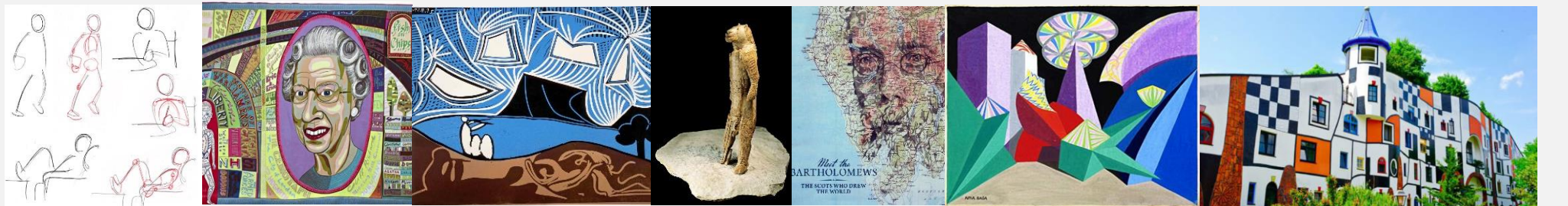
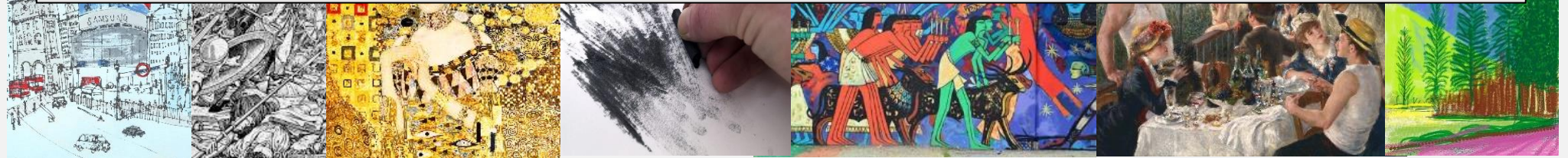


GLYNWOOD ART SCHEME



- A combination of Glynwood's own scheme and Access Art and has been developed to reflect our community, and to introduce a range of local artists to our curriculum, alongside national and international artists.
- Units have been created to enable teaching staff have a degree of autonomy when delivering lessons, whilst still having resources and ideas to hand for skills development.
- Adaptions and alterations are encouraged where curriculum links can be built upon, or where the development of children's skills and knowledge can be enhanced. Care is taken to ensure the continuation of our range of art forms and the diversity of artists studied.



Sketchbook Ideas

Year 6 are encouraged to be completely independent

Encouraging Year 1 to add simple annotations

We don't add LOs to our sketchbook pages.

We don't physically mark the children's work

Children need space and time to explore

A journey of discovery

Testing new materials

Exploring printing straight into sketchbooks - adding notes and collecting.

Year 3

- Independently exploring a range of media in sketchbooks before planning their own piece of artwork
- Developing curiosity & creativity

Using sketchbooks – design process

Year 5

- Encouraging a lot more meaningful annotation
- In depth artist study
- Personal opinion

(Ideas from Gomersal Primary School Art)

Access Art



The SPIRIT in which we give sketchbooks to children...

Exercise Book	Sketchbook
Date and Learning Objective	Not needed, instead invite children to make notes next to drawings/entries which describe what they did/reflections
Teacher says when to use it	Encourage pupils to reach for their sketchbook when they need to. Trust them.
Marked	Not marked. Use post it notes or paper bookmarks to highlight pages you'd like to discuss. Gain insight into intention behind sketchbook work by talking one to one or small groups.
Identical	Not identical. Each sketchbook should reflect personality of the child.
Writing is Corrected	Spelling mistakes allowed. What matters is the thought process, not the execution.
Messiness Discouraged	Let nature of individual activity, plus natural inclination of child, guide content.
Working Towards "Best"	Sketchbooks should raise more questions than answers. Ideas explored & tested. Willingness to Fail.

If they see this book as just another school book – just another exercise book with all the constraints that come with that, then they won't be able to fully use it, or benefit from it, as a sketchbook...

We need to help pupils to think of their sketchbooks as a special place – as their place – different from other school books... And we need to identify what might stop that from happening...

ARTISTS/DESIGNERS OVERVIEW

		Y1		Y2		Y3		Y4		Y5		Y6
AUT 1	SCULP/3D	ANTHONY GORMLEY BARBARA HEPWORTH CHRISTO & JEANNE- CLAUDE FAITH BABBINGTON					DRAWING	NORMAN CORNISH SHAUN TAN CHARLIE ROGERS			PAINTING	W HOLMAN HUNT
AUT 2			PRINT	KIYOSHI YAMASHITA ANGIE LEWIN	PAINTING	CLARE CAULFIELD ALICE KETTLE HANNAH RAE			SCULP/3D	ELISABETH FRINK MICHELANGELO		
SPR 1	DRAWING	GUSTAV KLIMT SVETLANA PETROVA	PAINTING	MARELA ZACARIAS CHARLIE FRENCH VAN GOGH CEZANNE	SCULP/3D	LION MAN SCULPTURE			DRAWING	GRAYSON PERRY HUNDERTWASSER		
SPR 2							PAINTING	JOHN DYER HENRI ROUSSEAU			DRAWING	HENRY MOORE EVELYN DUNBAR
SUM 1			DRAWING	MANJIT THAPP DAYANITA SINGH	DRAWING	ALAA AWAD RENOIR						
SUM 2	PAINTING	DAVID HOCKNEY					PRINT	REBECCA VINCENT KEVORK MOURAD CLIFFORD WEBB	PAINTING	VANESSA GARDINER SHOREDITCH SKETCHER JOANNE WISHART JMW TURNER	PRINT	SHEPARD FAIREY LUBA LUKOVA FAITH RINGGOLD

ART FORM OVERVIEW

		Y1		Y2		Y3		Y4		Y5		Y6
AUT 1	SCULP/3D	SCULPTURE/3D & DRAWING/ CLAY 1 Access Art: Playful Making Pathway	DT		DT		DRAWING	PEOPLE 2 Access Art: Story Telling through Drawing	DT		PAINTING	COLOUR MIXING 4 DIGITAL ART 3
AUT 2	DT		PRINTMAK	PRINTMAKING 1 Access Art: Exploring the World through Monoprint Pathway	PAINTING	COLOUR AND TEXTILES 2 Access Art: Cloth, Thread and Paint DIGITAL ART 2	DT		SCULP/3D	SCULPTURE/3D & CLAY 3 COLLAGE 2	DT	
SPR 1	DRAWING	PEOPLE 1 Access Art: Spirals Pathway	PAINTING	COLOUR MIXING 1 Access Art: Expressive Painting Pathway	SCULP/3D	SCULPTURE/3D & CLAY 2 Access Art: Telling Stories through Drawing and Making Pathway	DT		DRAWING	PEOPLE 3 ARCHITECTURE	DT	
SPR 2	DT		DT		DT		PAINTING	LANDSCAPES 2 Access Art: Exploring Still Life COLLAGE 1	DT		DRAWING	FIGURE DRAWING 3 Access Art: Henry Moore and the Shelter Drawings
SUM 1	DT		DRAWI	FIGURE DRAWING 1 PHOTOGRAPHY FASHION	DRAWING	FIGURE DRAWING 2 Access Art: Making Animated Drawings Pathway	DT		DT		DT	
SUM 2	PAINTING	LANDSCAPES 1 DIGITAL ART 1	DT		DT		PRINTMAKING	PRINTMAKING 2 Making Monotypes	PAINTING	COLOUR MIXING 3 Access Art: Mixed Media and City Scapes LANDSCAPES 3	PRINTMAKING	PRINTMAKING 3 Access Art: Print and Activism Pathway COLLAGE 3

PROGRESSION OF SKILLS IN ART

	Y1	Y2	Y3	Y4	Y5	Y6
DRAWING	Explore mark making and experiment with drawing lines and use 3D shapes to draw.	Explore drawing techniques. Begin to apply tone to describe form, develop skill and control with a range of drawing materials.	Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.	Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.	Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.	Learn and apply new drawing techniques such as negative drawing, chiaroscuro, sketching and still life.
PAINTING	Develop skill and control when painting.	Further improve skill and control when painting. Paint with creativity and expression.	Increase skill and control when painting. Apply greater expression and creativity to own paintings.	Develop skill and control when painting. Paint with expression. Analyse paintings by artists.	Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.	Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.
COLOUR	Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.	Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.	Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tint and shades, for different purposes.	Analyse and describe colour and painting techniques in artist's work. Manipulate colour for painting.	Select and mix more complex colours to depict thoughts and feelings.	Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by different artists.
FORM	Learn about space and form through making sculptures and developing language.	Extend their practical ability to create 3d sculptural forms and begin to understand how to represent form when drawing.	Further develop their ability to describe 3d form in a range of materials, including drawing.	<i>Develop their ability to describe and model form in 3d using a range of materials. analyse and describe how artists use and apply form in their work.</i>	Further extend their ability to describe and model form in 3d using a range of materials.	Express and articulate a personal message through sculpture. Analyse and study artists use of form.
LINE	Use, express and experiment with line for purpose, then use appropriate language to describe lines.	Draw lines with increased skill and confidence. Use line for expression when drawing portraits.	Express and describe organic and geometric forms through different types of line.	<i>Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.</i>	Extend and develop a greater understanding of applying expression when using line.	Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.
PATTERN	Understand patterns in nature, design and make patterns in a range of materials.	Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own.	Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern	Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.	Construct patterns through various methods to develop their understanding.	Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.

SHAPE	Identify, describe and use shape for purpose.	Compose designs by adapting the work of other artists to suit their own ideas.	Identify, draw and label shapes within images and objects. Create and form shapes from 3d materials.	Create compositions using mathematical shapes. Analyse and describe the use of shape in artists' work.	Compose original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.	Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.
TEXTURE	Use materials to create textures.	Identify and describe different textures. Select and use appropriate materials to create textures.	Analyse and describe texture within artists' work.	Use a range of materials to express complex textures.	Develop understanding of texture through practical making activities.	Understand how artists manipulate materials to create texture.
TONE	Understand what tone is and how to apply this to their own work.	Experiment with pencils to create tone. Use tone to create form when drawing.	Develop skill and control when using tone. Learn and use simple shading rules.	Use a variety of tones to create different effects. Understand tone in more depth to create 3d effects. Analyse and describe use of tone in artists' work.	Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.	Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.
USING SKETCHBOOKS	To use sketch books through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.	To use sketchbooks through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.	To use sketchbooks to generate ideas and record thoughts and observations. make records of visual experiments.	Use sketchbooks for planning and refining own work, to record observations and ideas and developing skills and technique.	Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.	Make personal investigation and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.

