



Newall Green Primary School

Aiming High To Reach Our Goals

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Art & Design Curriculum

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Context

Wythenshawe is in the top 20% of deprived areas in England and the number of children that receive pupil premium is almost double the national figures. With this in mind, our Art curriculum has been developed and designed to tackle the effects of deprivation whilst equipping all children with the knowledge, skills and cultural capital they need in all areas of their life.

Intent

The curriculum that we teach has been planned to develop the **five key skills for life** of:

- Problem solving (not giving up, finding solutions)
- Teamwork (develop collaboration skills, positive critiquing)
- Self-management (initiative, organisation, accountability)
- Self-belief (confidence, resilience, positive attitude), the most important aspect of self-belief is that the children are encouraged to 'have a go' and experiment their ideas
- Communication (verbal skills)

Cultural capital is the accumulation of knowledge, behaviour and skills which children can draw upon which demonstrates their cultural awareness, knowledge and competence. These are key ingredients which children will use later in life to be successful in society, their future careers and the wider world.

The purpose of studying Art, craft and design embodies some of the highest forms of human creativity. Our Art curriculum engages, inspires and challenges children to develop a love of the arts, to increase their self-confidence, creativity and sense of achievement. We have planned a curriculum that helps each child develop and trial these skills whilst broadening their understanding of a range different artists and the influence of these artists through history and contemporary society (please see Appendix 1). Children learn about the elements of Art, art vocabulary and develop an appreciation and understanding of a wide range of art from different traditions, periods of history and from a vast variety of great artists & designers. We want our children to be inspired and confident to experiment with colour, shape and form; to become proficient in applying these skills, and communicating their abilities in various mediums. Our curriculum (see Appendix 2) incorporates the National Curriculum requirements to ensure all aspects, knowledge and skills of Art are being taught across all year groups. From Early Years Foundation Stage up to the end of Key Stage 2, the children are taught specific knowledge and skills that they build upon as they journey through school; they are given opportunities to develop their ability to explore, create, improvise, present and evaluate their ideas and work in Art.

Throughout the study of Art and design, the children will learn and understand the contribution that both artists and art have made to society and culture throughout history. Through our careful choice of artists, we will prepare the children to look within themselves and ask questions, create enquiring minds and give them real choices to respond to their own feelings, ideas and interests. It will enable them to self-discover and learn as they have control over the subject matter, medium and approach to their work.

Within our curriculum, we have chosen a wide range of artists and craftspeople, both past and present, female and male, local and worldwide, so that the children are learning about a wide range and variety of not only artists but their differing styles and approaches. They will begin to understand the History and Art and will respond with personal interpretation and critical judgement.

Implementation

When delivering the Art and Design curriculum at Newall Green Primary School, there is a key focus on teaching and building on skills and techniques. We intend for the children at Newall Green to receive a well balanced and varied exposure to the arts (see Appendix 2). We ensure that there is a variety of materials which are incorporated in art lessons and there is a clear progression of skills throughout each year group and through the school from EYFS to Year

6 which are planned using the progression of skills documents (see Appendix 2 and progression of skills supporting document). Where appropriate, Art is linked to class topics and explored in whole school themed weeks/days. Assessment for learning is used to assess children's understanding at various points during the lesson, and used to help plan next steps. Challenge and support are given where necessary to ensure that all children achieve their full potential in Art. Each year/unit of work builds upon previous learning, recapping key skills and vocabulary. Children record from direct observation, use a range of visual stimuli and their own experiences to create their own art, using a range of different mediums and processes.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Art and design - EYFS

Nursery and Reception (Taken from the Early Years Framework)

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

The children will learn about exploring and using media and materials; they will safely use and explore a variety of materials, tools and techniques; experiment with colour, design, texture, form and function (Early Learning Goal).

In addition, they will learn how to be imaginative. Children will use what they have learnt about media and materials in original ways, thinking about these purposes and when they are used. They will represent and create their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories (Early Learning Goal).

Art and design – key stages 1 and 2

Subject content Key stage 1 Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about 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.

Key stage 2 pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Impact

Through following a clear and comprehensive scheme of work in line with the National Curriculum, it is expected that teaching and learning will show progression across all key stages within the strands of Art and Design (Appendix 1). Subsequently, more children will achieve age related expectations in Art at the end of their cohort year and Key Stage. It is our aim that children will retain knowledge and skills taught within each unit of work, remember these and understand how to use and apply these in their own art work.

At Newall Green Primary School, we are able to measure the impact that Art and Design has had for all children by:

- assessment of children's learning in Art and Design is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons. This assessment is then used to inform the support and challenge required by the children.
- summative assessments take place throughout the year and teachers record the progress and attainment against the National Curriculum expectations. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed on a termly basis to inform and address any trends or gaps in attainment.
- using formative assessment of pupil discussions about their learning.
- interviewing the pupils about their learning (pupil voice).
- Monitoring. The subject leader monitors Art throughout the year in the form of: book monitoring, looking at outcomes and pupil interviews to discuss their learning and understanding and establish the impact of the teaching taking place, learning walks, deep dives with quality assurance officers and staff questionnaires

Modifications

Art is no longer topic based, however, if you are able to link the focus for your year group to a particular area of the curriculum, then please do so as the children gain a greater overall understanding of that topic.

Each art unit should be taught half termly.

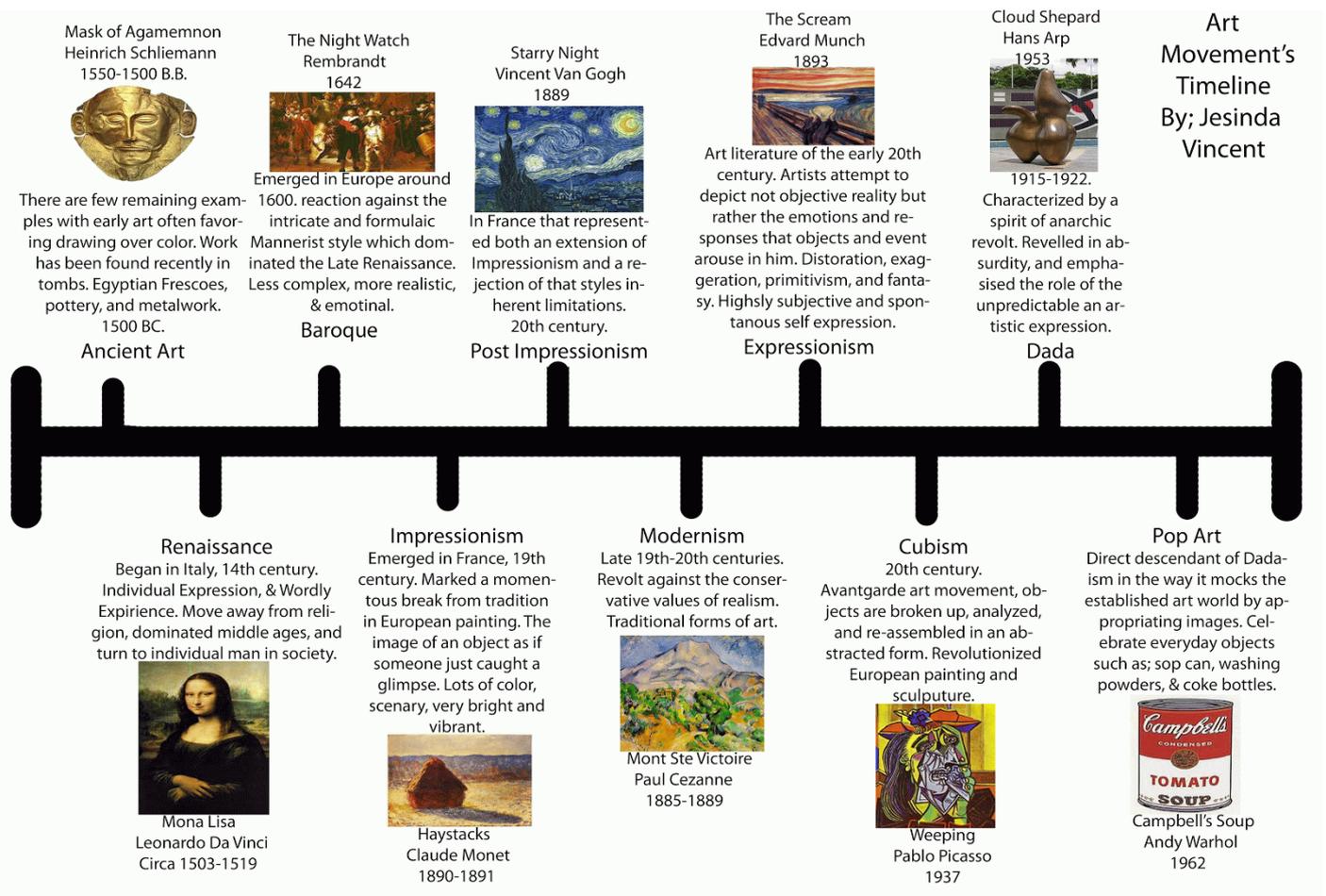
Appendix 1

The overview for year group is as follows:

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Nursery *Please see LTP for key skills*	Theme: All about me	Theme: celebrations	Theme: Traditional Tales	Theme: Minibeasts	Theme: Under the sea	Theme: Moving on/journeys
	Self-portraits (painting) Autumnal rubbings and collage	Printing a celebration banner Diwali clay pots	Traditional tale animal masks (various material) Gingerbread men (drawing/ decorating)	Butterfly symmetry cards (with paint) Caterpillar junk models	Shell pictures - drawing/printing Octopus paper chain (collaborative)	Collage of themselves/ special things for new teacher Vehicle dot paintings in the style of Damien Hirst
Reception *Please see LTP for key skills*	Theme: Where we live	Theme: Castles, Knights, Dragons	Theme: People who help us	Theme: Seasons	Theme: Farm	Theme: Holidays
	Drawing and painting self portraits Junk models of their homes	Bonfire/firework chalk pictures Christmas activities	Collage – people who inspire us Piet Mondrian inspired art work using paint	Printing using seasonal trees/objects Real life plant drawings	Clay farm animals (including drawing plan)	Create a moving vehicle linked to holidays (including drawing plan)
Year 1 Theme: How to draw	<u>Self portraits</u> Drawing: eyes, noses, ears and mouths. Self-portraits Andy Warhol	<u>Colour</u> Colour. Shades of colour. Artists who use colour for effect. Develop skills & use in continuous provision Andy Warhol	<u>Art Christmas activities (3 lessons)</u> Working with paper to depict winter scenes. Create a montage.	<u>Movement</u> Compare Katsushika Hokusai, David Hockney and Claude Monet – how to create the movement of water (condense to 3 lessons)	<u>Sculpture and collage</u> How to draw different insects – Compare to Jon Gowdy's work with sand and revise some collage work – Hannah Hoch . Focus on only Gowdy and Hoch	
Year 2: Theme: Visual trickery	Bridget Riley and Andy Warhol (revisit & compare) The use of colour and optics.	Barbara Hepworth, Auguste Rodin and Henry Moore. Andy Goldsworthy Shape and form in sculpture.	The work of designers in creating transport that uses shape and form. (in preparation for DT vehicles)	Perspective: foreground, background, getting smaller into the distance – Laurence Stephen Lowry	Compare Islamic / African pattern and use potato printing to recreate	Visual imagery in posters including fonts and slogans

