

### National Curriculum:

**Pupils should be taught to:**  
Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

**Pupils should be taught:**

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

<b>Prior Learning</b> • What children have learned previously	<b>Current Learning</b> • What children will learn now and build on previous knowledge	<b>Future Learning</b> • What children will learn building on what they are learning now
In Year 4, children have: <ul style="list-style-type: none"> <li>Added black or white to adjust the tone and sort the paints into a tonal scale from lightest to darkest.</li> <li>Applied paint using a variety of methods and become familiar with artist techniques such as 'masking an area' (e.g. using masking tape to prevent paint getting to an area or covering an area with a stencil).</li> <li>Shown thoughtfulness about the use of an appropriate brushstroke and used a range of different directions (vertical, horizontal), shapes (circular, straight lines) and patterns (dot/stippling).</li> <li>Used watercolours and acrylic paints for most projects.</li> </ul>	In Year 5, children will be required to: <ul style="list-style-type: none"> <li><b>Can mix and use different tones for effect e/g applying more black for a stormy sky.</b></li> <li><b>Become more confident at using artistic techniques with watercolours, such as applying a 'wash' for a background and less water for vivid colours. Appropriately use different techniques for impact, such as a splatter of paint from a paintbrush to represent sea-spray.</b></li> <li><b>Use brushstrokes which are thoughtful and match the genre and style of painting, such as small lines to show the fur on an animal. Experiment with their own style of brushstrokes, such as using dots, crosses, lines, waves, ticks etc.</b></li> <li><b>Use watercolour and acrylic paints and may start to experiment with drawing inks.</b></li> </ul>	In Year 6, children will: <ul style="list-style-type: none"> <li>Mix and use different tones for effect and can layer colours to create an impression.</li> <li>When using watercolours can blot out colour for effect and allow colours to run to add impact.</li> <li>Use brushstrokes which are varied and show precision. Can apply different techniques such as using a 'wax resist' (colouring details in a wax crayon so the paint runs off it).</li> <li>Use watercolour and acrylic paints and drawing inks.</li> </ul>

### Threshold Concepts:

<b>Knowledge</b> 	<b>Explore</b> 	<b>Technique</b> 	<b>Create</b> 	<b>Produce</b> 	<b>Evaluate &amp; Analyse</b> 
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### Subject Specific Pedagogy:


Within a sequence of learning, objectives are always included for building **knowledge of** different aspects of art as well as developing children's **understanding of** particular concepts.

There is a 6 phase approach:

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    A[Research Art Appreciation] --> B[Key skills/techniques]
    B --> C[Imitation]
    C --> D[Inspiration]
    D --> E[Creativity]
    E --> F[Evaluate]
    
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<b>Unit focus:</b>	PAINTING				
<b>Key Vocabulary:</b>	Knowledge Explore Technique/Skills Create Produce Evaluate Analyse	Line Shape Colour Pattern Tone Shade Light	South America Mexico Mexico City Surrealists Surrealism Frida Kahlo Salvador Dali	Pencils Paint	
<b>Number of weeks:</b>	<b>5 weeks 3 days</b>		<b>Number of sessions:</b>	<b>11 x 2 hour sessions (22 hours study time)</b>	
<b>Key Learning:</b>	Knowledge <ul style="list-style-type: none"> <li>know about the artist Frida Kahlo and the cultural background of the artist.</li> <li>Know geographical information about the continent of Australia.</li> </ul>		Create <ul style="list-style-type: none"> <li>Experiment and apply key skills outlined in the painting progression.</li> <li>Replicate skills used in the iconic piece of art.</li> <li>Jot down ideas inspired by music.</li> <li>Create draft versions of their own art work.</li> </ul>		
	Explore <ul style="list-style-type: none"> <li>The background of the key artist Frida Kahlo.</li> </ul>		Produce <ul style="list-style-type: none"> <li>An imitation of self portrait of Frida.</li> </ul>		