PROGRESS OBJECTIVES (Adapted from NSEAD) - 4 STEPS TO TEACHING & ASSESSING

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	By the end of EY pupils should know:	By the end of Y1 pupils should know:	By the end of Y2 pupils should know:	By the end of Y3 pupils should know:	By the end of Y4 pupils should know:	By the end of Y5 pupils should know:	By the end of Y6 pupils should know:
KNOWLEDGE AND UNDERSTANDING	<ol style="list-style-type: none"> 1. That art (design and craft) is made by artists exhibiting care and skill and is valued for its qualities 2. How to explain what they are doing 	<ol style="list-style-type: none"> 1. How to recognise and describe some simple characteristics of different kinds of art, craft and design 2. The names of tools, techniques and the formal elements (colours, shapes, tones, etc) that they use 	<ol style="list-style-type: none"> 1. That different forms of creative work are made by artists, craftspeople and designers, from all cultures and times. 2. And be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use) 	<ol style="list-style-type: none"> 1. About and describe the work of some artists, craftspeople, architects and designers 2. And be able to explain how to use some of the tools and techniques they have chosen to work with 	<ol style="list-style-type: none"> 1. About and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. 2. About, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety. 	<ol style="list-style-type: none"> 1. Research and discuss the ideas and approaches of a variety of craftspeople, designers and architects, taking into account of their particular cultural context and intentions. 2. How to describe the processes they are using and how they hope to achieve high quality outcomes. 	<ol style="list-style-type: none"> 1. How to describe, interpret and explain work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. 2. About the technical vocabulary and techniques for modifying the qualities of different materials and processes
	By the end of EY pupils should be able to:	By the end of Y1 pupils should be able to:	By the end of Y2 pupils should be able to:	By the end of Y3 pupils should be able to:	By the end of Y4 pupils should be able to:	By the end of Y5 pupils should be able to:	By the end of Y6 pupils should be able to:
GENERATING IDEAS	<ol style="list-style-type: none"> 3. Work purposefully responding to colours, shapes, materials, etc 4. Create simple representations of people and other things 	<ol style="list-style-type: none"> 3. Recognise that ideas can be expressed in art work 4. Use a sketchbook to experiment with an open mind (for instance they enthusiastically try out and use all materials that are presented to them) 	<ol style="list-style-type: none"> 3. Try out different activities and make sensible choices about what to do next 4. Use a sketchbook to draw to record ideas and experiences 	<ol style="list-style-type: none"> 3. Gather and review information, references and resources related to their ideas and intentions 4. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas 	<ol style="list-style-type: none"> 3. Select and use relevant resources and references to develop their ideas 4. Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. 	<ol style="list-style-type: none"> 3. Engage in open ended research and exploration in the process of initiating and developing their own personal ideas. 4. Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. 	<ol style="list-style-type: none"> 3. Independently develop a range of ideas which show curiosity, imagination and originality 4. Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches (for instance, sketchbooks will show in advance how work will be

							produced and how qualities of materials will be used)
SKILLS AND MAKING	<p>5. Work spontaneously and enjoy the act of making/ creating</p> <p>6. Sustain concentration and control when experimenting with materials</p>	<p>5. Try out a range of materials and processes and recognise that they have different qualities</p> <p>6. Use materials purposefully to achieve particular characteristics of qualities</p>	<p>5. Deliberately choose to use particular techniques for a given purpose</p> <p>6. Develop and exercise some care and control over the range of materials they use</p>	<p>5. Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques</p> <p>6. Select, and use appropriately, a variety of materials and techniques in order to create their own work</p>	<p>5. Investigate the nature and qualities of different materials and processes systematically</p> <p>6. Apply the technical skills they are learning to improve the quality of their work</p>	<p>5. Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them)</p> <p>6. Use their acquired technical expertise to make work effectively reflects their ideas and intentions.</p>	<p>5. Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques</p> <p>6. Independently select and effectively use relevant processes in order to create successful and finished work</p>
EVALUATING	<p>7. Recognise and describe key features of their own and other's work</p>	<p>7. Show interest and describe what they think about the work of others</p>	<p>7. When looking at creative work express clear preferences and give some reasons for these</p>	<p>7. Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance, they think carefully before explaining to their teacher what they like and what they will do next)</p>	<p>7. Regularly reflect upon their work, and use comparisons with the work of others (pupils and artists) to identify how to improve</p>	<p>7. Regularly analyse and reflect on their progress taking into account of what they hope to achieve.</p>	<p>7. Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work</p>

Art in Early Years at Glynwood



How does Art link to the Early Years Foundation Stage Profile?

Expressive Arts and Design – Exploring and Using Media and Materials

Early Learning Goal

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design – Being Imaginative

Early Learning Goal

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

How does Art look within the Early Years classrooms?

These are some of the things you might see which link to Art.

- ♥ Children accessing creative materials independently. These often link with the children's current interests.
- ♥ Children choosing to work in the 'Studio' and 'Creative' areas of the classroom.
- ♥ Children developing their motor skills through handling tools effectively for painting, drawing, sticking and creating.
- ♥ Children using their 'planning' time to think through their creative ideas. Adults support children at this time through questioning and making suggestions to form a whole idea.
- ♥ Children are encouraged to evaluate what they have created or made during 'review' time. Adults support children in this evaluation through the use of careful questioning. Children are encouraged to ask their peers questions about what they have made or created.
- ♥ Adults demonstrating a new skill or technique. For example, showing a group of children how to mix colours to create new ones. Resources linking to a new skill or technique will be available for children to explore independently within their play.

Please feel welcome to visit the Nursery and Reception classrooms to look at some of these things in action – we love to have visitors! If you would like to access the children's learning journeys to see evidence of your subject within the early years, please come and ask – we will be more than happy to show you.

Y1	AUTUMN 1 SCUPTURE/3D	SPRING 1 DRAWING	SUMMER 2 PAINTING
	<p><u>OUR LOCAL AREA</u> SCULPTURE/3D & DRAWING</p> <p>ANTHONY GORMLEY 'The Angel of the North'</p> <p>BARBARA HEPWORTH 'Family of Man'</p>	<p><u>OUR COUNTRY</u> PORTRAITS 1</p> <p>GUSTAV KLIMT 'Portrait of Adele Bloch-Blauer'</p>	<p><u>GREAT OUTDOORS</u> DIGITAL ART 1 LANDSCAPES 1</p> <p>DAVID HOCKNEY 'Untitled No.21 from the Yosemite Suite'</p>
	<p><u>ONGOING: SKETCHBOOKS</u></p> <ul style="list-style-type: none"> • https://www.accessart.org.uk/drawing-journey-children-ages-5-7/ • A sketchbook is a celebration of creative ideas and a resource to practice skills. • Use teacher modelling to inspire children. • Record thoughts and ideas and experiment with materials. • Record what they see and collect. • Record new processes and techniques. • Record observations and designs in a visual journal to support the development of ideas and skills. • Sketchbooks belong to the child - any teacher comments to be done on post it notes. 		
	<p><u>LESSONS</u> Access Art Year 1 'Playful Making' Pathway (Working in Three Dimensions)</p> <p>Work through Access Art Pathway. When it comes to children making their sculpture in Week 3 & 4, make the project about 'My Own Angel of the North'. Allow children to experiment and be creative in their interpretations. Time allowing, children create clay sculpture of their own 'Angel'. Show work by artists Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett, from Access Art Pathway.</p>	<p><u>LESSONS</u> Access Art Year 1 'Spirals' Pathway</p> <p>Combine this spirals pathway with looking at Gustav Klimt, and the spirals and shapes in his work. Pupils create a portrait with decorative spirals and shapes. Introduce the painting of the portrait of Adele Bloch Bauer, and the words 'Art Nouveau'. Children to look at spaces between features on their face, eg. explain to them how much forehead a face has. Use word 'proportion' in discussions. Children create a self-portrait or image of a famous person.</p>	<p><u>LESSONS</u> Access Art Year 1 Teaching staff: 'Painting on Screen'</p> <p>Teaching staff look at 'Painting on Screen', for additional digital skills and knowledge.</p> <ol style="list-style-type: none"> 1. Introduce the painting 'UNTITLED No. 21 from the Yosemite Suite'. Introduce David Hockney, and show a variety of his artwork, both painted and digital. Watch: https://www.bing.com/videos/riverview/related-video?q=david+hockney+digital+art&mid=058C31B4FE36BC7D2855058C31B4FE36BC7D2855&FORM=VRD GAR



Use this image and surround it with variety of drawn patterns, taking influence from Klimt and the Spirals Pathway.

Time permitting, look at and discuss image by Svetlana Petrova of her ginger cat in a Klimt painting,

<https://www.bbc.co.uk/news/entertainment-arts-27507950>

<https://www.pinterest.co.uk/lechero357/art-svetlana-petrova/>



Children use ipads to sketch and collect photographic images outdoors. Use ipads and sketchbooks to collect shapes, textures, lines and colours. Encourage children to look at 'landscapes'.

2. In class, children choose one photograph to sketch over, creating a layer of drawing and a layer of painting. Children start to think of different shades and tones - how many different greens can they use in their painting?
3. Children complete a digital image, which is printed out.
4. Using the image they have created, children make a second image using poster paints or acrylics. Colour mix primary colours to create secondary colours - green, purple and orange. How closely can they match their digital image? Children experiment with a variety of tools - brushes, sticks, fingers.
5. Compare using the 2 art forms in a classroom gallery and discuss their work and the process. Which did they prefer?



VOCABULARY

texture
create
sculpture

VOCABULARY

line
tone
blending
scribbling

VOCABULARY

digital art
primary colour
secondary colour

SKILLS - 3D/ SCULPTURE

FORM: Learn about space and form through making sculptures and developing language
TEXTURE: Use materials to create textures.
SHAPE: Identify, describe and use shape for purpose.

SKILLS - DRAWING

DRAWING: Explore mark making and experiment with drawing lines and use 3D shapes to draw.
LINE: Use, express and experiment with line for purpose, then use appropriate language to describe lines.

