



ST MARY'S, WELHAM GREEN



“ Learn the rules like a pro. so you can break them like an artist.”

— **Picasso** —



CURRICULUM OVERVIEW

EXPLORE

EXPERIMENT

EXPRESS

EVALUATE

We don't follow a scheme: we follow our curriculum.

Our spiralling curriculum content has been chosen specifically to enable pupil to build practical, theoretical and disciplinary subject-specific art and design knowledge through our 4Es: EXPLORE, EXPERIMENT, EXPRESS and EVALUATE.

- * EXPLORE enables children to build their theoretical knowledge of art, exploring art history and art culture through the lens of a carefully curated, diverse selection of artworks and artists.
- * EXPERIMENT gives children a chance to gain proficiency in different areas of art including practical knowledge about different methods, techniques and styles related to the artworks/artists explored.
- * EXPRESS provides children with an opportunity to create their own divergent piece, applying the knowledge gained through EXPLORE, EXPERIMENT and EVALUATE. They also have time to problem solve, review and refine their work.
- * Children are encouraged through each stage to EVALUATE their own work and that of others, asking the kinds of question that artists, critics and scholars ask (disciplinary knowledge) and identifying their own next steps.

Our Teacher Guides have been designed to help teachers identify the steps in progression within each of our focus areas in order for children to achieve the broad National Curriculum objectives. We have also signposted where previous learning has happened so that teachers can ensure knowledge from previous years is embedded and where not ensure it is revisited. Many schemes of work have far too much content, so teachers need to be selective based on what best covers the national curriculum knowledge statements whilst maximising the opportunities for developing children's knowledge. Using our Teacher Guides helps teachers to identify what is necessary and what is not and select activities accordingly.

Art learning across the school is recorded in sketchbooks and should typically evidence all four Es. We encourage children to treat their sketchbooks like journals and their thoughts and learning are recorded in a format that they would like to use, for example, using thought bubbles. Each child is unique and each sketchbook should be unique, enabling children to develop their independence and creativity.

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- Picasso -

Non-Negotiables

At the start of the Year

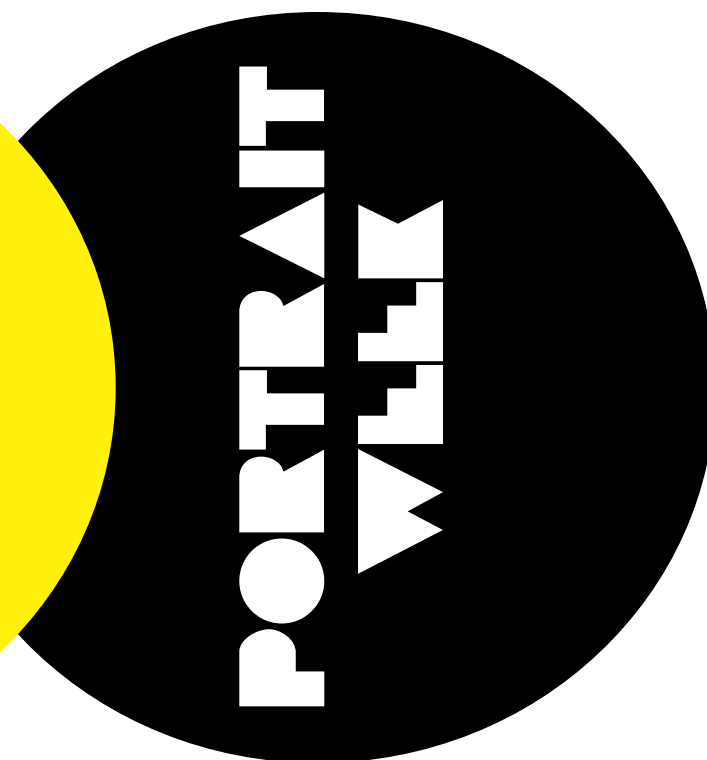
- * Sketchbooks and art expectations are introduced through the 'Welcome to Art & Design' lessons.
- * New Sketchbooks are prepared for Years 1/3/5. All sketchbooks & art folders are labeled. Old sketchbooks and portfolio work remain in Art Folders. Children maintain the tidiness of these.

In each unit

- * Each unit should take around six hours to complete (suggested as six one-hour lessons depending on the unit) apart from 'Welcome to Art & Design' which is an annual standalone lesson of 60/90 minutes.
- * Tasks are outlined in the exemplar PPTs and have been carefully planned in order to progress knowledge. Any deviations should be discussed with the subject/curriculum lead.
- * EXPLORE encourages "slow-looking" with carefully crafted texts and use of sketchbooks. Children should not "research" artists/artworks on Chromebooks/iPads.
- * EXPERIMENT allows children to investigate materials and methods which should be recorded in sketchbooks. These sessions should be scaffolded for the children in the cohort.
- * EXPRESS provides a challenge, with purpose, that children respond to by creating their own divergent piece. Final pieces should be photographed and stuck in journals to help with reflections .
- * Teachers assess children's knowledge, understanding and skills in Art by making observations of the children working during lessons. EVALUATE feedback given to children by their peers or teachers is verbal so that their art is not marked in the process.
- * After each unit, teachers complete the End of Unit Teacher Assessment. The Art & Design leader analyses these in order to inform and improve future practice.

In each lesson

- * Children can choose to mark work with a short date but it is not required. Children are encouraged to choose their own title and take notes throughout units. We do not write WALTs/LOs/SCs.
- * At the end of each lesson, time must be put aside for children and staff to look at each other's work – this can be guided by the EVALUATE slide and music.
- * Children are expected to tidy the classroom! Sketchbooks and any work elements that are being kept go into their art folders.



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Welcome to Art & Design

Children first encounter art and design in the early years foundation stage (EYFS). In the EYFS statutory guidance, 'expressive arts and design' is a specific area of learning and development. Children engage with the arts regularly and explore a range of materials and media. This helps them to work towards the early learning goals, such as safely using and exploring a variety of materials, tools and techniques. High-quality practice in the early years stimulates children's interest and imagination in the materials and media they encounter and provides the necessary foundations for future learning.

MASTE
RECLASS

LINKED

REK

PORTRAIT
WEEK



Colour



Lines, Patterns, Shapes



Brushstrokes



Movement



Texture



Perspective & Illusion



By the sea



Tinga Tinga



Journeys



Viking Art



Ceramics



The Benin Kingdom



Land Art: Goldsworthy



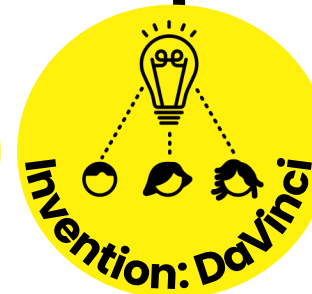
Sculpture: Niki de Saint Phalle



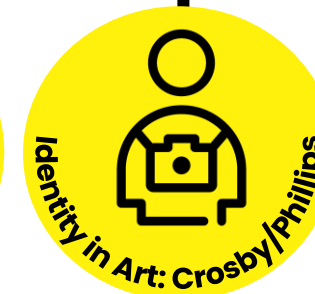
Architecture: Zaha Hadid | Christopher Wren



Collage: Sarah Eisenlohr



Invention: DaVinci



Identity in Art: Crosby/Phillips

L.S.Lowry

David
Hockney

Pablo
Picasso

Mary
Cassatt

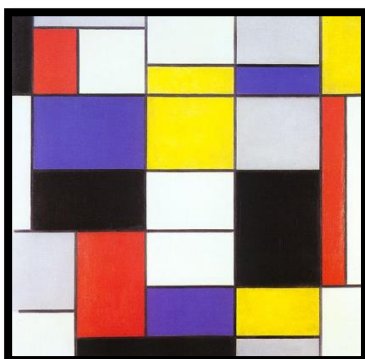
Kehinde
Wiley

Frida
Kahlo

YEAR 1 OVERVIEW

"Learn the rules like a pro. so you can break them like an artist."

- Picasso -



MASTE
RECLASS

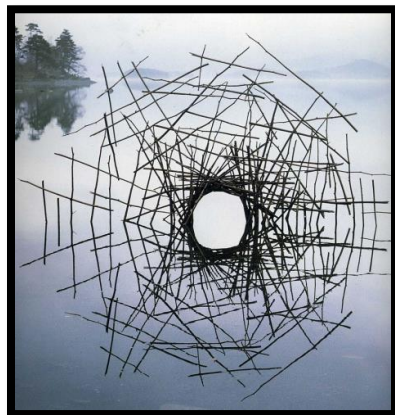
AUTUMN TERM



WELCOME TO



SPRING TERM



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SUMMER TERM



PORTRAIT
WEEK



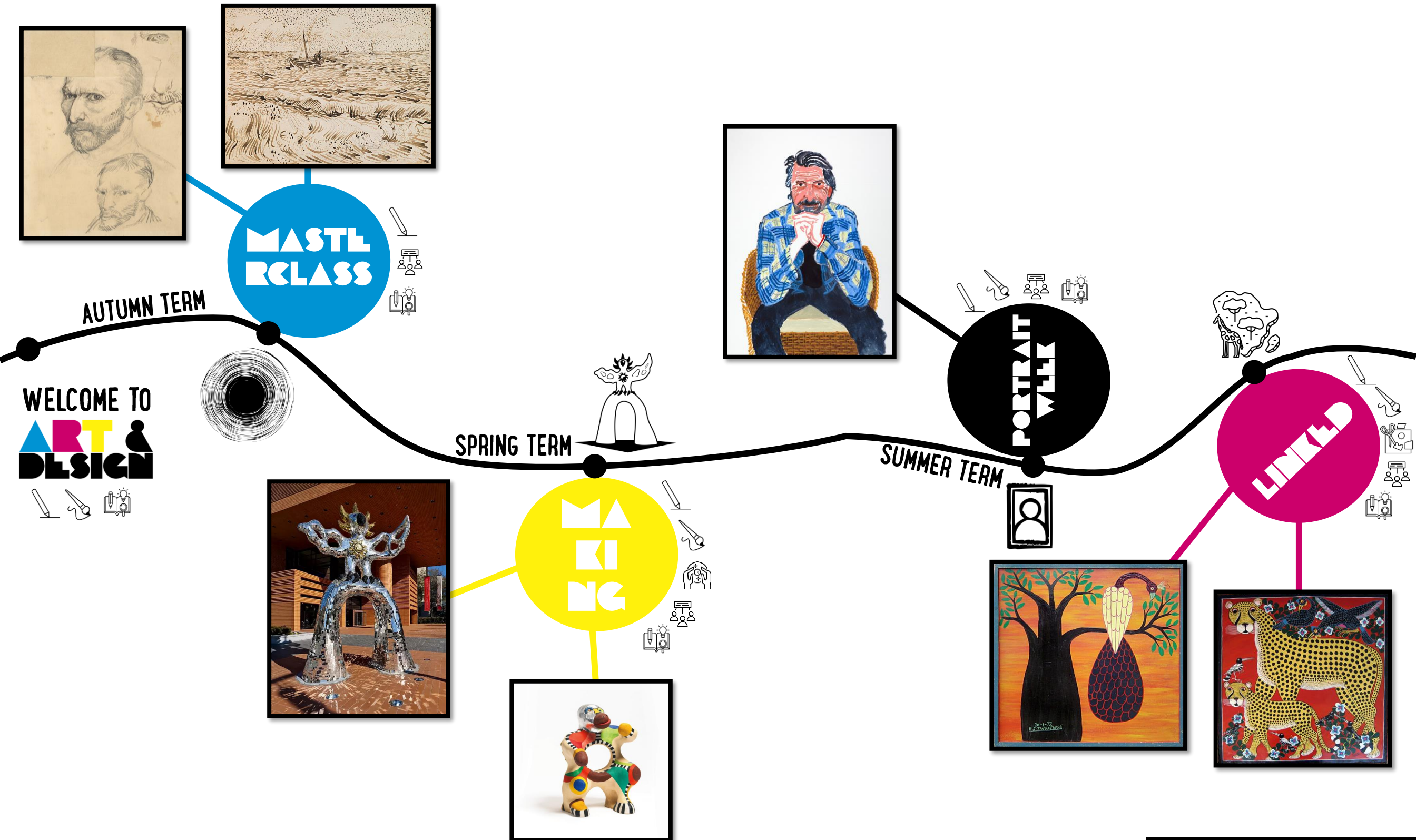
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YEAR 2 OVERVIEW

"Learn the rules like a pro. so you can break them like an artist."

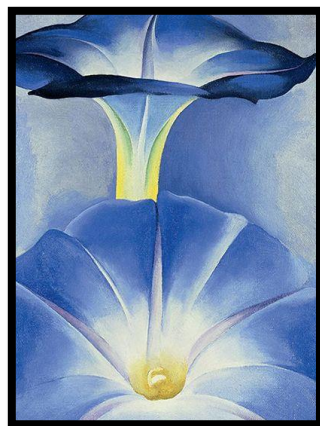
- Picasso -



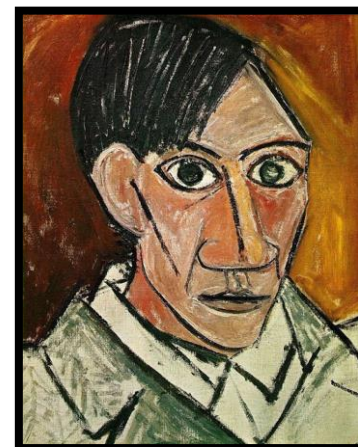
YEAR 3 OVERVIEW

"Learn the rules like a pro. so you can break them like an artist."