Year 3 Theme: Great civilisations	Pencil: how to draw a cat and a dog. How to draw using perspective. Cassius Marcellus Coolidge William Wegman's Weimaraners.	Paper: creating paper-mâché animals and Baubles.	Painting reflections and creating silhouettes. Monet, Turner, Afremov Different ways to convey reflections		Positive and negative space. Directional brush strokes. Van Gogh	Identify how Vincent Van Gogh used positive space
Year 4 Theme: composition	Egyptian art compared to Clarice Cliff	Horizon, perspective and composition in a landscape picture of Manchester Van Gough/ Nigel Cooke Other possible artists: Maria Iliou Michael Monaco	Depicting the weather in art. Compare to rain forest climate depicted by Pieter Bruegel, Judy Joel and Chinese artists.	Viking decoration on long boats, illuminating letters and Viking tapestry.	Pencil: how to draw curves and shade. Composition in still life. Tim Roper	Tie Dye, Batik, wax resist.
Year 5 Theme: accurate drawing	Portraits: accurate drawing of eyes, ears, mouths and the face Holbein	Portraits and hidden messages Arcimboldo	Frida Kahlo creating form from directional pencil strokes	William Morris and Andy Warhol prints. Japanese block printing.	How to paint movement. Flemish paintings.	Louise Moillon Still-life paintings. Shading spheres.
Year 6 Theme: emotion in art	Painting, sculpting and creating flowers.	Impressionism. Movement in water. Claude Monet and Pierre Renoir. How to paint summer days.	George Stubbs. How to create lights and dark in animal pictures. Henri Rousseau.	Russian artists. Marc Chagall, Wassily Kandinsky, Hermitage museum.	LS Lowry, Pablo Picasso. How to convey emotions.	Surrealism. Use of colour for emotions. How to depict dreams. Salvador Dali

Timeline of art movements for reference



Appendix 2

Nursery

Expressive arts and design – Creating with materials – please refer to Nursery's LTP for key skills and cross curricular links to Fine and Gross Motor skills

Autumn 1

Self-portraits (draw/paint)

- Begin to **understand how to hold a paint brush**
- Draw on a large scale a simple circle/face to represent themselves
- Use **more than one colour** in their paintings
- Begin to use **lines/circles to help guide** where to paint

Autumnal rubbings and collage

- Children can **explore different textures freely** (leaf rub, collage, Autumn)
- **Explore and collect natural materials**
- **Create rubbings** using materials found outdoors (leaf, bark etc)
- **Explore different materials freely**, to develop their ideas about how to use them and what to make
- **Arrange natural materials** then use glue to create a **collage**

Autumn 2

Printing – celebration banner for Kipper's birthday

- Name and recognise the colours: red, green, yellow and blue
- Explore colour and colour mixing
- Explore printing with different objects including vegetables and leaves

Diwali clay pots

- Practise making different shapes using playdough
- Mould, press and pinch clay
- Mould clay to create a simple pot shape
- Make imprints on the pot and select materials to decorate

Spring 1

Traditional tale masks

- Design an animal mask by creating a simple drawing
- Begin to develop their own ideas about what they want to create
- Select appropriate materials to decorate the mask e.g. wool for hair, bottle tops for eyes

Gingerbread men (drawing/decorating):

- Experiment with different mark making tools to draw and create
- Use chalk to draw horizontal and vertical lines, squiggles and zigzags
- Select materials to decorate (buttons, glue)

Spring 2

Butterfly symmetry cards

- Draw an outline of a butterfly
- Name and recognise the colours: orange, pink, white, black, brown, grey
- Explore paint using fingers and other parts of their bodies as well as brushes and other tools
- Create symmetrical patterns by painting one side of the butterfly and folding (with support)

Caterpillar junk models:

- Select appropriate materials to represent a caterpillar
- Join different materials and textures together using glue and masking tape (also explore other types of fasteners)
- Select colours to paint the finished model
- Become more confident holding a paintbrush accurately

Summer 1

Shell pictures (drawing/printing)

- Create closed shapes with continuous lines and begin to use these shapes to represent objects (shells)
- Draw the outline of a shell and begin to add detail (observational drawings)
- Explore textures of different shells using them to print

Octopus paper chain

- Use scissors to cut strips of sugar paper

- **Stick and connect** pieces of sugar paper to create a chain and pattern

Cereal starfish

- **Exploring different food textures and talk about how they feel**
- **Explore effects** created by crunching up cereal and materials
- **Decorate** a star fish using glue and different cereal textures

Summer 2

Collage of themselves/ special things for new teacher

- **Design a collage** of things like they/people who are special to them
- Select pictures from magazines, catalogues, photographs etc
- **Cut** out pictures to use for the collage
- Talk about their collage and why they chose each item/picture

Vehicle dot paintings in the style of **Damien Hirst**

- **Draw** the outline of a vehicle
- **Mix colours** and start to talk about what happens when they are mixed
- **Use small tools** to create dots on the vehicle (e.g cotton bud, small circular sponge, dabbers)

Reception - Autumn 1 – expressive arts and design – Creating with materials – please refer to Reception's LTP for key skills and cross curricular links to Fine and Gross Motor skills

Autumn 1 – Drawing and painting self portraits

- Explore **primary** and **secondary** colours (build on from Nursery)
- Revise from Nursery how to **hold a paint brush correctly**
- Know how to **mix colours** (build on knowledge from Nursery)
- Use **lines** to create **shapes** and **patterns**
- Understand how to **sketch lightly to draw light lines**
- Understand **how to draw a simple face** and **how to use lines/shapes to represent features**
- Understand that **different media make different types of marks**

Junk models of their homes

- **Combine** boxes and other materials to make models
- **Construct** sculptures from separate objects
- Use **tools to cut, shape and impress patterns** and textures on a **range of materials**.

Autumn 2 – Bonfire/firework chalk pictures

- **Experiment** with chalk
- **Investigate different** lines e.g. **thick, thin, wavy and straight**.
- Begin to **draw lines** of different **sizes and thickness**.
- Create **light** and **dark** pictures with chalk

Christmas activities

- **Become more confident mixing colours** and be able to **talk about what happens**
- **Draw** lines to enclose spaces, observations
- **Create** a simple drawing of a scene from a story or a character in a setting
- **Combine materials** to create simple props for role-play.

Spring 1 - Collage - people who help inspire us

- **Use scissors to cut** a range of materials
- **Cut** straight lines
- **Classify materials** into textures and colours
- **Reassemble** materials into new shapes
- **Create a collage** using different textures and materials

Piet Mondrian inspired art work using paint

- Name **primary and secondary colours confidently**.
- Understand **how to create work in the style of an artist**
- **Attempt to use rulers** to draw bold lines (discuss **horizontal and vertical lines**)
- Begin to understand **how to paint within the lines**

Spring 2 - printing using seasonal trees/fruits/objects

- **Experiment** with a range of printing methods
- **Print using different objects** to make pictures, patterns and textures
- Print **regular** and **irregular** patterns

Real-life plant drawings

- **Create a simple drawing** of a real-life object
- **Add detail** to the drawing (e.g. leaves on stems)
- **Choose if to draw lines of different size and thickness (build on from Nursery).**

Summer 1 - Clay farm animals (including drawing plan)

- Plan a model by creating a simple drawing of the animal (revise previous drawing skills)
- Join pieces of clay together.
- Shape clay to create different parts of the animal body
- Create marks on clay with simple tools
- Use a variety of tools with greater accuracy

Summer 2 - Create moving vehicles linked to holidays (including drawing plan).

- Children to choose an aeroplane, bus, boat or car (form and function).
- **Design** the vehicle
- **Paint** the vehicle **with increasing accuracy.**
- **Add texture** to the vehicle
- **Use tools to join materials together**
- **Explain the process of how they created their vehicle.**

Year 1: Autumn 1

Flashback 4, Long-term memory quizzes, games and revision: names of the primary and secondary colours/ Piet Mondrian/ how to hold a paint brush, how to layer materials to create different effects – collect in art sketch book

Link 1:  [know how to draw an eye](#)

- Introduce pupils to the work of **Andy Warhol** – he was an American artist, film director and he became a leading figure in the visual art movement.
- He used a **variety of media** including painting, silk-screening, photography, film and sculpture. His art was used commercially – promoting sales
- **Look at adverts in magazines and discuss if they would make you buy the product.**
- **Look at images/paintings with eyes. – it needs attention to detail**
- **Draw** their own eyes.
- De-myth the idea that the eye is round. Look at the different parts of the eye e.g. eyebrow, eye lash.
- Look at how artists have drawn eyes e.g. <http://webneel.com/40-beautiful-and-realistic-pencil-drawings-human-eyes>
- Observe their own eye carefully and **draw it in different ways and using different media.**
- Draw 4 eyes on different coloured back grounds – what effects does it create?

Link 2:  [know how to draw their eyes onto a head](#)

Flashback 4, Long-term memory quizzes, games and revision: names of the primary and secondary colours/ Piet Mondrian/ how to hold a paint brush/ what was Andy Warhol famous for, what is a commercial artist?

- Look at pictures painted by **Catherina Van Hemessen**, she was the earliest female **Flemish painter**, famous for a small-scale series of female portraits painted in the 1540's.
- Look at the painting called Self-Portrait, painted when she was 20 years old. It shows us about the everyday life at the time a sketch of her head can be seen on the canvass. Her face is painted with **soft-brush strokes** and her gown has a wider variety of brush marks. Female artists were rare at the time because the apprentice would live with an older artist whilst they learnt – usually for 4 or 5 years, they had to study dead bodies and nude men. So those women that did make it in to the profession were often trained by a family member – in this case her father.
- Discuss where the eyes are situated on the head.
- Using a mirror **draw** themselves concentrating in **the details** of the eye **and positioning** the eye correctly when drawing their face.

Link 3:  [know how to draw ears](#)

Flashback 4, Long-term memory quizzes, games and revision: names of the primary and secondary colours/ Piet Mondrian/ how to hold a paint brush/ what was Andy Warhol famous for, what is a commercial artist?, what was Catherina Van Hemessen famous for?