SKILLS - PAINTING

PAINTING: Develop skill and control when painting.
COLOUR: Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.

	<ul style="list-style-type: none"> • Design and plan the final outcome of their piece before making. • Use equipment and media with increasing confidence. • Shape, form, join, construct and model materials for a purpose. • Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. • Impress and apply simple decoration techniques: impressed, painted, applied, carved. • Select and use tools and equipment safely and in the correct way. • Use surface patterns/ textures when appropriate. 	<p>TONE: Understand what tone is and how to apply this to their own work.</p> <ul style="list-style-type: none"> • Can draw carefully in line from observation, recording shapes and positioning all marks/features with some care. • Explores tone using different grades of pencil, pastel or chalk. • Experiments and investigates with a variety of drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip). • Use a variety of drawing techniques: hatching, scribbling, stippling and blending. • Observe and draw patterns. • Encourage drawings of people to focus on more accurate observations of faces, limbs etc. • Talk about their own work and that of other artists. • Explore mark making and experiment with drawing lines and use 3D shapes to draw. 	<p>PATTERN: Understand patterns in nature, design and make patterns in a range of materials. SHAPE: Identify, describe and use shape for purpose. TEXTURE: Use materials to create textures. TONE: Understand what tone is and how to apply this to their own work.</p> <ul style="list-style-type: none"> • To recognise and name primary and secondary colours. • Experiment with primary colours and create the secondary colours. • Start to mix a range of secondary colours, moving towards predicting resulting colours. • Experiment with a variety of different brush sizes and with other painting tools, such as sponge brushes, objects. • Begin to control the types of marks made with the range of tools. • Paint onto a range of different surfaces with a range of tools. <p><u>DIGITAL ART SKILLS</u></p> <ul style="list-style-type: none"> • Introduce children to PROCREATE app on ipads. Show them the paintbrush tools and how to select colours. • Explore ideas using the internet. • Record visual information using digital cameras and recorders. • Use eraser, shape and fill tools. • Use basic selecting and cropping tools.
Y1	<p><u>EXTRA RESOURCES/ IDEAS</u> FACTFILE: Resources file/ A ART/ RESOURCES FOR STAFF/ Twinkl Artist Factfiles/ Barbara Hepworth</p>	<p><u>EXTRA RESOURCES/ IDEAS</u> ACCESS ART - using sketchbooks and lessons on drawing. FACTFILE: Resources file/ A ART/ RESOURCES FOR STAFF/ Twinkl Artist Factfiles/ Gustav Klimt</p>	<p><u>EXTRA RESOURCES/ IDEAS</u> PROCREATE app PURPLE MASH also has a paint app Gomersal Primary Art has some Y6 work inspired by David Hockney</p>
<p><u>4 STEPS TO TEACHING & ASSESSING</u> 1. KNOWLEDGE & UNDERSTANDING: Know about great artists, craft makers and designers, and understand the historical development of their art forms.</p>			

2. **GENERATING IDEAS:** Produce creative work, exploring ideas and recording their experiences.
3. **SKILLS & MAKING:** Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
4. **EVALUATING:** Evaluate and analyse artistic works using the language of art, craft and design.

QUESTIONS TO ASK CHN ABOUT A PIECE OF ART

1. **THE CONTENT:** What is the image about? Describe what is in the picture. Who produced the work? When was it done? Was anything happening in the world that influenced the work?
2. **FORMAL ELEMENTS:** Describe the way the artist has used lines, tones, colours, shapes, textures and patterns to create effects.
3. **HOW WAS IT DONE:** How was the piece produced? What was it made from? What techniques and processes were used?
4. **FEELING AND MOOD:** Does the work capture mood, feeling or emotion? How has the artist created this mood? What might you have changed? Do you think you would do it the same way? What would you like to create?

ENCOURAGING CONFIDENCE

Discuss with children how they feel about their art. Refer to them as artists! Encourage them to explain what has worked well, what they might change, how they were influenced. Discuss the art/ artist they have learnt about. Devote time to showing all work in a 'gallery' - this could just be on the floor in class. Encourage whole class discussions.

ASSESSMENT

Can pupils...

- look at, show interest in and talk about their own work and that of other artists, craft makers and designers and the techniques they have used?
- verbally reflect on the success of their piece and identify what went well and what they could do better next time?
- describe the differences and similarities between different practices and disciplines, make links to their own work?
- show development in the skills they are using?

Teachers...

- Look at Access Art 'I can' statements
- Fill in sheets for assessment folder
- Write on post-it notes
- Verbal feedback
- Have 1:1 and group chats
- Children move around the classroom 'gallery'
- Children annotate and evaluate

POSSIBLE RESOURCES NEEDED FOR THE YEAR

Pencils, fine liner pens, cardboard, wax pastels, ready mixed paint, brushes - variety of sizes, mixing palettes, acrylics, sketchbooks, chalks, charcoal, water containers, aprons, tablecloths, felt tips, coloured pencils, paper for collage (tissue, crepe, cellophane, foiled, coloured), cartridge paper/ watercolour paper, Sharpie or Posca pens.

EVENTS

Once a year - either a visit to Shipley Art Gallery, a visit from an artist/educator from the Shipley, or a targeted art lesson from art specialist in school.
 Key stage assembly from Shipley visitor
 Glynwood Art and Music Festival
 Whole school art project, developing a particular theme.

Y2	AUTUMN 2 PRINTMAKING	SPRING 1 PAINTING	SUMMER 1 DRAWING
	<p><u>HISTORICAL EVENTS</u> PRINTMAKING 1</p> <p>KIYOSHI YAMASHITA 'Fireworks, 1917' ANGIE LEWIN 'Thames Fireworks'</p>	<p><u>ADVENTURERS & EXPLORERS</u> COLOUR MIXING 1</p> <p>MARELA ZACARIAS CHARLIE FRENCH VINCENT VAN GOGH CEZANNE</p>	<p><u>INDIA</u> FIGURE DRAWING 1 PHOTOGRAPHY FASHION</p> <p>MANJIT THAPP The Bigger Picture - Women who changed the Art World DAYANITA SINGH Accordion Book</p>
	<p><u>ONGOING: SKETCHBOOKS</u></p> <ul style="list-style-type: none"> • https://www.accessart.org.uk/drawing-journey-children-ages-5-7/ • A sketchbook is a celebration of creative ideas and a resource to practice skills. • Use teacher modelling to inspire children. • Record thoughts and ideas and experiment with materials. • Record what they see and collect. • Record new processes and techniques. • Record observations and designs in a visual journal to support the development of ideas and skills. • Sketchbooks belong to the child - any teacher comments to be done on post it notes. 		
	<p><u>LESSONS</u> Access Art Year 2 'Exploring the World Through Monoprint' Pathway</p> <p>Teacher options:</p> <ol style="list-style-type: none"> 1. Work through above Access Art pathway, linking printing to science units on 'Living things in their Habitat' or 'Uses of Everyday Materials' <p>OR</p> <ol style="list-style-type: none"> 2. Use above Access Art Pathway to guide you through printmaking, whilst using unit below based around Fireworks, and linking to 	<p><u>LESSONS</u> Access Art Year 2 'Expressive Painting' Pathway</p>	<p><u>LESSONS</u></p> <ol style="list-style-type: none"> 1. Introduce the artists Thapp and Singh, and show their work. Look at the book 'The Bigger Picture Women: Who Changed the Art World' which has a section on Singh, and is illustrated by Thapp. Look at how Singh uses photographs in her work, particularly at the 'accordion book' of photographs. 2. Children take photographs of themselves in pairs, which are printed and made into an accordion book. Think about pose, clothing, setting etc to try to add character/ emotion/ feeling to their art. 3. Study examples of figure sketching online. Begin by looking at own bodies, then discuss

history unit on 'Historical Events'.

Introduce Japanese artist Kiyoshi Yamashita, and Angie Lewin. Discuss how they have represented fireworks. Sketch different ways to represent fireworks. Look at Mark Making in Resources. Look at <https://www.angielewin.co.uk/> Thames Fireworks and website.

Introduce the terms printmaker/ printmaking. Explain how Lewin's image has been made using a linocut.

Children practise mono-printing in their sketchbooks, looking at styles of representing a firework. Collect children's ideas about what else they could add to a print, to develop Yamashita's paintings and Lewin's print, such as images in the foreground.



VOCABULARY

texture (Y1)
create (Y1)
sculpture (Y1)

printmaking

mono-print

VOCABULARY

primary colour (Y1)
secondary colour (Y1)

expressive/ expression

tone
texture
mark making
wash

VOCABULARY

line (Y1)
tone (Y1)
blending (Y1)
scribbling (Y1)

hatching

stippling
opinion
technique

proportions. Show how legs and arms have joints and how we should draw those as separate parts. Use mannequins.

Watch:

<https://www.bbc.co.uk/programmes/p0114r6f>

Show children how to draw stick figures initially, with knee and elbow joints, to decide what position they want their character to be in. Child or teacher could be a model with strips of coloured tape on parts of limbs. Apply shape and flesh to the drawings.

4. Look at Thapp's work. Explain how she works as an artist /illustrator today and her clients include Google, Apple, Penguin, Tate, ITV and Stylist. Look at the animations on her website.

Look at Thapp's fashion designs. Add clothing, colour and design to their figures. Encourage fashion drawings of men and boys also, in the style of Thapp's work.

