vanishing point to make a street scene look more realistic? How is your painting influenced by the work of Lowry? 		
1	Learning objective	I can compare and contrast the work of Lowry
	Knowledge	<ul style="list-style-type: none"> Lowry painted street scenes depicting everyday urban life He used muted colours, limited details and moving figures
	Skills	<ul style="list-style-type: none"> Comparing and contrasting different painting
	Suggested activities	<ul style="list-style-type: none"> Children choose two pictures and answer questions to compare them
2	Learning objective	I can draw buildings in the style of Lowry
	Knowledge	<ul style="list-style-type: none"> Lowry used urban style buildings with lots of windows and often terraced houses
	Skills	<ul style="list-style-type: none"> Draw the overall shapes and then add details
	Suggested activities	<ul style="list-style-type: none"> Children draw terraced houses in the style of Lowry, adding more details to each one in the row
3	Learning objective	I can draw 3D building to create an industrial landscape
	Knowledge	<ul style="list-style-type: none"> Lowry's artwork featured mainly urban and industrial landscapes Perspective is used to make buildings look 3D
	Skills	<ul style="list-style-type: none"> Following tutorial to draw buildings in 3D from an industrial landscape (including factories, chimneys etc.) Grouping objects to create a landscape
	Suggested activities	<ul style="list-style-type: none"> Children draw industrial scene including different 3D buildings following a tutorial and then adding their own ideas
4	Learning objective	I can draw a picture with a vanishing point
	Knowledge	<ul style="list-style-type: none"> A vanishing point can be used to add perspective to a street scene Revise knowledge of the use of a vanishing point from Year 4

		<ul style="list-style-type: none"> - Shapes get smaller as they follow the perspective lines - Perspective is about changes to the size of shapes according to where in the picture they appear
	Skills	<ul style="list-style-type: none"> - Using a vanishing point - Using a ruler to help with drawing in perspective - Identifying the vanishing point in a picture
	Suggested activities	<ul style="list-style-type: none"> - Children create street scene using a single vanishing point
5	Learning objective	I can draw people in different poses in the style of Lowry
	Knowledge	<ul style="list-style-type: none"> - Lowry does not include details of people's faces in his artwork - He includes many people to create busy urban scenes - People are often all doing different activities in his work - Proportion is about the size and shape of objects in relation to other elements of the picture
	Skills	<ul style="list-style-type: none"> - Using proportion to create realistically sized figures - Show different activities people are doing by adjusting position of limbs
	Suggested activities	<ul style="list-style-type: none"> - Children experiment with a partner, drawing different positions, using proportion in the style of Lowry
6	Learning objective	I can design my own street scene in the style of Lowry
	Knowledge	<ul style="list-style-type: none"> - Use knowledge of different elements from previous lessons including people, buildings and landscapes
	Skills	<ul style="list-style-type: none"> - Drawing overall shapes once vanishing point is chosen - Adding details and figures once overall shapes have been drawn
	Suggested activities	<ul style="list-style-type: none"> - Children roughly draw the outlines and figures for their finished piece
7	Learning objective	I can create my own street scene in the style of Lowry
	Knowledge	<ul style="list-style-type: none"> - Knowledge from previous lessons
	Skills	<ul style="list-style-type: none"> - Drawing out rough shapes very lightly on water colour paper following plan - Using inspiration from Lowry to support drawing
	Suggested activities	<ul style="list-style-type: none"> - Children use pencil to draw light outline using pencil from plan on watercolour paper
8	Learning objective	I can add watercolours to my street scene in the style of Lowry
	Knowledge	<ul style="list-style-type: none"> - Lowry used muted colours - Prior knowledge from Year 3 and 4 about mixing colours and effective use of watercolours
	Skills	<ul style="list-style-type: none"> - Use watercolours to imitate Lowry's colour palette
	Suggested activities	<ul style="list-style-type: none"> - Children add watercolours to their Lowry picture
9	Learning objective	I can evaluate my artwork
	Knowledge	-
	Skills	<ul style="list-style-type: none"> - Critically reflect upon watercolour picture
	Suggested activities	<ul style="list-style-type: none"> - Children evaluate watercolour picture in comparison with Lowry's work using 4 key questions as prompts