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|  | Knowledge of artists and designers |
|  | Exploring and developing ideas     |
|  | Evaluating their own work          |
|  | Making Skills                      |

## Art Summer Key Content MTP 2021-2022

|                              |   | Theme   | Key Concepts  |   | Artist   |  |
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| <b>EYFS</b>                  | <b>Unit of work: Sketching</b>  | <b>Bears and beasts</b>   | <b>Knowledge of Artists and Designers</b><br><b>Exploring and developing ideas</b><br><b>Making skills</b><br><b>Evaluating</b>   |   |  |  |
|                              | <b>Key Content</b>  | I can safely use and explore a variety of materials, tools and techniques to create my own artwork                              |   |   |  |  |
|                              |   | I can say what I like or don't like about my artwork  |   |   |  |  |
|                              |   | I can explore mark making in different ways with a variety of different tools   |   |   |  |  |
|                              |   | I can hold and use a pencil, pen, etc effectively   |   |   |  |  |
| <b>Second order concepts</b> | <b>Similarity and difference:</b> I can compare works of art, identifying common/different styles and techniques                                    |   |   |   |  |  |
|                              | <b>Written, oral and creative expression:</b> I can use artistic terminology, evaluating, refining, describing, experimenting, creating, presenting |   |   |   |  |  |
| <b>YEAR 1</b>                | <b>Summer 1</b>   | <b>Key Concepts</b>   | <b>Prior Learning</b>   | <b>At the end of this unit of work Children will know:</b>  | <b>5 Key Questions</b>   |  |
|                              | <b>Unit of work: Sketching</b>  | <b>Knowledge of Artists and Designers</b><br><b>Exploring and developing ideas</b><br><b>Making skills</b><br><b>Evaluating</b> | I can make marks with a variety of implements e.g. pencils, pens, paint brushes, crayons, felt tips.<br><br>That a face has two ears, eyes, a mouth and a nose<br><br>Draw simple shapes, objects, people and events from memory and observation<br><br>To draw what I see, I need to look closely at an object | A portrait is a picture of a person<br><br>Pencils have different grades of hardness and softness (HB, 2B, 4B)<br><br>Sketch lines are light<br><br>Texture can be created using combinations of lines<br><br>Observe anatomy - encourage accurate drawings of people |  What is a self portrait?<br><br> Discuss an artist that you have learned about<br><br> How does Picasso use colour within his work?<br><br> Define anatomy<br><br>Discuss the similarities and differences between Picasso's early and later work. |  |
| <b>Suggested lessons</b>     | <b>Lesson 1:</b><br>In this lesson the children will learn  | <b>Lesson 2:</b><br>Challenge your class to experiment and  | <b>Lesson 3:</b><br>Children will explore their features closely in   | <b>Lesson 4:</b><br>Children draw their self portraits in the style of  | <b>Lesson 5:</b><br>Children create their final piece on cartridge paper to display.   |  |

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|                                | about the difference between portraits and self-portraits. They will discuss and evaluate different existing works of art by Picasso. Comparing his early and later work. | explore the marks they can make with different grades of pencil. Your class will explore pencils and the letters on them, defining what they mean and making links with different kinds of sketching as they explore. | this lesson, looking at the shape of each feature, and the position on the face. They will practise drawing the features in a realistic manner then practise sketching the features in the form of Picasso  | Picasso. We discuss the use of colour within Picasso's work. Children add colour to their work using oil pastels in sketch books.  |   |
| <b>Key Content</b>             | I am able to give my opinion and say why I like or dislike the work of other artists  |   |   |  |   |
|                                | I can say something about the style of an artist or designer  |   |   |  |   |
|                                | I can talk about the choices of tools, materials and media I have used  |   |   |  |   |
|                                | I can explore and create ideas for purposes and intentions  |   |   |  |   |
|                                | I can describe some of the art and design techniques I have used in my work   |   |   |  |   |
|                                | I can explore mark making, experiment with drawing lines and using 2D shapes to draw  |   |   |  |   |
| <b>Second order concepts</b>   | <b>Similarity and difference:</b> I can compare works of art, identifying common/different styles and techniques  |   |   |  |   |
|                                | <b>Significance:</b> I can identify significant artists, works of art and art movements   |   |   |  |   |
|                                | <b>Written, oral and creative expression:</b> I can use artistic terminology, evaluating, refining, describing, experimenting, creating, presenting                       |   |   |  |   |
| <b>Summer 2</b>                | <b>Key Concepts</b>   | <b>Prior Learning</b>   | <b>At the end of this unit of work Children will know:</b>  | <b>5 Key Questions</b>   |   |
| <b>Unit of work: Sculpture</b> | <b>Knowledge of Artists and Designers</b><br><b>Exploring and developing ideas</b><br><b>Making skills</b><br><b>Evaluating</b>   | I have used clay, dough and plasticine.<br>I can roll, squeeze, and shape malleable materials into different forms.<br>I can cut materials  | Observe patterns in the natural and man-made world.<br><br>Carve into media using tools.<br><br>Pinch and roll coils and slabs using a modelling media.<br><br>Make simple joins by manipulating modelling material or pasting carefully<br><br>Sculpture is 3D art | <br><br><br> | What is a sculpture ?<br><br>Describe an artist that you have learned about?<br><br>Describe what materials you used within your structure<br><br>Define natural object<br><br>What techniques does the artist use in their work?<br><br>Discuss similarities and differences between this artist and another that you have learned about |

