

Springvale Primary School

Curriculum Medium Term Planning Progression of Skills Knowledge and Key Vocabulary

Art & Design

Subject Ethos / Rationale:

At Springvale Primary school our curriculum for art and design intends 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 and know about local and great artists, craft makers and designers.

By the end of Key Stage 1 the children will have the knowledge and skills to experiment, invent and create their own works of art, craft and design. They will have learned about the work of a selection of artists through history and will be confident in themselves as artists.

By the end of Key Stage 2 pupils will have deepened their knowledge of artists and their impact on the world. They will have developed their own skills as an artist over time building on skills learned in drawing, painting and sculpture throughout their primary years. They will have learned to observe artwork closely and created their own artwork using the techniques and styles pioneered by others. Children will have visited art galleries locally and know where the great art works of the world can be seen.

Aims

Our curriculum aims are taken from the National Curriculum. The aims are an important consideration when we are planning how we are going to deliver the curriculum in order to ensure that our children are being taught the key knowledge and skills that are specific to each subject area.

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.

What the early years foundation stage (EYFS) framework says about expressive arts and design

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 National Curriculum sets out the following attainment targets:

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.

EYFS

In the EYFS at Springvale we aim to support everyone to reach their potential by living out our ethos of **PLAY TOGETHER LEARN TOGETHER ACHIEVE TOGETHER**. We deliver our curriculum through themes, and use a core text as a ‘hook’ to introduce our learning for that term. We plan six topics each year, on a two-year cycle, through which the children learn skills from many areas of the curriculum; PSHE, literacy, mathematics, science, history, geography, physical education, art and design and R.E.

The development of children’s artistic and cultural awareness supports their imagination and creativity. We feel 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.

SPRINGVALE PRIMARY SCHOOL EYFS LONG TERM CURRICULUM PLAN - CYCLE A

CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC *Themes are to be flexible to give freedom to follow children’s interests.	ALL ABOUT ME	TRADITIONAL STORIES & SPECIAL TIMES	CHANGE	PEOPLE WHO HELP US	LIFE-CYCLES Plant and animal life-cycles Planting a bean Egg to Butterfly Marvellous Minibeasts	WE’RE OFF Celebrating similarities and differences between people and places around the world, including space!
TOPIC LED BY	PSHE Understanding the World (Past & Present)	Literacy Understanding the World (People, Culture & Communities)	Understanding the World (The Natural World)	Understanding the World (People, Culture & Communities/Past and Present)	Understanding the World (The Natural World)	Understanding the World (People, Culture and Communities)
CREATING SKILLS FS1	Explores different materials freely, in order to develop his/her ideas about how to use them and what to make Is developing his/her own ideas and is then able to decide which materials to use to express them Can join different materials and explore different textures Can create closed shapes with continuous lines and is beginning to use these shapes to represent objects Is drawing with increasing complexity and detail, such as representing a face with a circle and including details Using drawing to represent ideas like movement or loud noises Explores colour and colour mixing			Colour - red, blue, yellow, green, orange, pink, purple, black, white, brown, share, discuss. Collage- texture (feel), feel, say, rough, smooth, bumpy, soft, hard, share, discuss, tools, scissors, snip, smooth, bumpy, soft, hard, string, cartons, elastic bands, decorative materials, paint, pompoms, feathers, sequins, Drawing- line, shape, big, small, straight, zig-zag, wavy, thin, thick, pencil, shape, line, mark, object, picture, colour, hold, grip, crayon, space		
CREATING SKILLS FS2	Explores uses and refines a variety of artistic effects to express his/her ideas and feelings					

	<p>Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them</p> <p>Creates collaboratively, sharing ideas, resources and skills</p>	<p>Painting - tools, brush, finger, cotton buds, sticks, size, big, small, line, scribble, fill, share, discuss, talk about paint, straight, curved, long, short, colour, picture, mix,</p> <p>Sculpture - build, make, stack, join, glue, stick.</p> <p>Printing – pattern, print, paint, shape</p> <p>Textiles – texture, feel, say, rough, smooth, bumpy, soft, hard</p>
<p>IMAGINATIVE & EXPRESSIVE SKILLS FS1</p>	<p>Takes part in simple pretend play, using an object to represent something else even if they are not similar</p> <p>Is beginning to develop complex stories using small world equipment like animal sets, dolls and doll houses</p> <p>Makes imaginative and complex ‘small worlds’ with blocks and construction kits</p> <p>Shows different emotions in his/her drawings and paintings</p> <p>Listens with increased attention to sounds</p> <p>Responds to what he/she has heard, expressing his/her thoughts and feelings</p> <p>Is able to remember entire songs</p> <p>Can ‘pitch match’</p> <p>Can sing the melodic shape of familiar songs</p> <p>Is able to create his/her own songs, or improvise a song around one he/she knows</p> <p>Plays instruments with increasing control to express his/her feelings and ideas</p>	<p>Vocabulary</p> <p>*imagine *pretend *happy *sad *angry *sleepy *quiet</p> <p>*energetic *loud *noisy</p> <p>*Once upon a time *One day *then *next</p> <p>construction, resources, media, materials, tools, scissors, boxes, tubes, tape, glue, Lego bricks, Duplo blocks, tubs, string, cartons, elastic bands, decorative materials, paint, pompoms, feathers, sequins, stack, up, across, next to, space, create, join, build, upright, share, discuss</p> <p>*pulse *beat *rhythm *pitch (high/low) *dynamics (loud/quiet)</p> <p>*perform</p> <p>*claves *drum *triangle *tambourine *bells *guiro (for FS2)</p> <p>*chime bars *boom wackers</p>
<p>IMAGINATIVE & EXPRESSIVE SKILLS FS2</p>	<p>Listens attentively, moves to and talks about music, expressing his/her feelings and responses</p> <p>Watches and talks about dance and performance art, expressing his/her feelings and responses</p> <p>Sings in a group or on his/her own, increasingly matching pitch and following the melody</p>	

	Is able to develop storylines in pretend play Explores and engages in music making and dance, performing solo or in groups.					
CONTINUOUS PROVISION	Daily opportunities within provision for children to paint, make 3D models, join messy play, explore collage, cutting, engage with drama and role play, move to music, make sculptures out of dough or clay, use instruments and sing songs linked to topic.					
CYCLE A TOPIC	<u>Autumn 1 Topic: All About Me</u> Self-portraits <i>Mona Lisa Leonardo da Vinci</i> <i>Piet Mondrain Self-Portrait</i> Explore colour and colour mixing. Link colours to music and feelings. Music Charanga Unit Me!	<u>Autumn 2 Traditional Stories & Special Times</u> Halloween Kandinsky inspired Spooky Tree – collage/printing Make a magic wand Bonfire Night Firework splatters in the style of <i>Jackson Pollock</i> Bonfire prints using hands/fingers Firework models Diwali Clay Diva's Christmas decorations using card, clay, salt dough Christmas cards calendars	<u>Spring 1 Topic Change CNY</u> Focus on <i>The Willow Pattern</i> Make lanterns. Explore Chinese writing. Make shadow puppets. Listen to Chinese music and make movements in response. Watch traditional Chinese dragon dancing. Provide props for children to explore creating their own dragon dances. Role-play based on CNY theme Music Charanga Unit Everyone	<u>Spring 2 Topic: Go Outside</u> Land Art Explore the work of <i>Andy Goldsworthy</i> & create a sculpture using natural materials Explore ways to protect the growing of plants by designing scarecrows. <i>Georgia O Keefe</i> Drawings of flowers Mother's Day crafts Easter crafts – explore printing and pattern on eggs Music	<u>Summer 1 Topic: People Who Help Us</u> Provide a wide range of props for play which encourage imagination, eg emergency services Box model post van police cars, fire-engines etc Music Charanga Unit Big Bear Funk	<u>Summer 2 Topic: We're Off!</u> Design and make rockets/an object they may need in space, thinking about form and function. Learn a traditional song from another country Music Charanga Unit Reflect Rewind & Replay