5. Share work in classroom 'gallery' and discuss what children have enjoyed and learnt.



Y2	<p><u>SKILLS - PRINTING</u></p> <p>COLOUR: Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</p> <p>PATTERN: Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own.</p> <p>SHAPE: Compose designs by adapting the work of other artists to suit their own ideas.</p> <p>TEXTURES: Identify and describe different textures. Select and use appropriate materials to create textures.</p> <ul style="list-style-type: none"> • Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen lids, cotton reels, sponge. • Demonstrate experience at impressed printing: drawing into ink, printing from objects. • Make simple prints i.e. mono-printing. • Use equipment and media correctly and be able to produce a clean printed image. • Explore printing in relief, e.g. with string and card. • Experiment with overprinting motifs and colour. • Begin to identify different forms of printing: books, posters pictures, fabrics. 	<p><u>SKILLS - PAINTING</u></p> <p>PAINTING: Further improve skill and control when painting. Paint with creativity and expression.</p> <p>COLOUR: Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</p> <p>TEXTURES: Identify and describe different textures. Select and use appropriate materials to create textures.</p> <ul style="list-style-type: none"> • Confidently mix primary colours to make secondary colours. • Investigate mixing a wider variety colours, to create different tones (adding white and darker colour to a colour). Share their discoveries with others. • Begin to control the types of marks made with a range of painting techniques, e.g. layering, mixing media and adding texture. • Use a brush with control to produce marks appropriate to the work, e.g. small brush for detail • Use home made tools to apply paint in abstract patterns. Be inventive. 	<p><u>SKILLS - DRAWING</u></p> <p>DRAWING: Explore drawing techniques. Begin to apply tone to describe form, develop skill and control with a range of drawing materials.</p> <p>FORM: Begin to understand how to represent form when drawing.</p> <p>LINE: Draw lines with increased skill and confidence. Use line for expression when drawing portraits.</p> <p>TONE: Experiment with pencils to create tone. Use tone to create form when drawing.</p> <ul style="list-style-type: none"> • Uses line and tone to represent objects seen, remembered or imagined. • Experiment with different drawing techniques (hatching, stippling, blending, shading, erasing) and make sensible choices about what to do next. • Select particular techniques for a given purpose. • Exercise care and control over the materials they use (pencil, rubbers, crayon, pastels, chalk, charcoal, pen, felt tip). • To talk about their own work and that of other artists, discuss the techniques they have used and share their thoughts and feelings linked to the art work.
Y2	<p><u>EXTRA RESOURCES/ IDEAS</u></p> <p>'PRINTMAKING IN THE BUSY CLASSROOM - 13 IDEAS' (Folder kept in school or in Resources)</p>	<p><u>EXTRA RESOURCES/ IDEAS</u></p>	<p><u>EXTRA RESOURCES/ IDEAS</u></p> <p>https://manjitthapp.co.uk/</p> <p>JE has book 'The Bigger Picture: Women Who Changed the Art World'</p>
<p><u>4 STEPS TO TEACHING & ASSESSING</u></p> <ol style="list-style-type: none"> 1. KNOWLEDGE & UNDERSTANDING: Know about great artists, craft makers and designers, and understand the historical development of their art forms. 2. GENERATING IDEAS: Produce creative work, exploring ideas and recording their experiences. 3. SKILLS & MAKING: Become proficient in drawing, painting, sculpture and other art, craft and design techniques. 4. EVALUATING: Evaluate and analyse artistic works using the language of art, craft and design. 			
<p><u>QUESTIONS TO ASK CHN ABOUT A PIECE OF ART</u></p> <ol style="list-style-type: none"> 1. THE CONTENT: What is the image about? Describe what is in the picture. Who produced the work? When was it done? Was anything happening in the world that influenced the work? 2. FORMAL ELEMENTS: Describe the way the artist has used lines, tones, colours, shapes, textures and patterns to create effects. 			

3. HOW WAS IT DONE: How was the piece produced? What was it made from? What techniques and processes were used?
4. FEELING AND MOOD: Does the work capture mood, feeling or emotion? How has the artist created this mood? What might you have changed? Do you think you would do it the same way? What would you like to create?

ENCOURAGING CONFIDENCE

Discuss with children how they feel about their art. Refer to them as artists! Encourage them to explain what has worked well, what they might change, how they were influenced. Discuss the art/ artist they have learnt about. Devote time to showing all work in a 'gallery' - this could just be on the floor in class. Encourage whole class discussions.

ASSESSMENT

Can pupils...

- look at, show interest in and talk about their own work and that of other artists, craft makers and designers and the techniques they have used?
- verbally reflect on the success of their piece and identify what went well and what they could do better next time?
- describe the differences and similarities between different practices and disciplines, make links to their own work?
- show development in the skills they are using?

Teachers...

- Look at Access Art 'I can' statements
- Fill in sheets for assessment folder
- Write on post-it notes
- Verbal feedback
- Have 1:1 and group chats
- Children move around the classroom 'gallery'
- Children annotate and evaluate

POSSIBLE RESOURCES NEEDED FOR THE YEAR

Pencils for sketching, wax pastels, ready mixed paint, brushes of different sizes, mixing palettes, acrylics, watercolours, watercolour pencils, sketchbooks, chalks, charcoal, water containers, aprons, tablecloths, felt tips, coloured pencils, black fine liners, printing rollers, printmaking ink, safe print polystyrene, string, paper for collage (tissue, crepe, cellophane, foiled, coloured), cartridge paper/ watercolour paper, Sharpie or Posca pens

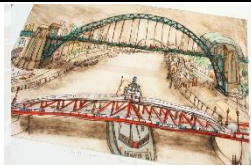
EVENTS

Once a year - Either a visit to Shipley Art Gallery, a visit from an artist/educator from the Shipley, or a targeted art lesson from art specialist in school.

Glynwood Art and Music Festival

Whole school art project, developing a particular theme

Y3	AUTUMN 2 PAINTING	SPRING 1 SCULPTURE/3D	SUMMER 1 DRAWING
	<p><u>CITIES</u> COLOUR AND TEXTILES 2 DIGITAL ART 2</p> <p>CLARE CAULFIELD ALICE KETTLE HANNAH RAE</p>	<p><u>STONE AGE IRON AGE</u> SCULPTURE/3D & CLAY 2</p> <p>LION MAN SCULPTURE PRINTING HANDS CAVE PAINTINGS</p>	<p><u>ANCIENT EGYPT</u> FIGURE DRAWING 2</p> <p>ALAA AWAD PIERRE-AUGUSTE RENOIR</p> <p>MURAL - 'JUSTICE' 'LUNCHEON AT THE BOATING PARTY'</p>
	<p><u>ONGOING: SKETCHBOOKS</u></p> <ul style="list-style-type: none"> • https://www.accessart.org.uk/drawing-journey-children-ages-7-9/ • A sketchbook is a celebration of creative ideas and a resource to practice skills. • Use teacher modelling to inspire children. • Record thoughts and ideas and experiment with materials. • Record what they see and collect. • Record new processes and techniques. • Record observations and designs in a visual journal to support the development of ideas and skills. • Sketchbooks belong to the child - any teacher comments to be done on post it notes. 		
Y3	<p><u>LESSONS</u> Access Art Year 3 'Cloth, Thread and Paint' Pathway, combined with Clare Caulfield</p> <p>Combine 'Cloth, Thread, Paint' Pathway with Clare Caulfield images of London and Newcastle. Introduce the Claire Caulfield and her work, particularly her London sketches. http://clarecaulfield.co.uk/gallery#/drawings/ https://clarecaulfield.co.uk/biscuit-factory/ http://clarecaulfield.co.uk/london-cards</p>	<p><u>LESSONS</u> Access Art Year 3 'Telling Stories through Drawing and Making' Pathway</p> <ol style="list-style-type: none"> 1. Use 'Telling Stories through Drawing and Making' Pathway. Combine it with learning about Lion Man sculpture. 2. On reaching weeks 3, 4 & 5, follow Option 1 'Make a Roald Dahl character' but instead, instruct children to make their own 'Lion Man' using other animals that would have been around during the Stone Age. Children use clay to create additional sculptures, or combine it with other materials. 	<p><u>LESSONS</u> Access Art Year 3 'Making Animated Drawings' Pathway, combined with artist Alaa Awad.</p> <ol style="list-style-type: none"> 1. Introduce Alaa Awad, and look at his website. Show his drawings and how he has used these to develop his paintings and murals. Show 'Luncheon at the Boating Party' by Renoir and compare with Awad mural on Justice. Use sketchbooks to stick, sketch and annotate their work. 2. Children sketch different figures from Alaa Awad paintings using a variety of materials in their books. 3. Use 'Making Animated Drawings' Pathway to



Children plan their

painting, using iconic images either of London or Newcastle. Look at colour mixing and colour wheel.



Further London images - Claude Monet's series of paintings on the Houses of Parliament, and Michael Tompsett's cityscapes of London.

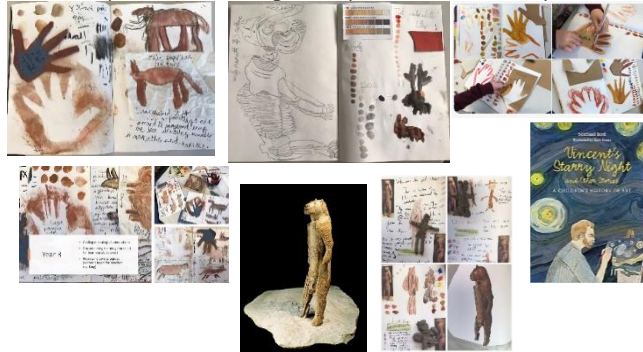


DIGITAL ART

Teachers look at Access Art 'Painting on Screen' for additional digital skills and knowledge. Children create landscape image, using Clare Caulfield influence, using drawing layer and painting layer.

- Use **Procreate** on the ipads, developing skills that they learnt from Year 1.
- Record and collect images using digital cameras and video recorders.
- Use a graphics package to create images and effects with lines by controlling the brush tool with increased precision.
- Changing the type of brush to an appropriate style e.g. charcoal.
- Create shapes by making sections to cut, duplicate and repeat.

3. To help inspire them, read the first story in the book 'Vincent's Starry Night and Other Stories' about Lion Man. Discuss the sculpture with peers. How was he made? What is he made out of? Why was it made? What was it used for? etc. Study cave paintings, including Lascaux, Altamira in France and use hands to make positive and negative paint or charcoal prints.



create drawings that they can cut out and split pin to create movable animated creatures. (Pathway will need to be condensed.)