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|   | <b>Suggested lessons</b>       | <b>Lesson 1:</b><br>Children introduced to artist Archimboldo. What do they notice about his work? What do they like and dislike about his work? | <b>Lesson 2:</b><br>Children are given real life fruit to observe closely. Children create sketches of the fruit thinking about their shape.  | <b>Lesson 3:</b><br>Children create collage to represent a person using different images of fruit/flowers and natural materials.   | <b>Lesson 4:</b><br>Children plan their sculpture. What natural objects will they include to create their sculpture. Consider shape, size and appearance | <b>Lesson 5:</b><br>Children create their sculpture to resemble their plan. They refer to their plan throughout            | <b>Lesson 6:</b><br>Children continue to create their structure  |
|   | <b>Key Content</b>             | I am able to give my opinion and say why I like or dislike the work of other artists   |   |  |  |  |  |
| I can safely use and explore a variety of materials, tools and techniques to create my own artwork  |                                |  |   |  |  |  |  |
| I can create a simple form through making sculpture   |                                |  |   |  |  |  |  |
| I can manipulate a range of materials and use techniques such as clay etching, printing and collage   |                                |  |   |  |  |  |  |
| I can describe what I feel about my work and the art of others  |                                |  |   |  |  |  |  |
|   | <b>Second order concepts</b>   | <b>Similarity and difference:</b> I can compare works of art, identifying common/different styles and techniques                                 |   |  |  |  |  |
| <b>Significance:</b> I can identify significant artists, works of art and art movements   |                                |  |   |  |  |  |  |
| <b>Written, oral and creative expression:</b> I can use artistic terminology, evaluating, refining, describing, experimenting, creating, presenting |                                |  |   |  |  |  |  |
| <b>YEAR 2</b>   | <b>Summer 1</b>                | <b>Key Concepts</b>  | <b>Prior Learning</b>   | <b>At the end of this unit of work Children will know:</b>   |  | <b>5 Key Questions</b>   |  |
|   | <b>Unit of work: Sketching</b> | <b>Knowledge of Artists and Designers<br/>Exploring and developing ideas<br/>Making skills<br/>Evaluating</b>                                    | Collect pictures and images to inspire your work.<br>Explain your ideas using art vocabulary.<br>Collect ideas in your sketch books from different places<br>Explore ideas for different purposes | Select and arrange materials for effect.<br>Use folding and overlapping to add depth and texture.<br>Consider use of colour and texture in collaging and how it can be used to represent other things.<br>Mix textures (drawing/collage) for effect.<br>Combine visual and tactile components.<br>Use shading/colour shades for realistic effect<br>Share a message through art work<br>Describes artists' use of style/technique. |  |  What is a contrasting colour?          |  Discuss an artist that you have learned about            |
|   |                                |  |   |  |  |  How does Klimt accent a piece of art? |  Define collaging                                       |
|   | <b>Suggested lessons</b>       | <b>Lesson 1:</b><br>Children introduced to artist Gustav Klimt. They complete an artist  | <b>Lesson 2:</b><br>Children learn what collaging is and look at art work showing different examples. They watch a time   | <b>Lesson 3:</b><br>Children explore colour and discuss how Klimt uses colour in his art and using gold to accent it. They create a colour   | <b>Lesson 4:</b><br>Children begin to collage the backgrounds of their final pieces, building layers and texture. Children have a                        | <b>Lesson 5:</b><br>Children cut out their face photos and build up a collage on top to finish this stage of their art.    | <b>Lesson 6:</b><br>Children use block prints of string and glue on wood. They accent their collages using gold paint and print in a similar |