- Look at pictures painted by **Sofonisba Anguissola**, the Italian Renaissance painter. Ears can clearly be seen. Discuss the word Renaissance – the period in art between 15th and 16th century – a change or renewal of **interest / techniques used in the art work.**
- Look at each other's ears – **draw** them in the sketch book.
- **Revisit** the ears to show that they do not look how they think they look and look at their size. <http://rapidfireart.com/2015/04/21/how-to-draw-an-ear/>

- Look at how artists try to draw ears.
- Try drawing ears with attention to detail.

Link 4:  [know how to draw noses](#)

Flashback 4, What facts can the children remember about each artist?

- Use noses as a focal point to revisit the 3 artists that have been covered in this unit.
- Draw how they think their own nose looks.
- Look at how artists have drawn noses <http://rapidfireart.com/2015/04/21/how-to-draw-an-ear/>
- Experiment with drawing noses and helping each other to improve.
- On their emerging face, draw a nose.

Link 5:  [know how to draw a mouth](#)

Flashback 4, What facts can the children remember about each artist?

- Use mouths as a focal point to revisit the 3 artists that have been covered in this unit.
- Draw how they think their mouth looks.
- Look at how artists have drawn mouths. <http://rapidfireart.com/2015/04/14/how-to-draw-teeth/>
- Experiment with drawing mouths, then create a fact file choosing one of the following artists to research further. Caterina van Hemessen, or Sofonisba Anguissola

Linked curriculum learning objective:  [draw a self portrait](#)

- Assessment task - Draw the final version of self-portrait. Write a description of a self-portrait

Year 1: _____ Autumn 2

Link 1:  [know how to use colour to create an effect](#)

Flashback 4, Thinking about Andy Warhol and use of colours discuss the effects different backgrounds created.

- Look at Andy Warhol's pictures.
- Revise colours from Nursery and Reception: primary and secondary colours and the colour wheel. <https://www.tate.org.uk/whats-on/tate-liverpool/exhibition/colour-chart-reinventing-colour-1950-today>
- Look at the work by Frank Stella and Fahrelnissa Zeid <https://www.tate.org.uk/search?q=colour&type=all&page=5>
- Replicate the picture or a version of it with strips of paper or coloured shapes.
- Use primary colours to paint fireworks onto black paper. Contrast with different coloured papers and describe the impact. Write the names of different colours.

Link 2:  [know artists use colour wrongly for an effect](#)

Flashback 4, Long-term memory quizzes, games and revision: names of the primary and secondary colours/ Piet Mondrian/ how to hold a paint brush, primary and secondary colours and the colour wheel.

- Frank Stella – look at his work – he is an artist that is still alive! Painter, sculptor and printmaker. His work is important as it is a movement away from a picture representing something else such as a portrait of someone else – to the painting being the object. He moved away from sketching before painting – many of his works are created by using the path of the brush stroke – so this is a skill that needs investigating and improving. <https://www.tate.org.uk/kids/games-quizzes/colour-colour>

- In sketch books **investigate** which **colours go together well** and which one makes another colour stand out.

Link 3:  [know that artists use contrasting colours](#)

Flashback 4, Long-term memory quizzes, -remember how to draw a portrait -eye, ear, mouth

- **Fahrelnissa Zeid**, - look at portraits – **compare to Andy Warhol's contrasted colours** for impact. Again this artist has used a similar technique. She is best known for her abstract paintings – so have a look at these – kaleidoscopic patterns. Fahrelnissa was a Turkish woman who was one of the first female artists to go to art school in Istanbul.
- Using **paint** – in sketch book create a portrait and use a **contrasting colour** for the background.

Link 4:  [develop an understanding how to make different shades of a colour.](#)

Flashback 4, Revise – eyes, ears, nose, mouth – back ground colour, paint in foreground yellow moving to green by adding blue – from secondary colour knowledge – now new technique lightening, darkening a colour – to create different shades.

- Talk about **shades**, what this means and how they are created.
- **Demonstrate** how to make a **shade** by starting with a dark blue paint, paint a line then add white to lighten the dark blue, paint another line next to the darker blue one – keep doing this as the shade lightens as more white paint is added. **Look at Andy Warhol.**
- **Experiment** in art sketch book

Year 1 Spring 1 - Christmas activities (3 links done in Christmas week)

Link 1:  [know how to use scissors to create hexagonal snowflakes](#)

Flashback 4, Long-term memory quizzes, games and revision: names of the primary and secondary colours/ Piet Mondrian/ how to hold a paint brush/ what was Andy Warhol famous for, what is a commercial artist?, what was Catherina Van Hemessen famous for?

- Learn about snowflakes.
- Look at the designs of snowflakes and how they are depicted in art and design.
- Create **hexagonal** paper snowflakes <https://www.webdesignerdepot.com/2009/05/100-extraordinary-examples-of-paper-art/> using paper.

Link 2:  [know how to use scissors to create paper penguins](#)

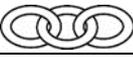
Flashback 4, Long-term memory quizzes, games and revision: names of the primary and secondary colours/ Piet Mondrian/ how to hold a paint brush/ shade, properties of a snowflake

- Learn about the different types of penguin.
- Design and make a paper penguin <https://www.wikihow.com/Fold-a-Paper-Penguin> using different papers.

Link 3:  [know how to use scissors to create paper snow people](#)

Flashback 4, Long-term memory quizzes, games and revision: names of the primary and secondary colours/ Piet Mondrian/ how to hold a paint brush/ shade/

- Learn about how different snowmen are painted and depicted.
- Design and make a paper snowperson <https://www.easypeasyandfun.com/paper-snowman-craft/>
- Create their own snowperson out of different papers.

Linked curriculum learning objective:  **Know how to make a paper picture from collage**

Flashback 4, Long-term memory quizzes, games and revision: names of the primary and secondary colours/ Piet Mondrian/ how to hold a paint brush/ shade/ stained glass/ montage/

- Learn about **how paper can be cut** and **layered** to form a picture.
- Revisit the term **collage**. Look at some famous people's collages.
- Create a **collage** of a snow scene <http://www.anothermag.com/art-photography/3318/top-10-collage-artists-hannah-hoch-to-man-ray>
- Learn how to make an image of a mountain out of paper. <https://www.wikihow.com/Make-an-Origami-Mountain> Create their own paper mountain.
- Learn about the work of **Anton Pieck**. Use the paper craft they have learned to complete a final winter scene.

Year 1: _____ **Spring (condense into 2-3 lessons)**

Link 1:  **[know what a collage / montage](#)**

Flashback 4, Long-term memory quizzes, games and revision: names of the primary and secondary colours/ Piet Mondrian/ how to hold a paint brush/ shade/ what is a collage/ montage/ David Hockney

- Share read about **David Hockney** he creates bold images – rather like Warhole, **by cutting, gluing, rearranging and overlapping two or more photographs** to make a new image. – have a look at photomontage of kiwis and lemons.
- **Collage** is sticking various bits of material on to a backing.
- **Investigate cutting, tearing and layering** – paper of various types & in sketch book glue & stick to create different effects.
- Learn the term **Montage**.
- Look at the work of **Hockney** –swimming pools. See how he creates a painting by using montage of photographs. Try to use montage from magazines and different paper to create a montage of a swimming pool.
- **Annotate their designs** with labels and captions.

Link 2:  **[know the effect of different size brushes](#)**

Share read about **David Hockney**.

Long term memory quiz – who used contrasting colours – how are they used in this piece,

- **Revise the term collage and montage**. – look again at **David Hockney's** work May Blossom on the Roman road
- Learn about **the impact of different sized brushes**. **Experiment with different brush sizes** in creating a water picture. Learn about layering colour on top of each other.
- Sky – **contrasting colours and short brush strokes**
- Flower – **small, thin brush for detail**
- Use **end of brush** for stippling to make a tree **texture**
- **Annotate their designs** with ideas about brushes in sketch book

Link 3:  **[know the direction of brush strokes can change the effect](#)**

Flashback 4, Long-term memory quizzes, games and revision: names of the primary and secondary colours/ Piet Mondrian/ how to hold a paint brush/ shade/ stained glass/ montage/ David Hockney/ pop art/

- Look at **David Hockney's** A large Diver made using colour and pressed paper pulp, and **compare** to **Claude Monet** (oil on canvass)– he has plenty of water paintings. Discuss the way each picture makes you feel. Discuss the colours and the brush strokes.
- Revise the term **collage and montage**.
- Learn about **Claude Monet** and how he painted water.
- **Experiment small scale** and put it into sketch books.
- Use the **direction of brush strokes** to show the flow of water to replicate **Monet**.
- Learn about **layering strokes of shades** of blue, green, brown.
- Create their own painting.
- **Evaluate their paintings**.

Linked curriculum learning objective:  **Know how to make a painting of water with directional brush strokes**

The Manneporte near Etretat – good example of brush strokes for water compared to the rocks.

Flashback 4, Long-term memory quizzes, games and revision: names of the primary and secondary colours/ Piet Mondrian/ how to hold a paint brush/ shade/ stained glass/ montage/ David Hockney/ Hokusai/ Monet/ landscape/ impressionist

- Learn about **Hokusai** (1760-1849), Great wave of Kanagawa, 1829-32 and how to paint a wave.
- Revise **Hockney** and **Monet**. Use what they have learned including the **direction of painting** to create the flow of water to create a finished water picture.

Year 1: Summer 1+ 2 (condensed our planning into 3 lessons)

Flashback 4, Long-term memory quizzes, games and revision: names of the primary and secondary colours/ Piet Mondrian/ how to hold a paint brush/ shade/ stained glass/ montage/ David Hockney/ Hokusai/ Monet/ landscape

Link 1: know how to draw a spider and develop into different forms

Spider - different forms

- **Jon Gowdy** – artist who makes massive sand sculptures, he was a beach lifeguard – took his kids to the beach – build a sandcastle and started to experiment. Look at the pictures at johngowdy.com
- **Compare** this work to **Andre Amador**, who made patterns in the sand – discuss 2d and 3D
- **Learn how to draw** a spider <http://www.howtodrawanimals.net/how-to-draw-a-spider>
- We could do a carousel of activities – children must try drawing the spider in **different media** to see the **different effects** e.g. paint, pencil, charcoal, wax, playdoh. Take photos for Day in the Life file for playdoh.

Link 2: WALT: know how to draw animals and how artists use animals within their sculptures (2 weeks)

Design a sculpture

- Discuss meanings and what the theme was. There are examples of creatures in the sea – linked to pollution and nature. **Jon Gowdy** – represented sculpted sand to bring to the attention of the viewer **themes** or celebrations of a time in history.
- **Learn how to draw** a turtle using a how to draw package from the internet. Link to eco / PHSE/ Peace Mala – children must design a sculpture that gives a conservation message.