Y3	<ul style="list-style-type: none"> Experiment with colours and textures by making 		
	<p><u>VOCABULARY</u></p> <p>primary colour (Y1) tint secondary colour (Y1) shade expressive/ expression (Y2) monochrome brush strokes tone (Y2) texture (Y2) mark making (Y2) wash (Y2)</p>	<p><u>VOCABULARY</u></p> <p>texture (Y1) 3D create (Y1) technique sculpture (Y1) abstract printmaking (Y2) proportion mono-print (Y2)</p>	<p><u>VOCABULARY</u></p> <p>line (Y1) sketching tone (Y1) charcoal blending (Y1) chalk scribbling (Y1) pattern hatching (Y2) stippling (Y2) opinion (Y2) technique (Y2)</p>
	<p><u>SKILLS - PAINTING</u></p> <p>PAINTING: Increase skill and control when painting. Apply greater expression and creativity to own paintings.</p> <p>COLOUR: Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tint and shades, for different purposes.</p> <p>LINE: Express and describe organic and geometric forms through different types of line.</p> <p>PATTERN: Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern</p> <p>TEXTURE: Analyse and describe texture within artists' work.</p> <p>TONE: Develop skill and control when using tone. Learn and use simple shading rules.</p> <ul style="list-style-type: none"> Experiment with monochromatic paint scales using the terms tint (adding white), shade (adding black) and tone (adding black and white). Begin to explore complementary colours. Demonstrate increasing control of the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textual effects. Record experiments and explorations. 	<p><u>SKILLS - SCULPTURE/ 3D</u></p> <p>SHAPE: Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.</p> <p>TEXTURE: Analyse and describe texture within artists' work.</p> <ul style="list-style-type: none"> Use equipment and media with confidence, safely and in an organised way. Learn to secure work to continue at a later date. Plan, collect and develop ideas. Construct a simple base for extending and modelling other shapes. Join two parts of a sculpture successfully. Produce and decorate models confidently. Demonstrate awareness in environmental sculpture and found object art. Use recycled, natural and man-made materials to create sculptures. Use language appropriate to skill and technique Adapt work as and when necessary and explain why. <p><u>CLAY:</u></p> <ul style="list-style-type: none"> Use language appropriate to skill and technique, e.g. 'slip and score'. Make a slip to join two pieces of clay. Produce more detailed surface patterns/ textures and use them when appropriate. Produce larger pieces using pinch/ slab/ coil techniques. 	<p><u>SKILLS - DRAWING</u></p> <p>DRAWING: Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</p> <p>FORM: Further develop their ability to describe 3d form in a range of materials, including drawing.</p> <p>LINE: Express and describe organic and geometric forms through different types of line.</p> <p>TONE: Develop skill and control when using tone. Learn and use simple shading rules.</p> <ul style="list-style-type: none"> Explores shading, using different media to achieve a range of light and dark tones, black to white. Uses line, tone, pattern, colour, texture, shape and mark with care to represent things seen, imagined or remembered. Can use and manipulate a range of drawing tools with control and dexterity applying teacher guidance. Experiment with different drawing techniques (hatching, cross-hatching, stippling, blending, shading, erasing) and make sensible choices about what to do next. Can create line drawings with care and can begin to draw in scale applying rules of simple perspective. Experiment with the potential of various pencil grades. Considers proportions of figures carefully using mannequins.

- Confidently create different effects and textures with paint according to what they need for the task.
- Use a brush with control to produce marks appropriate to the work, e.g. small brush for detail.

DIGITAL ART SKILLS:

- Use **Procreate** on the ipads, developing skills that they learnt from Year 1.
- Record and collect images using digital cameras and video recorders.
- Use a graphics package to create images and effects with lines by controlling the brush tool with increased precision.
- Changing the type of brush to an appropriate style e.g. charcoal.
- Create shapes by making sections to cut, duplicate and repeat.
- Experiment with colours and textures by making appropriate choice of special effects and simple filters to manipulate images for a particular purpose.

Y3

EXTRA RESOURCES/ IDEAS

Refer to Gomersal cityscapes ideas:

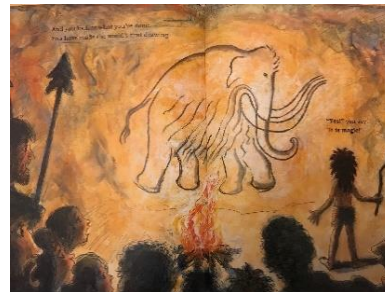
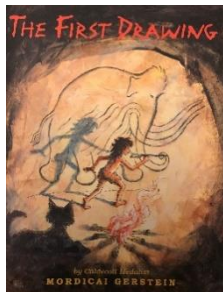
<http://gomersalprimaryschoolart.blogspot.com/2017/02/year-4-cityscapes.html>

EXTRA RESOURCES/ IDEAS

Refer to Gomersal Primary School for ideas:

<https://gomersalprimaryschoolart.blogspot.com/#!/2019/11/stone-age-to-iron-age-year-3.html>

Book - 'The First Drawing' by Caldecott Medalist:



EXTRA RESOURCES/ IDEAS

<http://alaa-awad.com/about-the-artist>

4 STEPS TO TEACHING & ASSESSING

1. **KNOWLEDGE & UNDERSTANDING:** Know about great artists, craft makers and designers, and understand the historical development of their art forms.
2. **GENERATING IDEAS:** Produce creative work, exploring ideas and recording their experiences.
3. **SKILLS & MAKING:** Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
4. **EVALUATING:** Evaluate and analyse artistic works using the language of art, craft and design.

QUESTIONS TO ASK CHN ABOUT A PIECE OF ART

1. **THE CONTENT:** What is the image about? Describe what is in the picture. Who produced the work? When was it done? Was anything happening in the world that influenced the work?
2. **FORMAL ELEMENTS:** Describe the way the artist has used lines, tones, colours, shapes, textures and patterns to create effects.
3. **HOW WAS IT DONE:** How was the piece produced? What was it made from? What techniques and processes were used?
4. **FEELING AND MOOD:** Does the work capture mood, feeling or emotion? How has the artist created this mood? What might you have changed? Do you think you would do it the same way? What would you like to create?

ENCOURAGING CONFIDENCE

Discuss with children how they feel about their art. Refer to them as artists! Encourage them to explain what has worked well, what they might change, how they were influenced. Discuss the art/ artist they have learnt about. Devote time to showing all work in a 'gallery' - this could just be on the floor in class. Encourage whole class discussions.

Y3

ASSESSMENT

Can pupils...

- look at, show interest in and talk about their own work and that of other artists, craft makers and designers and the techniques they have used?
- verbally reflect on the success of their piece and identify what went well and what they could do better next time?
- describe the differences and similarities between different practices and disciplines, make links to their own work?
- show development in the skills they are using?

Teachers...

- Look at Access Art 'I can' statements
- Fill in sheets for assessment folder
- Write on post-it notes
- Verbal feedback
- Have 1:1 and group chats
- Children move around the classroom 'gallery'
- Children annotate and evaluate

POSSIBLE RESOURCES NEEDED FOR THE YEAR

Clay, clay tools, pencils of different grades, wax pastels, ready mixed paint, brushes of different sizes, mixing palettes, acrylics, watercolours, watercolour pencils, sketchbooks, chalks, charcoal, water containers, aprons, tablecloths, felt tips, coloured pencils, black waterproof fine liners, paper for collage (tissue, crepe, cellophane, foiled, coloured), cartridge paper/ watercolour paper, Sharpie or Posca pens

EVENTS

Once a year - Either a visit to Shipley Art Gallery, a visit from an artist/educator from the Shipley, or a targeted art lesson from art specialist in school.

Glynwood Art and Music Festival

Whole school art project, developing a particular theme

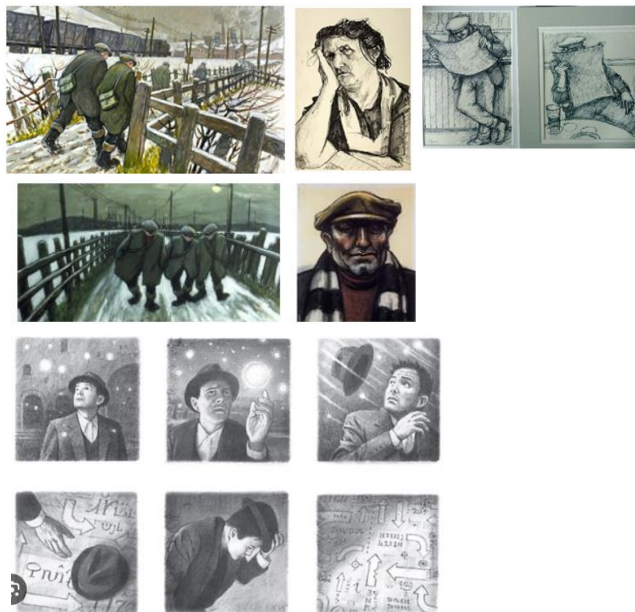
Y4	AUTUMN 1 DRAWING	SPRING 2 PAINTING	SUMMER 2 PRINTMAKING
	<p><u>KIELDER</u> STORY TELLING</p> <p>NORMAN CORNISH SHAUN TAN</p>	<p><u>RAINFOREST</u> LANDSCAPES 2 COLLAGE 1</p> <p>JOHN DYER HENRI ROUSSEAU</p> <p><i>Compare 'Surprised' and 'Nawe - Spirits of the Amazon Rainforest'</i></p>	<p><u>ROMANS</u> PRINTMAKING 2</p> <p>KEVORK MOURAD CLIFFORD WEBB <i>'Roman Wall'</i> REBECCA VINCENT</p>
	<p><u>ONGOING: SKETCHBOOKS</u></p> <ul style="list-style-type: none"> • https://www.accessart.org.uk/drawing-journey-children-ages-7-9/ • A sketchbook is a celebration of creative ideas and a resource to practice skills. • Use teacher modelling to inspire children. • Record thoughts and ideas and experiment with materials. • Record what they see and collect. • Record new processes and techniques. • Record observations and designs in a visual journal to support the development of ideas and skills. • Sketchbooks belong to the child - any teacher comments to be done on post it notes. 		
Y4	<p><u>LESSONS</u> Access Art Year 4 'Storytelling through Drawing' Pathway</p> <p>Introduce Norman Cornish. Look at history and influence of Norman Cornish and the Pitmen Painters. Reference Northumberland (Cornish from County Durham), pit villages and Kielder.</p> <p>Introduce Shaun Tan. Use the Pathway to work through the ideas of using drawings to tell a story. Use 'Pit Road' by Norman Cornish to develop a story about the 2 men and the village, which the children then illustrate using pencils, charcoals, chalks, etc. Children create own concertina book as in the Pathway. Read 'Pit Road' text if children need help</p>	<p><u>LESSONS</u> Access Art Year 4 'Exploring Still Life' Pathway (Option 1) combined with John Dyer and Henri Rousseau</p> <p>Option 1 from Pathway - Cut Paper Collage Still Life</p> <ol style="list-style-type: none"> 1. Introduce the painting 'Nawe - Spirits of the Amazon Rainforest' and 'Surprised' and artists John Dyer and Henri Rousseau. Compare and contrast the rainforest paintings of Dyer and Yawanawa, against Rousseau. Watch 	<p><u>LESSONS</u> Access Art Year 4 'Making Monotypes' Pathway, combined with Clifford Webb</p> <p>Combined with Pathway, discuss Clifford Webb (Hadrian's Wall print) and Rebecca Vincent (local printmaker)</p> <p>'PRINTMAKING IN THE BUSY CLASSROOM - 13 IDEAS' PDF and Powerpoint in Resources/ART/RESOURCES FOR STAFF/PRINTMAKING can be used to show variety of printmaking techniques.</p>

creating a story.