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|                                | study and create a fact file about him.   | lapse video and practice the skill of collaging:   | swatch for their final piece. They gather collaging materials from old magazines in preparation of their final piece.   | black and white photo taken ready to apply to their final piece in the next lesson.   |   | style to Klimt to complete their art.   |
| <b>Key Content</b>             | I can recognise some of the styles of artists and designers and use these ideas to inform my own work   |  |   |   |   |   |
|                                | I can take inspiration from an artist to develop my own artwork   |  |   |   |   |   |
|                                | I can use appropriate vocabulary to talk about details of the work  |  |   |   |   |   |
|                                | I can select appropriate materials to create textures   |  |   |   |   |   |
|                                | I can use sketchbooks more effectively through further teacher modelling and use sketchbooks to record thoughts and ideas and to experiment with materials                              |  |   |   |   |   |
| <b>Second order concepts</b>   | <b>Similarity and difference:</b> I can compare works of art, identifying common/different styles and techniques  |  |   |   |   |   |
|                                | <b>Significance:</b> I can identify significant artists, works of art and art movements   |  |   |   |   |   |
|                                | <b>Written, oral and creative expression:</b> I can use artistic terminology, evaluating, refining, describing, experimenting, creating, presenting                                     |  |   |   |   |   |
| <b>Summer 2</b>                | <b>Key Concepts</b>   | <b>Prior Learning</b>  | <b>At the end of this unit of work Children will know:</b>  |   | <b>5 Key Questions</b>  |   |
| <b>Unit of work: Sculpture</b> | <b>Knowledge of Artists and Designers</b><br><b>Exploring and developing ideas</b><br><b>Making skills</b><br><b>Evaluating</b>   | Use both hands and tools to build<br><br>Carve into media using tools.<br><br>Use materials to make known objects for a purpose<br><br>Make simple joins by manipulating modelling material or pasting carefully | Join clay (scratch and slip method).<br><br>Explore pattern and texture, building and subtracting on the surface of a clay slab.<br><br>Choose materials to reflect the word, constructing a 3D form to reflect the word<br><br>Experiment with arranging, ordering and overlapping patterns.<br><br>Looking and recording pattern, texture, shape in their environment |   |  What is sculpture?<br> Discuss natural materials you have explored in this unit<br> Describe the techniques used by Andy Goldsworthy<br> Define mould<br><br>How is Andy Goldsworthy's work similar or different to different sculptors? |   |
| <b>Suggested lessons</b>       | <b>Lesson 1:</b><br>Children will be introduced to the work of Andy Goldsworthy. They will think about and describe the colours, shapes, patterns and materials within his artwork. The | <b>Lesson 2:</b><br>Children will recap materials and shapes used in Andy Goldsworthy's work. They will create their own works of art using natural materials and think of language used to describe them.       | <b>Lesson 3:</b><br>Children will learn about curves circles and spirals that Andy Goldsworthy uses in his work. They recreate some of his works of art through collage paint or pastels.   | <b>Lesson 4:</b><br>Children will be challenged to mould different works of art by Goldsworthy using clay. They will also think about the appropriate tools and materials to use. | <b>Lesson 5:</b><br>Children will create their own sculpture in the style of Goldsworthy. They think about colours, shapes, patterns and materials that they will use.  | <b>Lesson 6:</b><br>Children will continue to create their own sculpture in the style of Goldsworthy. They think about colours, shapes, patterns and materials that they will use. Children evaluate their work. What do they |

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|               |                               | children will explore different materials and making their own patterns.   |   |  |   |   | like/dislike and what would they improve.                       |
|               | <b>Key Content</b>            | I can recognise some of the styles of artists and designers and use these ideas to inform my own work  |   |  |   |   |   |
|               |                               | I can develop and record my ideas through painting, drawing and sculpture in response to first hand observations and experiences                           |   |  |   |   |   |
|               |                               | I can take inspiration from an artist to develop my own artwork  |   |  |   |   |   |
|               |                               | I can talk in more detail about the techniques and materials used in my own work and the work of others  |   |  |   |   |   |
|               |                               | I can use appropriate vocabulary to talk about details of the work   |   |  |   |   |   |
|               |                               | Form: I can create a 3D sculptural form  |   |  |   |   |   |
|               |                               | Craft, design, materials and techniques: I can use a range of materials to design and make a product using craft, weaving, printmaking, sculpture and clay |   |  |   |   |   |
|               |                               | Pattern: I can identify natural and man-made patterns and create patterns of my own  |   |  |   |   |   |
|               | <b>Second order concepts</b>  | <b>Similarity and difference:</b> I can compare works of art, identifying common/different styles and techniques   |   |  |   |   |   |
|               |                               | <b>Significance:</b> I can identify significant artists, works of art and art movements  |   |  |   |   |   |
|               |                               | <b>Written, oral and creative expression:</b> I can use artistic terminology, evaluating, refining, describing, experimenting, creating, presenting        |   |  |   |   |   |
| <b>YEAR 3</b> | <b>Summer 1</b>               | <b>Key Concepts</b>  | <b>Prior Learning</b>   | <b>At the end of this unit of work Children will know:</b>   |   | <b>5 Key Questions</b>  |   |
|               | <b>Unit of work: Painting</b> | <b>Knowledge of Artists and Designers</b><br><b>Exploring and developing ideas</b><br><b>Making skills</b><br><b>Evaluating</b>                            | Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’<br><br>Make as many tones of one colour as possible using primary colours and white.<br><br>Sketch objects in both the natural and man-made world. | Make initial sketches as a preparation for painting and other work.<br><br>Extend exploring colour mixing to applying colour mixing.<br><br>Introduce different types of brushes for specific purposes.<br><br>Plan, execute, evaluate and modify paintings. |  What is a botanical illustration?<br> Describe the techniques used by an artist that you have learned about<br> Why has observation been important in this art unit?<br> Define tone/ tint/shade | Discuss similarities and differences between the artworks of the artist that you have learned about |   |
|               | <b>Suggested lessons</b>      | <b>Lesson 1:</b><br>Children are introduced to artist Georgia O’Keefe.   | <b>Lesson 2:</b><br>Children look at the techniques used in O’Keefe’s artwork.  | <b>Lesson 3:</b><br>Children each create their own petal of a flower which will be   | <b>Lesson 4:</b><br>Using the knowledge that they have acquired over the unit children will   | <b>Lesson 5:</b><br>Children produce a refined draft of their chosen flower.                        | <b>Lesson 6:</b><br>Children produce their final piece of their |

