

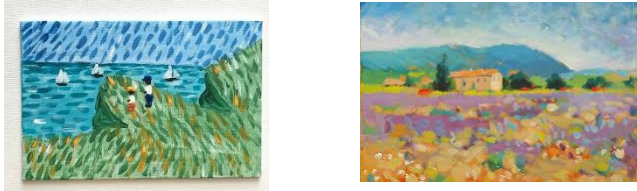










St Peter's CE (VA) Primary School

KS2 Art Medium Term Plans


Art Projects





Landscape Year A			
Year	Autumn	Spring	Summer
Drawing	2D	3D	
Key Questions What do you think about this painting? Pupils write down their thoughts in sketchbooks. What do you notice about this painting? Why does the artist paint/draw in this way? How could you make this more like the work of William Turner? How could you improve this? Pupils record thoughts in a sketchbook. N.B Answers become more in depth, thoughtful and using more artistic language as pupils progress through KS2. Thoughts to be written in sketchbooks.	What do you think about this painting? Pupils write down their thoughts in sketchbooks. What are the similarities and differences between these paintings? What do you notice about this painting? How could you make this more like the work of Natalie Stopka? How could you improve this? Pupils record thoughts in a sketchbook.	What do you notice about this painting? How could you make this more like the work of.....? How could you improve this? Pupils record thoughts in a sketchbook. What works well? Why?	
3/4	Landscape Drawing <ul style="list-style-type: none"> - Children take landscape photos - <i>Each art book page with short date underlined</i> - Discuss work of several artists and discuss them but will focus on Claude Monet using art vocabulary- use of shadows, light, tone, texture, style and material using this artistic terminology. - etc. Stick in picture of his work into sketchbook and pupils write a description of it based on the discussion using art terms. - Mark making lesson to explore marks with pencils (HB-2B) and fine liners to add tone to work. - Apply mark making techniques to full landscape pencil drawing- focus on tone (light/shadows) and detail. - Discuss landscape drawing and look at scale, shape and proportion. Is everything in the correct place? Is it the correct size? 	Marbling <ul style="list-style-type: none"> - Look at the work of Natalie Stopka and a range of other artists. - Discuss using art terminology (see drawing unit) - Begin to draw simple landscapes in pencil lightly and add texture. - Make a colour wheel and explore mixing colour. - Use water colour paints to begin to add washes of colour, mixing colours together using colour wheel for guidance, using different tones of the same colour and different size brushes for a purpose. - Apply water colour paint to landscapes in the style of Natalie Stopka- washes of abstract bright colours matching colours she uses and her style. 	Folding Landscape <ul style="list-style-type: none"> - Use landscape pictures found online and find simple landscape drawings to copy. - Begin to design simple landscape outline drawings in sketchbooks. - Fold the A2 strip of card 3times like a fan. - Pupils paint their landscape onto the fan like the picture below starting with a fence, then fields with trees, followed by brown hills and hen the sky. - Cut out like the picture below to make your folding landscape. Final Piece- Folding Landscape