- Picasso -



MAST
RECLASS



PORTRAIT
WEEK



LINK



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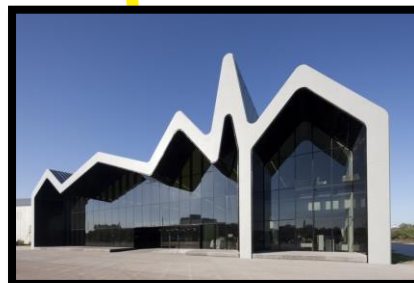
WELCOME TO



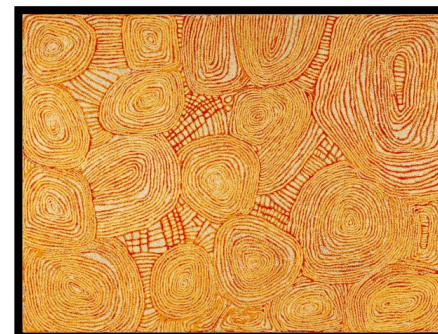
SPRING TERM



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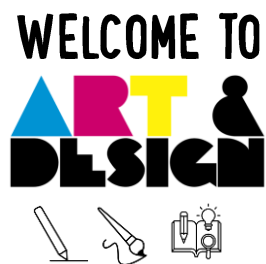
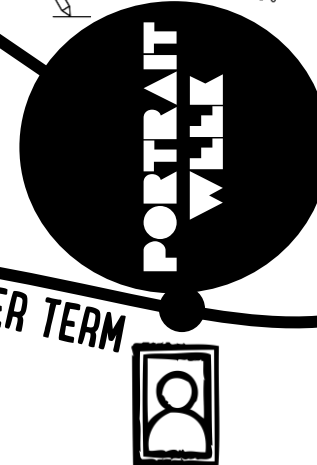
SUMMER TERM



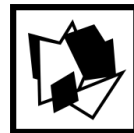
YEAR 4 OVERVIEW

"Learn the rules like a pro. so you can break them like an artist."

- Picasso -



SPRING TERM



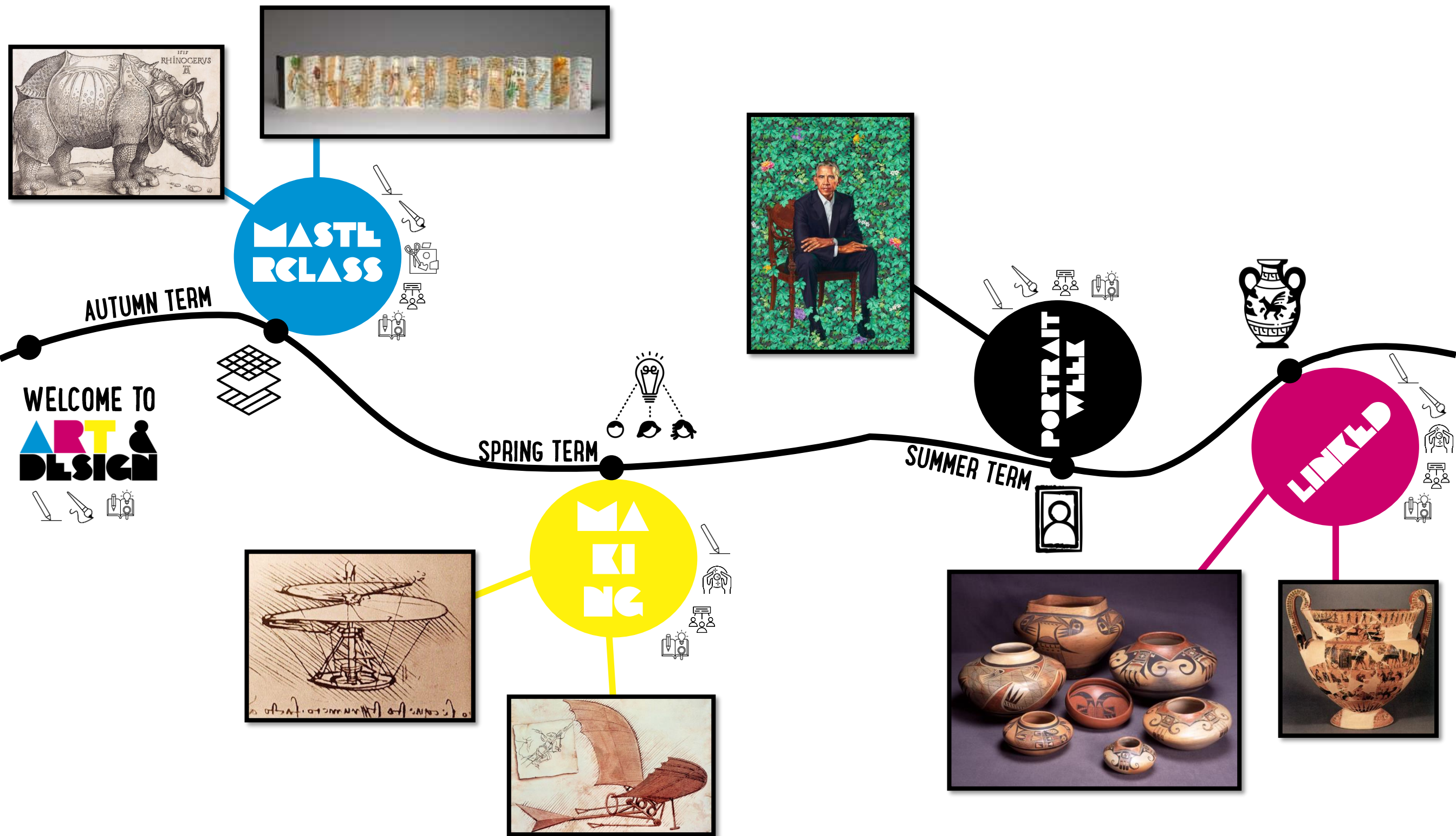
SUMMER TERM



YEAR 5 OVERVIEW

"Learn the rules like a pro, so you can break them like an artist."

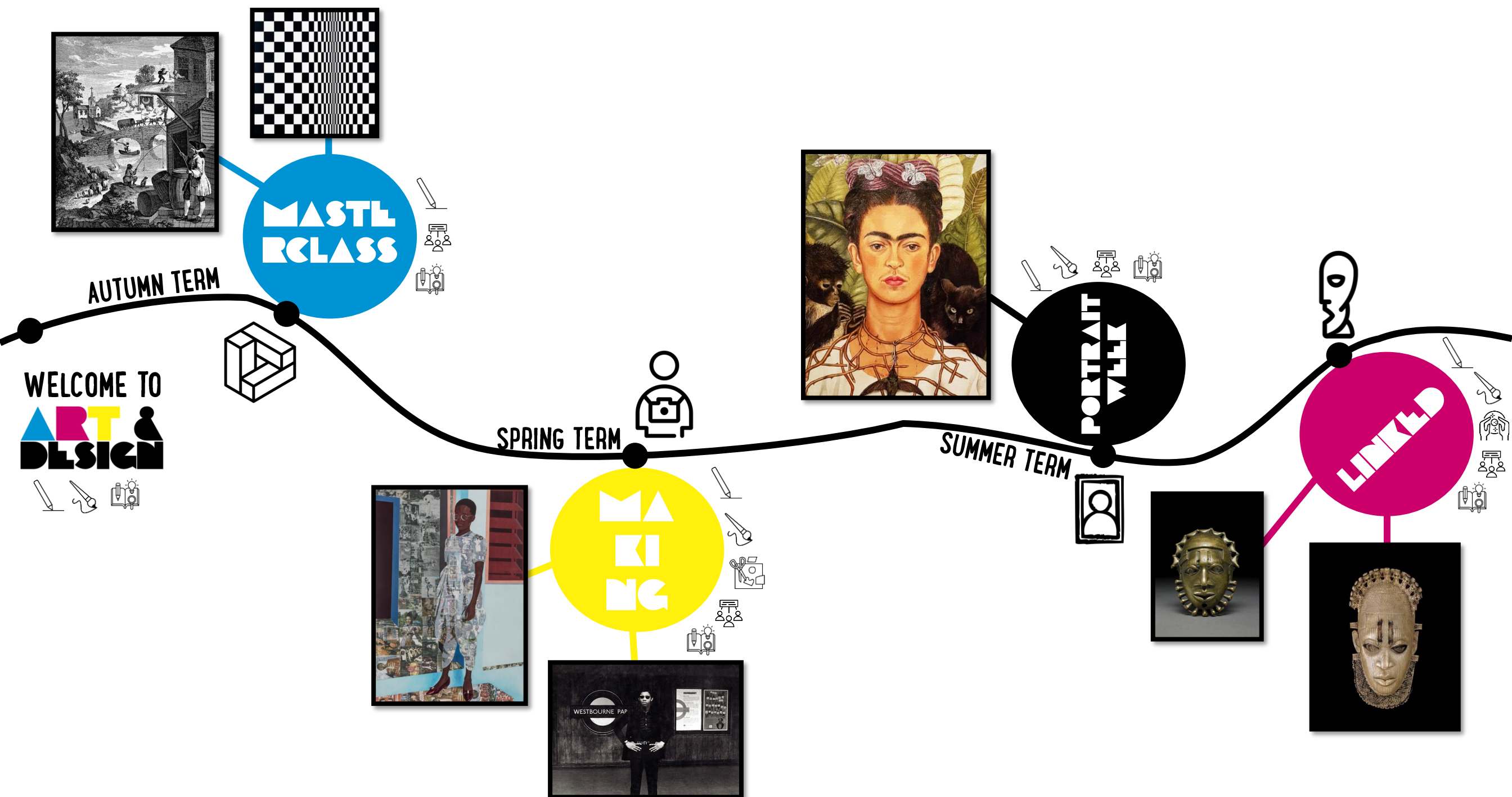
- Picasso -



YEAR 6 OVERVIEW

"Learn the rules like a pro. so you can break them like an artist."

- Picasso -





Welcome to Art & Design Teacher Guide

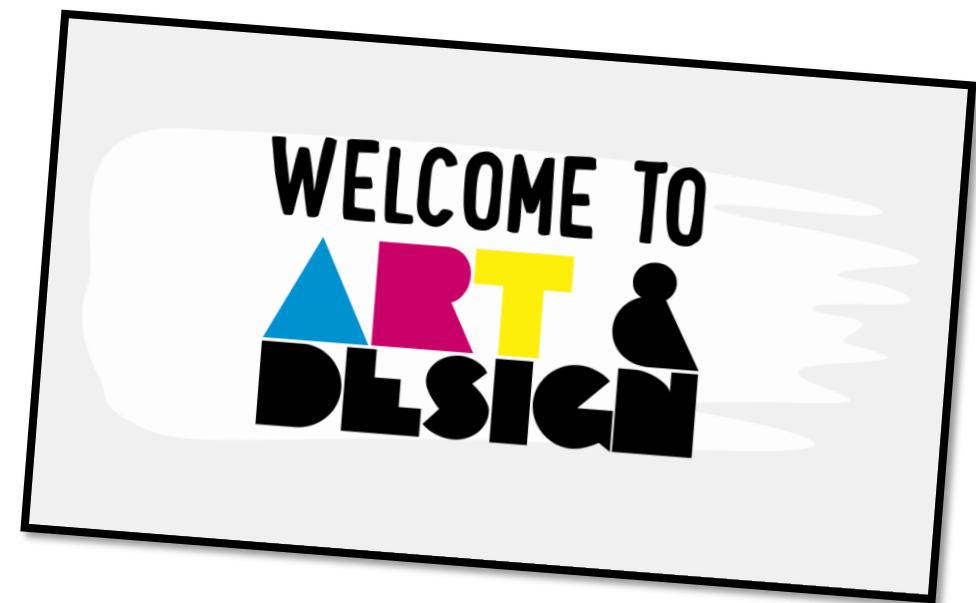
This is a single lesson to start the year which outlines good practice/expectations for Art & Design and (re)introduces children to sketchbooks.

EXPLORE

- * Using the slides, explore the Picasso quote that underpins our Art & Design curriculum.
- * Explore the expectations for art and artists in our classrooms.
- * Look more closely at how we are lesson ready in Art & Design (give children the opportunity to be lesson ready if they are not).
- * Using the slides, share the information about sketchbooks and discuss the examples.

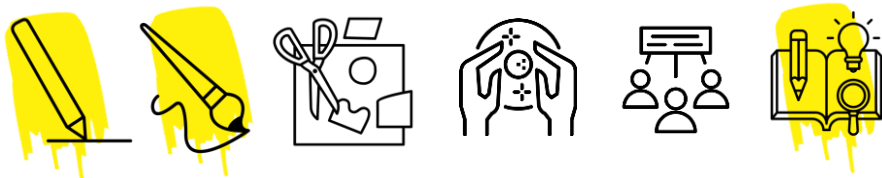
EXPERIMENT EXPRESS

- * Children create a sketchbook title page for the year.
- * Resources need to be discussed and agreed.
- * Evaluate: give children the opportunity to go around and see each other's work in their sketchbooks whilst playing the music. Discuss the expectations for this (positive – no touching other people's work).
- * Tidy up.