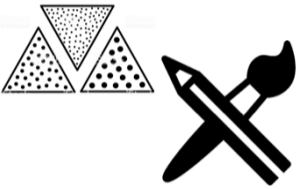
	<ul style="list-style-type: none"> <li>• Explore sketching techniques.</li> <li>• Explore new ideas for their own piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>• A unique, personalised piece of art inspired by The Two Frida's/ Surrealism/ Self-portraits.</li> </ul>
	<p>Technique</p> <ul style="list-style-type: none"> <li>• Can mix and use different tones for effect e/g applying more black for a stormy sky.</li> <li>• Are becoming more confident at using artistic techniques with watercolours, such as applying a 'wash' for a background and less water for vivid colours. Can appropriately use different techniques for impact, such as a splatter of paint from a paintbrush to represent sea-spray.</li> <li>• Brushstrokes are thoughtful and match the genre and style of painting, such as small lines to show the fur on an animal. Can experiment with their own style of brushstrokes, such as using dots, crosses, lines, waves, ticks etc.</li> <li>• Uses watercolour and acrylic paints and may start to experiment with drawing inks.</li> </ul>	<p>Evaluate &amp; Analyse</p> <ul style="list-style-type: none"> <li>• Pieces of Frida Kahlo's work and compare to similar artists.</li> <li>• Self and peer evaluate</li> </ul>
<b>Key Artist</b>	<b>Frida Kahlo</b>	
<b>Key Piece of Art</b>	 <p>The Two Fridas</p>	
<b>Focus Media</b>	<b>Painting</b>	
<b>Key Music/Musician</b>	<b>Traditional Mexican music –Marichi band inspired.</b>	
<b>Key Text:</b>	<b>Greta and the Giants/ Mariana and the Merchild</b>	
<b>Cross Curricular:</b>	<b>Geography /History</b>	

Threshold Concepts



Session 1	<p><b>Key Question:</b></p> <p><b>Can I locate South America and describe its geographical features?</b></p> <p><b>Key Learning</b> Children will be able to:</p> <ul style="list-style-type: none"> <li>• Locate the continent of South America.</li> <li>• Name country of Mexico along with others in South America.</li> <li>• Distinguish between Mexico being part of North America but follows a more South American culture.</li> <li>• Name the capital city Mexico City.</li> <li>• Know the type of climate of South America.</li> </ul>	<p><b>Teaching:</b></p> <p>- Use google maps and atlases to locate South America/North America and from there Mexico and the capital city of Mexico City.</p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Use maps to locate and identify the continents and focus in on South America.</li> <li>• Find and name key countries within South America with a focus on Mexico.</li> <li>• Name and label the capital city of Mexico- Mexico City.</li> <li>• Discuss the landscape and climate of South America.</li> <li>• Create a detailed fact file.</li> <li>• Create a quiz – answers provided and then children generate the answers.</li> </ul>
Session 2	<p><b>Key Question:</b></p> <p><b>Can I investigate the life of the artist Frida Kahlo?</b></p> <p><b>Key Learning:</b> Children will be able to:</p> <ul style="list-style-type: none"> <li>• Name the key artist Frida Kahlo.</li> <li>• Retell key facts about the artist.</li> <li>• Deduct clues about the artist from pieces of their work.</li> </ul>	<p><b>Teaching:</b></p> <p>- Investigate the artist Frida Kahlo and the piece created, 'The Two Fridas'.</p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Who is the key artist?</li> <li>• Where was the artist born? Where did the artist live during their life? Are these two places different?</li> <li>• When was the artist born?</li> <li>• What was happening in the country during their life?</li> <li>• Create a biography (Literacy Link)</li> <li>• PSHE Link- Frida was known for expressing her emotions and painful experiences through her art. Compare the two different Frida's, how are they similar, how are they different?</li> </ul> <p><i>Frida Kahlo was a Mexican painter, who was inspired by nature and was known for her portraits and self-portraits.</i> DO IN LITERACY</p>
Session 3	<p><b>Key Question:</b></p> <p><b>Can I compare Frida Kahlo's art to other surrealists?</b></p> <p><b>Key Learning:</b> Children will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss likes and dislikes about Frida Kahlo's art.</li> <li>• Compare Frida Kahlo's different pieces of art.</li> <li>• Compare to similar artists.</li> </ul>	<p><b>Teaching:</b></p> <p>- Compare Kahlo's art to other artists of that time and find differences and similarities between her own work.</p> <p><b>Activities</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• How does the artist use colour?</li> <li>• Did the artist use a brush or a sponge or both?</li> <li>• How would you describe Frida Kahlo just by looking at her self-portrait?</li> <li>• Look at different pieces or art- discuss likes and dislikes.</li> <li>• Complete compare and contrast activities- See support document (OneDrive) Frida Kahlo/ Salvador Dali/ Picasso.</li> </ul>
Session 4	<p><b>Key Question:</b></p> <p><b>Can I explore surrealism?</b></p> <p><b>Key Learning:</b> Children will be able to:</p> <ul style="list-style-type: none"> <li>• Name the genre of art – surrealism</li> <li>• Give details about surrealism.</li> </ul>	<p><b>Teaching:</b></p> <p>- Explore surrealism origin, inspiration and techniques. <a href="https://www.tate.org.uk/kids/explore/what-is/surrealism">https://www.tate.org.uk/kids/explore/what-is/surrealism</a></p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Explore the focus genre of art.</li> <li>• Investigate the history of the genre- when did it originate? How has it evolved and changed over time?</li> <li>• Allow children to research key aspects of surrealism including, history, artists and their work.</li> <li>• Create a timeline of events, artists and images/art. (Powerpoint/Keynote)</li> </ul>