	<ul style="list-style-type: none"> - Redo landscape drawing improving scale shape and proportion <p>Final Piece- Copy William Turner landscape by drawing lightly then using chalk pastels to copy his style as a final piece.</p> 	<p>Final Piece- Use marbling to create different coloured marbled paper on different kinds of paper. Use this paper in a landscape collage.</p> 	
4/5	<p>Landscape Drawing</p> <ul style="list-style-type: none"> - Children take landscape photos - <i>Each art book page with short date underlined</i> - Discuss work of William Turner and a range of other artists using art vocabulary- use of shadows, light, tone, texture, style and material using this artistic terminology- focus particular attention on the use of light and shadows in the paintings and how important this is. - Stick in picture of his work into sketchbook and pupils write a description of it based on the discussion using art terms. - Use of mark making lesson to interpret textures in landscape and rubbers to create highlights. - Apply these texture and tone techniques and highlights with rubbers to full landscape pencil drawing. - Discuss landscape drawing and look at scale, shape and proportion. Is everything in the correct place? Is it the correct size? <p>Final Piece- Copy landscape from one of the landscape photographs by drawing a detailed preparatory sketch with correct shape, scale and proportion.</p>	<p>Chinese landscape art- Ink and Pen</p> <ul style="list-style-type: none"> - Look at Chinese ink landscapes - Discuss a range of art using art terminology (see drawing unit) and make comparisons. - Begin to draw simple Chinese landscapes in pencil lightly and add texture, tone, shadow etc building on autumn term. Capture correct shape and scale. - Use poster paints to begin to add black and grey tones of colour in the style of Chinese ink landscapes. - Begin to explore ink by adding some to landscapes by scraping, dripping and allowing it to run. Explore creating texture and tone with ink. <p>Final Piece- Use ink to create a Chinese style landscape picture.</p> 	<p>Hand Forest</p> <ul style="list-style-type: none"> - Look at the work of Mario Irarrázabal and the work of several other sculptors. - Discuss his work- what size are they? Why are they this scale? Discuss using artistic language. - Use a sketchbook to inform, plan and develop ideas based on his work. Do a series of practise hand sketches to develop sculpture designs. - Sketch forest hand ideas in different backgrounds and settings. - Explore using different colours for the hand sculptures by researching the colours of forests. - Plan where the hand forest should be placed for impact on the spectator. <p>Final Piece- Make a class hand forest (each pupil makes their own hand)</p> 

	<p>Add colour in the style of Claude Monet using oil pastels. Make choices how to apply them to capture the tone, texture, light and shadow,</p> 		
5/6	<p>Landscape Drawing</p> <p>Children take landscape photos</p> <ul style="list-style-type: none"> - <u>Each art book page with short date underlined</u> - Discuss work of Peter Prendergast and the work of several other artists using art vocabulary- use of shadows, light, tone, texture, style and material using this artistic terminology- focus particular attention on the perspective. Mention one-point perspective. Look at what happens to colour as objects get further away. - Stick in picture of his work into sketchbook and pupils write a description of it based on the discussion using art terms, perspective and change of colour as is nears the horizon line. - Once point perspective lesson- pupils draw a simple landscape with one-point perspective in it. Add light, shadow and texture (based on skills from year 3/4/5)- change tone correctly as objects near the horizon by lightening with a rubber to merge into the horizon. - Copy landscape from one of the landscape photographs by drawing a detailed preparatory sketch with correct shape, scale, proportion, and perspective. <p>Final Piece- Add colour in the style of Peter Prendergast using thick paint (poster/acrylic) using brushes and glue spatulas to create the painterly affect- using different shades of the same colour, mixing colours and changing colours</p>	<p>Silk Painting</p> <p>https://www.stephaniegay.co.uk/</p> <ul style="list-style-type: none"> - Look at the work of Stephanie Gay and the work of several other artists. - Discuss (see autumn term) Perspective, colour, add terminology- quality of tone, mood and hue. - Begin to explore landscape by drawing simple landscapes using drawing skills from autumn term. - Apply paint to the landscape drawings using water colour washes in the style of Stephanie Gay- bright, bold and some unrealistic colours. Begin to experiment with qualities of tone, shades, hue and mood using colour. - Be selective with the colour used for a specific purpose- pupils justify their choices. - Use colour to express the mood of the landscapes - Use different brushes for a specific purpose. <p>Final piece- Silk Painting landscape in the style of Stephanie Gay</p> 	<p>Clay Relief Landscapes</p> <ul style="list-style-type: none"> - Discuss the work of Desmond McLean- and other Surrealist landscape artists painting on concrete to add texture- Discuss work  <ul style="list-style-type: none"> - Begin to design simple landscapes focusing on skills learnt in autumn and spring- perspective. - Do a final landscape design to translate onto a clay tile. - Demonstrate using clay tools to cut clay out, create texture, stick clay together using slip and scoring, tools to cut into clay to create a multi-layered landscape. <p>Final Piece- Clay Landscape painted using acrylic/poster paint- gloss with PVA glue once dry.</p>  