New (merging summer 1 and 2) : slot onto collage / sculpture unit

Link 3:  [to revisit and improve collage skills](#)

Portrait - [Hannah Hoch](#) inspired

Flashback 4, Long-term memory quizzes, which artists have we learnt about that use collage in their work?
Who used photomontages?

- **Revise the concept of collage** – look back in the sketch books and **talk about the techniques** used.
- Talk about what they notice in the work of [Hannah Hoch](#) and think **about how the works were made**.
- Use **words to describe the parts of a collage** and what they and don't like.
- Know how and **why it is different** to other art such as paintings and drawings.
- In sketch books – create a face using different facial parts photos in word document – as Hannah Hoch does.
- Children must **collage** hair and head shape / skin etc **using various materials** as shown in Hoch ppt, e.g. Hoch used a paper doily for hair.

Link 1:  [know how lines can be used to create an optical effect](#)

Look at Bridget Riley e.g. 'Bridget Riley' by John Elderfield

Flashback 4, Long-term memory quizzes, games and revision: names of the primary and secondary colours/ Piet Mondrian/ how to hold a paint brush/ shade/ stained glass/ montage/ David Hockney/ Hokusai/ Monet/ how to draw a bee, a spider, an ant and a lady bird.

- Look at how an artist can use **repeating lines to create an optical effect** for the viewer.
- **Replicate**, in their sketch books, through **manipulating the same shape in a different position**, an optical art.
- Learn about 'responsive eye' in 1965. **Replicate**, through **manipulating** the same shape in a different **position, an optical art.**
- Write a biography.

Link 2:  [know how position lines of colour to create optical art](#)

Read about the life of Bridget Riley e.g. 'Bridget Riley' by John Elderfield

Flashback 4, Long-term memory quizzes, games and revision: names of the primary and secondary colours/ Piet Mondrian/ how to hold a paint brush/ shade/ stained glass/ montage/ David Hockney/ Hokusai/ Monet/ how to draw a bee, a spider, an ant and a lady bird.

- **Revise how an artist can use repeating lines to create an optical effect** for the viewer.
- Learn about the 'emergence of colour' in 1967.
- **Replicate**, through **manipulating the same shape in a different position**, an optical art.
- Write a biography.

Link 3:  [know how Andy Warhol used colour to highlight different aspects of an image and create 'pop art'.](#)

Flashback 4, Long-term memory quizzes, games and revision: names of the primary and secondary colours/ Piet Mondrian/ how to hold a paint brush/ shade/ stained glass/ montage/ David Hockney/ Hokusai/ Monet/ how to draw a bee, a spider, an ant and a lady bird.

- **Revise how an artist can use repeating lines to create an optical effect for the viewer.**
- Learn who Marilyn Munroe was and understand that she was an iconic figure – **relate to a modern person/actress.**
- Learn about how **Andy Warhol** created his famous Marilyn Monroe painting.
- In sketch books **draw and colour** in the same image in **different ways**. **Build on what the children learnt in Year 1 about colour.**
- **Manipulate colour** on a painting of a famous person to create a Warhol-style picture.

Link 4:  [know how Andy Warhol created soup paintings](#)

Share read about the life of Bridget Riley e.g. 'Bridget Riley' by John Elderfield

Flashback 4, Long-term memory quizzes, games and revision: names of the primary and secondary colours/ Piet Mondrian/ how to hold a paint brush/ shade/ stained glass/ montage/ David Hockney/ Hokusai/ Monet/ how to draw a bee, a spider, an ant and a lady bird.

- **Revise how an artist can use repeating lines to create an optical effect** for the viewer.

- Learn about how **Andy Warhol** created his famous soup can painting.
- Try to recreate the painting/picture of an everyday can in sketch books and then for real.

Linked curriculum learning objective:  **know how to use colour in different ways for different effects**

Share read about the life of **Bridget Riley** e.g. 'Bridget Riley' by John Elderfield

Flashback 4, Long-term memory quizzes, games and revision: names of the primary and secondary colours/ Piet Mondrian/ how to hold a paint brush/ shade/ stained glass/ montage/ David Hockney/ Hokusai/ Monet/ how to draw a bee, a spider, an ant and a lady bird.

- **Revise** how an artist can use **repeating lines** to create an **optical effect** for the viewer.
- **Revise** about how **Andy Warhol** created his famous soup can painting and Marilyn Monroe Painting.
- Learn about how the artist created his famous banana painting.
- **Use colour in different ways** and **combine** with the **optical art** of **Bridget Riley** in their sketch books.
- Try to recreate the painting/picture of an everyday piece of fruit using colour and optical lines.

Year 2: Autumn 2

Link 1:  **know what shape and form means in sculpture**

Share read about Barbara Hepworth e.g. 'Meet Barbara' by Laura Carlin. – she used sculptures to represent or be in nature and compare to Andy Goldsworthy who made sculptures out of materials found in nature.

Flashback 4, Long-term memory quizzes, games and revision: names of the primary and secondary colours/ Piet Mondrian/ how to hold a paint brush/ shade/ stained glass/ montage/ David Hockney/ Hokusai/ Monet/ how to draw a bee, revise key points from the last topic.

- Learn about **Barbara Hepworth** and her work <http://www.tate.org.uk/art/artists/dame-barbara-hepworth-1274/who-is-barbara-hepworth>
- Know what **shape** means in **sculpture**.
- Know what **form** means in sculpture by looking at **Barbara Hepworth's** work. – create a fact file about the 2 artists.
- **Revise what they learnt about clay and playdough in Reception and Y1.**
- Using **clay**, fashion a small sculpture which reflects **shape** and **form**.

Link 2:  **know what sculptors' tools are used for**

Share read about **Barbara Hepworth** e.g. 'Meet Barbara' by Laura Carlin.

Flashback 4, Long-term memory quizzes, games and revision: names of the primary and secondary colours/ Piet Mondrian/ how to hold a paint brush/ shade/ stained glass/ montage/ David Hockney/ Hokusai/ Monet/ how to draw a bee, a spider, an ant and a lady bird.

- Learn about **Henry Moore** <http://www.theartstory.org/artist-moore-henry.htm>.
- **Revise the idea of shape and form.**
- Learn what **clay tools** are used for and their **effect** on clay.
- **Write in their sketch books what the tools are for.**
- In their sketch books make a sketch of a **Henry Moore** sculpture and write a few sentences about **shape and form**.
- In **clay**, try to **replicate** a Moore-style sculpture.

Linked curriculum learning objective:  **know how to use everyday materials to form a sculpture**

Share read about the life of **Bridget Riley** e.g. 'Bridget Riley' by John Elderfield

Flashback 4, Long-term memory quizzes, games and revision: names of the primary and secondary colours/ Piet Mondrian/ how to hold a paint brush/ shade/ stained glass/ montage/ David Hockney/ Hokusai/ Monet/ how to draw a bee, a spider, an ant and a lady bird.

- Learn about **Auguste Rodin**. **Compare the sculptors** studied so far.
- **Revise shape and form** and what the **different tools** are used for.
- Use **materials** such as foil, chicken wire etc to **recreate a sculpture**.

Year 2: Spring 1

Link 1:  [**know how designers use shape and form to design cars**](#)

Share read about cars e.g. 'The story of cars' by Katie Daynes

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ shade/ stained glass/ montage/ David Hockney/ Hokusai/ Monet/ how to draw a bee, a spider, an ant and a lady bird/ shape and form/ Hepworth, Moore, Rodin/

- Learn about car designers and designs in the 1960s.
- **Evaluate** different designs of 1960s cars, **compare** the European cars and the cars from the USA.
- **Revise the idea of shape and form**.
- Learn about **aerodynamics**.
- **Draw/paint or use design tools** to make a picture of a car they like the **shape and form** of.
- Write a description.

Link 2:  [**know how to use shape and form in designing their own car of the future**](#)

Share read about cars e.g. 'The story of cars' by Katie Daynes

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ shade/ stained glass/ montage/ David Hockney/ Hokusai/ Monet/ how to draw a bee, a spider, an ant and a lady bird/ shape and form/ Hepworth, Moore, Rodin/

- Look at some unusually decorated cars.
- Look some famous artists' **interpretations** of cars e.g. **Salvador Dali**.
- **Create their own designs/decorations** in sketch books.
- Watch videos of concept cars and look at the **shape and form** of their **designs**.
- **Design and draw** a car for the future.
- Write a description.

Linked curriculum learning objective:  [**know how designers have created transport that looks good but also has a function**](#)

Share read about cars e.g. 'The story of cars' by Katie Daynes

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ shade/ stained glass/ montage/ David Hockney/ Hokusai/ Monet/ how to draw a bee, a spider, an ant and a lady bird/ shape and form/ Hepworth, Moore, Rodin/

- Watch video and look at clips to show different train designs e.g. double decker trains abroad, bullet train in Japan. Bicycle designs e.g. electric bike, Sinclair C5, Segway.
- **Revise shape and form**.
- **Design** their own transport for the future.

- Write a description.

Year 2: _____ Spring 2

Link 1:  [know what perspective means](#)

Share read about perspective e.g. 'Perspective' by Paul Flux. Look at Lowry's work and identify where he uses perspective in his paintings.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ shade/ stained glass/ montage/ David Hockney/ Hokusai/ Monet/ how to draw a bee, a spider, an ant and a lady bird/ shape and form/ Hepworth, Moore, Rodin/

- Introduce the idea of **perspective**.
- Show how different artists **draw and create perspective** e.g. train tracks disappearing into the horizon, a dog close to the front of the picture looking taller than a mountain.
- **Sketch** what they have **observed** and write a description.

Link 2:  [know how an artist makes rivers look as though they are disappearing into the distance](#)

Share read about **perspective** e.g. 'Perspective' by Paul Flux.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ shade/ stained glass/ montage/ David Hockney/ Hokusai/ Monet/ how to draw a bee, a spider, an ant and a lady bird/ shape and form/ Hepworth, Moore, Rodin/

- Revise the idea of **perspective**.
- Learn about **Joe van Wetering**. **Understand how** artists **create** the **impression** of rivers and water going away into the distance.
- Use **charcoal and pastels** to show **perspective** of a river into the **distance**.
- Write a description.

