

Topic: All About Me

National Curriculum Link:
Subject - Observational drawing

Artist Study: various
Pablo Picasso, Paul Klee, Leonardo da Vinci, Henri Matisse, Gustav Klimt, Vincent Van Gogh, Andy Warhol



Prior Learning:

- Most children can hold a pencil with appropriate pincer grip, have had experience mark making with an array of tools.

Key Essential Skills and knowledge:

- Generic – Draw from observation.
- Generic – Ask and answer questions about portraits.
- Generic – Review work and share how it makes them think and feel.
- Create work in response to another artist.
- Draw lines, marks and shapes.
- Colour own work using the correct colours and neatly following the lines.
- Use tone to create light and dark shapes, lines, pattern and texture.

Topic Vocabulary:

Texture, shade, shape, sketch

Sequence:

- What is a portrait?
- Can I see that colours are used to portray emotions in a portrait?
- Can we draw a self-portrait?
- Can we use colours to portray emotions in a portrait?
- Can we use watercolours to create a background?
- Can we create a line drawing?
- Can we create a Pop Art portrait?
- What would you do to develop this artwork?

Thinking Deeper:

Draw a human being – remembering to include features such as eyes, nose, ears, mouth, hair and body.

Media/tools:

A mirror per child or a printed photograph of each child, colouring pencils and/or crayons in a range of colours needed for skin/eyes/hair, set of warm colours (reds, oranges, yellows) and a set of cold colours (blues) for each table – to include pencils, crayons, pastels, magazine pictures of lots of different people, or photos of children in the class taken from different angles, tissue and coloured paper, glue, scissors, watercolour paints, paintbrushes (thick and thin), water pots, oil pastels, 4 photocopied photos of each child, a large photocopy of teacher or a child for teacher modelling, black paper/card.

Links:

Subject Specific links –

- Science: Naming parts of the body.

Enrichment – Doctor visit

Personal development – Speaking with confidence when discussing thoughts about artwork.

SMSC – Use imagination and creativity to explore ideas and feelings in works of art.

Cultural Capital – Develop an understanding about different types and styles of painting. Identify and describe differences between paintings from a wide range of times and places. Develop an understanding of the different purposes of painting and the significance of colour – e.g. that the Chinese view red as a particularly lucky colour.

Careers – Think about people who work in an art gallery where paintings are displayed.

British Values – Mutual respect when evaluating other's artworks.

Equality – Appreciate the differences between the appearance of people, the colour of their skin, hair etc and how people are equal.

Independence – to enquire and ask questions about pieces of artwork.

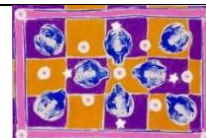
Community – where can we see drawing skills our local area?

Outdoor learning – links to using other natural materials to make faces during forest schools. Large scale drawing on the playground.

Topic: After Dark (celebrations)

National Curriculum Link:

Subject - Printing



Artist Study:

Lynn Flavell, Molly Mahon, Northern Print



Prior Learning:

Some children can print with an array of found materials or prepared tools.

Key Essential Skills and knowledge:

- Generic – Explore ideas from observation.
- Generic – Ask and answer questions about prints.
- Generic – Review work and share how it makes them think and feel.
- Objects with raised surfaces can create rubbings.
- Printing can use an indent to create a pattern.
- A print gives a reverse image.
- Repetition is created by using the same print multiple times.
- Print using different colours.
- Create patterns using repetition.
- Print using a variety of materials, objects and techniques.

Topic Vocabulary:

Rubbings, pattern, repeat, texture

Sequence:

- How might Lynn Flavell and Molly Mohan's prints be described?
- Can we create repeated patterns using natural materials?
- Can we examine the textures natural objects leave when printing?
- Can we use our printing knowledge of texture and repeated pattern to create a character print?
- What would you do to develop this artwork?

Thinking Deeper:

Make a repeating pattern from a series of given objects.

Media/tools:

Printing tray, rollers, printing inks, found items to print with, relief blocks and materials to add surface detail for print.

Links:**Subject Specific links –**

- English: annotations and reflections.

Personal development – Confidence in speaking to others about their artwork.

SMSC – Use imagination and creativity to explore ideas and feelings in works of art.

Cultural Capital – Develop an awareness of pattern and texture in the environment.

Careers – Considering careers where patterns are used such as fashion and fabrics, wallpaper manufacturing etc.

British Values – Showing respect when evaluating artworks.

Equality – To have access to art and the opportunity to develop skills.

Independence – to enquire and ask questions about pieces of print work.

Community – where can we see printings our local area?

Outdoor learning – links to using natural objects to print with. Where in nature can we see repeating patterns?

Topic: Ticket to Ride (Transport/Toys)

National Curriculum Link:

Subject - Painting

Artist Study:

Lowry – Coming from the Mill, Coming out of School.

Bruegel – Children’s Games, Peasant Wedding



Prior Learning:

Most children can mix some paint colours. EYFS pupils are given only red, blue, yellow, black and white paint.