RESOURCES

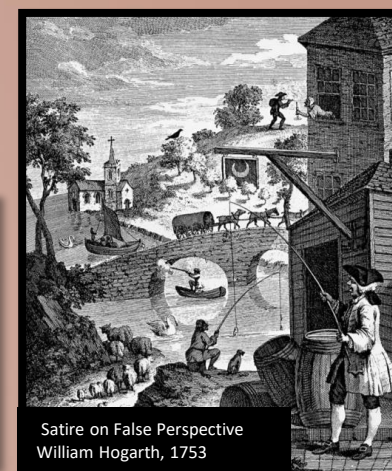
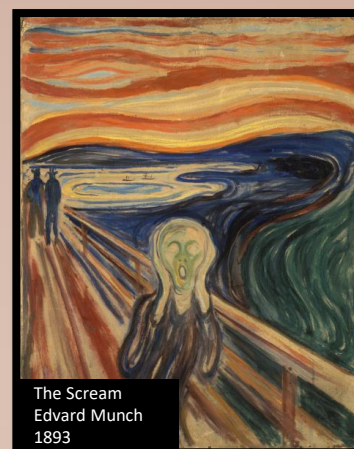
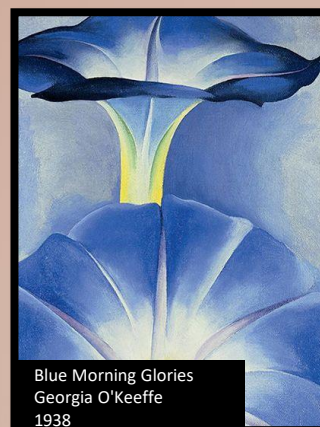
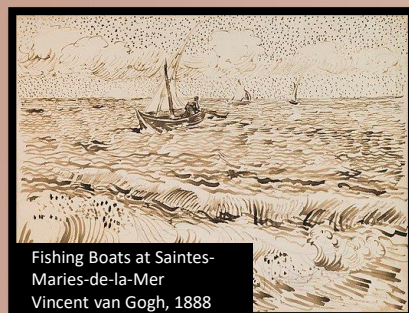
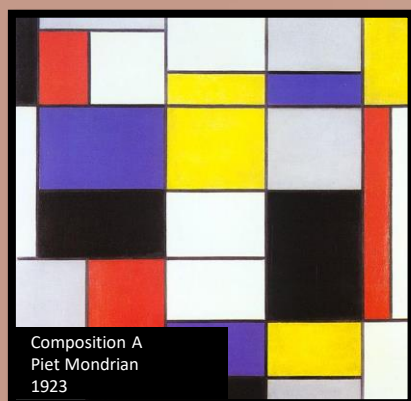
- * an exemplar PPTX for the Welcome to Art and Design lesson can be found on the server



MASTLE RECLASS



Our **MASTLCLASS** series at St Mary's offer children the opportunity to: **explore** techniques/materials used by great artists; **experiment** and develop these techniques and use of materials; and **express** themselves in creating their own responses. During their St Mary's journey, children will develop their techniques including their control and their use of materials, improving their mastery of art and design techniques.



Year 1

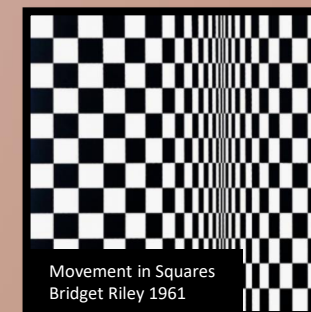
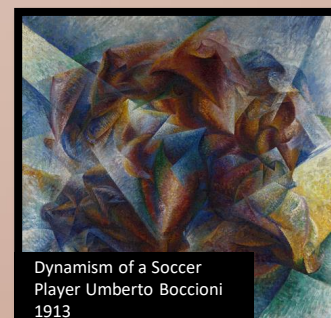
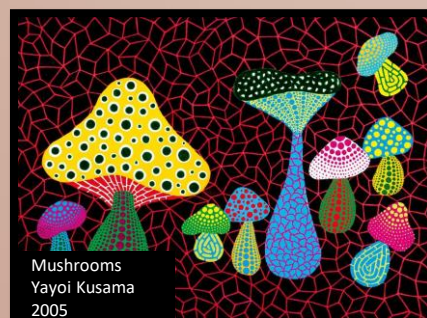
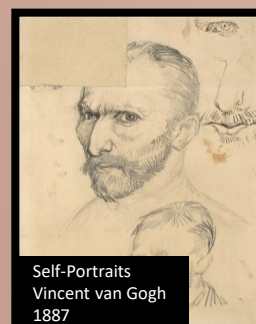
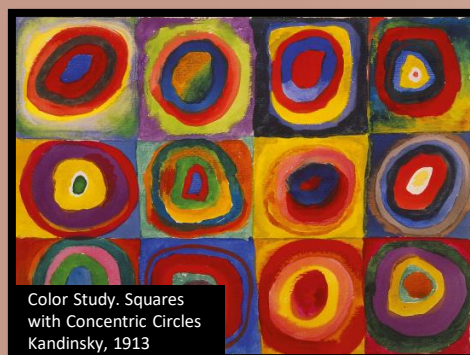
Year 2

Year 3

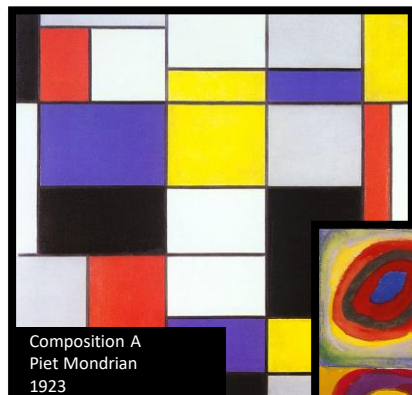
Year 4

Year 5

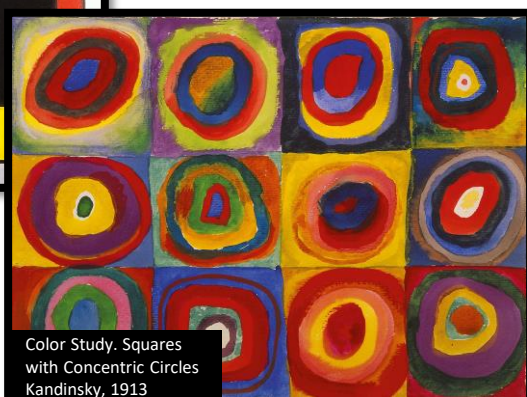
Year 6



KEY WORKS / FIGURES *not limited to



* A key idea is children thinking of themselves as artists, producing their own artworks.



Color Study. Squares with Concentric Circles
Kandinsky, 1913

VOCABULARY

- * artist
- * artwork
- * abstract
- * primary colours
- * secondary colours
- * shade

ASSESSMENT

All children will produce a colourful abstract piece. They will have explored – using sketchbooks – pieces by Mondrian/Kandinsky and experimented primary/secondary colours using poster paint. Most will be able to mix secondary colours and shades of a colour. Some children will be able to reflect on their work, thinking about the colours they have used.

PREVIOUSLY...

Children have encountered Art & Design in EYFS through 'expressive arts and design', exploring a range of materials and media.

EXPLORE

- * Introduce the key works and the key figures giving children a chance to talk about the work using the prompts.
- * Children use sketchbooks to explore Piet Mondrian and are introduced to primary colours
- * Children experiment with colour, making a Kandinsky inspired piece (this should be modelled & could be supported)

EXPERIMENT

(Suggested three sessions)

- * Children experiment further with primary colour using paint and creating a work in the style of Piet Mondrian
- * Children are introduced to secondary colours and experiment with mixing a range of colours from red/blue/yellow making a colour wheel and recording other experiments in their sketchbooks.
- * Introduce to shades, adding black/white to create shades of a colour and experiment by creating a single colour work (some children might use a template to scaffold this task).

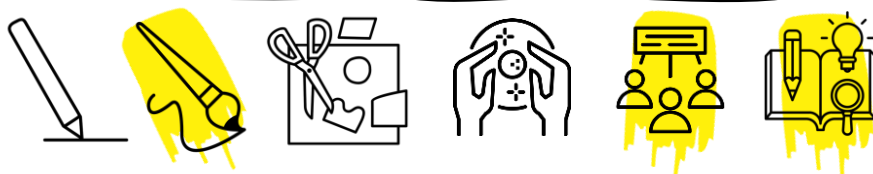
EXPRESS

(Suggested one session)

- * Go through the main task, to create an artwork that will brighten the classroom (can be abstract) discussing with children what tools/materials are available (limiting poster paint to red/yellow/blue/black/white).
- * Encourage them to think about what they've learnt from the artworks they've studied and their own experiments.
- * Final pieces are displayed and photographed for journals. Adults write children's reflections on sticky notes.

RESOURCES

- * an exemplar PPTX unit for this module can be found on the server
- * Much of the material here is magpied from the PlanBee unit "Colour Creations" – the originals are on the server
- * <https://www.tate.org.uk/kids/explore/who-is/who-piet-mondrian>
- * <https://www.wassilykandinsky.net/>

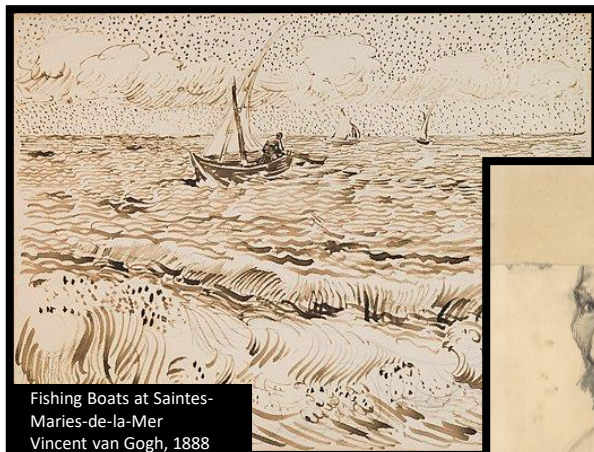




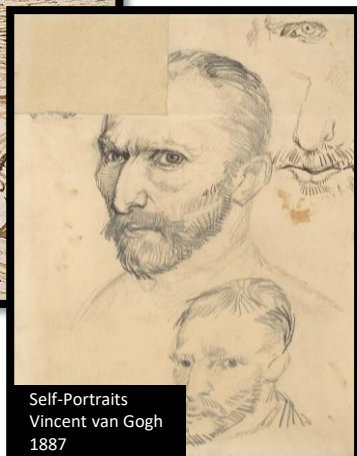
Lines, Pattern, Shape Year 2 Teacher Guide



KEY WORKS / FIGURES *not limited to



Fishing Boats at Saintes-Maries-de-la-Mer
Vincent van Gogh, 1888



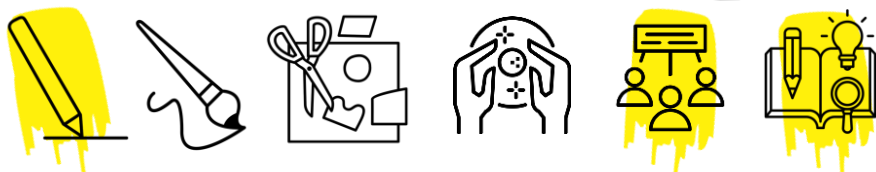
Self-Portraits
Vincent van Gogh
1887

VOCABULARY

- * draw
- * line
- * cross-hatching
- * shape
- * tone
- * pattern

ASSESSMENT

All children will produce a piece inspired by the drawing style of Vincent Van Gogh. They will have explored – using sketchbooks – types of lines and experimented with making marks in pencil and charcoal. Most will be able use a range of lines in creating a landscape. Some children will be able to use tone in their preferred medium.



PREVIOUSLY...

In Year 1 children explored colour, collage and sculpture. They have been introduced to great artists including Kandinsky and Mondrian. This Masterclass unit builds on previous work where children have completed observational drawings.

EXPLORE

(Suggested one session)

- * Introduce the key works and Vincent Van Gogh giving children a chance to talk about the work using the prompts.
- * Children use sketchbooks to draw their own version of Fishing Boats at Saintes-Maries-de-la-Mer. They are encouraged to add a few labels, thoughts and questions on their page. (this should be modelled & could be supported).

EXPERIMENT

(Suggested three sessions)

- * Children experiment with music drawing using a range of coloured crayons – follow the slide activity, remind children to draw lines and marks not to start colouring! Prepare paper by folding into six leaving the empty square for reflection.
- * Children experiment creating shapes and linking these shapes together to create animals (first on whiteboard then sketchbook).
- * Children experiment with charcoal, drawing abstract marks and considering what the medium offers.

EXPRESS

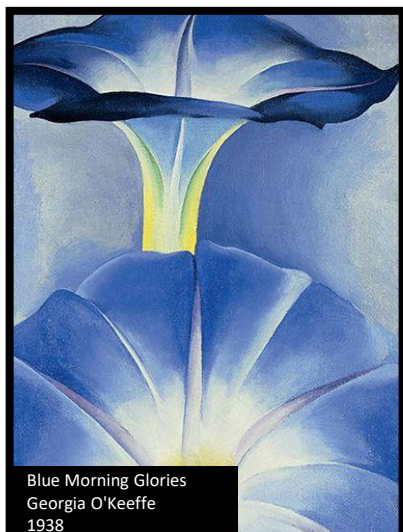
(Suggested two sessions)

- * Go through the main task, to 'create an A4 landscape, of a real or imaginary place' discussing with children what tools/materials are available.
- * Encourage them to think about what they've learnt from Vincent Van Gogh and their own experiments.
- * Final pieces are displayed and photographed for journals.