	accurately as they get nearer to the horizon to create depth.		
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Humans Year B			
Year	Autumn	Spring	Summer
	Drawing	2D	3D
Key Questions	<p>How can you change the facial expressions? How can you improve this? Pupil makes notes in sketch book. How has the artists done this? What do you think about this painting? Explain in sketchbook What are the similarities and differences between the two paintings/drawings?</p> <p>N.B Answers become more in depth, thoughtful and using more artistic language as pupils progress through KS2. Thoughts to be written in sketchbooks.</p>	<p>What is the mood of this drawing? Why has the artist chosen to use this style? What are the similarities and differences between.....and? What is your opinion about.....? How could this be improved? What would you do differently if you drew this again? How could you make your work look more like the style the artists has used? (Pupils record thoughts and opinions in sketchbooks)</p>	<p>What do you think of this sculpture? What can you tell me about it? What do you like about it? Explain Would you choose to do sculpture in this style? Why? How could this be improved? What could you add that would make it better? Is there a way of improving this?</p>
3/4	<p>Drawing- Self-portraits Picasso</p> <p>Discuss the work of Picasso and several other portrait artists =. Discuss use of shadows, light, tone, texture, style and material using this artistic terminology. Stick in a Picasso portrait picture and use art terms to write about it following the discussion.</p> <ul style="list-style-type: none"> - Practise drawing facial features adding tone, detail, shadow, different marks and highlights using a range of pencils 2B to HB. - Learn about the proportions of the human head- Where do the eyes, nose, mouth and ears go? - Teach- Proportions of the human head - Explore colour wheel to mix colours - Pupils use mirrors to draw self-portraits and pay particular details adding colour using paint or oil pastels and mixing colours together <p>Final Piece- Pupils then use the work of Picasso to produce a final cubist self-portrait.</p> 	<p>Develop charcoal portraits</p> <ul style="list-style-type: none"> - Discuss the work of Alison Lambert and several other artists. - What do pupils notice? Tone, texture, style, light, shadows, materials, colour and mood. - Stick in a picture of her work and write a description using artistic terminology - Make comparisons between Alison Lambert and Pablo Picasso portrait. - Practise drawing facial features building on last term but using charcoal- Focus on eyes, nose and mouth. Pupils capture detail, tone, shadow, and highlights in the eyes by using charcoal and removing with a putty rubber. - Recap proportions of the human head and begin the final piece. 	<p>3D Clay figure sculptures</p> <ul style="list-style-type: none"> - Look at the work of Jess Miller (some nude clay figures so use discretion and choose appropriately) and other artists who work in clay. - Pupils practise drawing one of the Jess Miler portraits and attempt to capture the texture, light and shadow using pencil. - Pupils explore this using oil pastels as well. - Pupils develop ideas by drawing different figures and postures in their sketch books. <p>Final Piece- Make a clay figure- roll sausages for arms, legs, ball for head etc (simple shapes) Can be sitting, kneeling, lying, etc. Attach clay pieces using slip and scoring.</p> <ul style="list-style-type: none"> - Shape, form, mould, model and construct from observation and imagination.