Key Essential Skills and knowledge: See Norton

- Generic – Explore ideas from observation.
- Generic – Ask and answer questions about paintings.
- Generic – Review work and share how it makes them think and feel.
- Use thick and thin brushes to create different effects.
- Name primary colours – red, blue and yellow and secondary colours – orange, green and purple
- Understand that tints (add white) and tones (add black) to colours.
- Suggest how L S Lowry has used colour, pattern and shape in his work.
- Know that Lowry only used 5 colours.
- Know that Bruegel is famous for painting landscapes and peasant scenes. A peasant is a poor person.
- Know that a landscape is everything you can see when you look into the distance across the land.

Topic Vocabulary:

colour wheel, primary colour, secondary colour, pattern, texture

Sequence:

- How might LS Lowry’s paintings be described?
- How does Lowry use secondary and tonal colours in his paintings?
- How does Lowry use shapes and colours to represent buildings in ‘Coming from the Mill’?
- Can we create paintings using primary colours and black lines like Lowry?
- How can we mix primary colours to create secondary colours?
- How can we create ‘tonal colours’ by adding black and white to colours?
- Can we create colour mixed paintings in the style of LS Lowry?
- Can we use our colour mixing knowledge of lines to create a painting in the style of LS Lowry?

Thinking Deeper:

How does art evoke different feelings and emotions.

Possible books/resources:

- Matchstick men song (1977)
- <https://www.stanleyroad.oldham.sch.uk/art-and-design.html>

Media/tools:

paper, scissors, painted patterns, cartridge paper, washing paintbrushes, painting palettes.

Links:**Subject Specific links –**

- English: Annotations and reflections.

Personal development – creativity, support mindfulness through concentration and application of skill during painting lessons.

SMSC – mindful practise in absorbing oneself in production.

Cultural Capital – develop an understanding about different types and styles of painting.

Careers – Focus on the work of the painters. Which job roles require painters? Discuss interior designers, artists.

British Values – Liberty – freedom of expression Mutual respect – of others endeavours

Equality – to access as new techniques introduced adaptations can be made.

Independence – to enquire and ask questions about paintings.

Community – where can we see paintings our local area?

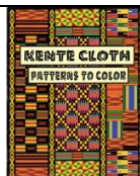
Outdoor learning – what natural paints can we make?

Topic: Animal Explorers (Hot places)

National Curriculum Link:

Subject – Textiles

3D works using fabric, weaving and sewing,



Artist Study:

Sheelah Garbrah

<https://art-educ4kids.weebly.com/african-art.html>
[kente cloth](#)

<https://primaryschoolart.com/2023/02/12/african-kente-cloth-paper-weaving-year-1-2/>



Prior Learning:

Most children know different materials can be assembled to create images, know that collages can be made from a variety of media and by layering, folding, crumpling, fringing, creasing and tearing materials.

Key Essential Skills and knowledge:

- Generic – Explore ideas from observation.
- Generic – Ask and answer questions about paintings.
- Generic – Review work and share how it makes them think and feel.
- Generic - Create work in response to another artist.
- To create a pattern by weaving.
- To plait fabrics.
- To decorate textiles with glue or stitching to add colour and detail.

Topic Vocabulary:

Thread, weaving, raffia paper, weft, warp

Sequence:

- Can we explore and investigate the design of Kente Cloth, weaving from Ghana; to talk about the patterns and colours they see; about the history of weaving?
- How might we weave with paper; to cut strips of paper to the correct length; the weaving?
- Can we use the motion of over and under; and use language such as weft & warp when working with weave?
- Can we weave with thread and fabric; to sort and group fabric and thread; to cut wool and fabric to the correct length; the weaving motion of over and under?
- Can we design an African piece of weave based on the colours patterns of the Kente cloth?
- Can we use the taught skills of weft & warp to create our design idea?
- Do we evaluate their finished product against their idea and the design criteria?

Thinking Deeper:

How do other countries incorporate pattern into woven fabrics?

Media/tools:

glue stick, scissors, fabrics, fabric glue, needle, threads, paper

Links:**Subject Specific links –**

- English: Annotations and reflections

Enrichment – opportunity to show textiles from other countries.

Personal development – creativity. Support mindfulness through concentration and application of skill during sewing lessons.

SMSC – Ability to enquire and communicate ideas, meanings and feelings. Investigate visual, tactile and other sensory qualities of their own and others work. To work independently and collaboratively to develop public and community artworks that express relationships.

Cultural Capital – Recognise a variety of textiles in different times and cultures. Identify methods used in the production of textiles. Consider and express opinions about the use of textiles/clothing for functional, decorative and ceremonial purposes in varied contexts.

Careers – Inspiring artists – where is textiles used? Fabric designers. What job roles require an element of textiles?

British Values – Mutual respect and freedom of expression.

Equality – As new techniques are introduced, adaptations to be made to ensure access.

Independence – to enquire and ask questions about textile artwork.