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|   | They explore her artworks. Children research O'Keefe and produce a fact file about her as an artist.              | They will explore tone and tints within her work. Children use photographs of flowers and try and recreate the different tones of colours within the flower.                                | used to make a class display of flowers. They will use their knowledge of tones and tints that they previously acquired.  | select a flower of their choice and paint it in the style of O'Keefe. They use their sketchbooks to refine their work- what could they do to improve it? |   | flowers on cartridge paper. |
| <b>Key Content</b>  | I am able to research and appraise work of artists and designers and show their influences in my work             |   |   |  |   |                             |
|   | I use my sketchbook to experiment with techniques used by studied artists   |   |   |  |   |                             |
|   | I use my sketchbook to record ideas and to plan and refine work   |   |   |  |   |                             |
|   | I use annotations in my sketchbook to describe ideas that work well and areas that could be developed or improved |   |   |  |   |                             |
|   | I can create personal artwork using the artwork of others to stimulate me   |   |   |  |   |                             |
|   | Colour: I can use aspects of colour such as tints and shades for different purposes                               |   |   |  |   |                             |
|   | Painting: I can apply greater expression and creativity to my paintings   |   |   |  |   |                             |
|   | <b>Second order concepts</b>  | <b>Similarity and difference:</b> I can compare works of art, identifying common/different styles and techniques  |   |  |   |                             |
| <b>Significance:</b> I can identify significant artists, works of art and art movements   |   |   |   |  |   |                             |
| <b>Written, oral and creative expression:</b> I can use artistic terminology, evaluating, refining, describing, experimenting, creating, presenting |   |   |   |  |   |                             |
| <b>Summer 2</b>   | <b>Key Concepts</b>   | <b>Prior Learning</b>   | <b>At the end of this unit of work Children will know:</b>  |  | <b>5 Key Questions</b>  |                             |
| <b>Unit of work: Pattern and print</b>  | <b>Knowledge of Artists and Designers<br/>Exploring and developing ideas<br/>Making skills<br/>Evaluating</b>     | Experiment with arranging, ordering and overlapping patterns.<br><br>Looking and recording pattern, texture, shape in their environment<br><br>Describe shapes, line, textures and patterns | Observe and draw simple shapes.<br><br>Enlarge sections of objects to analyse shape, pattern, texture, line.<br><br>To closely observe of objects in both the natural and man-made world.<br><br>How to extend exploring colour mixing to applying colour mixing.<br><br>Begin to apply colour using dotting, scratching, splashing to imitate an artist. |  |  What is a symmetrical pattern?<br> Describe examples of where you might find patterns<br> How do you create a stencil?<br> Define rotation<br><br>Explain similarities and differences between patterns you have looked at. |                             |