Threshold Concepts



Session 5

**Key Question:**

**Can I explore basic sketching techniques?**

**Key Learning:**

Children will be able to:

- Experimenting with different lines used in connection to shading. *E.g. Hatching, cross hatching, stippling, scumbling.*
- Understanding and experimenting with linear perspective. *This is where two lines meet on a point on the horizon which is known as the vanishing point. E.g. trees in the foreground larger than those in the background – therefore the lines may be thinner and softer in the background than the foreground.*

**Teaching:**

- Complete the basic sketching skills, begin with year 4 and move into year 5 throughout the session. This will serve as a recap and baseline to further support pupil where needed.

**Activities**

Children will:

- Basic skills exploration that will then be applied in the next phases of the sequence. (1 hour)
- Explore key features of line, tone, shape, pattern and colour.
- Complete this lesson with a mini evaluation, children need to say what has gone well and which skills they need more support with. This will inform session 2 of phase 2.

Session 6

**Key Question:**

**Can I explore techniques used in surrealism?**

**Key Learning:**

Children will be able to:

- Lots of attention to detail, attempts to show proportion and attempting to use overlapping perspective.
- Attempt to create their own irregular 3D shapes, this may be by shading. E.g. a nose which is not a triangle.
- Size and space of shapes carefully considered.

**Teaching:**

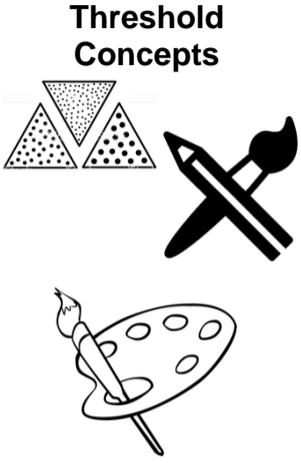
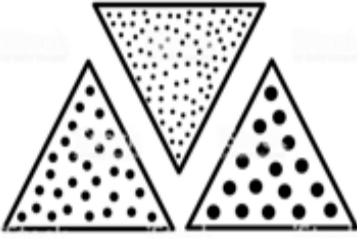
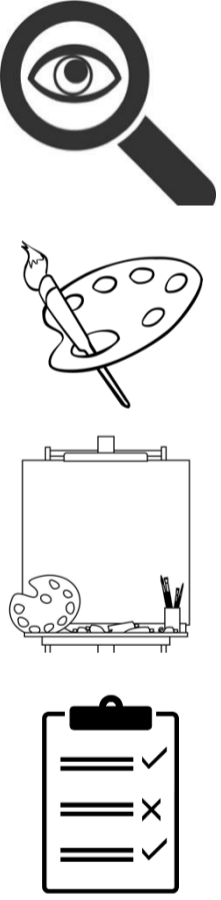
- To experiment sketching the key facial aspects such as lips, eyes, eyebrows and nose.
- To understand facial proportions.





**Activities**

- Space: To understand the rules of facial proportions to create a portrait.
- Focused skills progression linked to the specific genre of art and the appropriate skills progression.
- By the end of this session the children will have created a sketch of Frida with facial features ready for colour in session 7.