		<p>Sing Christmas songs/poems 'Celebrations' Role Play The Nativity – role-play in class Nativity Performance for parents</p> <p>Music Charanga Unit My Stories</p>		<p>Charanga Unit Our World</p>		
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Year 1 Cycle A –Autumn Term

Knowledge (I know therefore...)	Skills (...I can)
I know that sharp pencils draw fine lines	I can use sharp pencils to create fine lines.
I know how to move my hand so that I can draw marks that are straight, curved and zig zagged.	I can use pencils to draw straight, round and zig zag lines I can use a variety of media: pencils, crayons, pastels, felt tips, wax crayons and charcoal to make lines of different shapes and thicknesses.
I know that your hand and fingers can hold pencils in different positions. These positions are known as pencil grips.	I can experiment with different pencil grips
I know that the pencil grip I use effects the control that I have on the pencil	I can draw with increasing control
I know that there are different ways to hold crayons, pastels, felt tips and charcoal to achieve different effects.	I can use a variety of media: pencils, crayons, pastels, felt tips, wax crayons and charcoal to make lines of different shapes and thicknesses.
I know that the pencil grip I choose will effect the amount I can press on (pressure) and this will create either a lighter or darker tone	I can explore tone using different grades of pencil, pastel and chalk and charcoal.
I know that an observational drawing is where you have to look at the subject that you are drawing and copy exactly what you can see, not what you think.	I can create simple drawings from observations.

I know and understand vocabulary such as tone, control, smudge, blend, portrait, landscape and self-portrait.	I can describe what I can see and give an opinion about the work of an artist.
I know that Pablo Picasso was a famous self portrait artist.	I can ask questions about a piece of art.
I know that 'Cubism' is a style of art that shows strong use of simple shapes.	I can use my imagination to create a portrait in the style of Pablo Picasso

AUTUMN IMPACT ARE % GD %

Helpful Resources & Web links	Autumn Vocabulary	Pupils Not Meeting Target	Actions To Address
https://www.bbc.co.uk/teach/live-lessons/cbeebies-pablo-live-lesson/zn7ty9q 5 Grips for Holding a Pencil for Drawing - My Favorite Grip is #2 (thevirtualinstructor.com) We Are All Different: Self-Portraits PowerPoint (twinkl.co.uk) Pablo Picasso KS1 PowerPoint - Primary Art Resources (twinkl.co.uk)	Blend Smudge Portrait / Landscape Media Lines Thick / thin Thickness Fine Artist Cubism Self Portrait Portrait Shape Oil pastels Chalk pastel Charcoal Pressure Pencil Grip		

Lesson 1

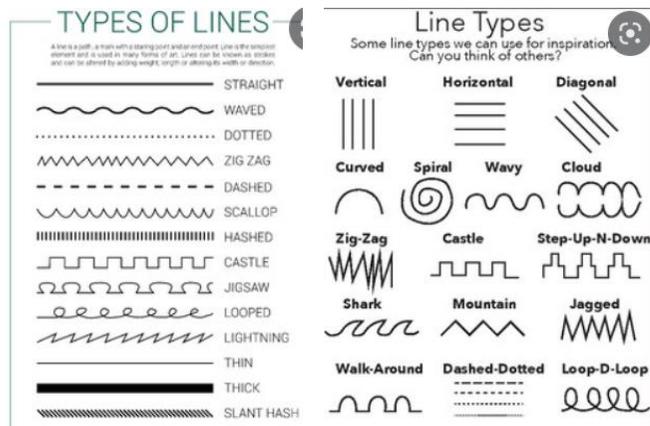
LO / Key skill: I can use pencils to create lines of different thicknesses and shapes – straight, wavy, smooth etc.
 Model different pencil grips in turn including: Traditional, drumstick and tip heavy overhand – See [5 Grips for Holding a Pencil for Drawing - My Favorite Grip is #2 \(thevirtualinstructor.com\)](#)

Give the children chance to have a go at mark making with each pencil grip and discuss what they felt comfortable using and if they thought it made any difference to the mark that they made.



Introduce the term 'control' and explain that how you hold the pencil effects how much control you have over the marks that are being made. Explain that if a person has good pencil control they will make marks carefully, not too fast and the mark will not be wobbly. Get the children to have a go at copying a simple image into sketch books with speed and then with more care and less speed.

Provide a range of different pencils of different grades, sizes and thicknesses. Display different types of lines and ask the children to have a go at copying them into their sketchbooks. Share and discuss their achievements.



Resources:

Sketch books

Pencils of different grades and thicknesses

Different types of lines displayed on the whiteboard

Lesson 2

LO / Key Skill: I can use a variety of media: pencils, crayons, pastels, felt tips, wax crayons and charcoal to make lines of different shapes and thicknesses.

Ask the children to model the pencil grips learn last lesson. Can they recall any of their names? Introduce different media and check that the children know their names (pencils, pencil crayons, pastels, felt tips, wax crayons and charcoal). Model the different ways of holding them including taking the paper off pastels to use them on their side. Ask the children to have a go at making the different types of lines using the different media. Record in sketchbooks.

**Resources:**

Variety of media: pencils, crayons, pastels, felt tips, wax crayons and charcoal

Different types of lines displayed on the whiteboard

Lesson 3

LO / Key Skill:

I can explore tone using different grades of pencil, pastel and chalk and charcoal.

Explain that tone means how light or dark something is. Model making a light mark with a chalk pastel, then make a darker mark with the same pastel. How did I get 2 different tones from the same pastel? Review the ways of holding pastels from the previous lesson and introduce the term 'pressure' as how much you press on with your hand and the pastel against the paper. Invite children to have a go. Can X make a dark tone with a blue pastel? Can Y make a lighter tone with the same pastel? Compare the 2 marks and get the children to explain how they achieved their mark. Repeat with Charcoal. What happens if you use a lot of pressure with the charcoal? Discuss?

Provide the children with time to explore using different amounts of pressure to create light and dark marks with different grades of pencil, pastel and chalk and charcoal. After exploration split page into Headings Light Marks / Dark Marks and children complete the table with appropriate marks.



Resources:

Different grades of pencils

Pastels

Chalk

Charcoal

Sketchbooks

Pre – drawn table with the headings: Light Marks / Dark Marks

Lesson 4

LO / Key Skill: I can create simple drawings from observations.

Encourage accurate drawings of people.

Use Twinkl Self Portrait - We are all different Powerpoint to introduce the term 'self – portrait'.

What Is a Self-Portrait?

A portrait is a picture of a person or a group of people.
A self-portrait is a picture a person creates of themselves.



My Self-Portrait

Look in a mirror.
What do you see?



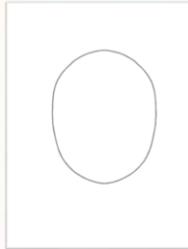
Discuss how we all have different features. Follow the slides in the powerpoint, step by step to model the positioning of the different facial features. Encourage the children to look closely in mirrors to relate to the positioning of their own features.

How to Draw a Self-Portrait

Step 1

Draw a faint oval. You will go back over this later after you have drawn the hair.

Make sure you leave some space around your oval to add your ears and your hair later.