Link 3:  [know how an artist makes things darker in the foreground](#)

Share read about perspective e.g. 'Perspective' by Paul Flux.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ shade/ stained glass/ montage/ David Hockney/ Hokusai/ Monet/ how to draw a bee, a spider, an ant and a lady bird/ shape and form/ Hepworth, Moore, Rodin/

- **Revise the idea of perspective.**
- Learn the idea of **foreground and background**.
- Revise what they know about **Joe van Wetering**.
- **Observe** how objects on the **foreground are darker** than those in the **background**.
- Using **light and darker colours**, **use paint to depict perspective** in the style of **Wetering** showing **perspective**.
- Create the painting.
- Write a description.

Linked curriculum learning objective:  [know how to create a picture that uses perspective](#)

Share read about perspective e.g. 'Perspective' by Paul Flux.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ shade/ stained glass/ montage/ David Hockney/ Hokusai/ Monet/ how to draw a bee, a spider, an ant and a lady bird/ shape and form/ Hepworth, Moore, Rodin/

- **Revise perspective, foreground and background.**
- Using **pastels**, create a picture with sharp bolder, darker colours in the **foreground** and blended pastels in the **background** e.g. sunset silhouette
- Write a description.

Year 2: Summer 1

Link 1:  [know what a repeating pattern looks like in art](#)

African fabrics often have repeating patterns – the colours are very symbolic white-spirituality, gold- wealth, green – health in life, red- trouble, blue- love and peace

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ shade/ stained glass/ montage/ David Hockney/ Hokusai/ Monet/ how to draw a bee, a spider, an ant and a lady bird/ shape and form/ Hepworth, Moore, Rodin/ perspective/

- Understand the concept of **repeating pattern**.
- **Trace** and **replicate** a section of an Islamic pattern. Identify **how** and **why** it repeats.
- Look at photos and pictures with patterns.
- Create a border of a paper using the pattern.
- Write a description.

Link 2:  [know how to recognise Islamic patterns at the Al Hambra](#)

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ shade/ stained glass/ montage/ David Hockney/ Hokusai/ Monet/ how to draw a bee, a spider, an ant and a lady bird/ shape and form/ Hepworth, Moore, Rodin/ perspective/

- **Revise** the concept of repeating pattern in Islamic Art.
- Look at Islamic tiles, buildings etc and **identify patterns** e.g. Al Hambra.
- Learn about **Al Hambra** – look at images and video clips.
- **Repeat some of the patterns** they see in sketch books.
- **Learn how to use tracing paper.**
- Use **tracing to replicate** an Islamic pattern that they like.

Year 2: Summer 2

Link 1:  [know what a slogan/caption is](#)

Share read about posters and slogans e.g. <http://www.primaryhomeworkhelp.co.uk/war/campaigns.htm>

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ shade/ stained glass/ montage/ David Hockney/ Hokusai/ Monet/ how to draw a bee, a spider, an ant and a lady bird/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern

- Look at posters and slogans from the 1940s and 1950s. **Annotate and identify** the slogan and **caption** and what it is trying to do.
- **Evaluate** what the poster is trying to do.
- **Create** a similar poster with the same message slogan.
- **Write a description** of what the slogan is aiming to do.

Link 2:  [know the impact of a slogan in different fonts and sizes](#)

Share read about posters and slogans e.g. <http://www.primaryhomeworkhelp.co.uk/war/campaigns.htm>

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ shade/ stained glass/ montage/ David Hockney/ Hokusai/ Monet/ how to draw a bee, a spider, an ant and a lady bird/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern

- Look at posters and slogans from the 1940s and 1950s. Try out the same slogan in different fonts to decide on the **impact and how it can change the message**.
- Using the same background **replicate** some **fonts** e.g. on the computer
- Write a description of what the slogan is aiming to do.

Link 3:  [know how the visual images in posters also try to help persuade different audiences](#)

Share read a report/recount of a visit to an art gallery

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ shade/ stained glass/ montage/ David Hockney/ Hokusai/ Monet/ how to draw a bee, a spider, an ant and a lady bird/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern

- **Evaluate** different posters and adverts from the 1940s and 1950s
<https://www.iwm.org.uk/learning/resources/second-world-war-posters> e.g. the poster encouraging children to drink milk.
- **Annotate different posters** to **explain** what it is trying to do and **why** the artists have chosen the image and the slogan

Linked curriculum learning objective:  [know how to use images and fonts and slogans to make their own poster](#)

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ shade/ stained glass/ montage/ David Hockney/ Hokusai/ Monet/ how to draw a bee, a spider, an ant and a lady bird/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern

- **Create their own poster**. **Sketch/plan** what images they will use, what **font** and what **slogan**
- Write about what they have done and why they have chosen the images.

Year 3: Autumn 1

Link 1:  [know that the softness of pencils changes the tone of the drawing](#)

Share read about animals.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone

- **Revise how to draw** invertebrates from KS1.
- **Experiment in their sketch books** drawing dogs e.g. from different pictures of dogs, **replicate** their ears using different pencils.
- **Learn about tone.**
- **Experiment with different hardness of pencils.**
- Learn about the **impact of different softness of pencil** on the lines that are drawn.
- Using the skill that they have learnt, draw a small picture in pencil of a dog.
- **Annotate their sketches** in their books to show how they **could improve** their work.

Link 2:  [know how to draw animal fur](#)

Share read about animals.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone

- **Revise how to draw** invertebrates and dogs.
- **Experiment in their sketch books with how to draw fur** using the direction of the pencil.
- **Experiment with short, medium and long pencil strokes** and with different hardness of pencil.
- **Annotate** their sketch book.
- **Draw** a pencil drawing of a dog with direction pencil strokes for fur.

Link 3:  [know how to draw dogs in different ways to convey meaning](#)

Share read about animals.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone

- **Revise** how to draw invertebrates and dogs.
- Look at how artists have **depicted** dogs in different ways ie. **Cassius Marcellus Coolidge's** A Friend in Need; **William Wegman's Weimaraners**.
- **Experiment with an idea** of drawing a dog in an unusual situation e.g. driving a car, throwing a toy for a man.
- **Create** the picture using the techniques they have learnt.

Link 4:  [know how to draw a cat](#)

Share read about animals.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone

- **Revise** how to draw invertebrates and dogs.
- Learn how to **draw** a cat.

- **Experiment with drawing** cats in their sketch books in **different poses and positions**.
- Six studies of a cat, Thomas Gainsborough, Between 1763 and 1770 © Rijksmuseum Amsterdam.
- Learn about how to create the **direction of fur in pencil**.
- **Create** a small picture of the cat.

Linked curriculum learning objective:  [know how to create a picture of cats and dogs using perspective](#)

Share read about animals.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone

- Revise what **perspective** means.
- Create a picture of cats and dogs using pencils **which show foreground and distance**.

Year 3: Autumn 2

Link 1:  [know how to make a paper-mâché animal](#)

Watch the YouTube video that shows how to make a paper mâché cat.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone /how to draw a cat/ artists from previous topics

- Revise what they have learnt previously about **montage and paper** and how to draw cats
Learn the concept of **paper mâché**. In sketch book design a cat that they will make out of paper mâché – write about what it will look like, what colours etc.

Link 2:  [revise the design of the paper mâché cat \(3 weeks\)](#)

Look on pin interest at the 200+ images of paper mâché cats – discuss the designs and colours revisiting knowledge about colour theory.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone /

Revise how paper-mâché works. – then make the cat and decorate as planned in the design phase of the project.

Year 3: Spring 1

Link 1:  [know what a silhouette artist is and how they use reflections of the silhouette in their work](#)

Watch the YouTube video – silhouette artists do not trace a shadow

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone / what is a reflection

- Learn how to **depict reflections** in art: pictures of famous reflection paintings (Venice Twilight & Water Lillies - **Monet**, Fighting Temeraire - **Turner**, Rain's Rustle - **Afremov**) – make notes and sketches.
- Take photographs of reflections ([Outdoor learning opportunity](#)).

Draw/paint/create a simple reflection in a puddle.

Link 2:  [create a silhouette portrait](#)

- Looking back at the work on portraits in the sketch book – talk about the shape of heads including hair, where ears are. Have a look at more examples using Youtube. - have a go and keep examples in sketch books.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone / silhouette/ reflection

Out of black paper using scissors create a **silhouette** and see the **impact it has over different backgrounds**.
(linking previous complementing / contrasting colour work)

Link 3 – [different ways to convey reflections](#)

- Look at the work of **Simon Hennessey** who photographs a **reflection** in someone's sunglasses – use this as a starting point for a 'think piece' – **design** and **create** an image showing reflection.

Year 3: Summer 1 and 2

Link 1: [Know what positive and negative space means](#)

Flashback 4, Long-term memory quizzes, games and revision: what techniques have we already studied, repeated patterns, contrasting colours

- **Positive** – focus of the painting / **negative** the space around it.
- Learn about the concept of **negative space**. <https://www.creativebloq.com/art/art-negative-space-8133765>
- Look at some examples of pictures and symbols that **use negative space**.
- **Repeat some examples** in their sketch books and annotate .
<https://www.bing.com/images/search?q=paintings+with+negative+space&qvvt=paintings+with+negative+space&FORM=IGRE> Or there is a You tube video – called Positive and negative space in art for kids.

<https://www.thoughtco.com/negative-space-in-painting-2578774>

- Draw some examples of **negative space** in their sketch book and finish their negative space painting from last week. Write a report/recount.
- **Create** a picture/logo using negative space e.g. one based on the school's name or their own names. Write a report/recount.

Link 2:  [identify how Vincent Van Gogh used positive space](#)

Flashback 4, Compare this piece with **van Gogh's** Starry Night and make notes in their sketch books.

- Look at the picture of 'Oleanders' – essentially the flowers are **positive space** the **background is negative space**. **Talk about the balance of the art – size and shape of the object.**
- Study how he paints the light around the stars through **directional brush strokes** where is the **positive space and negative space** in this – what ideas do we have about it.
- **Revisit – brush strokes / colour choice** – how has this added to the impact of the piece?

<https://www.britannica.com/topic/The-Starry-Night>

- **Annotate** the picture identifying features.
- Learn how to **describe the features** of the painting e.g I like the way van Gogh..... In the picture, van Gogh....

- Over the next few weeks: Look at some other paintings that use **directional brush strokes** such as 'The twelfth of July'; 'Self-portrait with Felt Hat'; 'Woman Sitting in the Grass', 'Two White Butterflies'
Practise with some directional brush strokes in their sketch books.

Create their own interpretation of a Starry Night and the other examples mentioned.

Year 4: Autumn 1 - Compare and contrast contemporary and Egyptian pottery

Flashback 4, Long-term memory quizzes, games and revision: revise the work that previously came in year 3 – how to sketch a cat & how to make a paper mâché cat.

Egyptians carved art into rock with copper and bronze tools. The art is based on perfect balance because it reflects the ideal world of the gods. Art was always functional – so if a sculpture was made it was to honour a god. Or depicted the symbols.