Phase 3- Imitation	<p><b>Threshold Concepts</b></p> 	<p><b>Session 7</b></p> <p><b>Key Question:</b>  <b>Can I apply my new skills and imitate Frida Kahlo's art?</b></p> <p><b>Key Learning:</b>  Children will be able to:</p> <ul style="list-style-type: none"> <li>• Can mix and use different tones for effect e/g applying more black for a stormy sky.</li> <li>• Is becoming more confident at using artistic techniques with watercolours, such as applying a 'wash' for a background and less water for vivid colours. Can appropriately use different techniques for impact, such as a splatter of paint from a paintbrush to represent sea-spray.</li> <li>• Brushstrokes are thoughtful and match the genre and style of painting, such as small lines to show the fur on an animal. Can experiment with their own style of brushstrokes, such as using dots, crosses, lines, waves, ticks etc.</li> <li>• Uses watercolour and acrylic paints and may start to experiment with drawing inks.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• To create a portrait in the likeness of Frida Kahlo.</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Mixing tertiary colours to create different shades and how layer colour impacts shades.</li> <li>• Colour: To layer colours when painting.</li> <li>• To create a Frida Kahlo portrait with acrylic paints. (Mixed media - acrylic painting and collage)</li> <li>• Extension: Use tissue paper flowers.</li> </ul>  <p>Develop painting skills. Using a brush in different ways.</p>
Phase 4- Inspiration	<p><b>Threshold Concepts</b></p> 	<p><b>Session 8</b></p> <p><b>Key Question:</b>  <b>Can I be inspired to create my own piece of art?</b></p> <p><b>Key Learning:</b>  Children will be able to:</p> <ul style="list-style-type: none"> <li>• Note down ideas.</li> <li>• Make rough sketches.</li> <li>• Communicate their ideas and emotions connected to the piece of music and the art they plan to create.</li> </ul>	<p><b>Teaching:</b>  Children are exposed to a stimulus, a piece of music linked to the key artist and genre and will note down ideas they will use in their own piece of art.</p> <p><a href="https://www.youtube.com/watch?v=6zP1FJeZDJc">https://www.youtube.com/watch?v=6zP1FJeZDJc</a></p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Look at Mexican pinatas.</li> <li>• Introduce the music stimulus. Traditional Mexican music – Marichi band inspired.</li> <li>• Children will begin to plan their own self-portrait. Play the music and allow children to reflect the emotions they experience when listening to the music in their facial expression in their portrait.</li> <li>• Children take photos of themselves with the emotion they want to convey in their final piece.</li> </ul> <p><i>(Session 8/9 will be taught together)</i></p>
		<p><b>Session 9</b></p> <p><b>Key Question:</b>  <b>Can I draft my own piece of art?</b></p> <p><b>Key Learning:</b>  Children will be able to:</p> <ul style="list-style-type: none"> <li>• Draft work</li> <li>• Edit work based on peer and self-critique.</li> </ul>	<p><b>Teaching:</b>  Use the initial ideas generated in the stimulus lesson and create a draft inline with the criteria needed within this unit of art.</p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Provide children with small squares of paper to write down ideas, sketch aspects they could use in their draft. These could be facial features which convey emotions like a smile or frowny eyebrows.</li> <li>• Collate these ideas in a collage in the sketchbooks.</li> <li>• Sketching draft- redraft following peer critique. (Minimum of two drafts)</li> <li>• Annotate draft with key words such as colours, older children can write more detail with mini explanations.</li> </ul> <p><i>(Session 8/9 will be taught together)</i></p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Phase 5- Creativity</p>	<p><b>Threshold Concepts</b></p>   	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Session 10</p>	<p><b>Key Question:</b></p> <p><b>Can I create a piece of art using sketching skills inspired by surrealism?</b></p> <p><b>Key Learning:</b> Children will be able to:</p> <ul style="list-style-type: none"> <li>• Produce a piece of art using sketching and painting in the style of Frida Kahlo and surrealism.</li> </ul>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Children create their own self-portrait, taking into account the skills taught, the drafts created and use the focus media, pencils and acrylic painting. (tissue paper for added textures, e.g flowers in the hair)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Use drafts to create final piece.</li> <li>• Encourage children to step back, place the draft on the wall, like a piece of art, step back and reflect before continuing.</li> <li>• Complete the sketching stage of the piece.</li> <li>• Second session needed for the painting.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Phase 6- Evaluation</p>	<p><b>Threshold Concepts</b></p> 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Session 11</p>	<p><b>Key Question:</b></p> <p><b>Can I analyse and evaluate my art process?</b></p> <p><b>Key Learning:</b> Children will be able to: Evaluate their work saying what they like, dislike and how they would edit it to improve.</p>	<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the success of this art process with a focus on skills learnt, the genre explore and consider next steps as an artist.</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Complete final piece if necessary. (Painting)</li> <li>• Complete evaluation template- See support document (OneDrive)</li> </ul>