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|   | <b>Suggested lessons</b>  | <b>Lesson 1:</b><br>Children will think about different places they can see patterns at home and in the world around them. They will look at some examples of artwork that include patterns and discuss what they can see. They can then create their own patterns in a variety of contexts | <b>Lesson 2:</b><br>Children will experiment with different patterns. Can they complete different styles of patterns. Can they create their own patterns?  | <b>Lesson 3:</b><br>Children will explain what rotation, reflection and symmetry are and will explore how to use these concepts to create a variety of different patterns. They will experiment with different patterns to see which they think is most effective, evaluating their work as they do so | <b>Lesson 4:</b><br>Children will find out how to create stencils and how to use these stencils to create patterns. They will consider how they can use rotation, reflection and symmetry in their patterns, as well as how they can add colour and patterns to the stencil outlines.  | <b>Lesson 5:</b><br>Children create a stencil using string and cardboard. considering everything they have learnt so far. | <b>Lesson 6:</b><br>Children use their stencils to create their patterns. Can they add colour to their patterns. |  |
|   | <b>Key Content</b>  | I show confidence and independence when working creatively  |  |  |  |   |  |  |
|   |   | I use annotations in my sketchbook to describe ideas that work well and areas that could be developed or improved   |  |  |  |   |  |  |
|   |   | I can construct a variety of patterns through craft materials to further develop my understanding of pattern  |  |  |  |   |  |  |
|   |   | I can express and describe organic and geometric forms through different types of line  |  |  |  |   |  |  |
| I can use aspects of colour such as tints and shades for different purposes |   |   |  |  |  |   |  |  |
| <b>Second order concepts</b>  | <b>Written, oral and creative expression:</b> I can use artistic terminology, evaluating, refining, describing, experimenting, creating, presenting |   |  |  |  |   |  |  |
|   | <b>Similarity and difference:</b> I can compare works of art, identifying common/different styles and techniques                                    |   |  |  |  |   |  |  |
| <b>YEAR 4</b>   | <b>Summer 1</b>   | <b>Key Concepts</b>   | <b>Prior Learning</b>  | <b>At the end of this unit of work Children will know:</b>   |  | <b>5 Key Questions</b>  |  |  |
|   | <b>Unit of work: Pattern and print</b>  | <b>Knowledge of Artists and Designers<br/>Exploring and developing ideas<br/>Making skills<br/>Evaluating</b>   | Observes and records pattern, texture, shape in their environment<br><br>Extends repeating patterns - overlapping, using two contrasting colours etc<br><br>Still prints with a growing range of | Plans print and produce a good print independently.<br><br>Develops print with an awareness of scale, space and composition.<br><br>Consider different types of mark making to make patterns<br><br>Use sketchbook for recording textures/patterns.  |  What is a hieroglyphic?<br> How did Egyptians share and display hieroglyphics?<br> Describe how you made your printing block.<br> |   |  |  |

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|                              |   | objects, including manmade and natural printing tools<br><br>Talk simply about own work and that of other artists.             | Evaluate their products as they are developed, identifying strengths and possible changes they might make                | Define symbol<br><br>Why were hieroglyphics significant to the Egyptians?                          |   |                  |
| <b>Suggested lessons</b>     | <b>Lesson 1:</b><br>Introduce children to hieroglyphics. What were they used for? Look at use of different symbols. Explore the alphabet            | <b>Lesson 2:</b><br>Children practise sketching different hieroglyphics- spell their name. Use different mediums to add colour | <b>Lesson 3:</b><br>Children design a pattern using hieroglyphics that they will create a printing block for next lesson | <b>Lesson 4:</b><br>Children create their own printing block and carve their hieroglyphics design. | <b>Lesson 5:</b><br>Children use their printing block to print their hieroglyphic pattern | <b>Lesson 6:</b> |
| <b>Key Content</b>           | I can explain the historical or cultural significance of the work of a chosen artist or art form  |  |  |  |   |                  |
|                              | I use my sketchbook to record ideas and to plan and refine work   |  |  |  |   |                  |
|                              | I show confidence and independence when working creatively  |  |  |  |   |                  |
|                              | I can create original designs for patterns using geometric repeating shapes   |  |  |  |   |                  |
|                              | I can apply symmetry to draw accurate shapes  |  |  |  |   |                  |
|                              | I use annotations in my sketchbook to describe ideas that work well and areas that could be developed or improved                                   |  |  |  |   |                  |
| <b>Second order concepts</b> | <b>Written, oral and creative expression:</b> I can use artistic terminology, evaluating, refining, describing, experimenting, creating, presenting |  |  |  |   |                  |
|                              | <b>Significance:</b> I can identify significant artists, works of art and art movements   |  |  |  |   |                  |
|                              | <b>Similarity and difference:</b> I can compare works of art, identifying common/different styles and techniques                                    |  |  |  |   |                  |
| <b>Summer 2</b>              | <b>Key Concepts</b>   | <b>Prior Learning</b>  | <b>At the end of this unit of work Children will know:</b>   |  | <b>5 Key Questions</b>  |                  |