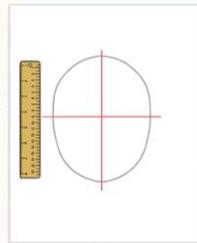
How to Draw a Self-Portrait

Step 2

Make two very faint guidelines with a pencil and ruler. You will need to rub them out later.

One line should go down the middle of your oval and one line should go across the middle of your oval.

The lines should split your head shape into quarters.

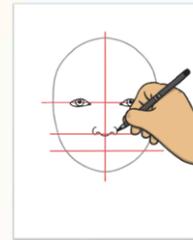


How to Draw a Self-Portrait

Step 4

Draw your nose.

Remember to keep looking in the mirror.

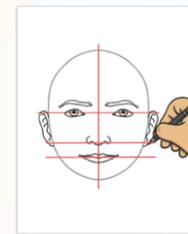


How to Draw a Self-Portrait

Step 7

Draw your ears.

The top of your ears should be in line with your eyes.



Children have a go at creating their own self-portraits by looking closely in the mirrors and drawing what they can see. Explain that where an artist draws what they can see, it is known as an observational drawing. Clarify that observational drawings don't always use mirrors, and that they are only doing this to show their reflection.

Resources:

Mirrors

Pencils

Sketchbooks or paper

Lesson 5

LO / Key Skills:

I can describe what I can see and give an opinion about the work of an artist. I can ask questions about a piece of art.



Introduce Picasso's Self portraits over time and discuss. What can you see? What do you notice about the pictures? Is there anything the same or different between them? Do you like the pictures? Which one is your favourite? Why? Which one is your least favourite? Why? Do you think that the artist who created these paintings is famous?

Present [Pablo Picasso KS1 PowerPoint - Primary Art Resources \(twinkl.co.uk\)](https://www.twinkl.co.uk/resources/primary-art-resources/pablo-picasso-ks1-powerpoint) slides 1 -4 to introduce Pablo Picasso as a famous Spanish artist who introduced a new way of painting called 'cubism'.

All About Pablo Picasso

Pablo Picasso

Pablo Picasso was born on 25th October 1881 in Malaga, Spain.

His full name was Pablo Diego José Francisco de Paula Juan Nepomuceno María de los Remedios Cipriano de la Santísima Trinidad Ruiz y Picasso. He was named after people in his family and other special people.

Talk About It
Are you named after a family member or someone special?

Picasso's Early Life

Picasso's mum said his first word was 'piz', short for 'lapiz', the Spanish word for pencil.

Picasso went to a special art school.

Picasso's father, Jose Ruiz Blazo, was also a painter who was very good at painting birds.

In 1904, Picasso permanently settled in Paris.

Cubism

Talk About It
What do you think about these paintings?

Weeping Woman (1937) Ma Jolie (1912) Daniel-Henry Kahnweiler (1910)

Talk about how questions start with; who, what, why, where, when and how (display the words). Have an adult dress up as Pablo Picasso and ask the children to use the question words to ask a question about the different portraits? Help the children to refine their questions by looking at how the pictures have been created. Reflect back on the powerpoint from the previous lesson on self-portraits that discussed how we all have differences. Can they use these differences in their questions?

Resources:

Pablo Picasso's Self-portraits over time

[Pablo Picasso KS1 PowerPoint - Primary Art Resources \(twinkl.co.uk\)](https://www.twinkl.co.uk/resources/primary-art-resources/pablo-picasso-ks1-powerpoint)

Words displayed on the board: who, what, why, where, when and how

Lesson 6

LO / Key Skills:

I can use my imagination to create a portrait in the style of Pablo Picasso.

Children have a go at creating a self-portrait in the cubism style like the work of Pablo Picasso. On completion ask them to discuss how they feel about it, and compare similarities / differences with previously drawn self-portraits.

Resources:

- Pencils
- Paint
- Pallets
- Paint brushes
- Table cloths
- Mirrors
- Paper
- Examples of Picasso's cubism portraits

Year 2 Cycle A –Autumn Term

Knowledge (I know therefore...)	Skills (...I can)
I know about the work of great artists.	I can name at least one piece of work created by Leonardo Da Vinci I can explain at least two interesting facts about Leonardo Da Vinci
I know that drawings can be improved by looking carefully at what you are drawing	I can draw lines / marks from observations.
I know that eyes change shape when someone smiles I know that eyebrows can move down and closer together when someone is cross I know that mouths change shape with different emotions. I know that foreheads can get wrinkle lines when someone is shocked or surprised I know that I can show how a person is feeling in a picture by drawing their eyes, eyebrows, foreheads and mouths a certain way.	I can talk about emotions relating to a piece of art.
I know that H on a pencil stands for hard	I can choose and use a hard pencil
I know that B on a pencil stands for black	I can choose and use a soft pencil
I know that a HB pencil is medium	I can choose and use the right grade of pencil

I know that 2b's and 4b's are soft pencils that are good for shading as they can make really black shades.	I can choose and use different grades of pencils when drawing.		
I know that Leonado Da Vinci is a famous self portrait artist.	I can create a piece of art in response to an artist.		
AUTUMN IMPACT ARE % GD %			
Helpful Resources & Web links	Autumn Vocabulary	Pupils Not Meeting Target	Actions To Address
Leonardo da Vinci Audio PowerPoint (teacher made) (twinkl.co.uk) Leonardo da Vinci Biography for Kids: Artist, Genius, Inventor (ducksters.com) Reading Comprehension Homework Week 23 Leonardo Da Vinci 3rd/4th class (twinkl.co.uk) Leonardo da Vinci Facts Hotspots Activity Twinkl Go! LEONARDO DA VINCI Educational Videos for Kids - YouTube Horrible Histories Quick Quiz: Leonardo Da Vinci & the Mona Lisa - CBBC - BBC Sketching KS1 Pencil tones - YouTube How To Draw A Face Outline Art Instructions PowerPoint (twinkl.co.uk)	<p>Lines Thick / thin Light / dark Tone Shade Artist Self Portrait Portrait Shape Oil pastels Chalk pastel Charcoal Blend Smudge Proportion Sketch Renaissance Mona Lisa Leonardo Da Vinci Emotions Facial features Proportion</p>		
Lesson 1			
LO / Key skill: I know about the work of great artists.			

Use [Leonardo da Vinci Audio PowerPoint \(teacher made\) \(twinkl.co.uk\)](#) to introduce Leonardo Da Vinci as an artist. Explain that he was fascinated with the human body. He filled notebooks with his sketches of facial features. Use secondary sources (see resources) to find out about Leonardo Da Vinci and note any findings in sketch books. Children share what they have learnt with each other.

Resources:

[Leonardo da Vinci Biography for Kids: Artist, Genius, Inventor \(ducksters.com\)](#) – Includes Audio of info, video, pictures and text

[Reading Comprehension Homework Week 23 Leonardo Da Vinci 3rd/4th class \(twinkl.co.uk\)](#) Reading comprehension for more able readers

[Leonardo da Vinci Facts Hotspots Activity | Twinkl Go!](#) –Twinkl hotspots activity

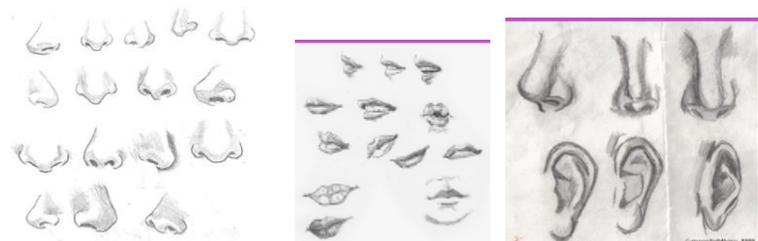
[LEONARDO DA VINCI | Educational Videos for Kids - YouTube](#) – Video about his life

[Horrible Histories Quick Quiz: Leonardo Da Vinci & the Mona Lisa - CBBC - BBC](#) – Horrible Histories song and quiz about the Mona Lisa

Lesson 2

LO / Key Skill: I can draw lines / marks from observations.