		Final Piece- draw a self-portrait but in the style of Alison Lambert in charcoal.	<ul style="list-style-type: none"> - Capture the texture like the work of Jess Miller using tools and techniques. 
4/5	<p>Drawing- Self Portraits</p> <ul style="list-style-type: none"> ▪ Roy Lichtenstein - Discuss his work and make comparisons with other artists. ▪ What is a pop art portrait like? Discuss use of shadows, light, tone, texture, style and material using this artistic terminology. Stick one of his pictures into sketchbooks and write about it using artistic terminology. ▪ - Build on Y3/4- Practise drawing facial features adding tone, texture, detail and highlights with rubbers. Focus on eyes, nose and mouth ▪ - Learn about the proportions of the human head- Where do the eyes, nose, mouth, ears and eyebrows go? Do a self portrait drawing ▪ - Pupils take portrait pictures of each other to practise photography ▪ - Use portrait photos to do a self-portrait and manipulate then turning them on a computer into pop art style. <p>Final Piece- Use pop art portrait picture to inspire a self portrait final piece in the style of Roy Lichtenstein.</p> 	<p>2D- Pop Art printing Andy Warhol</p> <ul style="list-style-type: none"> - Discuss the work of Andy Warhol and the work of other artists- focus on Marilyn Monroe and Michael Jackson portraits. What do pupils notice about colour, tone, shadow, highlights and detail. Pupils make comparisons between the two portraits and identify similarities and differences in their sketchbooks. - Explore the work of Andy Warhol and learn about printing techniques. - Build up a series of portrait drawings in a pop art style using colouring pencils, oil pastels and paints. - Discuss and evaluate work <p>Final Piece- Recreate a self-portrait in the style of Andy Warhol, build experience in combining prints taken from different objects to produce an end piece.</p> 	<p>Foil sculptures (modelling)</p> <ul style="list-style-type: none"> - Look at the work of Giacometti and the work of other artists, and discuss form, posture, style, proportion and material. - Use a sketchbook to inform, plan and develop ideas in the style of Giacometti. <p>Final Piece- Make sculptures using tin foil to form and shape figures confidently in the style of Giacometti.</p> <ul style="list-style-type: none"> - N.B- Pupils need to consider the properties of the material, evaluate and compare their own work to the work of other artists. 
5/6	<p>Tudor Portraits</p> <p>Self-portraits- realistic style</p> <p>Discuss the work of several portrait artists and discuss material, shadow, light, mood, shades, tone</p>	<p>2D- Portrait cubist collage</p> <p>Discuss the work of George Braque and other portrait artists</p> <p>Make comparisons between George Braque and Pablo Picasso portraits- pupils identify similarities</p>	<p>3D Wire figure sculptures</p> <p>Rachel Ducker</p> <p>British artist and other artists</p>


	<p>and hue. Stick a picture into sketchbooks and write about it using artistic terminology.</p> <ul style="list-style-type: none"> - <p>What is a self-portrait?</p> <ul style="list-style-type: none"> - Practise drawing facial features (eye, nose, mouth) adding tone, texture and detail using 4B to 2H pencils. Explore adding highlights using rubbers and adding tone and shadows in different ways. - Learn about the proportions of the human head- Where do the eyes, nose, mouth and ears go by copying a pencil portrait adding shadows through tone. - Pupils take portrait pictures of each other to practise digital photography - Practise facial expressions, happy, sad, angry. <p>Final piece- Use portrait photos to do a Tudor self portrait</p> 	<p>and differences and use a range of different art terms- tone, texture, light, shadow, hue, proportion, style, scale, material etc.- Pupils record this in their sketch books in a similarities and differences table.</p> <p>Explore cubist portraits by the use of texture in colour by adding sawdust, glue, shavings and sand on different surfaces.</p> <p>Teach how colour creates mood in paintings- Pupils start to be selective with colour for a specific purpose in mind- to add a mood to create a cubist portrait.</p> <p>Explore the different textures of paint.</p> <ul style="list-style-type: none"> • Encourage the independent selection of specific equipment for a particular purpose e.g. size of paintbrush or paper needed. • Consider artists use of colour and application of it. Use the work of artists to impact their own work. <p>Final Piece- make a cubist portrait by using collage</p> 	<ul style="list-style-type: none"> - Pupils discuss the work of Rachel Ducker and talk about the shape and form. - Pupils compare with the work of Giacometti in sketchbooks and discuss. Pupils justify which they prefer giving reasons. - Pupils explore figure drawing looking at the proportions of the human body. <p>Final Piece- _Make a wire figure sculpture</p> 
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Pattern Year C						
Year	Autumn	Drawing	Spring	2D	Summer	3D
Key Questions	What is your opinion about this? What is different about this painting compared to the other painting? What can you say about this? How could this be improved? What is successful about this?		What do you think about the work of Meghan Shimek? How do you think she made these? What materials did she use? What is your opinion about the work of Meghan Shimek? How could you improve your work?		What do you notice about the work of Clarice Cliff? What is your opinion about.....? What material do you think these are made from?	