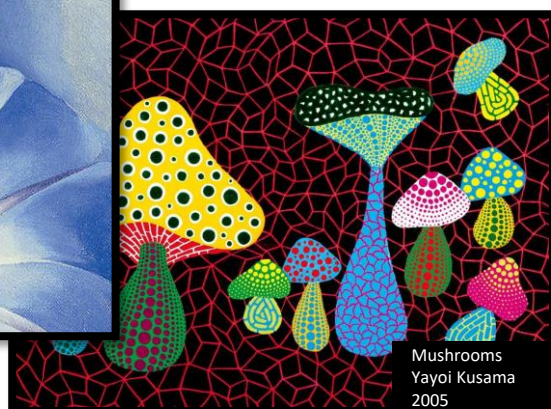
RESOURCES

- * an exemplar PPTX unit for this module can be found on the server
- * Chapter 1 Teaching Primary Art & Design by Emily Gopaul
- * <https://www.vangoghgallery.com/>
- * <https://www.vangoghmuseum.nl/en>
- * <https://www.tate.org.uk/kids/make/paint-draw/create-art-van-gogh>
- * <https://www.slam.org/collection/objects/18228/>

KEY WORKS / FIGURES *not limited to



Blue Morning Glories
Georgia O'Keeffe
1938



Mushrooms
Yayoi Kusama
2005

VOCABULARY

- * detail
- * simplify
- * enlarge
- * resist
- * realistic
- * abstract
- * watercolour
- * daubing
- * stippling
- * sweeping strokes
- * pointillism

ASSESSMENT

All children will produce a piece inspired by flowers and Kusama/Keeffe. They will have explored – using sketchbooks – different types of brushstrokes and experimented with the properties of watercolour paints. Most will be able to talk about complementary and contrasting colours. Some children will be able to talk about their development as an artist with these new skills.

PREVIOUSLY...

This unit builds on earlier work in Year 1's 'Masterclass: colour' and Year 2's 'Masterclass: Lines, patterns and shapes' giving children the opportunity to secure and build on skills. It also continues to instruct children on using sketchbooks and observational drawing.

EXPLORE

- * Introduce the key works and the key figures giving children a chance to talk about the work using the prompts.
- * Children use sketchbooks to create artist profiles for O'Keeffe and Kusama and are encouraged to record notes on their thoughts about the art and artist (this should be modelled & could be supported)
- * Children compare the styles of the pieces (realistic/abstract), discuss and explain their preferences.

EXPERIMENT

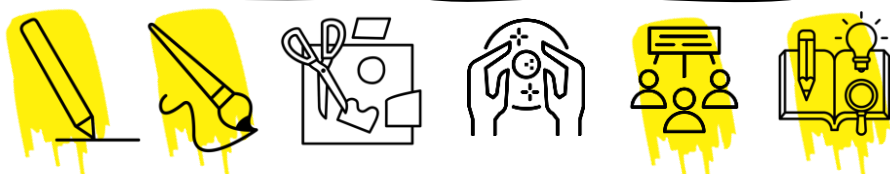
- * Children are introduced to different brushes and experiment with watercolour paints using different brushstrokes.
- * Children create piece in the style of Kusama and/or O'Keeffe using the wax resisting properties of watercolours (there is a video tutorial of each of these but would be far more powerful if modelled by the teacher!)
- * Children should evaluate their work using annotations or sticky notes.

EXPRESS

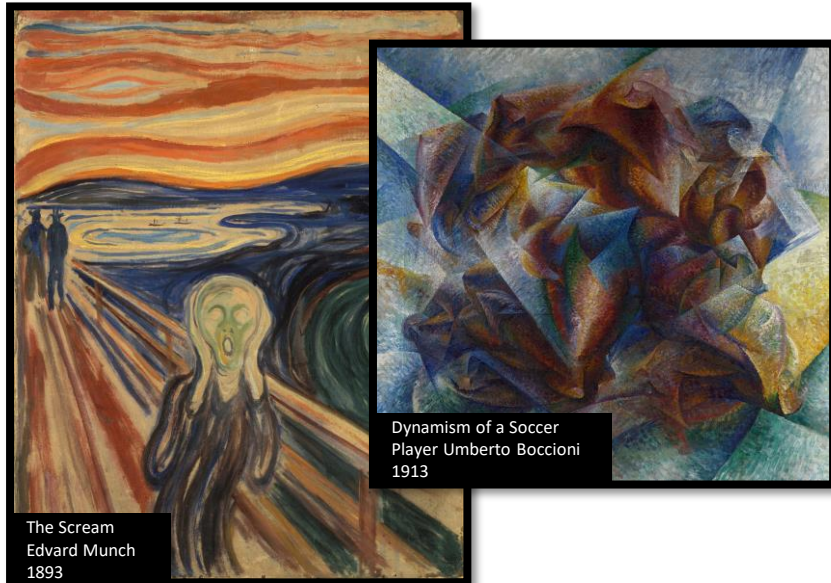
- * Provide children with some flowers (if possible, seasonable and colourful) Go through the main task, to create a watercolour painting inspired by the flowers.
- * Encourage them to think about what they've learnt from Kusama and O'Keeffe as well as their own experiments.
- * Final pieces are displayed and photographed for journals.

RESOURCES

- * an exemplar PPTX unit for this module can be found on the server
- * Mrs Stoughton's sketchbook has examples of different brushstrokes
- * <https://www.tate.org.uk/kids/explore/who-is/who-georgia-okeeffe>
- * <https://www.tate.org.uk/kids/explore/who-is/who-yayoi-kusama>
- * <https://en.wikipedia.org/wiki/Paintbrush>



KEY WORKS / FIGURES *not limited to

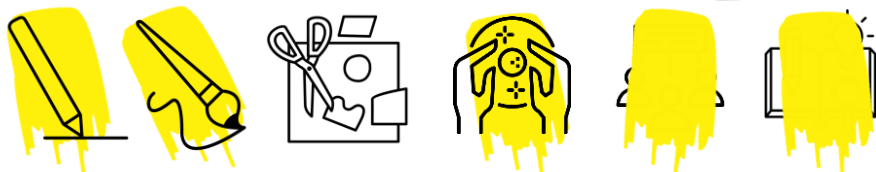


VOCABULARY

- * movement
- * abstract
- * futurist
- * manifesto
- * emotion
- * expressionist
- * printing

ASSESSMENT

All children will produce a piece reflecting (in movement/emotion) a sport. They will have explored – using sketchbooks – showing emotion through facial expressions and experimented with simple printing. Most will be able explain the artist decisions that they have made in forming their piece. Some children will be able to link elements, such as line and colour, to emotions.



PREVIOUSLY...

This unit builds on earlier work in KS1 Masterclasses in colour and lines, patterns and shapes and Year 3's brushstrokes, giving children the opportunity to secure and build on skills. It also continues to instruct children on using sketchbooks and observational drawing.

EXPLORE

- * Introduce the key works/figures and futurism giving children a chance to talk about the work using the prompts.
- * Children use sketchbooks to explore Umberto Boccioni and Edvard Munch (this should be modelled & could be supported) including observational drawing with an opportunity for children to choose differing drawing tools. As well as drawing children should be making notes about the artists and artworks.

EXPERIMENT

- * Children experiment with movement having the opportunity to use simple printing tools (outlined on slides). They should be encouraged to experiment with the effect and colours they can produce. Make sure children are taking notes.
- * Children experiment with facial expressions to show emotions – .

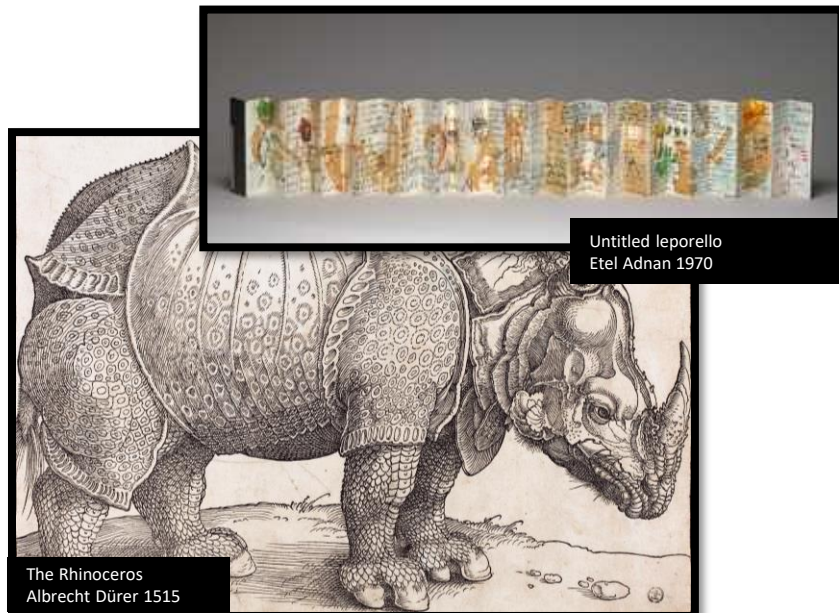
EXPRESS

- * Go through the main task, to create sports inspired artwork for a PE board (showing movement/emotion of a sport) discussing with children what tools/materials are available.
- * Encourage them to think about what they've learnt from Boccioni/Munch and their own experiments.
- * Final pieces are displayed and photographed for journals.

RESOURCES

- * an exemplar PPTX unit for this module can be found on the server
- * Much of the material here is magpied from the PlanBee unit "People in Action" – the originals are on the server
- * <https://www.moma.org/collection/works/80009>
- * <https://www.britishmuseum.org/blog/10-things-you-may-not-know-about-scream>
- * <https://www.bbc.com/culture/article/20160303-what-is-the-meaning-of-the-scream>

KEY WORKS / FIGURES *not limited to



VOCABULARY

- * texture
- * actual texture
- * visual texture
- * tactile
- * leporello

ASSESSMENT

All children will produce a piece using actual/visual texture inspired by animals. They will have explored – using sketchbooks – the art of Dürer/Adnan and experimented with pen, pencil and acrylic paint. Most will be able to mix textures and combining visual and tactile qualities. Some children will be able to use brush techniques, tones and tints to enhance the mood of a piece.

PREVIOUSLY...

This unit builds on earlier work in KS1 Masterclasses in colour and lines, patterns and shapes LKS2 brushstrokes and movement, giving children the opportunity to secure and build on skills. It also continues to instruct children on using sketchbooks and observational drawing.

EXPLORE

- * Go through actual and visual texture ensuring that children are secure with the terms.
- * Introduce the key works and the key figures giving children a chance to talk about the work using the prompts.
- * Children use sketchbooks to explore the works (this should be modelled & could be supported) including observational drawing with a special focus on texture.

EXPERIMENT

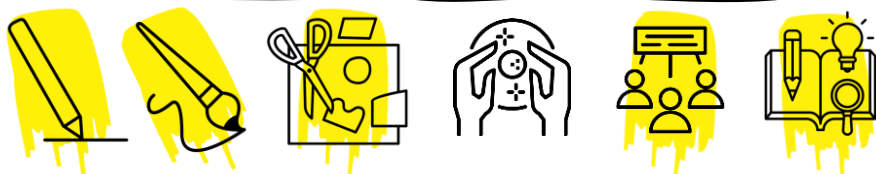
- * Children experiment with actual textures, creating rubbings around the classroom / school grounds (optionally these could be turned into visual textures using pencil and presented in a leporello).
- * Children experiment with visual textures using acrylic paint and a variety of tools (a new medium that children will need time and guidance in using).

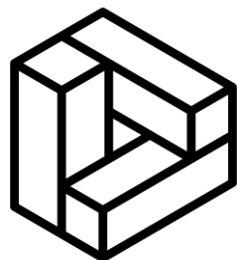
EXPRESS

- * Go through the main task, to create an artwork inspired by an animal that has actual and visual texture (it could be an acrylic painting, collage or leporello). Discuss/agree with children what tools/materials are available.
- * Encourage them to think about what they've learnt from Dürer/Adnan and their own experiments.
- * Final pieces are displayed and photographed for journals.