Look at drawings of different facial features. Talk about the shapes.



Does that nose look like yours? What is the same / different? Repeat for other features including eyes, mouth and ears.

Give out pictures of different facial features and ask the children to have a go at copying them in their sketch books. Then ask them to use a mirror to focus on one of their facial features. Repeat for other features.

Resources:

Drawings of facial features

Sketchbooks

Mirrors

Drawing pencils

Rubbers

Lesson 3

LO / Key Skill: I can talk about emotions relating to a piece of art.

Recap on what they learnt about Leonardo Da Vinci in lesson 1. Present portraits by Da Vinci and discuss the emotions being portrayed. Is Mona Lisa smiling?



Children could stick some in their sketch books and label with as being painted by Leonardo Da Vinci.

Give children mirrors and ask them to look at what changes when they change their expression. What happens to their eyes, eyebrows, cheeks, mouths?

Children have a go at drawing different expressions by copying reflections in the mirror.

Resources:

Sketchbooks

Drawing pencils

Mirrors

Portraits by Leonardo Da Vinci

Lesson 4

LO / Key Skill: I can choose and use 3 different grades of pencil when drawing.

Introduce the different grades of pencils by showing [Sketching KS1 Pencil tones - YouTube](#).



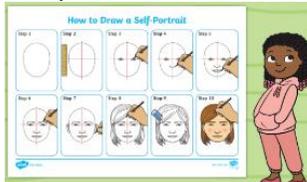
Provide opportunities for the children to explore using 3 different grades of pencil. Which makes the darkest mark / line? Which makes the lightest mark / line?

Model different ways of holding pencil to sketch / shade and allow children time to practise using in sketch books.

Lesson 5 & 6

LO / Key Skills: I can create a piece of art in response to an artist.

Recap what they know about Leonardo Da Vinci. Present [How To Draw A Face Outline Art Instructions PowerPoint \(twinkl.co.uk\)](https://www.twinkl.co.uk) and introduce the term 'Proportion'.



Discuss the position and size of features compared with each other using the PowerPoint.

Introduce Da Vinci's most famous piece, the Mona Lisa.



Relate back to the lesson on expression and recap how Mona Lisa may have been feeling.

Ask the children to create their own versions of the Mona Lisa, using 3 different grades of pencils. On completion ask the children to write a separate thought bubble (that could be stuck on or removed) to show what Mona Lisa is / was thinking.

Resources:

Powepoint: [How To Draw A Face Outline Art Instructions PowerPoint \(twinkl.co.uk\)](https://www.twinkl.co.uk/resources/primary-art/primary-art-powerpoint/primary-art-how-to-draw-a-face-outline-art-instructions-powerpoint)

Picture of Mona Lisa on the whiteboard

3 Different grades of pencil

Rubbers

Paper

Thought bubbles

Year 3 Cycle A –Autumn Term

Knowledge (I know therefore...)	Skills (...I can)
I know that tone is the contrast between black and white	I can explain what tone is
I know about the different grades of pencil	I can select appropriate grades of pencil for different purposes
I know that shading is achieved by applying different amounts of pressure	I can shade to show different tones in my work
I know that hashing and cross hashing is a technique used to add tone to drawings.	I can use hashing and cross hashing to add tone to my drawings.
I know that Chris Mould is an illustrator that likes to use pen and ink. I know that Chris Mould was the illustrator For the Tom Hughes book 'The Iron man'. I know that Alan Bailey is a local artist that likes to make sculptures out of donated junk.	I can compare the ideas, methods and approaches used by myself and others.
I know different methods of construction	I can use different joining techniques such as: flange, L brace, slots, tabs, split pins and hole and wire.

AUTUMN IMPACT ARE % GD %

Helpful Resources & Web links	Autumn Vocabulary	Pupils Not Meeting Target	Actions To Address
https://www.bbc.co.uk/bitesize/clips/zcqjxs https://www.youtube.com/watch?app=desktop&v=m21bl53H8nl	Tone = contrast between dark and light Grades of pencils; Hard, soft, medium 2h, HB, 2B, 4B Shade Tonal shade		

[Tonal Shading Help Sheet \(teacher made\) \(twinkl.co.uk\)](https://www.twinkl.co.uk/teaching-resources/a4/tonal-shading-help-sheet)

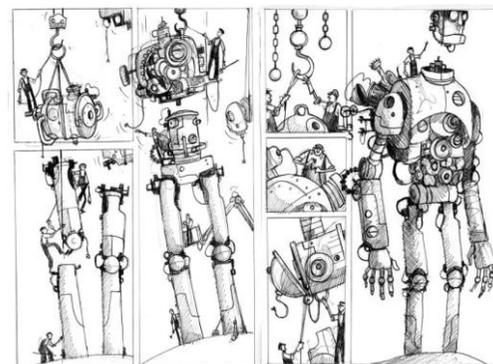
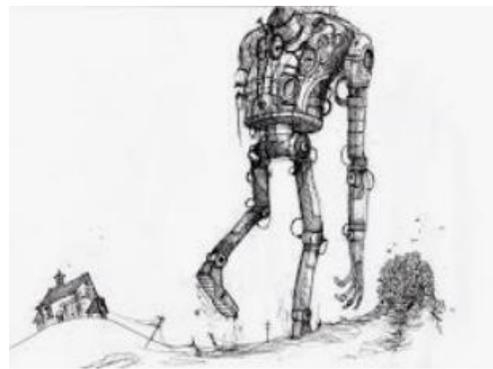
<https://www.youtube.com/watch?app=desktop&v=huD94n20iBY>

Pencil scale
Blend
Smudge
Flange
L brace
Slot
Tabs
Tab & slot
Split pin
Joining technique

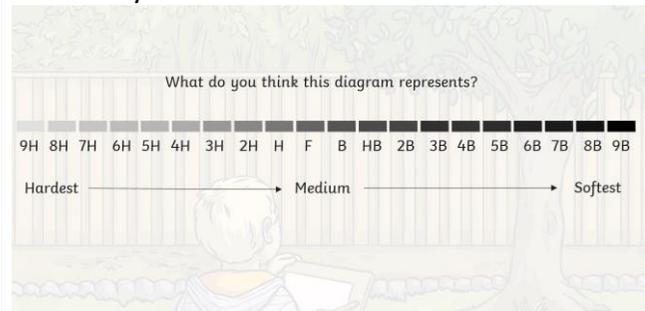
Lesson 1

I can use different grades of pencil to shade and to show different tones.

Present the following pieces by Chris Mould (Iron Man Illustrator) and discuss.



What do you notice? Talk about the contrast between black & white especially in the 1st one and introduce the term tone.



Present the following [bitesize video](#). Give out different grades of pencils, nuts, bolts and screws. Ask the children to have a go at drawing either a nut, bolt or screw in their sketch books using a hard pencil. Then repeat for the same object but using a soft pencil. Use talking partners to discuss the advantages / disadvantages to the different grades. Make a note of their findings next to each drawing. Then choose a different object (nut, bolt or screw) to draw using a combination of hard and soft pencils. Annotate next to the drawing what they used for the darker / lighter bits. Share drawings discuss what they have learned.

Resources

Different grades of pencil:

A selection of nuts, bolts, screws

Sketchbooks

Chris Mould Iron Man illustrations

Lesson 2

I can experiment with different grades of pencil to shade and blend.

