

Four main learning objectives:

I can research information about Daniel Mackie to find out about him as an artist.

To develop a wide range of art and design techniques in using colour, hatching and cross hatching.

To develop awareness of how this can give different effects to the final composition.

To positively evaluate their own work and the work of others whilst identifying areas for improvement using correct artistic terms.

By the end of the key stage:

- 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.

Generating ideas	Making	Evaluating	Knowledge
Discussing Daniel Mackie's work and making 3 comments	To create a wide range of tones using graded drawing pencils	Complete an artist research page on Daniel Mackie sharing 3 opinions about his work	Understanding who Daniel Mackie is and how he makes his artwork
Drawing and painting in the style of Daniel Mackie using water colour, paint and pencil.	Creating secondary and tertiary colours	'Art gallery' style plenary where the children can share their opinions on other's work	Tints and shades
Trialling designs based on Daniel Mackie	Using sketching pencils to create different marks	Share opinions on their own trial designs expressing their likes and dislikes	Secondary & tertiary colours
Choosing which material to use for a design	Using sketching pencils and graphite to draw in the style of Daniel Mackie	Completing an evaluation on their final design discussing the skills and processes they've used to complete it.	Watercolours and sketching pencils
Discuss mood and how it's presented in artwork	Experiment with watercolours and see what effects it can make		Lighter/ darker Bright/dull Blend Paint brush Pencil
Looking and analysing traditional Japanese artwork	Use black and white to create shades of colour		Colour wheel
	To paint in the style of Daniel Mackie		Traditional Japanese artwork practices
	Enlarging sections of artists work - View finder.		

Spring: Josiah Wedgwood

Four main learning objectives:

I can explore a range of different shapes of Ancient Greek Pots.
 I can explore work of a from designers, describing the differences and similarities between different practices and disciplines.
 I can use gouging and scraping techniques on a flat clay tile.
 I can understand that a sculpture can be created by the removal of material as well as adding material.

By the end of the key stage:

- 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.

Generating ideas	Making	Evaluating	Knowledge
Completing an artist research page on Josiah Wedgwood and the Ancient Greeks Examine Josiah Wedgwood's work to understand its place in the art world and work of the Ancient Greeks. Experiment with materials: clay Practising scraping and gouging for our pots. Explore shapes of pots.	To use gouging and scraping techniques on a flat clay tile. Creating a pot by the removal of material as well as adding material. Using slip to stick pieces of material on sculpture	Art gallery' style plenary where the children can share their opinions on other's work Share opinions on their own trial designs expressing their likes and dislikes Completing an evaluation on their final design discussing the skills and processes they've used to complete it. Changing ideas and on-going evaluating to improve own and others' work	To understand that a sculpture can be created by the removal of material as well as adding material. To understand that pots have different shapes and sizes and have different uses. To understand that the Ancient Greeks designed their pots using figures and geometric shapes.

Summer: Emma Biggs

Four main learning objectives:

I can explore and develop different border patterns to use for a large printed mosaic.
I can transfer my design onto card using tiles cut to the correct size and shape.
I can apply the correct space between each tile to represent the mortar of a Roman mosaic.
I can use a geometric repetitive pattern for my boarder.

By the end of the key stage:

- 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.

Generating ideas	Making	Evaluating	Knowledge
Completing an artist research page on Emma Biggs and the Romans	Sketching Creating patterns	Art gallery' style plenary where the children can share their opinions on other's work	To understand that the Romans created mosaics using small stones
Examine Emma Bigg's work to understand its place in the art world	Creating borders Creating motifs	Share opinions on their own trial designs expressing their likes and dislikes	Romans created mosaics with borders and motifs
Experiment with materials: stones, paper	Small spaces between stones/paper	Completing an evaluation on their final design discussing the skills and processes they've used to complete it.	Geometric shapes Colour palette Patterns
Practising borders and drawing of animals for our mosaics.		Changing ideas and on-going evaluating to improve own and others' work	
Explore motifs used by the Romans in mosaics			