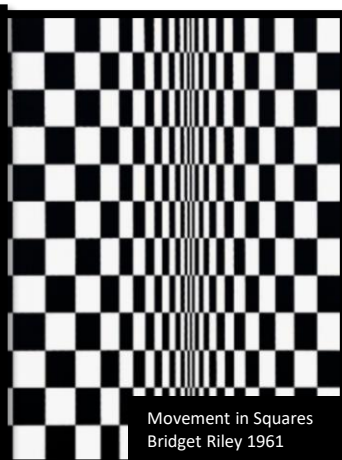
RESOURCES

- * an exemplar PPTX unit for this module can be found on the server
- * Chapter 15 Teaching Primary Art & Design by Emily Gopaul
- * <https://misstcreates.wordpress.com/tone-and-texture/>
- * <https://www.youtube.com/watch?v=IPthhO4YU28>
- * <https://www.nhm.ac.uk/discover/the-legacy-of-durers-rhinoceros.html>
- * <https://www.tate.org.uk/art/artists/etel-adnan-26621>





KEY WORKS / FIGURES *not limited to



Movement in Squares
Bridget Riley 1961

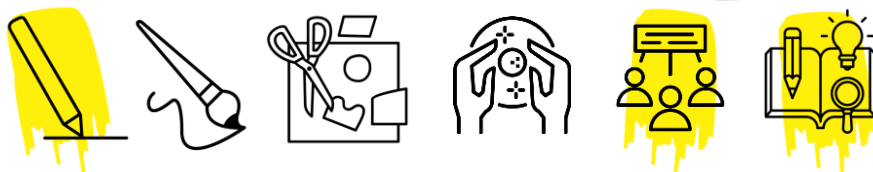
Satire on False Perspective
William Hogarth, 1753

VOCABULARY

- * perspective
- * illusion
- * optical art
- * trompe l'oeil
- * vanishing point
- * foreshortening

ASSESSMENT

All children will produce a piece of illusionary / op art. They will have explored – using sketchbooks – perspective, foreshortening and trompe l'oeil and experimented with these techniques. Most will be able to create their own pieces relating to previous learning with lines, patterns and textures. Some children will be able to use consistently convincing scale, depth, texture and tone throughout.



PREVIOUSLY...

This unit builds on earlier work in KS1 Masterclasses in colour and lines, patterns and shapes LKS2 brushstrokes and movement, and Year 5 texture. It also continues to instruct children on using sketchbooks and observational drawing.

EXPLORE

(Suggested two sessions)

- * Children explore virtual Camera Obscure/Puzzling galleries. Key works and the key figures are introduced giving children a chance to talk about the work using the prompts.
- * Children use sketchbooks to spot perspective in Hogarth's piece (this should be modelled & could be supported then create their own 3D checkerboard in the style of Bridget Riley).

EXPERIMENT

(Suggested three sessions)

- * Children experiment with vanishing points creating a room with accurate perspective.
- * Children experiment with foreshortening, creating superheroes which seem to pop out of the page.
- * Children experiment with trompe l'oeil, creating realistic 3D drawings of bubbles and glass.

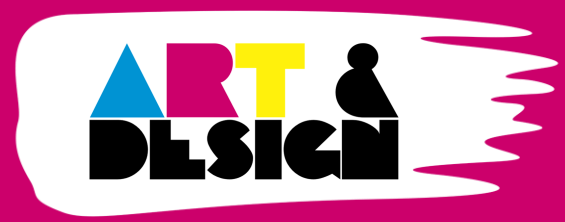
EXPRESS

(Suggested one session)

- * Go through the main task, to create an illusionary artwork discussing with children what tools/materials are available.
- * Encourage them to think about what they've learnt from the unit and their own experiments.
- * Final pieces are displayed and photographed for journals.

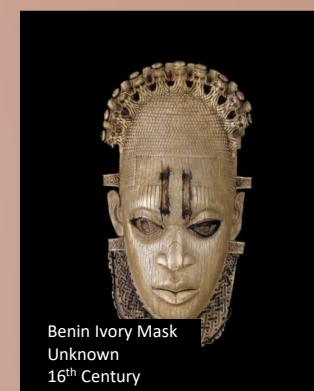
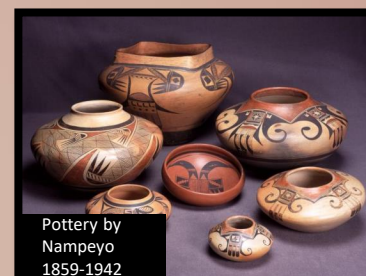
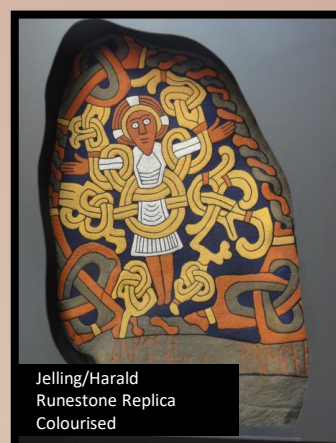
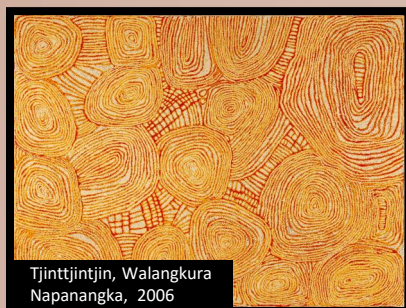
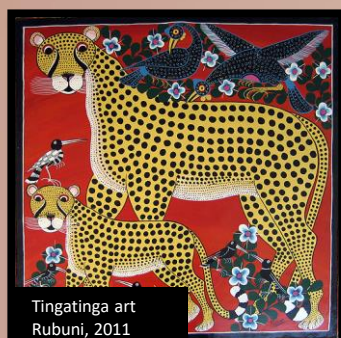
RESOURCES

- * an exemplar PPTX unit for this module can be found on the server
- * Much of the material here is magpied from the PlanBee unit "Illusions" – the originals are on the server
- * Camera Obscura / Puzzling place photos from Mr Guilder
- * <https://www.tate.org.uk/art/artists/william-hogarth-265>
- * <https://artuk.org/discover/artists/hogarth-william-16971764>
- * <https://www.tate.org.uk/kids/explore/who-is/who-bridget-riley>
- * https://www.instagram.com/photorealist_steve_mills/





Our **LINKED** units at St Mary's offer children the opportunity to **explore** art and design elements from humanities subjects that have been studied, **experiment** with techniques that key artists have used and **express** themselves in creating their own works.



Year 1

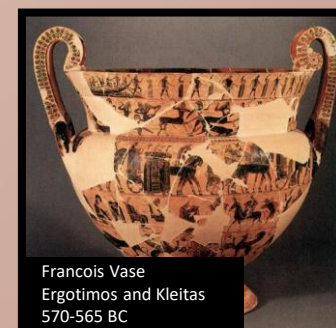
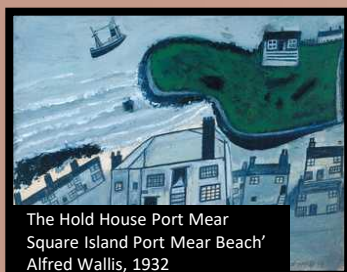
Year 2

Year 3

Year 4

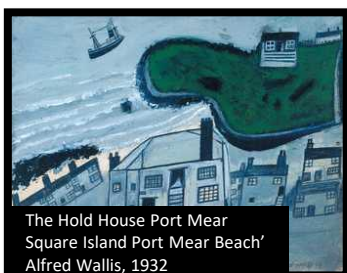
Year 5

Year 6





KEY WORKS / FIGURES *not limited to



- * A key theme in this unit is exploring artists inspiration. A visit to the beach would help to give our artists inspiration for their own express artworks.

VOCABULARY

- | | |
|-----------|---------------|
| * collage | * stick |
| * colours | * tear |
| * palette | * inspiration |
| * cut | |

ASSESSMENT

All children will produce a piece inspired by the seaside. They will have explored – using sketchbooks – Naïve/Contemporary seaside art and experimented with different papers. Most will be able reflect on their own successes and explain why, artistically, they have used different elements. Some children will be able to articulate how they could improve future pieces of work.

PREVIOUSLY...

In reception children may have made collages by scrunching and sticking materials but might not have come across the word collage. Children have explored colour/making colours. They have also seen how sculpture can be inspired by the natural world (Andy Goldsworthy).

EXPLORE

- * Introduce the key works and the key figures giving children a chance to talk about the work using the prompts.
- * Children use sketchbooks to complete observational drawings of the pictures by Wallis and Watson.
- * Children compare the styles (colours/materials) and consider where the inspiration for these images come from

EXPERIMENT

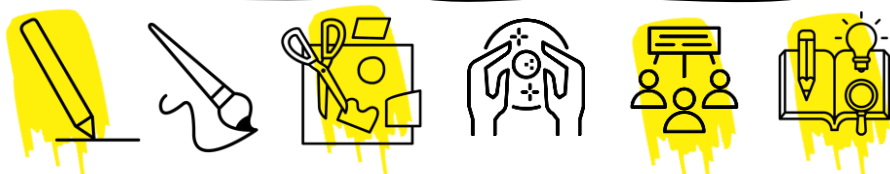
- * Children discuss and experiment with different types of paper (e.g. tissue, crepe, greaseproof, tracing, card, newspaper, wrapping) being encouraged to record this experimentation in their sketchbooks (PlanBee Paper Art Work 1 can scaffold this for some learners). Children could draw and paint on different types of paper and materials (e.g. on pieces of cardboard boxes) and verbally evaluating preferences explaining why.
- * Children create a colourful collage, experimenting with cutting and sticking and using colour and shape.

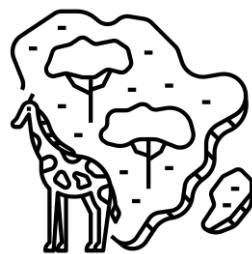
EXPRESS

- * Go through the main task, to create a collage or painting inspired by the seaside, discussing with children what tools materials are available.
- * Encourage them to think about what they've learnt from Wallis/Watson and their own experiments.
- * Final pieces are displayed and photographed for journals.

RESOURCES

- * an exemplar PPTX unit for this module can be found on the server
- * key links to our Year 1 Geography Curriculum unit – “Would you like to live by the coast?”
- * <https://www.tate.org.uk/kids/explore/who-is/who-alfred-wallis>
- * <https://www.janewatsonart.co.uk/>
- * Some material from PlanBee unit “Paper” has been used – the original for this is on the server





KEY WORKS / FIGURES *not limited to



VOCABULARY

- * style
- * foreground
- * background

ASSESSMENT

All children will produce a piece inspired by the Tinga tinga style. They will have explored – using sketchbooks – Tinga tinga art and experimented with foreground and background. Most will be able to reflect on their own successes and explain why, artistically, they have used different elements. Some children will be able to articulate how they could improve future pieces of work.

PREVIOUSLY...

This unit builds on earlier work in the academic year from 'Masterclass: Lines, patterns and shapes' as well as Year 1's 'Masterclass: colour' and 'By The Sea' (which introduced collage). It also continues to instruct children on using sketchbooks and observational drawing.

EXPLORE

- * Introduce the key works and the key figures giving children a chance to talk about the work using the prompts.
- * Children use sketchbooks to complete observational drawings of the paintings by Edward Saidi Tingatinga and are encouraged to record notes on their thoughts about the art and artist (this should be modelled & could be supported)
- * Children draw Tingatinga style animals in pencil.

EXPERIMENT

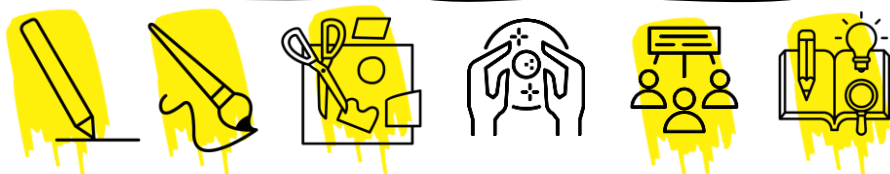
- * Children discuss and experiment with different colour backgrounds using poster paint.
- * Children create a colourful collage on an outline drawing of an animal experimenting with cutting and sticking and using colour and shape (there are some templates that may help scaffold for some children).

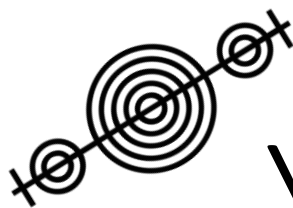
EXPRESS

- * Go through the main task, to create a collage or painting of an animal inspired by the Tingatinga style, discussing with children what tools/materials are available.
- * Encourage them to think about what they've learnt from Tingatinga and their own experiments.
- * Final pieces are displayed and photographed for journals.

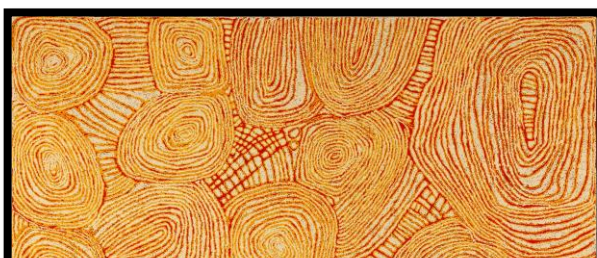
RESOURCES

- * key links have been made to our Year 2 Geography Curriculum unit – "How different is Kaiaf to Welham Green?"
- * <https://www.tingatingaart.com/>
- * <https://oscaw.com/art-camp-week-1-edward-saidi-tingatinga>
- * <http://artnote.eu/edward-saidi-tingatinga/>
- * <https://lundgrenart.weebly.com/tinga-tinga-painting.html>
- * <https://www.smallhandsbigart.com/collage-zebras/>





KEY WORKS / FIGURES *not limited to



Tjintjintjin, Walangkura
Napanangka, 2006



Untitled
Clifford Possum
Tjapaltjarri, 1978

VOCABULARY

- * Aborigines
- * cross-hatching
- * dot painting
- * Dreamtime
- * indigenous
- * regional
- * symbols

ASSESSMENT

All children will produce a piece inspired by Aboriginal art and journeys. They will have explored – using sketchbooks – works by Napanangka/Tjapaltjarri and experimented in creating their own symbols and journeys. Most will be able to incorporate elements of Aboriginal art. Some children will be able to incorporate elements from other units including brushstrokes and architecture.