Reflect back on work achieved in L1. What are soft / hard pencils best used for? What word is used to describe the contrast between light and dark?- Tone. Play the [video](#) that demonstrates tonal shading and blending.



Recap that; **tonal shades** are different areas of shading that are achieved by applying a different amount of pressure

Blending is where an area is shaded from light to dark or dark to light continuously and achieved by gradually applying more or less pressure. Explain and model how **Blending** can also be achieved by smudging using tools like a brush, cotton bud, finger or by removing some of the shade with an eraser.

Children have a go at tonal shading (stick in sketchbooks later) and blending.

Tonal Shading

Make sure you have a sharp pencil before you start.

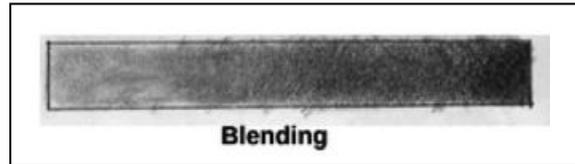


Using an HB pencil, shade each box to match the tone of the one above it.



Top Tip:

Think about the direction of your lines and the amount of pressure you are using when shading.



Blending

Resources

Different grades of pencil

Tonal shading sheet to stick in sketch books [Tonal Shading Help Sheet \(teacher made\) \(twinkl.co.uk\)](https://www.twinkl.co.uk/resource/tonal-shading-help-sheet-teacher-made)

Rulers to draw rectangle for blending

Erasers

Clean, dry paint brushes

Cotton buds

Lesson 3

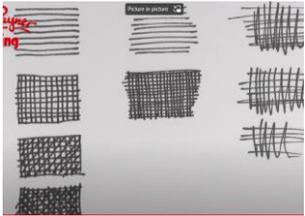
I can experiment with different grades of pencil to cross hatch.

Reflect back on work achieved in L1. What are soft / hard pencils best used for? What word is used to describe the contrast between light and dark?

Look back at the Chris Mould pieces from L1. Introduce the term 'cross hatching' and point it out in the Chris Mould pieces. Why do you think that the artist has used cross hatching rather than shading? Can you only use pen and ink for cross hatching? Watch [youtube video](#) on cross hatching.



Stress how less tone is achieved by spreading the lines further apart and a darker tone is achieved by drawing the lines close together and overlapping many layers. In sketchbooks ask children to have a go at cross hatching squares as in the video- graduating from light to dark at first using a pencil, then having a go using a black handwriting pen.



Give out the nuts, bolts and screws. Ask children to have a go at drawing the same object as they did for their combined pencil piece, last lesson, using a pen to show the different tones through cross hatching.

How many different tones of cross hatching have you achieved? Did you find it easier to cross hatch with a pencil or a pen? What did you find difficult?

Resources

Different grades of pencil

Chris Mould Iron Man illustrations

Black handwriting pens

A selection of nuts, bolts, screws

Lesson 4 - 5

I can compare ideas, methods and approaches used by myself and others. I can discuss how I feel about my own and others work.

Revisit Chris Mould's Iron Man illustrations. How does Chris Mould make the Iron Man look 3d?- Discuss and recap previous learning on different grades of pencil, shading, blending and cross hatching.

Using the Chris Mould pieces as inspiration, ask the children to have a go at recreating their own versions of 'Iron Man' using a mix of different grades of pencil and handwriting pens.

After a good amount of time when most children have made a good start, stop the children and ask them to share their work. What do you notice? Can you identify a piece that has good tone/ blending/ crosshatching? Is anyone struggling? What advise can we offer to help them? Continue with the drawings until the end of the lesson. Then ask the children to share their work again. Discuss: Who's proud of their work? What have you done well? What's the best bit of your illustration? What do you think could be improved? How could you improve it? How does your work compare with Chris

Mould's illustrations of Iron Man? If illustrations are not in their sketch books, photocopy them and stick in their sketchbooks. Ask the children to make notes on their answers to the above questions alongside the photocopies of their illustrations.

Resources

Chris Mould illustrations
Different grades of pencil
Handwriting pens
Paper / Sketchbooks

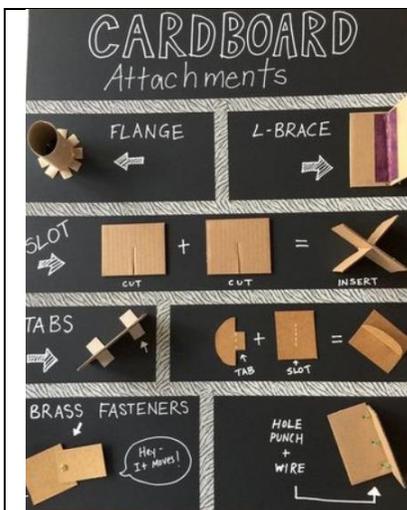
Lesson 6

I can use different methods of construction

What is construction? Explain the term. Show picture of Alan Bailey (local sculpture artist) and his 'Iron man like' sculpture from the Barnsley Chronicle.



Explain that they will be having a go at making their own sculptures next lesson but first we need to learn some different joining techniques. Explain and model the following techniques: Flange, L brace, slot, tabs, tab + slot, split pin, hole punch & wire. This video is helpful in showing some techniques: [video](#).



Using bits of card, thick cardboard, kitchen rolls, wire and plant pots, give the children time to practise the various joining techniques. Please take photos

What worked well? Which joining methods were strong? Which did you find difficult? Is there a way that you could get around this? What else could we use / do to join things together? - Masking tape, brown tape, PVA, glue gun, stapler. What are the advantages / disadvantages to using these?

Resources

Alan Bailey Photo

Wire

Scissors

Craft knife

Blutac / dough for punching holes

Hole punches

Selection of cardboard, cardboard boxes, yoghurt pots, plastic bottles, bottle tops, plant pots

Lesson 7-8

I can shape, form, model and construct from observation and / or imagination with increasing confidence

Recap on the joining techniques that were practised last lesson. Look at items of junk (cardboard boxes, tubes, plant pots, yoghurt pots, old wire, plastic bottles and bottle tops) and discuss task: To work in small groups to make an 'Iron Man' sculpture from junk. Children roughly sketch a plan in their sketchbooks to show how they will make their model. Some groups may decide to just make body parts where as others may want to make the

whole body. Support where necessary and share progress at regular intervals. Discuss any problems encountered. Model how to reinforce card to make it stronger using layering or dowel rods. What finishing techniques could be applied?

When models are completed, children write an evaluation explaining which techniques they applied, what worked well, what could be improved.

Resources

Sketchbooks

Wire

PVA, Glue gun, masking tape, brown tape, stapler

Scissors

Craft knife

Blutac / dough for punching holes

Hole punches

Selection of cardboard, cardboard boxes, yoghurt pots, plastic bottles, bottle tops, plant pots

Year 4 Cycle A –Autumn Term

Knowledge (I know therefore...)

Skills (...I can)

I know that tone can be achieved using different techniques including: blending, graduated shading, hatching, contour hatching, cross hatching and scumbling.

I can use different shading techniques to show light and shadow effects.

I know how to hold and use a piece of charcoal for different effects. I know that charcoal is used quickly and lines can be rough.

I can make marks and lines with charcoal

I know about and can discuss the 'Iron Man' work of the illustrator Chris Mould

I can question, discuss and make observations about artists and artworks

I know that artists work on a variety of scales. Sometimes work is large and other times work is very small.

I can work on a variety of scales.