Watch Egyptian art history – Goodbye art academy

Link 1: study a contemporary potter

- Study a **contemporary** artist, Clarice Cliff, to gain ideas to **contrast** with Egyptian pottery.
- Discuss her background and explore the variety of pots that she made.
- Discuss **shapes, techniques, colours** and discuss what they like/don't like, what they could be used for etc.
- Give children a selection of Clarice Cliff pots and they are to stick in the pictures and annotate them, focusing on the **colour/shape/design/mood/function** for each pot.
- How could these differ from pots made during the Egyptian times? Think about the time in history that they were made.

Link 2: research the purpose and processes of creating Egyptian pots.

- **Compare and contrast** - complete contrast of contemporary art and going back in time to when the Egyptians made pots.
- Children will be **creating** their own pots for a purpose
- Discuss techniques, how do you think they were made? Where did they get the Egyptians get the materials from?
- Explain that the children's task is to work in partners to research the history of the Egyptian pots, how they were made and what they were used for during Egyptian times.

Link 3: sketch different Egyptian pots

- **Discuss** history of Egyptian pottery and why they needed different pots for different things/how they were made.
- Look at Egyptian pottery on which were used for a variety of reasons e.g. canopic jars, storing food, cooking etc.
- Discuss what they look like e.g. the colours, patterns and shape of the pots. **Why** have these colours been chosen? Look at the shape of the pots – how has this effect been created (**coiling, pinching and sculpting techniques**).
- Provide children with a selection of different Egyptian pots which were used for a variety of purposes. **Children practise sketching** a range of different Egyptian pots into their sketch books. Ask children to **annotate** what they think each pot was used for, the shape, decoration.
- Children to **annotate** their favourite pot they have sketched and provide a reason why.

Link 4: research different pot-making techniques

- Recap previous lessons about Egyptian pots – what did they look like, what would they feel like, how were they designed?
- Go through **different techniques** for making pots – watch videos on YouTube.
- Discuss the **differences** between **each technique** and how it would make each pot different.
- **Model** how to make a pot using one of the **chosen techniques**.
- **Children choose a technique/s to practise with the clay.**

Link 5: create two Egyptian pot designs

- Using all of their research and designs they have looked at over the past few weeks, **design** their own pots
- They will need to think carefully about the **shape, design and their purpose**.
- Model a quick design to **recap sketching skills**.
- Children create 2 designs for their final piece of pottery in their sketchbooks. Make annotations about what **colours** they could use & use **relevant vocabulary to describe**.
- Children could write their feedback onto their partner's work so that they can act on it next lesson when they create their final design.
- Decide on one final design after **feedback and amendments**

Link 6: make an Egyptian pot

- **Recap and demonstrate the different techniques** of how the children can mould the clay to create their pot (**coiling, pinching and sculpting** the clay).
- Show how to use the **spatula** to engrave their designs onto their pot (they have to be quite quick as the clay dries quickly).
- The children are to mould their pots using the shown techniques.
- **Evaluate** their designs.

.Year 4: _____ Autumn 2

Link 1: Know what composition means

Share read about landscape art.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/

- Learn about the life and work of Maria Iliou / Nigel Cooke/Vincent Van Gough
- **Revise what perspective means.**
- **Learn what composition means** e.g. with everyone having templates of the same figures/shapes and scenes, compose them on a painting in different ways for different effects.
- **Learn what a horizon point is.**
- Using her work study **horizon points, perspective and composition**; record these in their sketch books with annotation.
- **Recreate the idea of composition** using Maria's paintings as a guide.
- Write a report/recount.

Link 2: Know what horizon means

Share read about landscape art.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/

- **Revise what perspective and composition mean.** <https://www.wikihow.com/Draw-Perspective>
- Learn about the life and work of Michael Monaco who paints with his mouth.
- **Revise the idea of horizon through evaluating Michael's art.**
- Make **sketches and annotations** in their sketch books.

 **Link 3: [Know the work of Richard Wawro](#)**

Share read about landscape art.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/

- Learn about the life and works of **Richard Wawro**.
- **Revise the idea of composition, landscape, perspective, foreground, background.**
- **Sketch** aspects of Ricard's work to learn about how he paints.
- Write a report/recount.

Linked curriculum learning objective:  **[Know how to create a landscape of Manchester](#)**

Share read about Landscape art.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon

- Revise the idea of **composition, landscape, perspective, foreground, background.**
- Look at images and video clips of Manchester.
- Using what they know about **composition** e.g. position of the buildings etc, horizon and perspective, create a landscape of Manchester.
- Write a report/recount.

Year 4: _____ Spring 1

 **Link 1: [Know how about the artist Bruegel](#)**

Share read about weather

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Bruegel/

- Study **how artists depict/portray** the weather.
- **Revise perspective, composition, foreground and background.**
- Learn about the life and works of **Bruegel**. <https://www.khm.at/en/visit/collections/picture-gallery/the-best-of-bruegel-only-in-vienna/>
- **Sketch** some characters and the aspects of the landscape in Bruegel's paintings in their sketch books.
- **Annotate them.**
- **Create** their own Bruegel-style snow painting using the skills they have learnt. Write a report

 **Link 2: [Know how to create fine shades of colour](#)**

Share read about weather

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon

- **Learn how to paint shades of different colours.**
- **Learn how to lighten and darken colours.**

- Understand the concept of shade.

Link 3:  [Know how artists depict snow](#)

Share read about weather

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon

- Learn about the life and work of Judy Joel <https://www.redraggallery.co.uk/artist-Judy-JOEL.asp?gld=1>
- Compare Bruegel's depiction of snow with Judy Joel's.
- Study Chinese snow paintings <http://www.inkdancechinesepaintings.com/chinese-snow-paintings.html>
- Use their understanding of horizon, perspective etc to sketch aspects of the paintings in their sketch books.
- Sketch some characters and aspects of the landscape.
- Using their knowledge of perspective, create a Joel-style painting.
- Write a report

Linked curriculum learning objective:  [Know how artists depict rain](#)

Share read about weather

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon

- Study how artists depict rain <https://blog.orangecarton.com/famous-rain-moments-in-art-painting/>
- Create their own painting which depicts rain.

Year 4: Spring 2 (adapted)

Link 1:  [: know about Viking tapestry and Anglo-Saxon illuminated letters](#)

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/

- Explain Viking art is also known as Norse art
- Discuss what is tapestry and explain what it is. Ask chn if they know any famous tapestries or even seen any before.
- **Introduce** The Överhogdal tapestries - they are one of the oldest surviving tapestries from the late Viking age.
- **Explain** what was within the tapestry and highlight how they had long ships on them.
- Provide children with further info on how the designs include Norse and Christian origins/mythology including the 9 worlds ... **This will link within History topic over the coming term.**
- **Discuss** illuminated letters - explain the history and how the Anglo-Saxons adopted their own by borrowing styles from other countries. Work through the alphabet can they work out what letters are missing. Look closely at the letter 'V' What do they notice about it? Does it resemble a Viking?

Task 1: Replicate the Viking ship within the Överhogdal tapestries. Use your pencils carefully **to replicate the strokes** of the plant died wool.

Task 2- provide children with an illuminated V to stick in books. **Replicate** the illuminated letter 'V' into your books. How does this letter resemble the Vikings?

Link 2:  [Know about how Vikings decorated their long boats](#)

Share read about Viking jewellery

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher dresser/ how to draw curves/

- Look at Viking designs of dragon heads.
- **Replicate** some of the designs in sketch books and **annotate**, make amendments.
- Create a painting or a 3D longboat head
<https://www.bing.com/images/search?q=longboat+heads&qpv=longboat+heads&FORM=IGRE>
- Write a section of a journal/diary

Linked curriculum learning objective:  [Know how to use composition in a Viking picture](#)

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher dresser/ how to draw curves/

- Look at images depicting Vikings
- Revise **composition, perspective** and **horizon**.
- Put these together to create a picture of a Viking longboat.
- Add extra detail through use of different medias, creating a variety of textures. Discuss **foreground** and **background**.

Year 4: _____ **Summer 1**

Link 1:  [Know how to use pencil marks to depict curves](#)

Share read about still life

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon

- Understand the **concept of still life** - steel and silver.
- Use **pencils to depict silver and steel** in their sketch books. <https://www.wikihow.com/Draw>
- **Learn how to draw shadows** to make something look realistic.
- Learn about how to **draw curves in pencil**.
- Create a larger picture on steel.

Link 2:  [Know how artists use composition in still life](#)

Share read about still life

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon

- Think about **composition of still life**.
- Learn how to **draw/re-create light and shade, tone and curves**.
- Study the work of **Tim Roper** – Steel art – **draw and sketch** and imagine creative designs from steel.

Linked curriculum learning objective:  **Know the craftsman Christopher Dresser and his work**

Share read about weather

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher dresser/ how to draw curves/

- Learn about the life and works of **Christopher Dresser**
<https://www.bing.com/images/search?q=christopher+dresser&qvvt=christopher+dresser&FORM=IGRE>
- Use their sketch books to **record their designs and thoughts**.
- **Create** their own **composition and position** the items carefully

Year 4: summer 2

Link 1:  **Know how art can be made through making bubbles**

Share read a newspaper/magazine article about Tie dye/Batik

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher dresser/ how to draw curves/

- Learn about how to use bubbles to make bubble art
<https://www.bing.com/images/search?q=bubble%20art&qvvt=n&form=QBIR&sp=-1&pq=bubble%20art&sc=8-10&sk=&cvid=A7BF35804B3845908E8F355DC40946EA>
- **Practise and experiment** with bubble art designs and colours.
- **Observe and evaluate** what happens with different papers, different bubble mixes. **Make notes** in their sketch books.
- **Evaluate artists' designs** using bubble art.
- **Create** a final picture.

Link 2:  **Know about negative space**

Share read a newspaper/magazine article about Tie dye/Batik

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher dresser/ how to draw curves/

- Learn the idea of **negative space**. <http://tangyauhoong.com/portfolio/the-art-of-negative-space/>
- **Experiment in sketch books**/take photos of negative space in pictures.
- **Evaluate** artists' work using negative space.
- **Annotate** pictures and evaluate what they like.

Link 3:  **Know about wax resist art**

Share read a newspaper/magazine article about Tie dye/Batik

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher dresser/ how to draw curves/

- Learn about wax resist

<http://mazuridesigns.com/blog/2016/2/4/a-history-of-african-wax-prints>

<https://www.bing.com/images/search?q=wax%20resist%20art&q5=n&form=QBIR&sp=-1&pq=wax%20resist%20art&sc=8-14&sk=&cvid=D9AF6D840215416A9684B34793CCoFEA>

- **Experiment** with wax resist and make notes and ideas in the sketch book.
Create a final wax resist picture.