PREVIOUSLY...

This unit builds on drawing and painting skills that have been taught through Masterclasses (Year 1: Colour, Year 2: Lines, Patterns, Shapes and Year 3 Brushstrokes). There has been a focus on exploring a diversity of artists from around the world inc America, Africa and Europe

EXPLORE

- * Introduce Aboriginal artwork, the Dreamtime, the key works and the key figures giving children a chance to talk about the work using the prompts.
- * Children use sketchbooks to study Napanangka and explore the symbols in Tjapaltjarri before creating some of their own (this should be modelled & could be supported).

EXPERIMENT

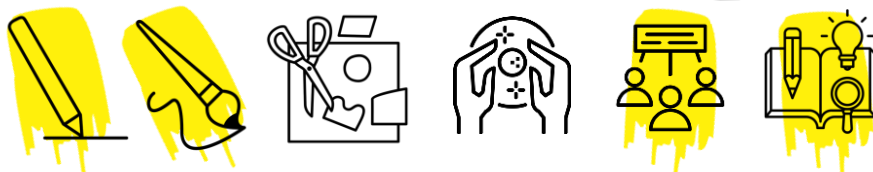
- * Children experiment with creating Aboriginal dreamtime paintings, including traditional symbols and colours. A story is provided as a prompt along with a guided activity.
- * Children experiment creating their own journeys using symbols (guided activity on slides).

EXPRESS

- * Go through the main task, to create a piece of art that represents a journey. Discuss with children what tools/materials are available.
- * Encourage them to think about what they've learnt from Napanangka/Tjapaltjarri and their own experiments.
- * Final pieces are displayed and photographed for journals.

RESOURCES

- * an exemplar PPTX unit for this module can be found on the server
- * key links to our Year 3 Geography Curriculum unit – “How do I use an Ordnance Survey map?”
- * Chapter 14 Teaching Primary Art & Design by Emily Gopaul
- * www.kateowengallery.com
- * www.japingkaaboriginalart.com/articles/facts-about-aboriginal-art





KEY WORKS / FIGURES *not limited to



VOCABULARY

- * runes
- * picture stone
- * symbols
- * knot
- * commemorate
- * clay
- * carve

ASSESSMENT

All children will produce a story stone celebrating a person or place. They will have explored – using sketchbooks – Viking story stones/runes and experimented with carving. Most will be able to carve knots/patterns/runes into a stone. Some children will be able to make links between Viking art in the wider setting of Viking culture including Sagas and as part of British history.

PREVIOUSLY...

Children have created sculpture in Year 1 (Land Art: Andy Goldsworthy) and Year 2 (Sculpture: Niki de Saint Phalle). They have explored art from around the world (including Europe, Africa, Australia and America) and links are made to Year 4 history units.

EXPLORE

- * Introduce the key works and the history behind them giving children a chance to talk about the work using the prompts.
- * Children use sketchbooks to write about the Jelling Stone (this should be modelled & could be supported) and to create a spread based on patterns and glyphs on picture stones.

EXPERIMENT

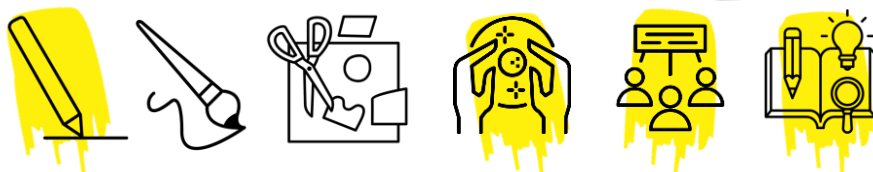
- * Children experiment with drawing Viking knots and other patterns using the tutorials.
- * Children experiment with clay, carving 3D marks using different tools. Children are also encouraged to experiment with adding colour in readiness for the express task.

EXPRESS

- * Go through the main task, to create a picture stone that celebrates a person or place, discussing with children what tools/materials are available.
- * Encourage them to think about what they've learnt from the Viking picture stones and their own experiments.
- * Final pieces are displayed and photographed for journals.

RESOURCES

- * an exemplar PPTX unit for this module can be found on the server
- * key links have been made to our Year 4 History unit – “Did the Vikings and Anglo-Saxons live peacefully together?”
- * Some of the material here is magpied from the PlanBee unit “Viking Art” – the originals are on the server
- * <https://en.natmus.dk/historical-knowledge/denmark/prehistoric-period-until-1050-ad/the-viking-age/the-monuments-at-jelling/the-jelling-stone/>
- * <https://www.historyhit.com/the-viking-rune-stones-of-gotland/>

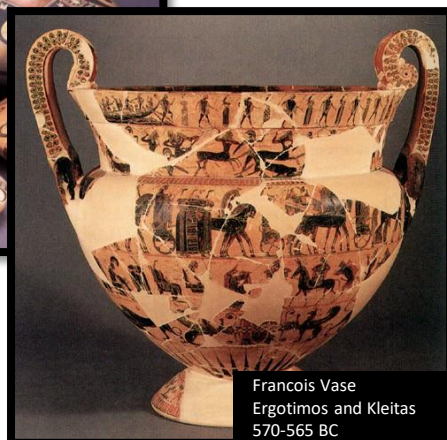




KEY WORKS / FIGURES *not limited to



Pottery by
Nampeyo
1859-1942



Francois Vase
Ergotimos and Kleitas
570-565 BC

VOCABULARY

- * ceramics
- * clay
- * kiln
- * register
- * vase
- * pinch pot
- * coil pot
- * scoring/carving
- * slip

ASSESSMENT

All children will produce a piece inspired by Greek / Hopi pottery. They will have explored – using sketchbooks – the Francois Vase and works by Nampeyo. They will have experimented with creating pots using pinch and coil methods. Most will be able to create and paint their own pot. Some children will be able to include a register that reflects a person, place or time.

PREVIOUSLY...

Children have created sculpture in Year 1 (Land Art: Andy Goldsworthy) and Year 2 (Sculpture: Niki de Saint Phalle). Children have painted/carved story stones in the Year 4 linked unit. Links are made to Year 5 Geography (Where in the World: North America?) and Year 5 History (What is the legacy of Ancient Greek Culture?)

EXPLORE

- * Introduce the key works and the key figures giving children a chance to talk about the work using the prompts.
- * Children use sketchbooks to make notes on the Francois Vase (an optional web link to help children take notes has been provided) and draw looking closely at some of the figures.
- * Children use sketchbooks to observationally draw a pot by Nampeyo

EXPERIMENT

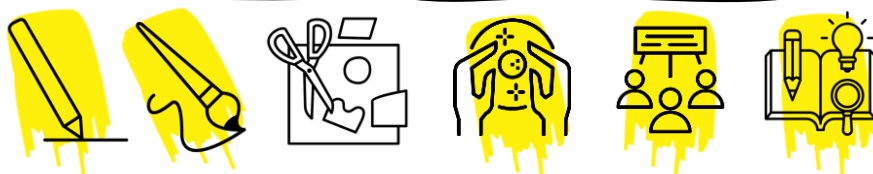
- * Children experiment with “mini-pots” using at least two different methods (coil/pinch). There are videos on the slide to demonstrate this, but it would be better if the teacher were able to model and children copy. One of these pots can be carved using different tools.
- * Children design patterns for Greek/Hopi pots and experiment in painting on mini pots from previous session.

EXPRESS

- * Go through the main task, to ‘create and decorate your own pot that can hold something’ discussing with children what tools/materials are available. Suggest a clay session and a paint session.
- * Encourage them to think about what they’ve learnt from Nampeyo/Ergotimos/Kleitias and their own experiments.
- * Final pieces are displayed and photographed for journals.

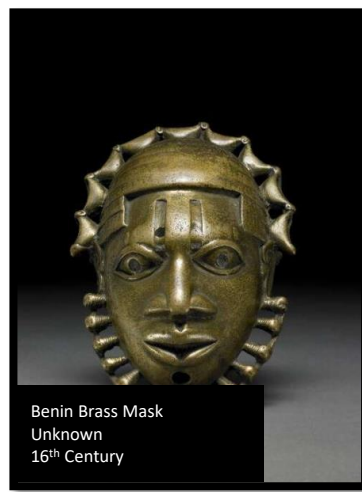
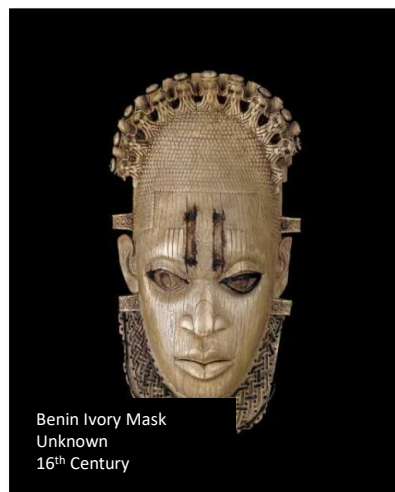
RESOURCES

- * an exemplar PPTX unit for this module can be found on the server
- * <https://www.khanacademy.org/humanities/ancient-art-civilizations/greek-art/greek-pottery/a/the-francois-vase-story-book-of-greek-mythology>
- * <https://www.britannica.com/biography/Kleitias>
- * <https://americanindian.si.edu/exhibitions/infinityofnations/southwest/264462.html>
- * <https://www.eyesofthepot.com/hopi/nampeyo.php>





KEY WORKS / FIGURES *not limited to



- * Picasso was inspired by the Benin Bronzes in his own mask creations.

VOCABULARY

- | | |
|----------------|------------------|
| * Benin Bronze | * construction |
| * ivory | * relief |
| * carving | * negative space |
| * casting | |
| * modelling | |
| * mold | |

ASSESSMENT

All children will produce a mask in a style and sculpted medium of their choosing. They will have explored – using sketchbooks – Benin art and experimented. Most will be able to reflect on their own and others' successes. Some children will make links to other works / figures they have previously studied and may include elements of this in their work.

PREVIOUSLY...

This final unit of art gives children the opportunity to bring together skills acquired in observational drawing (including perspective work in previous unit) as well as sculpture/3D art.

EXPLORE

- * Introduce the key works focusing on reliefs and negative spaces.
- * Explore the quote and contested nature of artwork. Does it change our opinions of it?
- * Children use sketchbooks to complete observational drawings of a Benin mask and to reflect on the piece.

EXPERIMENT

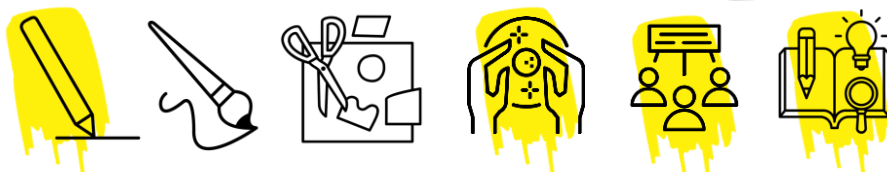
- * Carving soap using implements such as spoons, clay tools, peelers, paperclips
- * Casting small molds using glue and shells/other small objects
- * Molding using clay then paper mache
- * Constructing using different paper types then paper mache

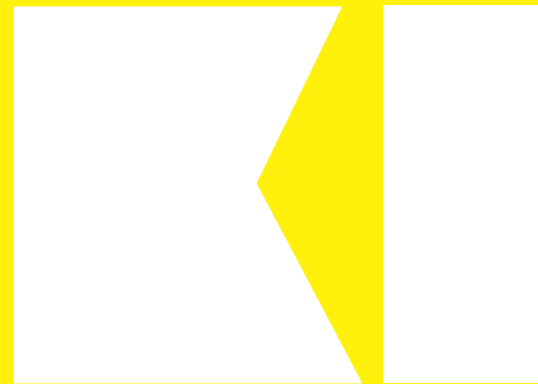
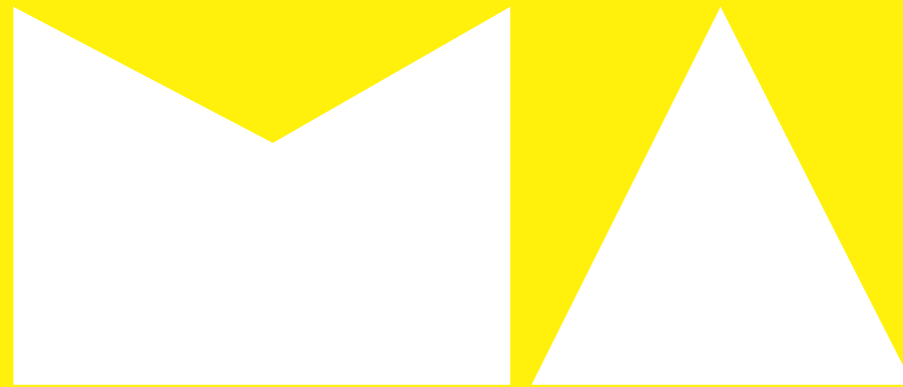
EXPRESS

- * Look at how Picasso was inspired by African art and consider how we can be too.
- * Go through the main task, to create a mask, discussing with children what tools materials are available.
- * Encourage them to think about what they've learnt from the key works and their experiments.
- * Final pieces displayed and photographed for journals.