Children do sketches of the work in their books, and plan what story they would like to tell in a painting about people. Children practise drawing skills above and discuss improvements in their work.

Children could draw portraits of friends or characters in preparation for their drawings.

Use a variety of materials. Discuss and focus on scale, proportion and perspective.

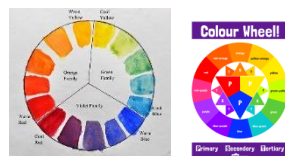
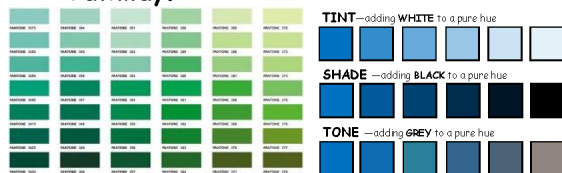


<https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-henri-rousseau-surprised/zrddy6f>. Look at gallery of children's work at the Eden Project with Dyer. Visit 'Gomersal Art' webpage to see rainforest paintings.

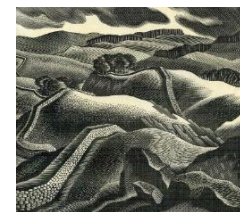
2. Colour mix primary colours to make secondary colours. Use mid green and change tone, shade and tint by adding white, black, blue or yellow. Collect leaves, twigs etc from Glynwood Garden to paint for collage.

Remind children of tint, shade and tone, and stick example sheet from Resources into sketchbooks. Use colour wheels to teach primary, secondary, tertiary colours - Resources.

3. Follow Cut Paper Collage Still Life from above Pathway.



Watch: <https://www.bbc.co.uk/teach/class-clips-video/art-and-design-printmaking-different-materials/zhytscw>



VOCABULARY

line (Y1)
tone (Y1)
blending (Y1)
scribbling (Y1)

scale
perspective
proportion
3D effect

VOCABULARY

primary colour (Y1)
secondary colour (Y1)
expressive/
expression (Y2)

composition
complimentary colours
background
foreground

VOCABULARY

texture (Y1)
create (Y1)
sculpture (Y1)

relief printing
collage
layering

	<p>hatching (Y2) stippling (Y2) opinion (Y2) technique (Y2) sketching (Y3) charcoal (Y3) chalk (Y3) pattern (Y3)</p>	<p>tone (Y2) texture (Y2) mark making (Y2) wash (Y2) tint (Y3) shade (Y3) monochrome (Y3) brush strokes (Y3)</p>	<p>printmaking (Y2) repeating pattern mono-print (Y2) 3D (Y3) technique (Y3) abstract (Y3) proportion (Y3)</p>
Y4	<p><u>SKILLS - DRAWING</u></p> <p>DRAWING: Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. FORM: Analyse and describe how artists use and apply form in their work. LINE: Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work. SHAPE: Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artists' work. TEXTURE: Use a range of materials to express complex textures. TONE: Use a variety of tones to create different effects. Understand tone in more depth to create 3d effects. Analyse and describe use of tone in artists' work.</p> <ul style="list-style-type: none"> • Can make quick studies from observation to record action or movement with some fluency. • Will investigate and experiment with formal elements (line, tone, shape, texture, pattern, colour and form - 3D) to make drawings that convey meaning • Apply the technical skills they are learning to improve the quality of their work (e.g. select an appropriate grade of pencil for a particular purpose and be aware how to use one pencil to create different shades). • Develop different drawing techniques (hatching, cross-hatching, stippling, blending, shading, erasing) and make sensible choices about what to do next. • Develop use of scale, proportion and perspective. • Uses drawing to design and plan sculptures, paintings or prints. • Produce increasingly accurate drawings of people. 	<p><u>SKILLS - PAINTING</u></p> <p>PAINTING: Develop skill and control when painting. Paint with expression. Analyse paintings by artists. COLOUR: Analyse and describe colour and painting techniques in artist's work. Manipulate colour for painting. PATTERN: Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern. SHAPE: Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artists' work.</p> <ul style="list-style-type: none"> • Mixes paint with an understanding of primary, secondary and monochromatic colours. Selects and uses these colours appropriately. • Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes and thickening paint to create textual effects. • Use light and dark within painting and show an understanding of complementary colours • Produce work 'in the style' of an artist (not copying directly). • Use a brush with control to produce marks appropriate to the work, e.g. small brush for detail. Alternate brush size depending on background and foreground. 	<p><u>SKILLS - PRINTMAKING</u></p> <p>DRAWING: Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. FORM: Analyse and describe how artists use and apply form in their work. LINE: Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work. COLOUR: Analyse and describe colour and painting techniques in artists work. Manipulate colour for painting.</p> <ul style="list-style-type: none"> • Print simple pictures using different printing techniques. • Continue to explore both mono-printing and relief printing. • Demonstrate experience in fabric printing. • Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. • Demonstrate experience in printing using different colours. • Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between • different practices and disciplines, and making links to their own work. • Demonstrate experience in combining prints taken from different objects to produce an end piece. • Create repeating patterns.
	<u>EXTRA RESOURCES/ IDEAS</u>	<u>EXTRA RESOURCES/ IDEAS</u>	<u>EXTRA RESOURCES/ IDEAS</u>

Books in school on Norman Cornish.	<p>TES has a resource about a project involving John Dyer called 'Last Chance to Paint. Chapter 1. Spirit of the Rainforest (Amazon)'. Has lesson plans.</p> <p>'SURPRISED' BY HENRI ROUSSEAU https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-henri-rousseau-surprised/zrddy6f</p> <p>TWINKL POWERPOINT ON ROUSSEAU: https://www.twinkl.co.uk/resource/t2-a-200-henri-rousseau-powerpoint</p> <p>FACTFILE: Resources file/ A ART/ RESOURCES FOR STAFF/ Twinkl Artist Factfiles/ Henri Rousseau</p> <p>Consider work by NXIWAKA YAWANAWA</p>	<p>Visit to Shipley Art Gallery for mosaic workshop. https://guildcrafts.org.uk/members/cleo-mussi/</p>
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- 4 STEPS TO TEACHING & ASSESSING**
1. **KNOWLEDGE & UNDERSTANDING:** Know about great artists, craft makers and designers, and understand the historical development of their art forms.
 2. **GENERATING IDEAS:** Produce creative work, exploring ideas and recording their experiences.
 3. **SKILLS & MAKING:** Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
 4. **EVALUATING:** Evaluate and analyse artistic works using the language of art, craft and design.

- QUESTIONS TO ASK CHN ABOUT A PIECE OF ART**
1. **THE CONTENT:** What is the image about? Describe what is in the picture. Who produced the work? When was it done? Was anything happening in the world that influenced the work?
 2. **FORMAL ELEMENTS:** Describe the way the artist has used lines, tones, colours, shapes, textures and patterns to create effects.
 3. **HOW WAS IT DONE:** How was the piece produced? What was it made from? What techniques and processes were used?
 4. **FEELING AND MOOD:** Does the work capture mood, feeling or emotion? How has the artist created this mood? What might you have changed? Do you think you would do it the same way? What would you like to create?

ENCOURAGING CONFIDENCE

Discuss with children how they feel about their art. Refer to them as artists! Encourage them to explain what has worked well, what they might change, how they were influenced. Discuss the art/ artist they have learnt about. Devote time to showing all work in a 'gallery' - this could just be on the floor in class. Encourage whole class discussions.

- ASSESSMENT**
- Can pupils...
- look at, show interest in and talk about their own work and that of other artists, craft makers and designers and the techniques they have used?
 - verbally reflect on the success of their piece and identify what went well and what they could do better next time?
 - describe the differences and similarities between different practices and disciplines, make links to their own work?
 - show development in the skills they are using?
- Teachers...
- Look at Access Art 'I can' statements
 - Fill in sheets for assessment folder
 - Write on post-it notes
 - Verbal feedback
 - Have 1:1 and group chats

- Children move around the classroom 'gallery'
- Children annotate and evaluate

POSSIBLE RESOURCES NEEDED FOR THE YEAR

Pencils for sketching of different grades, wax pastels, ready mixed paint, brushes of different sizes, mixing palettes, acrylics, watercolours, watercolour pencils, sketchbooks, chalks, charcoal, water containers, aprons, tablecloths, felt tips, color Sharpie or Posca pens coloured pencils, black fineliners, printing rollers, printmaking ink, safe print polystyrene, string, paper for collage (tissue, crepe, cellophane, foiled, coloured), cartridge paper/ watercolour paper,

Y4

EVENTS

Once a year - Either a visit to Shipley Art Gallery, a visit from an artist/educator from the Shipley, or a targeted art lesson from art specialist in school.