<p>3/4</p>	<p>Drawing- Patterns from nature (realistic) Discuss the work of William Morris and other artists to make comparisons.</p> <ul style="list-style-type: none"> - <i>Each art book page with short date underlined</i> - Discuss work of William Morris using art vocabulary- pattern, use of shadows, light, tone, texture, style and material using this artistic terminology. - Stick in picture of his work into sketchbook and pupils write a description of it based on the discussion using art terms. - Mark making lesson to explore marks with pencils (HB-2B) and fine liners to add tone to work on a range of surfaces. - Apply mark making techniques to explore shading flowers and leaves from observation inspired by William Morris. Add shading and tone. <p>Final Piece- William Morris style pattern prints on polythene tiles</p> 	<p>2D Weaving patterns (focus on repeating colours)</p> <p>Discuss the work of Meghan Shimek (American) and other artists.</p>  <ul style="list-style-type: none"> -Discuss the work of Meghan Shimek using artistic terminology and write about her work in sketchbooks. -Stick a picture of one of Meghan Shimek's weaving pieces into sketchbook and copy it in pencil, add colour. <p>Re-create it on paper using pieces of chopped up wool to make a collage in the style of Shimek. (this could also be used as the final piece if needed)</p> <p>Final Piece- Weaving that creates a pattern using colours inspired by the work of Meghan Shimek</p>	<p>3D Paper Mache Vase</p>  <p>Make a Paper mache vase decorate it with patterns in the style of Clarice Cliff Look at the work of Clarice Cliff other ceramic artists and discuss using artistic terminology.</p> <ul style="list-style-type: none"> - Pupils make comparisons between the Work of Clarice Cliff and Pippin Drysdale in sketchbooks. - Pupils compare similarities and differences in colour, shape, style etc - Pupils begin to copy Clarice Cliff vase designs into sketchbooks using bright colours- paints and oil pastels. - Pupils begin to design their own clay pattern vase inspired by Clarice Cliff <p>Final Piece - Make a paper mache case and paint it based on the Clarice Cliff style pattern they have created in their sketchbooks.</p> 
<p>4/5</p>	<p>Drawing- Arabic Pattern Tessellation Discuss the work of Anni Albers and other artists.</p> <ul style="list-style-type: none"> - Pupils discuss the work of artist- key art vocabulary <p>Pupils discuss shape, line, colour, material, style and give their opinion. Pupils write this in their sketch books with a picture of the art discussed.</p> <ul style="list-style-type: none"> • Use a Arabic pattern template (colouring picture) to explore a range of pencils from 3B to 2H and mark making techniques to show the effect of light and dark tones in pattern. Use 	<p>2D- Pattern engraving onto metal (tin)</p> <ul style="list-style-type: none"> - Research engraved art- Pupils give their opinions about it and justify their thoughts. - Pupils identify common themes that have been engraved between different pieces and discuss what they are. - Pupils research the work of Owen Jones and compare with other artists patterns and discuss. - Pupils begin to design their own pattern based on his pattern work - Pupils start to design a simple pattern to engraved onto tin. 	<p>3D Quilling pattern art</p> <p>Explore the theme of patterns in nature (e.g peacock feathers) and look at examples of art by quilling.</p> <p>Pupils begin to draw different examples of patterns in nature.</p> <p>Draw a pattern picture to quill</p>  <p>Final piece- Quilled pattern based on natural forms</p>