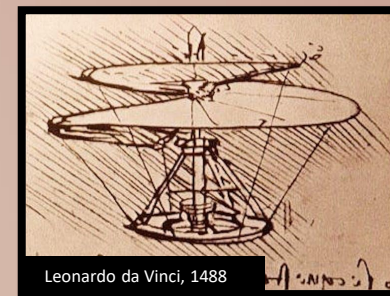
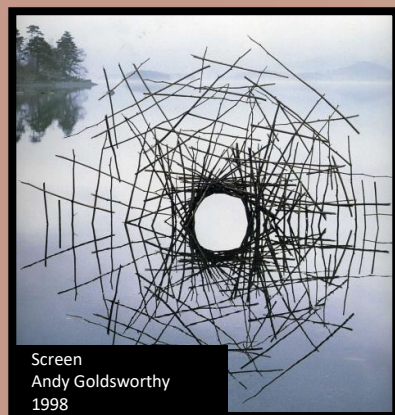
RESOURCES

- * an exemplar PPTX unit for this module can be found on the server
- * key links to our Year 6 History Curriculum unit – “What do artefacts tell us about the Kingdom of Benin?”
- * <https://www.thecollector.com/picasso-and-african-art/>
- * <https://digital-benin.org/>
- * Chapter 9 Teaching Primary Art & Design by Emily Gopaul
- * Drops Like Stars: A Few Thoughts on Creativity and Suffering by Rob Bell
- * Stories behind the art: Sculpture by Richard Spilsbury





Our **MAKING** units at St Mary's offer children the opportunity to: **explore** great sculptors, crafters, designers, architects and photographers; **experiment** with a wide range of techniques the creative used; and **express** themselves in creating their own pieces. During their St Mary's journey, children will become proficient in sculpture and other art, craft and design techniques.



Year 1

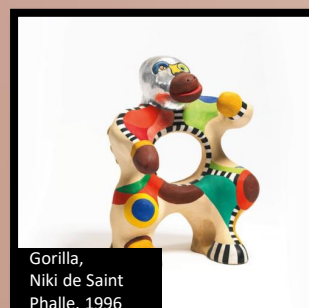
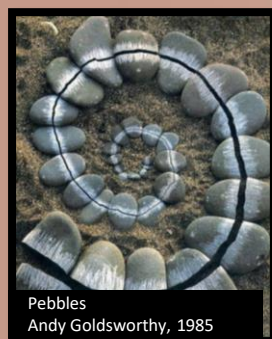
Year 2

Year 3

Year 4

Year 5

Year 6

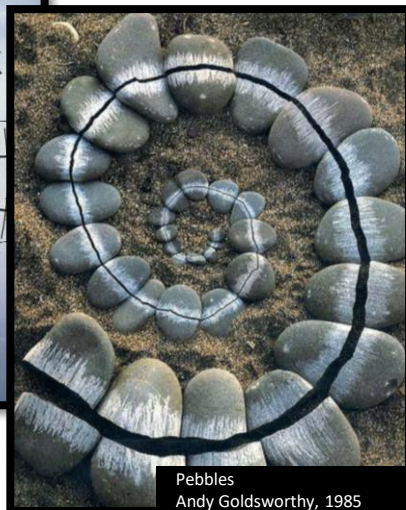
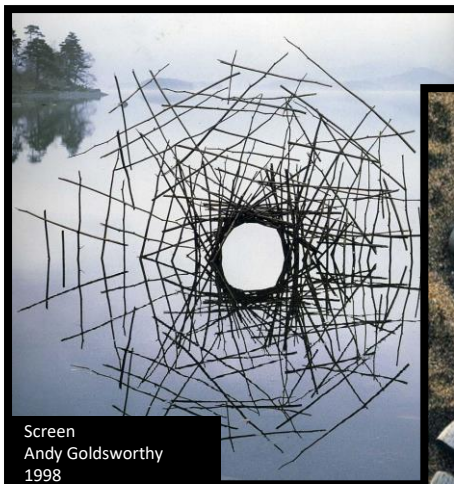


Land Art: Goldsworthy

Year 1 Teacher Guide



KEY WORKS / FIGURES *not limited to



PREVIOUSLY...

Children have encountered Art & Design in EYFS through 'expressive arts and design', exploring a range of materials and media. They have completed a masterclass on colour, identifying primary and secondary colours, creating abstract paintings.

EXPLORE

- * Introduce the key works and Andy Goldsworthy giving children a chance to talk about the work using the prompts.
- * Children use sketchbooks to make a painting of Pebbles (this should be modelled & could be supported)
- * Read 'I am an artist' by Nikki Slade Robinson
- * Children go for a walk to look at the environment. They gather leaves and small sticks (making sure not to damage any plants that are alive).

EXPERIMENT

- * Children experiment creating a sculpture based on a path using sticks.
- * Children experiment with creating sculptures using sticks and leaves thinking about colour and shape.

EXPRESS

- * Go through the main task, to create a piece of land art in the style of Andy Goldsworthy discussing with children what tools/materials are available. Children might work alone, in partners or as part of a group.
- * Encourage them to think about what they've learnt from Andy Goldsworthy and their own experiments.
- * Final pieces are photographed for journals.

VOCABULARY

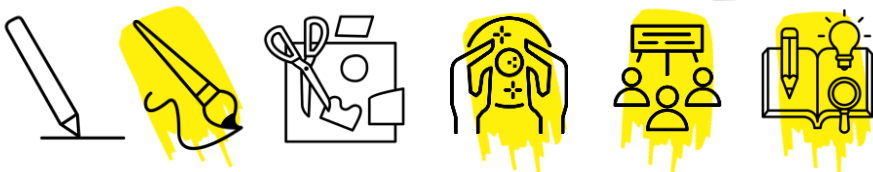
- * decay
- * landscape
- * natural form
- * environmental
- * sculptor
- * sculpture
- * temporary

ASSESSMENT

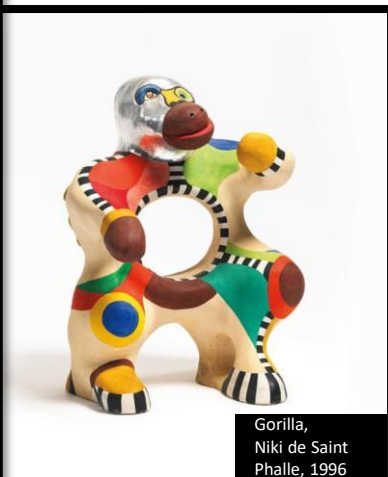
All children will produce a piece inspired by the environment around them. They will have explored – using sketchbooks – the work of Andy Goldsworthy and experimented with creating sculptures using sticks and creating paths. Most will be able to use talk about the materials used and their properties.. Some children will be able to talk about why they chose certain elements.

RESOURCES

- * an exemplar PPTX unit for this module can be found on the server
- * 'I am an artist' by Nikki Slade Robinson
- * Much of the material here is magpied from the PlanBee unit "Andy Goldsworthy" – the originals are on the server
- * <https://artuk.org/learn/learning-resources/andy-goldsworthy-and-land-art>
- * <https://artsycraftsymom.com/andy-goldsworthy-art-projects-for-kids/>
- * Chapter 4 Teaching Primary Art & Design by Emily Gopaul



KEY WORKS / FIGURES *not limited to



VOCABULARY

- * colourful
- * inspire
- * materials
- * sculptor
- * sculpture
- * three-dimensional (3D)

ASSESSMENT

All children will produce a piece inspired by Niki de Saint Phalle. They will have explored – using sketchbooks – some of her sculptures and experimented with construction using different materials. Most will be able to independently create their own animal sculpture. Some children will be able to justify why their animal would be included in Niki de Saint Phalle's garden of joy.

PREVIOUSLY...

In Year 1, children have been introduced to sculpture through Andy Goldsworthy's land art and created their own pieces of environmental art. They have continued to develop drawing techniques through the masterclass unit earlier in the year.

EXPLORE

(Suggested one session)

- * Introduce the key works and Niki de Saint Phalle giving children a chance to talk about the work using the prompts and her biography and quote.
- * Children use sketchbooks to complete a drawing of one of Niki's sculptures. They should try and add a few labels, thoughts and questions on this page. (this should be modelled & could be supported)

EXPERIMENT

(Suggested two sessions)

- * Children work in groups to create a replica of firebird using construction materials (boxes, newspaper, tape etc.) Large photocopies of firebird will help children think carefully about the shapes and form.
- * Children experiment with a single colour of modelling clay (or plasticine), creating different 3D shapes and considering how they stick together.

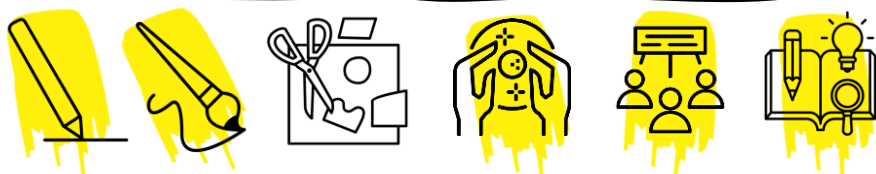
EXPRESS

(Suggested three sessions)

- * Go through the main task, to create a real/imaginary animal for Niki's garden, discussing with children what tools/materials are available (this will heavily depend on the cohort and adult support available). First session: ideas, second session: construct, third session: paint/complete/evaluate.
- * Encourage children to think about what they've learnt from Niki de Saint Phalle and their own experiments.
- * Final pieces are displayed and photographed for journals.

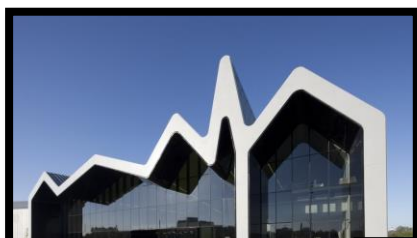
RESOURCES

- * an exemplar PPTX unit for this module can be found on the server
- * <https://blog.artsper.com/en/a-closer-look/10-things-to-know-about-niki-saint-phalle/>
- * <https://nikidesaintphalle.org/>
- * <https://www.durham.ac.uk/things-to-do/learn/online-resources/art-online/>
- * http://bechtler.org/public/files/learn/Paper_Mache_Nanas_Elementary_Lesson.pdf
- * Chapter 4 Teaching Primary Art & Design by Emily Gopaul





KEY WORKS / FIGURES *not limited to



Glasgow Riverside Museum of Transport
Zaha Hadid, 2004-2011



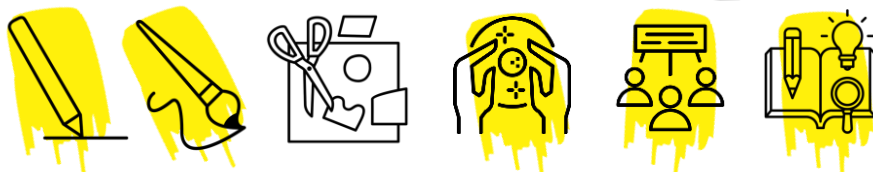
St Paul's Cathedral, London
Christopher Wren 1675

VOCABULARY

- * architecture
- * architect
- * aesthetics
- * symmetry

ASSESSMENT

All children will produce a design for a building responding to a brief. They will have explored – using sketchbooks – buildings by Christopher Wren and Zaha Hadid and experimented with wax/watercolours and symmetry. Most will be able to justify aesthetic choices of their designs. Some children will be able to use elements of symmetry and consider elements such as light and shadow.



PREVIOUSLY...

Children have been introduced to sculpture (Year 2) and land art (Year 1) and have gained an understanding of designing in 3D. Children have also developed skills of observational drawing and painting (using poster paint and water colours).

EXPLORE

- * Introduce the key buildings and the key architects giving children a chance to talk about the work using the prompts.
- * Children use sketchbooks to observationally draw St Paul's Cathedral and to explore the design of Hadid's Glasgow Riverside Museum of Transport (this should be modelled & could be supported)

EXPERIMENT

- * Children experiment with colour, pattern and shape, creating a watercolour and wax painting of St Basil's Cathedral.
- * Children experiment with symmetry and colour using images of the Taj Mahal.

EXPRESS

- * Go through the main task, to create a design for a youth centre that fits the brief, discussing with children what tools/materials are available.
- * Encourage them to think about what they've learnt from Wren/Hadid and their own experiments.
- * Final pieces are displayed and photographed for journals.

RESOURCES

- * an exemplar PPTX unit for this module can be found on the server
- * much of the material here is maggied from the PlanBee unit "Famous Buildings" – the originals are on the server
- * Little People, BIG DREAMS: Treasury: 50 Stories from Brilliant Dreamers by Maria Isabel Sanchez Vegara & Lisbeth Kaiser
- * <https://www.theguardian.com/artanddesign/2016/mar/31/zaha-hadid-10-best-buildings-in-pictures>

KEY WORKS / FIGURES *not limited to



Settlers
Sarah Eisenlohr
2012



- * Children will also look at the history of collage as an art form.

VOCABULARY

- * Collage
- * Graphic designer
- * Narrative
- * Scale
- * Layer
- * Overlap
- * Contrasting colours
- * Silhouette

ASSESSMENT

All children will produce a collage piece that shares a narrative. They will have explored – using sketchbooks – the collages of Sarah Eisenlohr and Picasso. Most children will use multiple materials and carefully consider their layers. Some children will be able to justify each artistic choice they've made to tell their narrative.

PREVIOUSLY...