Glynwood Art and Music Festival

Whole school art project, developing a particular theme

Y5	AUTUMN 2 SCULPTURE/3D	SPRING 1 DRAWING	SUMMER 1 PAINTING
	clay, dough, boxes, wire, paper sculpture, mod roc	pencils, rubbers, chalks, pastels, charcoal, inks, computing	watercolour, ready mixed, acrylic, inks
	<p>ANCIENT GREECE SCULPTURE/3D & CLAY 3 COLLAGE</p> <p>ELIZABETH FRINK MICHELANGELO</p> <p>'GOGGLE HEAD', 1969 AND 'DAVID'</p>	<p>ANGLO-SAXONS AND VIKINGS PORTRAITS 3 ARCHITECTURE</p> <p>GRAYSON PERRY HUNDERTWASSER</p> <p>'PORTRAIT OF KING ALFRED THE GREAT' GRAYSON PERRY TAPESTRY 'DAS HUNDERTWASSERHAUS IN PLOCHINGEN'</p>	<p>RIVERS COLOUR MIXING 3 LANDSCAPES 3</p> <p>J M W TURNER JOANNE WISHART VANESSA GARDINER SHOREDITCH SKETCHER KITTIE JONES</p> <p>'NEWCASTLE ON TYNE' - 1823</p>
	<p>ONGOING: SKETCHBOOKS</p> <ul style="list-style-type: none"> • https://www.accessart.org.uk/drawing-journey-children-ages-9-11/ • A sketchbook is a celebration of creative ideas and a resource to practice skills. • Use teacher modelling to inspire children. • Record thoughts and ideas and experiment with materials. • Record what they see and collect. • Record new processes and techniques. • Record observations and designs in a visual journal to support the development of ideas and skills. • Sketchbooks belong to the child - any teacher comments to be done on post it notes. 		
	<p>LESSONS</p> <ol style="list-style-type: none"> 1. Introduce 'Goggle head' by Elisabeth Frink and head of 'David' by Leonardo Da Vinci. 2. Children sketch and design of faces in sketchbooks. Remind children of emotion and what mood they want their sculptures to have. Study how features change under these emotions. Practise drawing emotions on faces in sketchbooks. Children make faces applying 	<p>LESSONS</p> <p>DRAWING</p> <ol style="list-style-type: none"> 1. Introduce a painting of King Alfred and a tapestry by Grayson Perry, and discuss the artist and pieces. Compare the two images. Discuss how the monarch is represented. Mention Opie, Sherman, Yasumasa and Warhol portrait work for comparison. Discuss instagram, fake images, photoshop, how people are 	<p>LESSONS</p> <p>Access Art Year 5</p> <p>'Mixed Media Land and City Scapes', combined with J M W Turner and Joanne Wishart</p> <ol style="list-style-type: none"> 1. Introduce small section of one of the paintings. Gradually reveal. Introduce the artists and compare

nose, lips, eyelids separately.

3. Use clay to make faces. Look also at Exploring Portraits with Eleanor Somerset

<https://www.accessart.org.uk/exploring-portraits-eleanor-somerset/>

VIDEO ON SCULPTING FACE FROM CLAY:

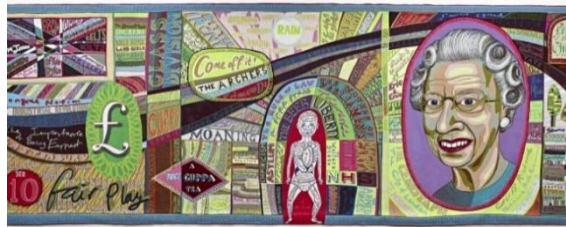
<https://www.bing.com/videos/search?q=Sculpting+a+Face+in+Clay&adlt=strict&view=detail&mid=282BA2D65581A3FEEBFF282BA2D65581A3FEEBFF&&FORM=VRD6AR&ru=%2Fvideos%2Fsearch%3Fq%3DSculpting%2Ba%2BFace%2Bin%2Bclay%26FORM%3DVRIBEP>

4. Refer to ppt in Resources on Making a Clay Face. Knead the clay to warm it, soften it and remove air bubbles. Don't let clay dry out. Roll out and create thick slab of clay in a square shape. Do the same to create an oval shape. Encourage children to build up parts of the face bit by bit. See eyes, nose, lips as separate sections. Encourage gentle carving away of below cheek bones, eye sockets, area on sides of nose, etc. How can we make one look like a male one female without considering hair? What are the differences?
5. Mix paints and paint faces. Share, discuss and evaluate work.



presented in the media. Show other portraits and collect other images on King Alfred, and sketch ideas as to how he might be represented in modern day, referring to Grayson's image.

2. Design own painting/ collage using Alfred the Great as the subject, and in the style of Grayson Perry's 'Comfort Blanket'. Draw portrait of Alfred's face in the style of Perry's image of the Queen.
3. Children represent themselves using the ideas from Perry's tapestry, studying their own face to identify features and creating their own modern portrait. Look at how light and shade and colour are represented in the images. Use pencils, chalks, charcoal and colour. Look at Resources Drive/ ART/ RESOURCES FOR STAFF/ DRAWING AND SKETCHING IDEAS/ MARK MAKING.
4. Share, discuss and evaluate work and display in 'classroom gallery'.



ARCHITECTURE

1. Study artist and architect Hundertwasser.
2. Look at a variety of different buildings and the designs of Hundertwasser and discuss why

paintings. Discuss the differences - light, colour, style, perspective, preference, materials used, mood. Look at the sketchbooks of Turner in northern England.

2. Discuss using colour blocking, washes and thickening paint to create textures. Children use sketchbooks to try this out. Have watercolours, mixed paints and powder paints available to experiment with.
3. Study colour, looking at a colour wheel. Use one hue of blue and add grey or black to it (monochromatic colour) and create atmosphere and light effects of the sky. Look at Joanne Wishart's paintings where blue and orange are used as complementary colours to great effect.
4. Refer to colour explanation in Resources file and watch <https://www.bbc.co.uk/bitesize/clips/zs2spbk> on colour.
5. Children have a choice of paints and materials to create landscape image of the River Tyne. Use online and printed images to copy, alter, stick, overpaint etc.

architects are important.

3. ****DRAWING SKILLS****

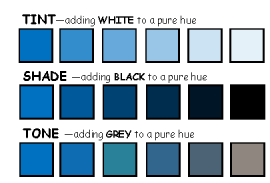
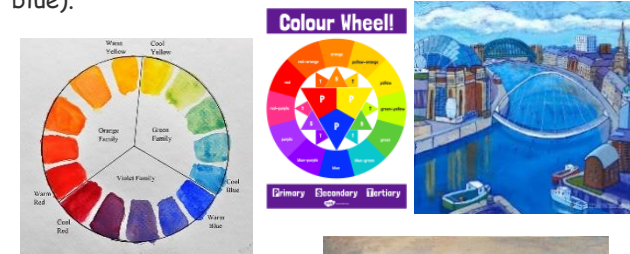
<https://www.rct.uk/resources/game-face-facts-childrens-activity>

4. Children draw own buildings, considering what Hundertwasser did to make his buildings interesting. Children should consider what the purpose of their building will be.

5. Evaluate and share designs.



In colour theory complementary colours appear opposite each other on colour models such as the colour wheel. The colour compliment of each primary colour (primaries are red, yellow and blue) can be obtained by mixing the two other primary colours together. So, the complementary of red is green (a mix of yellow and blue); the complementary of blue is orange (a mix of red and yellow); and the complementary of yellow is violet (a mix of red and blue).



Y5

VOCABULARY

- texture (Y1)
- create (Y1)
- sculpture (Y1)
- printmaking (Y2)
- mono-print (Y2)
- 3D (Y3)
- technique (Y3)
- abstract (Y3)
- proportion (Y3)
- relief printing (Y4)
- collage (Y4)
- layering (Y4)

- cross hatch
- score
- slip
- blend
- pinch
- slab
- model
- coil

VOCABULARY

- line (Y1)
- tone (Y1)
- blending (Y1)
- scribbling (Y1)
- hatching (Y2)
- stippling (Y2)
- opinion (Y2)
- technique (Y2)
- sketching (Y3)
- charcoal (Y3)
- chalk (Y3)
- pattern (Y3)

- line
- tone
- shape
- texture
- pattern
- colour
- form

VOCABULARY

- primary colour (Y1)
- secondary colour (Y1)
- expressive/ expression (Y2)
- tone (Y2)
- texture (Y2)
- mark making (Y2)
- wash (Y2)
- tint (Y3)
- shade (Y3)
- monochrome (Y3)
- brush strokes (Y3)
- composition (Y4)
- complimentary colours (Y4)

- primary
- secondary
- tertiary
- complimentary
- monochrome
- composition

	repeating pattern (Y4)	scale (Y4) perspective (Y4) proportion (Y4) 3D effect (Y4)	background (Y4) foreground (Y4)
	<p><u>SKILLS - SCULPTURE/3D</u></p> <p>DRAWING: Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.</p> <p>FORM: Further extend their ability to describe and model form in 3d using a range of materials</p> <p>PATTERN: Construct patterns through various methods to develop their understanding.</p> <p>TONE: Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</p> <ul style="list-style-type: none"> • Work in a safe and organised way, caring for equipment. • Plan how to join parts of the sculpture, securing work to continue at a later date as needed. • Demonstrate experience in freestanding work using a range of media. • Recognise sculptural forms in the environment: furniture, buildings. • Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. • Solve problems and discuss possible solutions as they occur. • Use language appropriate to skill and technique • Adapt work as and when necessary and explain why. • Compare different styles and approaches. • <u>CLAY</u> • Make a slip to join two pieces of clay. • Continue to model and develop work through a combination of pinch, slab, and coil. • Develop understanding of different ways of finishing work: glaze, paint, polish. • Use language appropriate to skill and technique, e.g. slip and score, pinch, coil, slab. 	<p><u>SKILLS - DRAWING</u></p> <p>DRAWING: Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.</p> <p>LINE: Extend and develop a greater understanding of applying expression when using line.</p> <p>SHAPE: Compose original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.</p> <ul style="list-style-type: none"> • Continues to use the correct vocabulary for the key elements (line, tone, shape, texture, pattern, colour, form). • Drawings show an understanding of the effect of light on objects and people. • Confidently, experiments with different ways of using a tool or material that is new to them. • Develop use of different drawing techniques (hatching, cross-hatching, stippling, blending, shading, erasing, side strokes, circularism) within their work and make sensible choices about what to do next. • Use of scale, proportion and perspective more accurate. • Can express their ideas and observations responding to advice from others (pupils and adults) to rework and improve design ideas. • Can annotate a work of art to record ideas and emotions using this to inform design ideas and thumbnail drawings and designs. • Produce increasingly accurate drawings of people. 	<p><u>SKILLS - PAINTING</u></p> <p>PAINTING: Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.</p> <p>COLOUR: Select and mix more complex colours to depict thoughts and feelings.</p> <p>TEXTURE: Develop understanding of texture through practical making activities.</p> <ul style="list-style-type: none"> • Create a colour wheel to show complementary colours. Look at the work of artists that may use complementary colours. • Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes and thickening paint to create textural effects. • Mix and match colours to create atmosphere and light effects, e.g. using monochromatic colours. • Mix colour, shades and tones with confidence. • Show movement through paint, e.g. rivers to show movement.
Y5	<u>EXTRA RESOURCES/ IDEAS</u>	<p><u>EXTRA RESOURCES/ IDEAS</u></p> <p>https://www.thedrawingsource.com/self-portrait-drawings.html</p> <p>http://gomersalprimaryschoolart.blogspot.com/2019/07/anglo-saxons.html</p>	<u>EXTRA RESOURCES/ IDEAS</u>
<u>4 STEPS TO TEACHING & ASSESSING</u>			

1. **KNOWLEDGE & UNDERSTANDING:** Know about great artists, craft makers and designers, and understand the historical development of their art forms.
2. **GENERATING IDEAS:** Produce creative work, exploring ideas and recording their experiences.
3. **SKILLS & MAKING:** Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
4. **EVALUATING:** Evaluate and analyse artistic works using the language of art, craft and design.