Helpful Resources & Web links

Autumn Vocabulary

Pupils Not Meeting Target

Actions To Address

[Art Lesson | Contour Drawing Exercises | Shading Techniques \(twinkl.co.uk\)](#)

[Smallest replica painting | Guinness World Records](#)

Handwriting hold
Overhand hold
Distant hold
Graduated shading
Blending
Cross hatching
Scumbling

[The Journey of Humanity - Suzanne Lovell Inc.](#)

[KS2 Art: An Introduction to Sketching Pencils PowerPoint \(twinkl.co.uk\)](#)

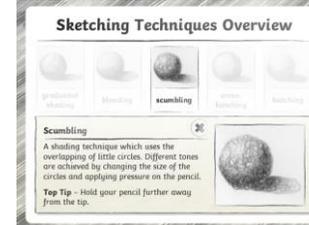
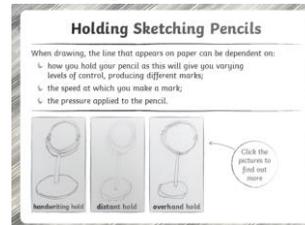
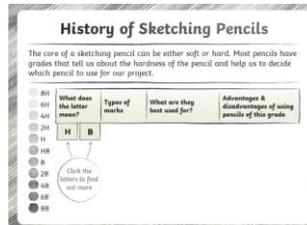
[KS2 Art: An Introduction to Charcoal PPT \(teacher made\) \(twinkl.co.uk\)](#)

Hatching
Contour hatching
Charcoal: Wood / vine sticks
Compressed Charcoal pencils
Tone / depth
Scale
Pixelated

Lesson 1

I can use different shading techniques to show light and shadow effects.

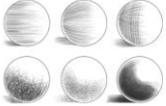
Recap on previous learning regarding the different grades of pencil using this [powerpoint](#) – Up to and including Page 9.



Discussing what the H and B mean and how to select which pencil to use for different purposes. Children have a go at quick sketching the same item using different holds: handwriting hold, distant hold and overhand hold and identify the best time to use each hold. Review what shading is and the shading techniques learnt in Year 3 (graduated shading, blending and crosshatching). Use [Art Lesson | Contour Drawing Exercises | Shading Techniques \(twinkl.co.uk\)](#) to help identify where shading should be placed and to introduce hatching and contour hatching. Finally model scumbling. Children have a go at shading spheres using the different techniques.

Practise! Practise! Practise!

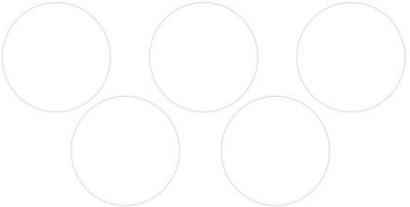
Drawing and shading takes practise. Each time you draw something the shading is going to change. Your light might be coming from a different direction, you might be trying a different technique or you might be shading a new object or shape.



Try these techniques on a range of different shapes - you might want to try a cone next! Then work towards drawing and shading more complex objects, like a hand or a piece of fruit!

Shading Circles

Decide which direction the light is coming from, then shade the circles on your sheet to make them look like spheres. Using a pencil, try each of the five shading techniques.



Resources:

[KS2 Art: An Introduction to Sketching Pencils PowerPoint \(twinkl.co.uk\)](https://www.twinkl.co.uk)

[Art Lesson | Contour Drawing Exercises | Shading Techniques \(twinkl.co.uk\)](https://www.twinkl.co.uk)

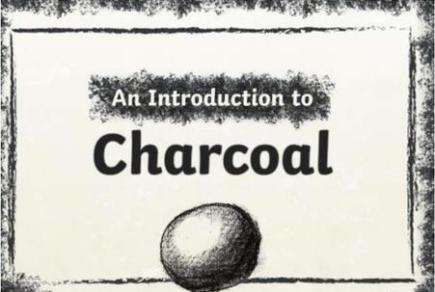
Different grades of pencil

Circles Sheet (To be stuck in sketchbooks when completed)

Lesson 2

I can make marks and lines with Charcoal

Recap previous charcoal work. Ask the children to look at, feel and have a go at briefly using Charcoal in their sketchbooks. Discuss how it can be held, its advantages and disadvantages. Use [KS2 Art: An Introduction to Charcoal PPT \(teacher made\) \(twinkl.co.uk\)](https://www.twinkl.co.uk) to explain where Charcoal comes from.



Charcoal

What is it made from?

Charcoal is made from willow or vine twigs that have been heated to a high temperature. The richest tones can be achieved using these twigs.

Charcoal can also be bought in a **compressed** form as sticks or pencils. These can be sharpened to a fine point which allows for more precision when drawing.



compressed:

Using photos of activities like: running, skipping and kicking a ball, ask the children to have a go at quickly sketching the images in their sketchbooks and time them. Limit the children to 1 minute per sketch to get them used to making marks quickly. After the time is up move on to a different image until they have had a go at sketching each image. What happened each time you started a new sketch? Which image do you like best and why? What have you learnt?

Give the children an image of a coffee cup that has dark tones and ask the children to recreate their own version of the image using the charcoal and what they have learnt about using it.

Tonal Drawing

To create depth in your drawing, you can use the variety of tones that charcoal offers. To practise creating tones with this medium, it is a good idea to start with a photograph showing clear shadows.



4 To create a smooth transition between the shadow areas and the light areas, lighter marks can be added and blended. At the end, use hard, dark marks to deepen the shadows where needed.



Share images and discuss what worked well and any problems that they encountered.

Resources

[KS2 Art: An Introduction to Charcoal PPT \(teacher made\) \(twinkl.co.uk\)](#)

Charcoal, cloths, brushes (clean dry paint brushes), erasers

Sketchbooks

Timer

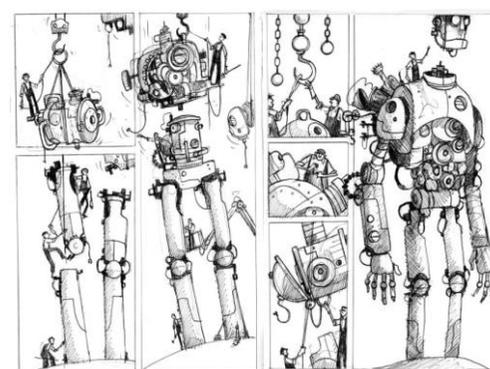
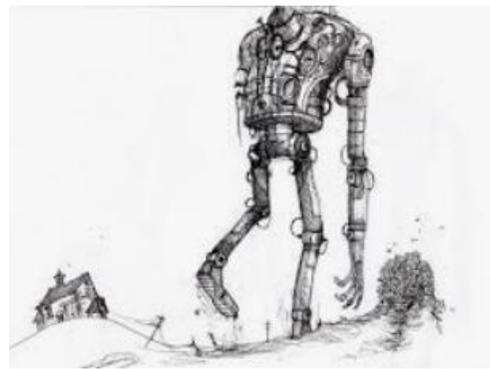
Images of activities such as running, kicking a ball, dancing and skipping.

Photo of a coffee cup with dark tones.

Lesson 3

I can question, discuss and make observations about artists and artworks

Present the following pieces by Chris Mould (Iron Man Illustrator) and discuss.



What do you notice? Talk about the contrast between black & white especially in the 1st one and recap the term tone. Ask the children to look carefully at the work of artist Chris Mould. Has he used any of the shading techniques that we learnt about in Lesson 1? Which techniques has he used where?

Why do you think he chose to use this there? Ask the children to have a go at shading circles, using charcoal to look like spheres by applying the different techniques (hatching, cross hatching, contour hatching, blending, scumbling. – Share findings and discuss.

Resources

Chris Mould 'Iron Man' illustrations

Charcoal, cloths, brushes (clean dry paint brushes), erasers

Circles sheet to be stuck into sketchbooks upon completion.