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| <p><b>Unit of work: Sculpture</b></p> <p><b>Death masks</b></p> | <p><b>Knowledge of Artists and Designers</b></p> <p><b>Exploring and developing ideas</b></p> <p><b>Making skills</b></p> <p><b>Evaluating</b></p>  | <p>Use 3D materials to represent the real world. Investigate natural forms using 3D materials.</p> <p>Join clay (scratch and slip method).</p> <p>Explore pattern and texture, building and subtracting on the surface of a clay slab. Choose materials to reflect the word, constructing a 3D form to reflect the word</p> | <p>Select the most appropriate method of construction for a variety of materials.</p> <p>Use an armature to support modelling, e.g. papier mache/clay, chicken wire, rolled newspaper, florists' wire, mod roc.</p> <p>Construct 3D forms that are more complex, developing technical skills.</p> <p>Plan and develop observational work from direct experience and drawings.</p> <p>Understand and use artistic vocabulary to describe 3D shapes.</p> | <div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <p>What is a death mask?</p> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <p>How do you add texture to your artwork?</p> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <p>Describe how you strengthened your mask</p> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <p>Define embellish</p> </div> <p>Explain how death masks are similar and different</p> </div> |   |  |
| <p><b>Suggested lessons</b></p>                                 | <p><b>Lesson 1:</b><br/>Children introduced to death masks and why they were used in the Egyptian period. They will label and annotate different types of death mask within their sketch books.</p>   | <p><b>Lesson 2:</b><br/>Children will explore different shapes and patterns and textures They then produce a range sketches of death masks focusing on line, texture and pattern using their sketchbooks to label and annotate.</p>   | <p><b>Lesson 3:</b><br/>Children design their death masks, producing detailed and annotated sketches in their sketchbooks. They consider their use of colour and what they will use to embellish their masks.</p>  | <p><b>Lesson 4:</b><br/>Children make the structure of their mask. They then add paper mache to strengthen it.</p>   | <p><b>Lesson 5:</b><br/>Children decorate their masks, thinking about their choice of colours and patterns.</p> | <p><b>Lesson 6:</b><br/>Children continue to decorate their masks.</p> |
| <p><b>Key Content</b></p>                                       | <p>I can explain the historical or cultural significance of the work of a chosen artist or art form</p> <p>I use my sketchbook to record ideas and to plan and refine work</p> <p>I show confidence and independence when working creatively</p> <p>I use annotations in my sketchbook to describe ideas that work well and areas that could be developed or improved</p> <p>I can use a range of materials to express complex textures</p> <p>I can further develop my ability to describe and model form in 3D using a range of materials</p> <p>I can make art from recycled materials, create sculptures, print and create using a range of materials</p> |   |  |  |   |  |
|   | <p><b>Similarity and difference:</b> I can compare works of art, identifying common/different styles and techniques</p> <p><b>Significance:</b> I can identify significant artists, works of art and art movements</p>  |   |  |  |   |  |

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|               | <b>Second order concepts</b>   | <b>Written, oral and creative expression:</b> I can use artistic terminology, evaluating, refining, describing, experimenting, creating, presenting  |   |   |  |   |
| <b>YEAR 5</b> | <b>Summer 1</b>                | <b>Key Concepts</b>  | <b>Prior Learning</b>   | <b>At the end of this unit of work Children will know:</b>  |  | <b>5 Key Questions</b>  |
|               | <b>Unit of work: Sculpture</b> | <b>Knowledge of Artists and Designers<br/>Exploring and developing ideas<br/>Making skills<br/>Evaluating</b>  | Carve into hard clay, exploring pattern, line, texture and shape.<br><br>Make constructions that require cutting/bending/sticking of paper/cardboard/leather or hard clay.<br><br>Shape, form, model and construct from observation and / or imagination with increasing confidence.  | Shape, form, model and join with confidence.<br><br>Produce more intricate patterns and textures.<br><br>Work directly from observation or imagination with confidence<br><br>Take into account the properties of media being used.<br><br>Discuss and evaluate own work and that of other sculptors in detail (Goldsworthy, Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti, etc.) |  |  What styles of viking art have you explored?<br> Discuss why dragons are featured within viking art?<br> Describe how you created your viking pendant<br> Define pendant<br><br>Discuss similarities and differences between viking and celtic art |
|               | <b>Suggested lessons</b>       | <b>Lesson 1:</b><br>Children are introduced to the Vikings and Viking art. They will look at examples of Viking art from existing artefacts before being given a quick history of the six main styles of Viking art and how these developed throughout the Viking period. They can then study these examples more for themselves and sketch sections | <b>Lesson 2:</b><br>Children will look at the use of knots in Viking art, recognising the similarities between Viking and Celtic art. They will then be taken through some simple step-by-step processes for drawing Viking knots on their own. They will have time to practise these knots and consider how the basics could be extended to create more intricate pieces of art. | <b>Lesson 3:</b><br>Children will look at some recreations of dragons eyes. They will look at how to sketch a dragon eye using a variety of shading techniques  | <b>Lesson 4:</b><br>Children design their own dragon eye pendant thinking about what they learned the previous lesson. | <b>Lesson 5:</b><br>Children create and decorate their pendant design using clay.   |