Link 4:  **Know about Batik**

Share read a newspaper/magazine article about Tie dye/Batik

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher dresser/ how to draw curves/

- Learn about batik

<https://www.batikguild.org.uk/artists>

<https://www.bing.com/images/search?q=batik&FORM=HDRSC2>

- Know **how dye works** on material.
- **Re-create** batik designs and patterns in their sketch books.

Linked curriculum learning objective:  **Create a T shirt design using one or more of the techniques they have learnt**

Share read a newspaper/magazine article about Tie dye/Batik

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher dresser/ how to draw curves/

- **Design** their T shirt using **negative space, wax resist, Batik or Tie Dye.**
- Create their shirt for a fashion show.
- **Evaluate each other's designs** at a fashion show

Link 1:  [Know how draw an eye accurately](#)

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher dresser/ how to draw curves/ still life/

- Focus on **Holbein's** work.
- Contrast **portrait and landscape**.
- **Understand the concept of a portrait** and what it was used for.
- De-myth the idea that the eye is round.
- **Revise their work from KS1 on eyes.**
- Look at the eyes drawn and painted by famous artists in particular: The Mona Lisa (**Leonardo da Vinci**); Vermeer's Girl with a Pearl Earring (**Johannes Vermeer**).
- **Focus on the size, form, shape and positioning** of eyes on a head.
- **Replicate** the eyes of famous paintings in their sketch books.
- **Create** an accurate portrait picture of a famous person's eyes.

Link 2:  [Know how to draw an ear accurately](#)

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/

- **Revisit, shape, form, positioning** of ears on a person.
- Look in detail at the **shape and form**.
- Look at how famous artists have painted ears: Mona Lisa; Girl with a Pearl earring; Holbein's Henry viii; Holbein's paintings of Henry's wives; Holbein's Ambassadors.
- Focus on the **size, form, shape and positioning** of ears on a head.
Replicate the ears of famous paintings in their sketch books - acting on feedback and making improvements.

Create an accurate portrait picture of a famous person's ears ([history link](#))

Link 3:  [Know how draw a mouth accurately](#)

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/

- Learn about how to draw noses and mouths.
- Look at some famous paintings of noses and mouths ie all of those above.

Linked curriculum learning objective:  [Know how to draw a portrait](#)

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/

- Learn about how to draw a portrait and the mathematical nature of the **proportions of a face**.
- Look at some famous paintings of portraits
- **Replicate** in their sketch books before creating a portrait of a famous person.

Link 1:  [Know how to evaluate the work of Holbein](#)

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/

- Learn about the life and work of **Hans Holbein** in British galleries:
<https://www.nationalgallery.org.uk/artists/hans-holbein-the-younger>
- Indicate that portraits were used to **convey meaning and power**.
- Study the Ambassadors, the portraits of Elizabeth 1st and Tudor celebrities.
- **Make annotated notes in their sketch books** and think about creating a portrait with **hidden meanings and images**.

Link 2:  [Know how to re-create the works of Arcimboldo](#)

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/

- Learn about the work of **Arcimboldo**.
- **Use sketch books** to identify how Arcimboldo created portraits.
- **Create** their own Arcimboldo style **painting/picture/collage**.

Link 3:  [Know how to create a message in a portrait](#)

Share read about Holbein

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/

<https://www.npg.org.uk/collections/explore/by-period/contemporary.php> Explore the national portrait gallery for modern portraits.

- Learn how to **block background colour of portraits**.
- **Experiment with ideas in sketch books**.
- Children to use their **ICT skills** to create their own portrait inspired by Arcimboldo – e.g. teacher, mechanic, vet to portray message.
- **Design** a portrait with messages in it.
- Print and stick into sketch books

Linked curriculum learning objective:  [Know how to draw an accurate portrait](#)

Share read about Holbein

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Sanxing Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher dresser/ how to draw curves/ still life/

- **Revise** what they have learn about portraits and the **proportions of features**.
- Learn about how **portraits of the same person differ** e.g. of Elizabeth 1
- **Create** their own portrait with a hidden message.

- Evaluate and peer assess.

Year 5: Spring 1 (Literacy link - Biography)

Link 1:  Know how to evaluate the work of Frida Kahlo

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/ Holbein/

- Learn about the life and work of **Frida Kahlo**. www.tate.org.uk/file/frida-kahlo-teachers-pack
- Follow the teachers' guide from the Tate gallery.
- **Revise that portraits were used to convey meaning.**
- **Make annotated notes** in their sketch books and think about creating a portrait with hidden meanings and images.
- Write a biography ([Literacy link](#))

Link 2: Copy a piece of Frida Kahlo's work

- **Analyse the artistic style** of Frida Kahlo through **colour and symbolism**
- **Revise their sketching skills** from previous term - link back to portraits from Autumn 1 and 2 and from previous years

Link 3: how to accurately create a range of colours for effect

- Talk about **primary, secondary and tertiary colours**
- **Revise creating tones, tints and shades.**
- **Experiment in sketch books how different colours** can create different effects to reflect a range of emotions.

Link 4:  Know how to use pencil direction to create curves

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/ Holbein/

- **Revise** what they already know about **drawing curves and shading them in.**
- **Revise shadows and how to re-create them.**
- **Experiment with using pencil direction to create the image of curves, in nature.** For example, leaves.
- Create their own pencil and tone drawing depicting curves, shapes and space.

Link 5: create an eternal picture

- To create four images that **document important events/people** in their lives which convey hidden **symbolism and messages.**
- Think about the **composition of their images** and how these can impact the overall effect and meaning.

Link 6:  To refine an eternal picture (final piece)

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher dresser/ how to draw curves/ still life/ Holbein/

- **Refine** one of the images from the previous lesson, thinking about **the composition and colour** of their images and how these can impact the overall effect and meaning.
- **Create** their own self portrait in the style of Frida Kahlo.
- **Evaluate their art work and peer each other's.**

Year 5: Spring 2

Link 1:  [Know how to design a repeating pattern using William Morris as a starting point.](#)

Share read about William Morris (recap where we have seen repeating patterns previously in art -Warhol, African art)

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/ Holbein/

- Look at a range of printers from the past: **William Morris.** <https://wmgallery.org.uk/learning/resources>
- Look at his work from his gallery.
- Try to **replicate a print in their sketch books.**
- Think about how printers **replicate a repeating pattern.**
- Think of a way of making and then **printing** their design e.g. **block prints, lino/potato prints**
- **Create** their own wallpaper.

Link 2:  [Know how to create a block print](#)

Share read about William Morris

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/ Holbein/

- Learn about Japanese wood block printing.
- **Compare examples with William Morris.**
- Look at 'Japanese-style' wallpaper. <http://www.liverpoolmuseums.org.uk/ladylever/exhibitions/edo-pop/>
- Try to **replicate** some examples in their sketch books and **annotate.**
- Create their own print.

Linked curriculum learning objective:  [Know how Andy Warhol created his screen prints](#)

Share read about William Morris

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/ Holbein/

- Learn about **Andy Warhol's** screen printing. <https://www.tate.org.uk/kids/explore/who-is/who-andy-warhol>
- Try to **replicate some examples** in their sketch books and **write about how the prints were completed.**
- **Create** their own version.

Year 5: Summer 1

Link 1:  [Know how to paint movement in flames](#)

Share read about the Stuarts.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/ Holbein/

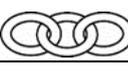
- Look at images of fires and flames and **how artists portray fire.**
- **Learn how to create an idea of movement** in fire and flame.
<https://www.npg.org.uk/collections/explore/discover-the-stuarts-and-the-civil-war/>
- **Learn about the colours that can be used to depict fire and flame.**
- **Experiment** with flames in their sketch books.
- **Depict flame** on different papers.

Link 2:  [Know how to create a painting with movement in the Flemish style](#)

Share read about the Stuarts.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher dresser/ how to draw curves/ still life/ Holbein/

- Learn about **Flemish art** in the 17th century. Learn how to depict movement and emotion in picture.
<https://www.nga.gov/research/online-editions/17th-century-dutch-paintings.html>
- **Experiment in their sketch books** and annotate the idea of how to create movement.
- **Learn about the vanishing spot** in a picture.
- **Create a picture** which shows **emotion and movement.**

Linked curriculum learning objective:  [Know how to create a painting to depict the Great Fire of London/Civil war showing movement](#)

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher dresser/ how to draw curves/ still life/ Holbein/ Andy Warhol/ William Morris/ Flemish painters/

- Learn about **different depictions** in art about the Great Fire and the civil war.
- **Appreciate and make notes** as to how the artist created a sense of movement.
- **Plan out a painting** that shows movement and then paint the final piece.

Year 5: _____ Summer 2

Link 1:  [Know how to evaluate the still life work of Louise Moillon](#)

<https://nmwa.org/explore/artist-profiles/louise-moillon>

Share read a section of an information book about art in the 17th century

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon

Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/ Holbein/ Andy Warhol/ William Morris/ Flemish painters/

- Look at still-life paintings by **Louise Moillon**.
- Use key words to describe the work such as landscape, still-life, foreground, background.
- Imagine they are presenting a news programme or an information programme on TV. Film themselves describing and **evaluating** the paintings.

Link 2:  [Know how to depict spheres and round fruit](#)

Share read a section of an information book about art in the 17th century

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/ Holbein/ Andy Warhol/ William Morris/ Flemish painters/

- Learn how to **draw** a sphere e.g. <https://www.wikihow.com/Draw-a-Shaded-Sphere>
- Learn how to **draw** fruit e.g. <https://www.drawingnow.com/tutorials/119739/how-to-draw-fruits/>
https://www.ehow.com/how_4689319_draw-orange.html
- **Experiment** with drawing fruit in the sketch books

Link 3:  [Know how to use shading to create the idea of something being round](#)

Share read a section of an information book about art in the 17th century

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/ Holbein/ Andy Warhol/ William Morris/ Flemish painters/

- **Experiment with using shading** to depict roundness. <https://thevirtualinstructor.com/shading-techniques-basics.html>
- Use drawing and shading skills to draw a bowl of fruit

Link 4:  [Know how to create a still-life composition](#)

Share read a section of an information book about art in the 17th century

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/ Holbein/ Andy Warhol/ William Morris/ Flemish painters/

- Understand the concept of composition.
- Learn how artists **compose their picture** before drawing their **still-life**. Think of why they choose to **position** things in certain places e.g. in the **foreground and in the background**

Linked curriculum learning objective:  [Know how to paint a still-life in the style of Louise Moillon](#)

Share read a section of an information book about art in the 17th century

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon

Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/ Holbein/ Andy Warhol/ William Morris/ Flemish painters/

- **Arrange** their still-life that they will draw/paint from.
- **Practise and revise the techniques** they have learnt.
- Learn **how to translate drawing of curves and shading** with paint.
- **Learn how to paint light and shade.**

Learn **how artists** put a black outline around their **composition** to distinguish it from the background.