Lesson 4

I can work on a variety of scales.

How big do you think the biggest piece of art work is? Introduce 'The Journey of Humanity' painting by Sacha Jafri.



Explain that this painting is 17,000 square feet or 1600m². Try to put this into perspective by explaining that this is roughly 4.5 times bigger than the screen at Penistone Cinema! How small do you think the smallest painting in the world is? According to the World Guinness Records the World's Smallest Painting Is A Mona Lisa Half The Width Of Human Hair, which was created by scientists who used technology and chemical reactions to create a pixelated image.

Recap the different techniques used to add tone to circles from the previous lesson. Look carefully at the illustrations by Chris Mould. Do you think it would be easy to recreate his work on a small piece of paper? Why? Would it be easier to create on a larger scale? Discuss using charcoal to recreate their own version of 'Iron Man'. What problems might you encounter? –Smudging lines involuntary. Discuss working from top to bottom and using a piece of paper to shield the drawing from hand. Children have a go at recreating their version of 'Iron Man' on large sheets of paper and be encouraged to fill the paper.

Resources

'The Journey of Humanity' painting by Sacha Jafri presented on the whiteboard

Copy of the smallest Mona Lisa

Chris Mould Illustrations of 'Iron Man'

Large sheets of paper

Charcoal, cloths, brushes (clean dry paint brushes), eraser

Paper shields.

Lesson 5

I can evaluate and discuss how I feel about my work and the work of others.

Share completed large scale charcoal pictures of 'Iron Man'. Ask the children to consider and discuss with a partner:

- How they feel about the picture.
- What worked well?
- What didn't go so well?
- Does your picture show light and dark tones?
- What techniques did you apply? – where?
- What improvements / amendments would you make if you could? – What would you do?
- How does your work compare with Chris Moulds illustrations of Iron Man?
- Do you think Chris Mould felt any of these things about his illustrations? – What makes you think this?

Ask the children to stick in a photograph of their large scale 'Iron Man' into their sketchbooks and annotate their work by answering the above questions.

Resources

Photo's of the Children's large scale Iron Man charcoal pictures

Sketchbooks

Lesson 6

Year 5 Autumn Term

Knowledge (I know therefore...)

Skills (...I can)

I know that there are different types of paint including: powder, poster, acrylic, watercolour and oil paints.

I can experiment with different types of paint

I know that oil paint is: expensive, difficult to clean, rich in colour, water resistant, can be shiny

I can explain some of the benefits / disadvantages of different types of paint

<p>I know that powder paints are: reasonably cheap to buy, have a wide selection of colours, you need to be careful when mixing the consistency as it is easy to mix it too watery or too thick</p> <p>I know that watercolour paint is: cheap to buy, if it dries out in the palette it can be made re-usable by adding water, there is no white – you use the white of the canvas / paper</p>			
<p>I know that watercolour paint is applied thinly and gives an almost transparent appearance</p>		<p>I can recognise when watercolour paints have been used in particular piece of art</p>	
<p>I know that oil paint is applied thickly and gives a shiny appearance</p>		<p>I can recognise when oil paints have been used in particular piece of art</p>	
<p>I know that using different implements to apply paint can produce different effects that add depth and interest to a piece of art work.</p>		<p>I can paint with different implements</p>	
<p>I know the primary colours</p>		<p>I can identify the primary colours.</p>	
<p>I know the secondary colours</p>		<p>I can identify the secondary colours.</p>	
<p>I know how to mix secondary colours</p>		<p>I can use primary colours to mix specific secondary colours</p>	
<p>I know the tertiary colours</p>		<p>I can identify the tertiary colours.</p>	
<p>I know how to mix tertiary colours</p>		<p>I can use secondary colours to mix specific tertiary colours</p>	
<p>I know that warm colours give off energy, releasing feelings of joy, excitement, happiness and anger</p>		<p>I can use colour to express mood</p>	
<p>I know that warm colours include shades of red, yellow and orange</p>		<p>I can identify warm colours from a selection</p>	
<p>I know that cool colours include shades of blue, green and violet</p>		<p>I can identify cool colours from a selection</p>	
<p>I know that paint can be thickened by adding substances like salt, sand and sawdust to create texture</p>		<p>I can experiment with texture in paint</p>	
<p>I know that a piece of art that shows a view of the sea is called a seascape</p> <p>I know that plein air means that an artist has produced the piece from start to finish outside in front of the subject being painted.</p>		<p>I can compare ideas, methods and approaches used by themselves and others.</p>	
AUTUMN IMPACT ARE % GD %			
Helpful Resources & Web links	Autumn Vocabulary	Pupils Not Meeting Target	Actions To Address
KS1 KS2 Art Techniques Lesson Pack Twinkl (teacher made)	Watercolour		

<p>Art Painting Lesson Teaching Pack (teacher made) (twinkl.co.uk)</p> <p>Warm and Cool Colours Powerpoint (teacher made) (twinkl.co.uk)</p> <p>https://www.tate.org.uk/art/artists/frank-auerbach-676</p> <p>https://www.tate.org.uk/art/artists/leon-kossoff-1436</p> <p>The Paintings of Malcolm Ludvigsen</p>	<p>Powder paint</p> <p>Acrylic paint</p> <p>Oil Paint</p> <p>Poster paint</p> <p>Cartridge paper</p> <p>Plein-air</p> <p>Primary colours</p> <p>Secondary colours</p> <p>Tertiary colours</p> <p>Colour wheel</p> <p>Water resistant</p> <p>Consistency</p> <p>Transparent</p> <p>Implement</p> <p>Warm colours</p> <p>Cool colours</p> <p>Texture</p> <p>Substance</p> <p>Seascape</p> <p>Landscape</p> <p>Portrait</p>		
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Lesson 1

I can experiment with different types of paint and explain some of their benefits / disadvantages.

Use powerpoint to introduce the different types of paint including: poster, powder, acrylic and watercolour. Discuss their advantages / disadvantages. Provide opportunities for children to have a go at experimenting with the different types of paint on loose sheets of cartridge paper (thicker and more absorbent for paint and will later be stuck into their sketch books). Ask them to paint something simple like a rainbow and give them a time limit –ie 5 minutes max for each different type of paint. Paints could be organised onto different tables and children rotate around them. After experiencing each different type of paint ask the children to talk about their experiences. How do their rainbows from different paint types compare? Which did you enjoy the most / least? Why? What problems did you encounter?

Ask the children to stick their rainbows in their sketchbooks and annotate with notes based on the above questions.

Invite an artist into school to model and discuss using oil paints. (Hilary Smith? Julie Wood? Sean X? Paula's Niece?)

Resources

Powerpoint of different types of paint;

Paints

Acrylic

- Dries very fast
- Once dried, can be painted over
- Water resistant
- Will cover different surfaces, including glass
- Glue-like so can be used as part of a collage piece
- Large selection of colours
- Can be expensive



Paints

Powder paints

- Wide selection of colours
- Scoop the powder onto a plate/mixing tray then slowly mix with water
- You have to be careful with the consistency as adding too much water will make the paint too thin, or not adding enough will make it too thick.



Paints

Watercolours

- Paint can be 'lifted off' by rewetting
- If paint has dried, just adding water will make it reusable
- Allow for colours drying lighter
- No white – use the paper or canvas instead
- Cheap paints



Sketchbooks

White cartridge paper

Acrylic paint

Poster Paint

Powder Paint

Watercolour Paint

Brushes

Pallets

Water pots

Lesson 2

I can paint with different implements

Provide the children with various different implements that they could use to paint with. These could include: cocktail sticks, fine brushes, thin brushes, medium thickness brushes, thick brushes, wide brushes, soft brushes, hard brushes, stipple brushes, rollers, sponges, cloths, cotton buds, empty bobbins, lego / building blocks, string, hair brushes, glue spreaders, sieve, pen tops, bubble wrap.