Community – where can we see textile our local area and home environments?

Outdoor learning – how can we weave with grasses? Can we use sticks as part of our weaving?

Topic: Come Outside (Woodland)

National Curriculum Link:
Collage

Artist Study:
Eric Carle



Prior Learning:

Most children will know:

- Visual ideas and images can be represented in media other than on paper.
- Different materials can be assembled to create images.
- Collages can be made from a variety of media and by layering, folding, crumpling, fringing, creasing and tearing materials.
- 'Collage' can refer to both the actual procedure of cutting and gluing, as well as to the final artistic piece.

Key Essential Skills and knowledge:

- Generic – Explore ideas from observation.
- Generic – Ask and answer questions about paintings.
- Generic – Review work and share how it makes them think and feel.
- Collage is using different materials to build up and create a picture.
- Inspiration for art can be taken from all around us.
- Experiment with a range of media e.g. overlapping, layering etc.
- Group and layout materials based on colour.

Topic Vocabulary:

Attach, tear, layer, crumple, fold, crease, cut, fold.

Sequence:

- Why and how has Eric Carle used paper cuts to create a collage?
- How are images created fusing a selection of shapes and patterns?
- How are images created from a series of images and media?
- How can you combine the style of Eric Carle to my own art work?
- Is your artwork effective?

Thinking Deeper:

How could this technique be applied in other scenes?

Possible books/resources:

- The Hungry Caterpillar
- The Tiny Seed
- The Art of Eric Carle
- <https://eric-carle.com>
- <https://www.carlemuseum.org>

Media/tools:

Glue stick, scissors, PVA, mixed media, magazines

Links:**Subject Specific links –**

- English: annotations and reflections

Enrichment – butterfly growing in science

Personal development – creativity

SMSC – develop independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner.

Cultural Capital – identify methods used in the production of collages.

Careers – art as a career, commercial venture. Inspiring artists – where is collage today?

Industry – how are collage prints mass produced? Eg factory

British Values – Mutual respect and liberty (freedom of expression)

Equality – support when introducing techniques to ensure all children's needs are considered.

Independence – to enquire and ask questions about pieces of collage work.

Community – where can we see collage in our local area?

Outdoor learning – can we use natural objects to make a collage?

Topic: Fun at the Seaside (Dinosaurs)

National Curriculum Link:

Subject – Sculpture

3D work using clay

Artist Study:

Andy Goldsworthy (Forest Schools)

Collaborative sculpture



Prior Learning:

Most children can join materials in simple ways and manipulate malleable media.

Key Essential Skills and knowledge:

- Generic – Explore ideas from observation.
- Generic – Ask and answer questions about paintings.
- Generic – Review work and share how it makes them think and feel.
- Use a range of tools and materials to create different results.
- Join materials in different ways.
- Know the terms related to the process of sculpture (see key vocab)
- Create a combination of shapes to use in their sculpture.
- Use a variety of techniques such as rolling, moulding, cutting and carving.
- Sculpture is a 3D form of art.
- 3D means something that has length, width and depth, not a picture drawn flat on a page.
- A person who creates sculptures is called a sculptor.
- Clay is a natural material that hardens when dry.
- The shape of wet clay can be changed by rolling, moulding, cutting and carving.

Topic Vocabulary:

3D shape, clay, slip, detail, sculpture, texture, attach, design, mould

Sequence:

- How does Goldsworthy use found natural materials to create sculptures?
- Can we create a 3D model of a creature?
- Can we make a 3D sculpture?
- Can we plan and create a sculpture as a class?
- Can I paint our class sculpture?
- What would you do to develop this artwork?

Thinking Deeper:

Create a gallery in the classroom for finished sculptures and write a short commentary about the pieces.

Possible books/resources:

- Dinosaurium by Chris Wormell
- <http://gomersalprimaryschoolart.blogspot.com/2019/05/dinosaur-invasion.html>

Media/Tools:

Air drying clay, etching or clay modelling tools, large collection of junk items, selection of natural materials, PVA glue, shallow trays, newspaper, masking tape, black paint, metallic bronze paint, large brushes, sponges.

Links:**Subject Specific links –**

- Science: naming animals and their body parts.

Enrichment – seaside trip

Personal development – To build problem solving skills when attaching parts of the sculpture and building dimension.

SMSC – Use imagination and creativity to explore ideas and feelings in works of art.

Cultural Capital – Talk about the diverse materials and styles used in sculpture of different times and cultures e.g. Easter Island sculptures. Develop an understanding about site specific and non-permanent sculpture – e.g. Andy Goldsworthy.

Careers – Zoo keeper looking after animals and pet shop workers.

British Values – Mutual respect for others' creative endeavours.

Equality – To have access to art and the opportunity to develop skills.

Independence – to enquire and ask questions about pieces of 3D art work.

Community – where can we see 3D art our local area?

Outdoor learning – links to using other natural materials to make large scale sculptures during forest schools.