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|   | that they find interesting  |   |   |   |  |   |
| <b>Key Content</b>  | I can extend my ability to describe and model form in 3D using a range of materials   |   |   |   |  |   |
|   | I understand how a chosen artist or art form has contributed to the culture and/or history of a nation  |   |   |   |  |   |
|   | I record my thoughts and ideas in a sketchbook to develop and refine techniques, including some annotations   |   |   |   |  |   |
|   | I can investigate different starting points for my work and choose which idea to develop further  |   |   |   |  |   |
|   | I use annotations in my sketchbook to critically evaluate and develop my ideas  |   |   |   |  |   |
|   | I use language specific to a range of techniques to identify effective or less effective features and use this to inform my own work                |   |   |   |  |   |
| <b>Second order concepts</b>  | <b>Significance:</b> I can identify significant artists, works of art and art movements   |   |   |   |  |   |
|   | <b>Written, oral and creative expression:</b> I can use artistic terminology, evaluating, refining, describing, experimenting, creating, presenting |   |   |   |  |   |
|   | <b>Similarity and difference:</b> I can compare works of art, identifying common/different styles and techniques                                    |   |   |   |  |   |
| <b>Summer 2</b>   | <b>Key Concepts</b>   | <b>Prior Learning</b>   | <b>At the end of this unit of work Children will know:</b>  |   | <b>5 Key Questions</b>   |   |
| <b>Unit of work: Texture</b><br><br><b>Design own house symbol-cross stitch</b> | <b>Knowledge of Artists and Designers</b><br><b>Exploring and developing ideas</b><br><b>Making skills</b><br><b>Evaluating</b>                     | Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding.<br><br>Use smaller eyed needles and finer threads. | Create pattern for purposes<br><br>Select and use materials to achieve a specific outcome.<br><br>Organise own patterns<br><br>Create pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc. |   | What is a coat of arms?<br><br>What stitch techniques have you used?<br><br>Describe the features you have used in your coat of arms and why you have used them<br><br><br><br>Define embroidery<br>Discuss how your work is similar and different to examples of work that you have seen. |   |
| <b>Suggested lessons</b>  | <b>Lesson 1:</b><br>Children introduced to a coat of arms symbol . They explore different types (link to Harry Potter). Why                         | <b>Lesson 2:</b><br>Children introduced to embroidery and practise the skill of cross stitch  | <b>Lesson 3:</b><br>Children produce a range of different coats of arms designs.  | <b>Lesson 4:</b><br>Children select one coat of arms design and label and annotate within their sketchbooks providing reasons for their choice. | <b>Lesson 5:</b><br>Children use cross stitch to sew their own house symbol  | <b>Lesson 6:</b><br>Children continue to sew their house symbol |

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|   | do they have certain images?<br>Why have certain colours been used.<br>Children annotate and label coat of arms. |   |  |   |  |  |
| <b>Key content</b>  | I record my thoughts and ideas in a sketchbook to develop and refine techniques, including some annotations      |   |  |   |  |  |
|   | I use annotations in my sketchbook to critically evaluate and develop my ideas                                   |   |  |   |  |  |
|   | I can regularly analyse and reflect on my intentions and choices   |   |  |   |  |  |
|   | I can draw using precision, perspective and detail   |   |  |   |  |  |
|   | I can extend my ability to describe and model form in using a range of materials                                 |   |  |   |  |  |
|   | I can develop an understanding of texture through practical making activities                                    |   |  |   |  |  |
|   | <b>Second order concepts</b>   | <b>Significance:</b> I can identify significant artists, works of art and art movements   |  |   |  |  |
| <b>Written, oral and creative expression:</b> I can use artistic terminology, evaluating, refining, describing, experimenting, creating, presenting |  |   |  |   |  |  |
| <b>Similarity and difference:</b> I can compare works of art, identifying common/different styles and techniques                                    |  |   |  |   |  |  |
| <b>Summer 1</b>   | <b>Key Concepts</b>  | <b>Prior Learning</b>   | <b>At the end of this unit of work Children will know:</b>   |   | <b>5 Key Questions</b>   |  |
| <b>Unit of work: Pattern and print</b>  | <b>Knowledge of Artists and Designers<br/>Exploring and developing ideas<br/>Making skills<br/>Evaluating</b>    | Use shape to create patterns<br><br>Select and use materials to achieve a specific outcome.<br><br>Plans print and produce a good print independently.<br><br>Extracts information from observational work in order to develop a print. | Creating pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc.<br><br>Discuss own and artists work, drawing comparisons and reflecting on their own creations.<br><br>Look at various artists creation of pattern and discuss effect |  What was the arts and crafts movement?<br> Discuss an artist you have learned about<br> Define motif | How has the work of the artist you have studied influenced art/design today?<br><br>Discuss similarities and differences between the work of the artist you have learned about |  |