Using their **techniques**, create a still-life picture.

Link 1:  [Know how to draw a flower](#)

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/ Holbein/ Andy Warhol/ William Morris/ Flemish painters/

- Learn about how different artists and designers have used plants and flowers especially Georgia O'Keeffe
- Revise parts of the flower.
- Learn how to accurately draw a flower. <https://www.wikihow.com/Draw-a-Flower>
- Learn how to layer water colours over the top of each other.
- Compare Georgia O'Keeffe, Van Gogh, Azuma Makato, Hasegawa Tohaku.
- Sketch their own flowers. Make notes and sketches in their sketch books.
- Choose a style to capture a still life of flowers.

Link 2:  [Know to create a 3D flower](#)

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/ Holbein/ Andy Warhol/ William Morris/ Flemish painters/

- Learn about how different artists have created 3D flowers e.g. out of clay, papier mache, out of glass, out of foil, metal . <https://www.blackcountrymetalworks.co.uk/garden-structures-decorations.htm>
- Design in their sketch books and then use this to make a 3D flower.
- Write a non-fiction report.

Linked curriculum learning objective:  [Know how to sculpt a 3D flower and depict flowers in three ways](#)

Share read a section of an information book about art in the 17th century

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/ Holbein/ Andy Warhol/ William Morris/ Flemish painters/

- Learn about how different artists, craft makers and potters have made decorated plant pots.
- Make notes, designs and sketches in sketch books.
- Decorate their own pots and flowers.
- Display their flowers 3 ways e.g. paint/3D/clay
- Write a non-fiction report

Link 1:  [Know how to create a painting that shows movement of water](#)

Share read about impressionism.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon

Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/ Holbein/ Andy Warhol/ William Morris/ Flemish painters/

- Revise from Y5 how they made flames look as though they were moving and how Flemish artists created movement & the work completed in Year 1
- Evaluate the brush strokes in Impressionist paintings that make it look like the water is moving.
- Experiment in sketch books depicting moving water around ducks.
- In pastel, depict moving water around a duck.
- Annotate their thoughts in their sketch book.
- Create their own painting showing moving water in an impressionist style.

Link 2  [Know to create a feeling of summer and warmth in paintings](#)

Share read about impressionism.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/ Holbein/ Andy Warhol/ William Morris/ Flemish painters/

- Evaluate how Impressionist artists depict summer time e.g. bright summery colours, feeling of relaxation and having plenty of light and time and it being warm.
- In sketch books try to depict a relaxing figure.
- Annotate their sketches.
- Create a painting in a similar style.
- Write a non-fiction report.

Link 3  [Know how Monet and Renoir painted](#)

Share read about Impressionism.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/ Holbein/ Andy Warhol/ William Morris/ Flemish painters/

- Contrast Cassat's painting style with Morisot in "Summer's Day".
- Understand the idea of creating an impression in paint.
- Learn about Claude Monet and Renoir and their work.
- Learn how they created their pictures and compare a photograph of the place and their impression of the scene. Record in their sketch books small aspects of their pictures and annotate.
- Create their own impressionist style painting.
- Write a non-fiction report

Linked curriculum learning objective:  [Know how to create an Impressionist style painting of the summer with moving water](#)

Share read about Impressionism

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/ Holbein/ Andy Warhol/ William Morris/ Flemish painters/

- Revise Impressionism.
- Revise how to depict moving water.
- Create their own Impressionist style painting.
- Write a non-fiction report

Year 6: _____ Spring 1

Link 1:  [Know the work of George Stubbs](#)

Share read about animals.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/ Holbein/ Andy Warhol/ William Morris/ Flemish painters/

- Learn about the work of **George Stubbs** <https://www.nationalgallery.org.uk/artists/george-stubbs>
- Evaluate how he created stance, perspective, shape, form and light and shade.
- Replicate a section of one of his paintings.
- Write a non-fiction report

Link 2:  [Know how to create light and dark in animal pictures](#)

Share read about animals.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/ Holbein/ Andy Warhol/ William Morris/ Flemish painters/

- Learn about the work of **Stephen Park** <https://www.forestgallery.com/top-5-animal-artists/>
- Experiment with shading and light and dark when drawing an animal.

Linked curriculum learning objective:  [Know how to create a painting in the style of Rousseau](#)

Share read about animals.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/ Holbein/ Andy Warhol/ William Morris/ Flemish painters/

- Revise what they have already learnt about drawing animals.
- Learn about the work of **Helen Wilson, Rousseau.**
- Draw and make notes in sketch books.
- Use their sketch to design a sculpture.

Year 6: _____ Spring 2

Link 1:  [know about the Hermitage Museum](#)

Share read the Hermitage Museum catalogue Russian artists – if the link does not work!

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/ Holbein/ Andy Warhol/ William Morris/ Flemish painters/

Learn about the Hermitage museum:

https://www.hermitagemuseum.org/wps/portal/hermitage/!ut/p/z1/04_Sj9CPyKssy0xPLMnMz0vMAfljo8zi_R0dzQyNnQ28_D29zQ0c_UNMPfz9w5yNnE30wwkpiAJKG-AAjgZA_VGEIHjpR2Um5eqVJ-fqGeiZGpkaGBpbGhhYmBuZm1iY6Yc76Ud6JnoWuKXrF-RGGOhGOSoCAPpbplo!/dz/d5/L2dBISEvZ0FBIS9nQSEh/?lng=en

- **Look at and evaluate using artistic terms** the paintings of Russian artists in the Hermitage.
- **Select some, practise the techniques and sketch in sketch books.**

Link 2:  [know about the work of Kandinsky](#)

Share read the Hermitage Museum catalogue.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher dresser/ how to draw curves/ still life/ Holbein/ Andy Warhol/ William Morris/ Flemish painters/

- Learn about the work of **Kandinsky** <https://www.tate.org.uk/art/artists/wassily-kandinsky-1382>
- **Evaluate the work and understand the meaning behind the paintings.**
- **Sketch and replicate** in paint a Kandinsky-style work.

Link 3:  [know about the work of Marc Chagall](#)

Share read the Hermitage Museum catalogue.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Sanxing Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher dresser/ how to draw curves/ still life/ Holbein/ Andy Warhol/ William Morris/ Flemish painters/

- Learn about the work of **Chagall**. <https://www.tate.org.uk/art/artists/marc-chagall-881>
- **Evaluate the work and understand the meaning behind the paintings.**
- **Sketch and replicate** in paint a Chagall-style painting/stained glass.

Linked curriculum learning objective:  [Know how to create a painting that conveys a meaning](#)

Share read the Hermitage museum catalogue.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/ Holbein/ Andy Warhol/ William Morris/ Flemish painters/

- Look at paintings and pictures from the Russian revolution that convey a message.
- **Evaluate messages in paintings.**
- **Design** a painting that conveys a message and then create it.

Year 6: Summer 1

Link 1:  [Know how to make people look as though they are moving](#)

Recap **LS Lowry**.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ SaxonDBronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/ Holbein/ Andy Warhol/ William Morris/ Flemish painters/

- Learn how he created people to move.
- **Revise perspective, vanishing points, shades and tone.**
- **Replicate** figures in motion.
- **Create perspective** of buildings and a **vanishing point**.
- Create a Lowry style painting (revise skills learnt previously in KS1)
- Write a critique/personal narrative

Link 2:  [Know how Picasso painted Guernica](#)

Share read about LS Lowry.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/ Holbein/ Andy Warhol/ William Morris/ Flemish painters/

- **Revise vanishing points and perspective and composition.**
- Learn about the work of **Picasso**.
- Learn about what happened to the town of Guernica.
- Look at how Picasso **translated** this into a painting.
- Identify how he **portrayed** the horror of the event.

Linked curriculum learning objective:  [Know how artists create emotions](#)

Share read about LS Lowry.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone Saxon Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher Dresser/ how to draw curves/ still life/ Holbein/ Andy Warhol/ William Morris/ Flemish painters/

- Look at **how Picasso created emotions** in his work.
- Look at other artists e.g. Munch the Scream.
- **How they use colour and brush strokes to convey meaning.**
- **Plan their own picture and create the final product.**

Year 6: Summer 2

Link 1:  [Identify and replicate features of Dali paintings, drawings and sculptures](#)

Share read about Salvador Dali through the genre of a biography.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Sanxing

Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher dresser/ how to draw curves/ still life/ Holbein/ Andy Warhol/ William Morris/ Flemish painters/

- Look at some of the work of **Salvador Dali** around the time of the Great War: 'El Son'; Moonlight Over the Bay At, Cadaques; Cadaques seen from behind; Festival in Figueras; Man Holding Up a Baby as Though He Were Drinking from a Bottle; Late night dreams; Cubist self-portrait 1926. <https://thedali.org/>
- **Identify** some art that depict dreams and imagination.
- **Annotate art to identify key features including tone, colour to depict emotions, perspective, the vanishing point etc.**

Link 2:  **Know some ways of depicting emotion through colour, line and abstracting an object**

Share read about Salvador Dali.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Sanxing Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher dresser/ how to draw curves/ still life/ Holbein/ Andy Warhol/ William Morris/ Flemish painters/

- Using Dali art, use the symbols <https://www.thedaliuniverse.com/en/salvador-dali/symbols> to **identify** what the **art work means and the emotion** it is trying to **portray** for example ants to denote death and decay; elephants to denote the future.
- **Devise and capture the image** of some of their own symbols to represent emotion such as fear of the unknown, nerves/anxiety, hunger, for example: Accommodation of desire – 1929; Portrait of Paul Eluard;

OPTIONAL - Linked curriculum learning objective:  **To be able to create a surrealist image to depict what they feel about moving onto secondary school**

Share read about Salvador Dali.

Flashback 4, Long-term memory quizzes, games and revision: Piet Mondrian/ montage/ David Hockney/ Hokusai/ Monet/ shape and form/ Hepworth, Moore, Rodin/ perspective/ repeating pattern/ tone/ Sanxing Bronzes/ how to draw a cat and a dog/ composition/ horizon/ Christopher dresser/ how to draw curves/ still life/ Holbein/ Andy Warhol/ William Morris/ Flemish painters/

- **Plan a painting/picture** that will **convey their emotions** about moving onto secondary school.
- Use some of their own or **Dali symbols and techniques** e.g. dripping clocks; elephants etc.
- **Compose their picture** to make sure there is **perspective and the emotion/message is clear** to the audience.
- **Create** an imaginative dream about their transition to Year 7.