	<p>rubbers to lighten, use pencil to draw tone, use tones of the same colour.</p> <ul style="list-style-type: none"> Explore art materials, such as oil pastel, chalk, charcoal on Arabic pattern template. Explore different kinds of paint and their texture using Arabic pattern templates. <p>Final Piece- Large scale whole class Arabic pattern painting both positive and negative shapes.</p> <p>Style of Anni Albers</p> 	<p>Final piece- Engrave a pattern onto tin</p> 	
5/6	<p>Drawing- Gustav Klimt Art Patterns in clothing</p> <p>Pupils discuss the work of Gustav Klimt and other artists.</p> <p>Look at the work of Gustav Klimt 'The Kiss' and discuss using art terminology- light, texture, tone, colour, light, shadow, style etc.</p> <p>Stick in a picture of Klimt's work and then write about it following the discussion using artistic terms and giving reasons for their opinion.</p> <ul style="list-style-type: none"> Pupils begin to explore patterns in their sketchbook using a range of drawing materials 4B to 2B pencils and different mark making techniques to add tone and texture through exploring pattern- Use a variety of techniques to vary the tones within patterns. Use rubbers to lighten, use pencil to draw tone, use tones of the same colour. Pupils focus on a section of the piece 'The Kiss' and recreate the pattern and colour using a range of drawing materials such as oil pastels, chalk pastels, charcoal and paint. 	<p>2D- Textiles pattern using tie dying techniques</p> <ul style="list-style-type: none"> Look at the work of Michael Phelan the Saatchi Gallery https://www.saatchigallery.com/artists/michael_phelan.htm Look at different tie dying patterns- discuss the work and comment using artistic terminology such as, tone, texture, shade, colour, style, materials etc Explore some patterns in sketchbooks by using white wax crayons, wetting paper and applying water colour paints to see different patterns. Pupils explore the colours they like, experimenting with different combination of colours.  <p>Final Piece- Pupils bring in white T-shirt and tie dye it based on the patterns in their sketch books</p> <ul style="list-style-type: none"> Photos of finished T-shirts stuck into sketchbooks 	<p>3D pattern- Make a mobile- decorate using a repeated pattern (thread buttons)</p> <ul style="list-style-type: none"> Research different wire mobile designs Pupils begin to plan the mobile design and thinking about how they will form it using wire. <p>Final Piece- Pupils need to make a mobile that thread can be attached to and repeated pattern using buttons.</p> 

	<p>Final Piece- Make improvements to Their pattern section of 'The Kiss'.</p> 	<p>https://www.youtube.com/watch?v=I7rLQJxczL0</p> 	

Animals Year D						
Year	Autumn	Drawing	Spring	2D	Summer	3D
Key Questions	Where do you think these paintings come from? What do you think about them? What are the common themes?					
3/4	<p>Drawing- Animal Cave Art and compare with other cave art</p> <ul style="list-style-type: none">Pupils look at animal cave art.Discuss using artistic language- discuss the use of shadows, light, tone, texture and style using artistic terminology. share opinions.Write this in sketchbooks under a picture of cave art.Practise the style of cave drawings in sketchbooks using a range of pencils 2B to HB, oil pastel, chalk and charcoal.Begin to explore washes of colour on different surfaces papers to create a stone effect background.Explore using tea bags to create aged effect on paper. <p>Final Piece- A3 Cave art piece aged by tea bags and town edges, water colour washes for stone effect background could also be added and pastel animals drawn over the surface.</p>		<p>2D Discuss the work of George Seurat pointillism and other artists and compare with Aboriginal animal art</p> <p>Study George Seurat pointillism - discuss using a range of artistic language and record thoughts in sketchbooks.</p> <ul style="list-style-type: none">Discuss the use of dots by George Seurat and link it to Aboriginal style art.Study Aboriginal pictures of lizards and make comparisons.Begin a study of drawing lizards and adding paint in an Aboriginal styleBegin to apply colour using dotting, scratching, splashing to imitate the work of artists.Explore pointillism to control the use of the brush and application of coloured dots to explore tone and shading.		<p>3D African style animal Masks- Modroc</p> <ul style="list-style-type: none">Pupils study different African style animal masks.Discuss using artistic terminology.Pupils begin practising drawing African animal masks. Practise drawing several different masks.Pupils draw/design their own African style animal mask- add colour <p>Final Piece- Pupils make their African animal mask using Modroc</p> <div></div>	