Children have learnt about collage specifically in Year 1 (by the Sea) and Year 2 (Tingatanga) with further opportunities in the Journeys unit (Year 3). Children have previously explored Pablo Picasso as a portrait artist (Year 3).

EXPLORE

- * Introduce the key works focusing on the use of collage and that Eisenlohr tells narratives through her works.
- * Children use sketchbooks to create notes and explore Eisenlohr's works for themselves.
- * Explore the history of collage (through Picasso's Guitars) and look at the resources used in collage

EXPERIMENT

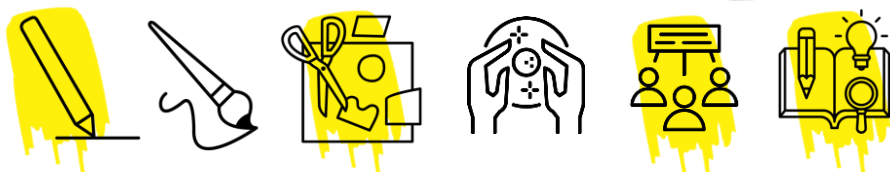
- * Children experiment with colour (especially contrasting colours) and shapes of paper by creating four small collages in their sketchbooks.
- * Children experiment with different materials/media in creating a silhouette portrait collage.

EXPRESS

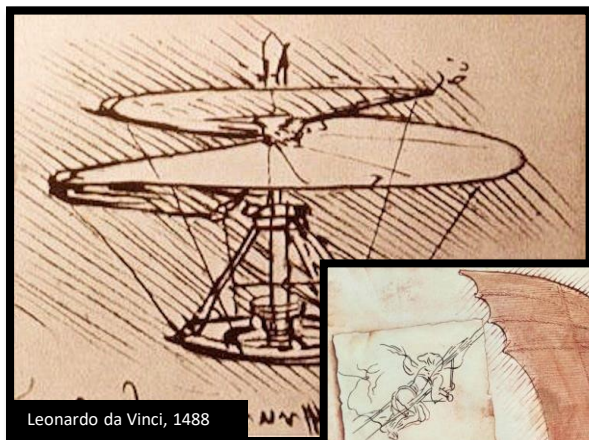
- * Children are encouraged to choose a medium reflecting their studied artists and which they've experimented with to create artwork that tells a story.
- * Discuss tools and timeframe. Encourage to think what's been learnt from the key works and their experiments.
- * Final pieces displayed and photographed for journals.

RESOURCES

- * an exemplar PPTX unit for this module can be found on the server
- * <https://blog.society6.com/old-made-new-collage-artist-and-graphic-designer-sarah-eisenlohr/>
- * <https://sarah-eisenlohr.com/>
- * <http://www.weinerelementary.org/picasso-and-collage.html>
- * <https://accessallarts.skyarts.uk/images>
- * Chapter 25 Teaching Primary Art & Design by Emily Gopaul



KEY WORKS / FIGURES *not limited to



Leonardo da Vinci, 1488

This unit introduces Leonardo DaVinci as a great inventor as well as painter/sculptor



Leonardo da Vinci, 1488

VOCABULARY

- * Invention
- * Inventor
- * Renaissance
- * blueprints

ASSESSMENT

All children will produce a spaceship piece inspired by DaVinci's flying machines. They will have explored – using sketchbooks – some of the inventions of DaVinci and experimented with making models and exploring blueprints. Most will be able use shading techniques to make drawing more realistic. Some children will be able to make links between their own blueprints and models.

PREVIOUSLY...

Children have been introduced to sculpture (Year 2) and land art (Year 1) and have gained an understanding of designing in 3D including Architecture (Year 3). Children have also developed skills of observational drawing including shading and hatching.

EXPLORE

- * Introduce the key works and the Leonardo da Vinci giving children a chance to talk about the work using the prompts.
- * Children use sketchbooks to explore the works and record information (this could be modelled & supported)
- * Children see examples of DaVinci's codex and explore observational drawing in the manner of Leonardo using shading, hatching (previously learnt) and curved hatching (new skill).

EXPERIMENT

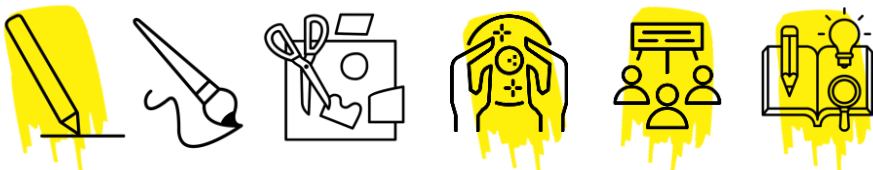
- * Children experiment with creating model planes. There are two ideas shared, one is paper airplane based, the other uses matchsticks and papers with focus on aesthetics. Ensure rules are discussed about materials and testing.
- * Children are introduced to blueprints and explore three "spaceship" models. They experiment with drawing and/or creating blueprints in the style of Da Vinci.

EXPRESS

- * Go through the main task, to design a spaceship that could travel to Mars discussing with children what tools/materials are available (e.g., will you allow children to make a model if they wish or just blueprint designs?)
- * Encourage them to think about what they've learnt from DaVinci and their own experiments.
- * Final pieces are displayed and photographed for journals.

RESOURCES

- * an exemplar PPTX unit for this module can be found on the server
- * some of the material here is magpied from the PlanBee unit "Leonard da Vinci" – the originals are on the server
- * <https://airandspace.si.edu/stories/editorial/leonardo-da-vinci-and-flight>
- * <https://www.leonardodavinci.net/flyingmachine.jsp>
- * <https://www.bbc.co.uk/teach/class-clips-video/ks2-absolute-genius/zhcx47h>
- * <https://www.nationalgallery.org.uk/artists/leonardo-da-vinci>



KEY WORKS / FIGURES *not limited to



Njideka Akunyili Crosby
The Beautiful Ones #1C
2014



Waiting for the
Tube, Charlie
Phillips, 1967

- * Children will also consider their identity as an artist in reflecting our community.

VOCABULARY

- | | |
|----------------------|------------------|
| * composition | * photograph |
| * autobiographical | * rule of thirds |
| * identity / culture | * intention |
| * mixed media | * community |
| * digital media | * montage |
| * camera | |

ASSESSMENT

All children will produce a piece that reflects the identity of our school community. They will have explored – using sketchbooks – the collages of Njideka Akunyili Crosby and photographs of Charlie Phillips. Most will use photographic elements, reflecting learning about composition. Some children will be able to justify each artistic choice they've made through the lens of community/culture.

PREVIOUSLY...

Children have learnt about collage specifically in Year 1 (by the Sea), Year 2 (Tingatanga), Year 4 (contemporary artist Sarah Eisenlohr and Picasso) and Year 5 (Texture) with further opportunities to experiment in the Journeys unit (Year 3).

EXPLORE

- * Introduce the key works focusing on identity (of individuals, families and communities).
- * Explore the similarities and differences between the works and artists
- * Children use sketchbooks to create notes and discover more about one of the key artists who they would like to explore.

EXPERIMENT

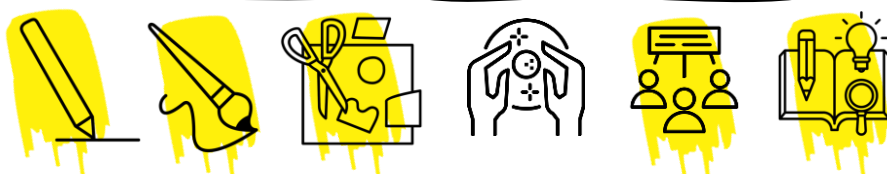
- * Photography, exploring rules of compositions and showing identity through images. Use photography playing cards.
- * Collage using photographs and other materials to create a multi-media piece reflecting community.

EXPRESS

- * Children are encouraged to choose a medium reflecting their studied artists and which they've experimented with to create artwork that reflects the school community.
- * Discuss tools and timeframe. Encourage to think what's been learnt from the key works and their experiments.
- * Final pieces displayed and photographed for journals.

RESOURCES

- * an exemplar PPTX unit for this module can be found on the server
- * <https://www.tate.org.uk/kids/explore/who-is/who-is-charlie-phillips>
- * <https://www.accessart.org.uk/talking-points-njideka-akunyili-crosby/>
- * <https://buffaloakg.org/learn-create/lesson-plans/lessons-remote-learning/homebodies-grades-6%E2%80%93938>
- * <https://accessallarts.skyarts.uk/images>





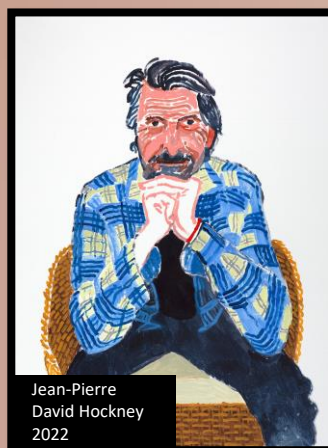
PORTFOLIO

PORTRAIT WEEK at St Mary's offers children the opportunity to **explore** a portrait (and its artist), **experiment** with techniques that the artist has used and **express** themselves in creating their own self-portrait. These final pieces are displayed in our community gallery for visitors to see.

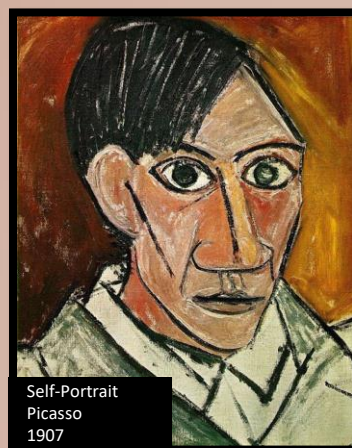
During their St Mary's journey, children will build a portfolio of portraits using different mediums and in varying styles.



Year 1



Year 2



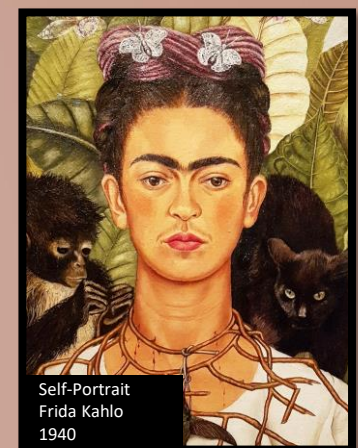
Year 3



Year 4

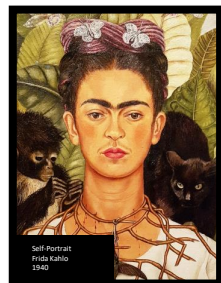
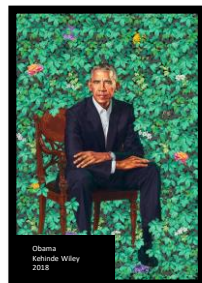
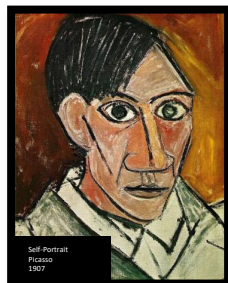


Year 5



Year 6

EXPLORE about an hour



- * Give each child a copy of the image and use the 'Look closely' prompts to encourage discussion in pairs and then as a class. Encourage slow looking.
- * Share the information on the artist behind the painting, look at some of the other works and share the quote. Does this change how children feel about the portrait?
- * Set the sketchbook task and model / share the sketchbook model. KS1 have modelled tasks and in KS2 encourage children to record what they see as well as any questions and inspirations that they have. They could also have a go at thumbnail sketch of the image or a part of it.
- * Evaluate: give children the opportunity to go around and see each other's work in their sketchbooks whilst playing the evaluating music.
- * Tidy up to the timed music (should be quite quick and achievable today!)

EXPERIMENT couple of hours

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Colour	Marks	Techniques/ Textures	Creative Cards	Creative Cards	Creative Cards

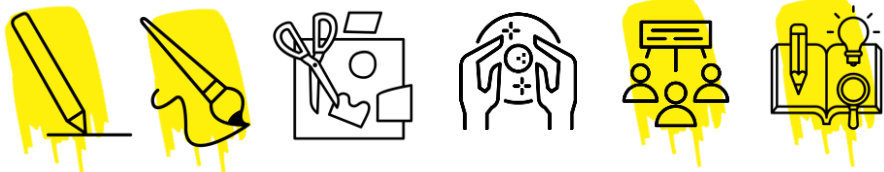
- * Recap what children remember about the artwork and the artist. What did they discover and find out? Did anything surprise them?
- * Talk children through how they use their sketchbooks in this section and model each step using your own.
- * Use the experiment slides as a catalyst (your tools/materials will vary depending on which experiment area you use) **AND/OR** KS2 children might use the creative playing cards to give children the chance to remix the portrait. If you want to provide direction you could reduce the choices or work through an activity together.
- * Evaluate: give children the opportunity to go around and see each other's work in their sketchbooks whilst playing the music.
- * Tidy up

EXPRESS couple of hours

- * Go through the main task, outline what children can and can't use. You may want to put some restrictions on materials or ensure children have a draft before completing their final entry on A4 cartridge paper. Encourage them to think about what they've learnt from the portrait and their experiments in previous sessions. Final pieces will need a name and author label.

RESOURCES

- * an exemplar PPTX for each year group's portrait week module can be found on the server
- * <https://accessallarts.skyarts.uk/>



KNOWLEDGE AND SKILLS PROGRESSION