QUESTIONS TO ASK CHN ABOUT A PIECE OF ART

1. **THE CONTENT:** What is the image about? Describe what is in the picture. Who produced the work? When was it done? Was anything happening in the world that influenced the work?
2. **FORMAL ELEMENTS:** Describe the way the artist has used lines, tones, colours, shapes, textures and patterns to create effects.
3. **HOW WAS IT DONE:** How was the piece produced? What was it made from? What techniques and processes were used?
4. **FEELING AND MOOD:** Does the work capture mood, feeling or emotion? How has the artist created this mood? What might you have changed? Do you think you would do it the same way? What would you like to create?

Y5

ENCOURAGING CONFIDENCE

Discuss with children how they feel about their art. Refer to them as artists! Encourage them to explain what has worked well, what they might change, how they were influenced. Discuss the art/ artist they have learnt about. Devote time to showing all work in a 'gallery' - this could just be on the floor in class. Encourage whole class discussions.

ASSESSMENT

Can pupils...

- look at, show interest in and talk about their own work and that of other artists, craft makers and designers and the techniques they have used?
- verbally reflect on the success of their piece and identify what went well and what they could do better next time?
- describe the differences and similarities between different practices and disciplines, make links to their own work?
- show development in the skills they are using?

Teachers...

- Look at Access Art 'I can' statements
- Fill in sheets for assessment folder
- Write on post-it notes
- Verbal feedback
- Have 1:1 and group chats
- Children move around the classroom 'gallery'
- Children annotate and evaluate

POSSIBLE RESOURCES NEEDED FOR THE YEAR

Clay, clay tools, pencils of different grades, wax pastels, ready mixed paint, brushes of different sizes, mixing palettes, acrylics, watercolours, watercolour pencils, sketchbooks, chalks, charcoal, water containers, aprons, tablecloths, felt tips, coloured pencils, black fineliners, paper for collage (tissue, crepe, cellophane, foiled, coloured), cartridge paper/ watercolour paper, Sharpie or Posca pens

EVENTS

Once a year - Either a visit to Shipley Art Gallery, a visit from an artist/educator from the Shipley, or a targeted art lesson from art specialist in school.

Annual Art Exhibition

Glynwood Art and Music Festival

Whole school art project, developing a particular theme

Y6	AUTUMN 1 PAINTING	SPRING 2 DRAWING	SUMMER 2 PRINTMAKING
	<p><u>VICTORIANS</u> COLOUR MIXING 4 DIGITAL ART 3</p> <p>HOLMAN HUNT <i>'Isabella and the Pot of Basil' - 1868</i></p>	<p><u>WORLD WAR 2</u> FIGURE DRAWING 3</p> <p>EVELYN DUNBAR HENRY MOORE</p>	<p><u>MAPS & NATURAL DISASTERS</u> PRINTMAKING 3 COLLAGE</p>
	<p style="text-align: center;"><u>ONGOING: SKETCHBOOKS</u></p> <ul style="list-style-type: none"> • https://www.accessart.org.uk/drawing-journey-children-ages-9-11/ • A sketchbook is a celebration of creative ideas and a resource to practice skills. • Use teacher modelling to inspire children. • Record thoughts and ideas and experiment with materials. • Record what they see and collect. • Record new processes and techniques. • Record observations and designs in a visual journal to support the development of ideas and skills. • Sketchbooks belong to the child - any teacher comments to be done on post it notes. 		
Y6	<p><u>LESSONS</u></p> <p><u>PAINTING:</u></p> <ol style="list-style-type: none"> 1. Introduce the painting 'Isabella and the Pot of Basil. Introduce Holman Hunt and the term Pre-Raphaelite. Discuss the PRE-RAPHAELITES, who were a group of artists. Refer to this painting being at Laing Art Gallery. Children stick, sketch and annotate around image of painting. 2. Remind children of painting skills developed over the years: colour mixing, blending, tint, tone, shade, etc. Enlarge and divide painting into 6 parts. Children copy and paint one part 	<p><u>LESSONS</u></p> <p>Access Art Year 6</p> <p>'Henry Moore and the Shelter Drawings' Pathway (combined with Evelyn Moore)</p> <ol style="list-style-type: none"> 1. Introduce the paintings 'Singling Turnips', 'Land Girls Pruning at East Malling' and 'Pink and Green Sleepers'. Ask questions like those above. Introduce Dunbar and Moore. Children stick, sketch and annotate around the images. 2. Follow 'Henry Moore and the Shelter Drawings' Pathway 	<p><u>LESSONS</u></p> <p>Access Art Year 6</p> <p>'Print and Activism' Pathway</p> <p>Follow Access Art Pathway.</p>

each and then combine with 5 others. Paint colour should be as accurate as possible.

3. Share colour matching and mixing skills. Discuss what they found difficult.



DIGITAL ART:

Options -

- Create scene of Isabella using a model and take photographs.
- Set up the scene using old toys and take digital photographs.
- Make a video of acting out the scene, continuing a made-up story.
- Use digital image of the painting and combine it with own photos/ other images on Publisher or similar application to create digital collage.
- Use app 'Reflection' to create a more abstract interpretation of the painting.
- Use the app 'Procreate' to copy, or interpret, the painting.

VOCABULARY

primary colour (Y1)
secondary colour (Y1)
expressive/
expression (Y2)
tone (Y2)
texture (Y2)
mark making (Y2)
wash (Y2)

primary
secondary
tertiary
complimentary
monochrome
composition
texture

VOCABULARY

line (Y1)
tone (Y1)
blending (Y1)
scribbling (Y1)
hatching (Y2)
stippling (Y2)
opinion (Y2)
technique (Y2)

line
tone
shape
texture
pattern
colour
form

VOCABULARY

texture (Y1)
create (Y1)
sculpture (Y1)
printmaking (Y2)
mono-print (Y2)
3D (Y3)
technique (Y3)

overlay
stencilling
positive space
negative space
relief printing

	<p>Present visual images using software, e.g. photostory, PowerPoint.</p> <p>Use a graphics package to create and manipulate their images.</p> <p>Be able to import an image (scanned, retrieved, taken) into a graphics package.</p> <p>Understand that a digital image is created by layering.</p> <p>Create layered images from original ideas (sketch books etc...).</p>		
Y6	<p><u>EXTRA RESOURCES/ IDEAS:</u></p> <p>Visit Laing Art Gallery to see the painting/ Study it online.</p>	<p><u>EXTRA RESOURCES/ IDEAS:</u></p> <p>Images to practise drawing Henry Moore figures on Resources</p> <p>LIGHT AND SHADE:</p> <p>https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-joseph-wright-of-derbys-orrery/zv9n92p</p> <p>VIDEO ON PERSPECTIVE:</p> <p>https://www.bbc.co.uk/bitesize/clips/zgmpvcw</p>	<p><u>EXTRA RESOURCES/ IDEAS:</u></p>
	<p><u>4 STEPS TO TEACHING & ASSESSING</u></p> <ol style="list-style-type: none"> 1. KNOWLEDGE & UNDERSTANDING: Know about great artists, craft makers and designers, and understand the historical development of their art forms. 2. GENERATING IDEAS: Produce creative work, exploring ideas and recording their experiences. 3. SKILLS & MAKING: Become proficient in drawing, painting, sculpture and other art, craft and design techniques. 4. EVALUATING: Evaluate and analyse artistic works using the language of art, craft and design. 		
	<p><u>QUESTIONS TO ASK CHN ABOUT A PIECE OF ART</u></p> <ol style="list-style-type: none"> 1. THE CONTENT: What is the image about? Describe what is in the picture. Who produced the work? When was it done? Was anything happening in the world that influenced the work? 2. FORMAL ELEMENTS: Describe the way the artist has used lines, tones, colours, shapes, textures and patterns to create effects. 3. HOW WAS IT DONE: How was the piece produced? What was it made from? What techniques and processes were used? 4. FEELING AND MOOD: Does the work capture mood, feeling or emotion? How has the artist created this mood? What might you have changed? Do you think you would do it the same way? What would you like to create? 		
	<p><u>ENCOURAGING CONFIDENCE</u></p> <p>Discuss with children how they feel about their art. Refer to them as artists! Encourage them to explain what has worked well, what they might change, how they were influenced. Discuss the art/ artist they have learnt about. Devote time to showing all work in a 'gallery' - this could just be on the floor in class. Encourage whole class discussions.</p>		
	<p><u>ASSESSMENT</u></p> <p>Can pupils...</p> <ul style="list-style-type: none"> • look at, show interest in and talk about their own work and that of other artists, craft makers and designers and the techniques they have used? • verbally reflect on the success of their piece and identify what went well and what they could do better next time? • describe the differences and similarities between different practices and disciplines, make links to their own work? • show development in the skills they are using? <p>Teachers...</p> <ul style="list-style-type: none"> • Look at Access Art 'I can' statements 		

- Fill in sheets for assessment folder
- Write on post-it notes
- Verbal feedback
- Have 1:1 and group chats
- Children move around the classroom 'gallery
- Children annotate and evaluate

POSSIBLE RESOURCES NEEDED FOR THE YEAR

Pencils for sketching of different grades, wax pastels, ready mixed paint, brushes of different sizes, mixing palettes, acrylics, watercolours, watercolour pencils, sketchbooks, chalks, charcoal, water containers, aprons, tablecloths, felt tips, coloured pencils, black fine liners, printing rollers, printmaking ink, safe print polystyrene, string, paper for collage (tissue, crepe, cellophane, foiled, coloured), cartridge paper/ watercolour paper, Sharpie or Posca pens

EVENTS

Once a year - Either a visit to Shipley Art Gallery, a visit from an artist/educator from the Shipley, or a targeted art lesson from art specialist in school.
Glynwood Art and Music Festival
Whole school art project, developing a particular theme