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| YEAR 6   | Suggested lessons     | <b>Lesson 1:</b><br>The children are introduced to William Morris and find out who he was and how he was important. They are given a brief history of his background as well as being introduced to the Arts and Crafts movement. They look in detail at his textile and wallpaper designs in order to analyse and compare each one- annotate in sketchbooks | <b>Lesson 2:</b><br>Children create a mood board of different style patterns. They consider use of colour, images used etc. | <b>Lesson 3:</b><br>Children select from a range of patterns by Morris. They sketch key elements of the pattern, they then replicate the colours using different mediums. | <b>Lesson 4:</b><br>Children design their own William Morris style pattern that will later be printed using a printing block. | <b>Lesson 5:</b><br>Children create their own printing blocks using their pattern design. | <b>Lesson 6:</b><br>Children use their printing blocks from the previous lesson to print their repeated pattern style wallpaper. |  |
|  | Key Content           | I am able to critically analyse the work of artists, architects and designers throughout history   |   |   |   |   |  |  |
|  |                       | I record my thoughts and ideas in a sketchbook to develop and refine techniques, including some annotations  |   |   |   |   |  |  |
|  |                       | I can use my sketchbook to record experiments with media and to try out new techniques and processes   |   |   |   |   |  |  |
|  |                       | I use language specific to a range of techniques to identify effective or less effective features and use this to inform my own work   |   |   |   |   |  |  |
|  |                       | I can make repeat patterns using printing techniques   |   |   |   |   |  |  |
|  |                       | I can create sophisticated artwork using my knowledge of pattern   |   |   |   |   |  |  |
|  |                       | I can represent feelings and emotions through patterns   |   |   |   |   |  |  |
|  | Second order concepts | <b>Significance:</b> I can identify significant artists, works of art and art movements  |   |   |   |   |  |  |
|  |                       | <b>Written, oral and creative expression:</b> I can use artistic terminology, evaluating, refining, describing, experimenting, creating, presenting  |   |   |   |   |  |  |
| <b>Similarity and difference:</b> I can compare works of art, identifying common/different styles and techniques |                       |  |   |   |   |   |  |  |
| Summer 2   | Key Concepts          | Prior Learning   | At the end of this unit of work Children will know:   |   |   | 5 Key Questions   |  |  |

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|  | <p><b>Unit of work:</b><br/> <b>Texture</b><br/> <b>Collaging</b><br/> <b>Warhol</b><br/> <b>Propagand</b><br/> <b>a of war</b></p> | <p><b>Knowledge of Artists and Designers</b><br/> <b>Exploring and developing ideas</b><br/> <b>Making skills</b><br/> <b>Evaluating</b></p>  | <p>Use colour to express moods and feelings.</p> <p>Match media to subject matter and purpose, selecting scale and type of paper. Uses sketchbooks in a personal way. Includes detail that is representative of what they are drawing</p> <p>Uses visual research from primary and secondary sources to develop a pictorial composition.</p> | <p>Recreate a scene remembered, observed or imagined, through collage, printing or screen printing.</p> <p>Develop experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc.</p> <p>Apply knowledge of different techniques to express feelings.</p> <p>Use the artistic elements and materials to develop into a collage.</p> | <p> What is the purpose of propaganda art?</p> <p> Discuss an artist you have learned about.</p> <p> What techniques are used the bye artist that you have studied?</p> <p> Define pop art</p> <p>How is the work of the artist you have studied similar/different to other artists you have learned about?</p> |  |  |
|  | <p><b>Suggested lessons</b></p>   | <p><b>Lesson 1:</b><br/>         Children will start to learn about the life, work and early techniques of Warhol. Following this, they may either collect, organise and annotate information about Warhol</p>  | <p><b>Lesson 2:</b><br/>         Children will learn about Warhol's 'Campbell's Soup' artwork, and discuss its significance. They will then create their own works of art in a similar style, or inspired by Warhol's work exploring the use of colour.</p>  | <p><b>Lesson 3:</b><br/>         Children explore different forms of propaganda art. They create mood boards in their sketch books with ideas of what they will include in their propaganda art poster.</p>  | <p><b>Lesson 4:</b><br/>         Children plan their propaganda art poster using inspiration from their previously created mood boards.</p>   | <p><b>Lesson 5:</b><br/>         Children use their acquired knowledge to create their propaganda poster .</p> | <p><b>Lesson 6:</b><br/>         Children upscale their propaganda poster on Cartridge paper for their final piece</p> |
|  | <p><b>Key Content</b></p>   | <p>I can explain how a chosen artist or art form has contributed to the culture and/or history of a nation</p> <p>I can investigate different starting points for my work and choose which idea to develop further</p> <p>I can explain how I am developing and refining ideas using language appropriate to the chosen style of art</p> <p>I can give reasoned evaluations of my own and other's work which takes account of context and intention</p> |  |  |   |  |  |

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|  |                              | I can understand how artists manipulate materials to create texture   |
|  |                              | I can express feelings and emotions through colour  |
|  | <b>Second order concepts</b> | <b>Significance:</b> I can identify significant artists, works of art and art movements   |
|  |                              | <b>Written, oral and creative expression:</b> I can use artistic terminology, evaluating, refining, describing, experimenting, creating, presenting |
|  |                              | <b>Similarity and difference:</b> I can compare works of art, identifying common/different styles and techniques                                    |