Final Piece- Aboriginal lizard painting on black A3 card.



4/5

Drawing- Discuss the work of Albert Durer and other artists.

Realistic animal drawing

- Pupils study the work of Albert Durer's animal drawings and paintings.
- Discuss style, detail, tone, shading, light, texture, shadows, scale, shape, proportions- record this in sketchbooks under a stone age art picture.
- Pupils begin to study how to draw an owl based on the work of the artist
- Pupils study the shape, form of features first, and use a range of pencils from 2H to 3B to add tone and texture.
- Use colouring pencils to add
 - subtle shades of the same
 - colour.
- Look at shadows and create highlight finishing touches to add detail- look at the effect of light.
- Pupils draw their own pet in the
- same style.



Final Piece- Detailed drawing of their pet or animal of their choice.

2D Embossed animal art

- Pupils explore images of embossed art and discuss. Can pupils identify any common themes between them?
- Pupils use the skills they have learnt about drawing owls and begin to transfer those skills to design simple animal picture that can be embossed.
- Focus on a range of designs using simple animal figures that can be embossed.

Final Piece- Pupils transfer an animal drawing onto a metal tile and add paint.



3D- Discuss the work of James Doran Webb Animal art and make comparisons with other artists.

Make a large animal sculpture using chicken wire and paper mache

- Study the work of James Doran Webb animal art- animal sculptures made of drift wood.
- Pupils develop drawings of the sculptures by James Doran

Final Piece- Whole class paper mache animal sculpture painted



5/6

Drawing- Discuss the work of Henri Rousseau and make comparison with other artists.

2D Henri Rousseau collage

3D Animal sculptures using recycled materials

Animal art

- Study the work of Henri Rousseau- Tiger in Tropical storm
- Discuss using artistic terminology
- Stick a picture of the painting into their sketch book and write about the painting using artistic language. shadows, light, tone, texture and style using artistic terminology.
- Give reasons for opinions justifying thoughts.
- Make comparisons between different paintings and give reasons for their views
- Pupils start a study of tiger drawings
- Tiger features, parts of the body, different positions- sitting, lying, running standing etc.

Final Piece- Tiger in tropical storm paintings- pupils can change colours etc.



Pupils discuss the work of Henri Rousseau again and now make comparisons between two of his paintings commenting on similarities and differences. Giving their opinions about which one they prefer and why. Justifying their views.

- Pupils continue their study of Henri Rousseau by copying one of his tiger paintings in his style and explore paint.
- Pupils build on their knowledge of colour mixing to make different shades and tones by studying the colour wheel and primary and secondary colours.
- **Final Piece-** Pupils create a Henri Rousseau collage



Discuss the work of Michelle Reader and other sculptors who make sculptures of animals.

<http://www.michelle-reader.co.uk/>



- Pupils study the work of contemporary artists Michelle Reader and how she uses recycled materials to make sculptures.
- Pupils begin to draw a number of sculpture designs based on an animal of their choice.
- Pupils begin to plan what recycled materials they will need to make it.

Final Piece- Make a sculpture out of recycled materials (can be done in groups)