Ask the children to experiment with the different implements to apply ready mixed paint. How many different effects can they create? After time experimenting ask the children to discuss their experiences? What worked well? Bad? What was good for small / large areas? Which could you control easily? Why? Can they suggest what the different implements would be useful to use for specific purposes? Ask the children to stick their examples of using different implements into their sketchbooks and make notes next to each one.

Resources

Painting Implements: cocktail sticks, fine brushes, thin brushes, medium thickness brushes, thick brushes, wide brushes, soft brushes, hard brushes, stipple brushes, rollers, sponges, cloths, cotton buds, empty bobbins, lego / building blocks, string, hair brushes, glue spreaders, bubble wrap.

Cartridge paper

Pallets

Water pots

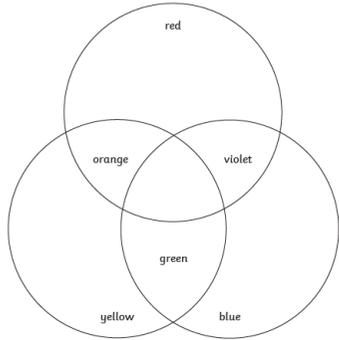
Lesson 3

I can mix secondary and tertiary colours

Review what the children can recall from previous years on primary and secondary colours.

Our Modern Colour Wheel

Colour in the primary and secondary colours on the colour wheel.
Remember to keep inside the lines.



Using just 3 primary colours there is potential for hundreds of colours to be created.

Primary Colours

The three primary colours are:
red, yellow and blue



Secondary Colours

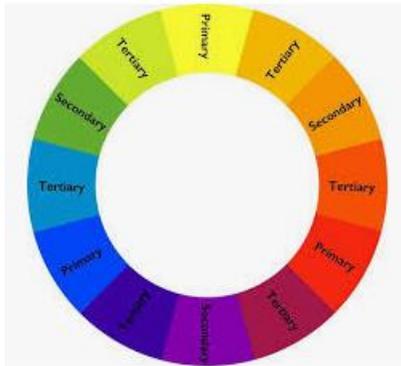
The three secondary colours are:
green, orange and purple



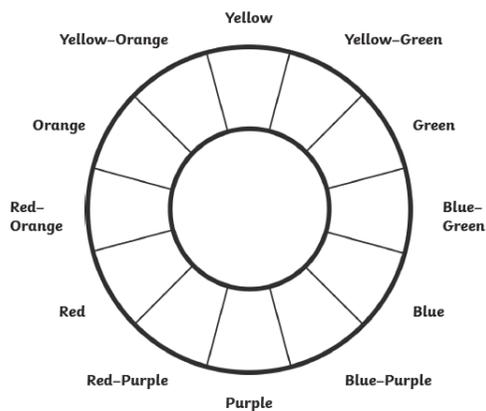
Secondary colours are made by mixing primary colours together.



Explain that the tertiary colours are made by mixing equal amounts of a primary colour and a secondary colour together. There are six tertiary colours. On the colour wheel, they sit between the primary and secondary colour they are mixed from.



Provide opportunities for the children to have a go at mixing secondary and tertiary colours on the colour wheel.



Stick colour wheels in their sketch books for future reference.

Present different colours on the board and quiz children on whether the colour is a primary, secondary or tertiary colour.

Resources

- Powder paint
- Paint pallets
- Water pots
- Paint brushes
- Colour wheel outline worksheet

Lesson 4 -5

I can use colour to express mood

Recap work on primary, secondary and tertiary colours. Introduce the concept of warm and cool colours using [powerpoint](#) from Twinkl.

What Are Warm Colours?

Colours can be separated into warm and cool colours.

Warm colours evoke a range of feelings from warmth and joy to anger and hostility.

What colours do you think might be considered as warm colours?

Warm colours include reds, oranges, yellows and browns.

What Are Cool Colours?

Cool colours evoke feelings of calmness and serenity, as well as sadness.

Can you name some of the cool colours?

Cool colours are blues, greens, violets and greys.

Discuss feelings associated with warm / cool colours. Present some famous pieces of art and ask the children to show whether the artist has used warm or cool colours.



The Olive Trees by Vincent van Gogh (5)



The Old Guitarist, Pablo Picasso, 1903-04,



Castle and Sun, 1928 (no 201), Paul Klee, 1928, oil on canvas, Heritage Image Partnership Ltd / Alamy Stock Photo



Beryl by Ben Quilty (6)

Play warm / cool music and ask the children to use the paints to convey how the music makes them feel. Ask children to share their paintings. Can the rest of the class guess how they felt? What made them think this? Children annotate their paintings to explain the emotions that they felt and how that led them to choose the colours that they used and why.

Resources

Twinkl Powerpoint on warm cool colours
Primary colours, black and white powder paints
Paint brushes
Cartridge Paper
Music to convey warm (joy, anger, hostility) / cool colours (calmness, serenity, sadness)
Artwork as listed above
Sketchbooks

Lesson 6

I can experiment with texture in paint

Introduce the term 'Impasto' which is a technique where paint is applied thickly, then manipulated with a brush whilst it is still wet or tools used to scratch lines into it to form an image. Present the works of Artists [Frank Auerbach](#) and [Leon Kossoff](#) who used the qualities of paint itself to create textured paintings and discuss. What can you tell me about them?



Frank Auerbach
Head of E.O.W. (1960)
Tate



Leon Kossoff
Banking Hall, Kilburn Underground (1987)

Provide a mixture of substances that could be added to poster paint to create texture. For example: oats, granulated sugar, PVA glue, soil, sand, semolina, tapioca. Give the children opportunities to experiment by adding different textures to paint and applying it in different ways using brushes and the implements used in lesson 2. Ask children to make notes to explain how the texture was created for future reference. Share work and discuss findings. Can you think what this texture would be good for in a painting? Eg: Depicting clouds, bark on a tree etc? Repeat for different textures created.

Resources

Poster paint

Substances that could be added to paint to create texture; oats, granulated sugar, PVA glue, soil, sand, semolina, tapioca.

Painting Implements: cocktail sticks, fine brushes, thin brushes, medium thickness brushes, thick brushes, wide brushes, soft brushes, hard brushes, stipple brushes, rollers, sponges, cloths, cotton buds, empty bobbins, lego / building blocks, string, hair brushes, glue spreaders, bubble wrap.

Cartridge paper

Pallets

Water pots

Sketchbooks

Lesson 7 & 8

I can compare ideas, methods and approaches used by themselves and others.

Present some of the work of Malcolm Ludvigsen, a plein-air artist who paints seascapes of the Yorkshire Coasts. Explain the terms 'plein-air' as an artist who *paints entire finished pictures out of doors* in front of the subject and 'seascape' as a picture representing a view of the sea.



Ask the children to discuss the answers to questions based on the skills that they have learnt over the last few weeks. Questions such as:

- What sort of paint do you think the artist has used? What makes you think that?
- What sort of implement do you think has been used to apply the paint? If you had the real painting in front of you, would it be easier to see what implement was used to apply the paint? Why?
- Do you think any textures have been applied? If not, which parts of the painting would textures be good for? Which texture would suit which bit?
- How would you describe the colours that have been used?
- What colours might the artist have mixed to create this colour?
- How do you think the artist wanted the observer to feel when they looked at this painting? Why do you think this?
- How could the artist have changed this painting to convey a different mood?

Tell the children that they are going to use all of the skills that they have learnt throughout this unit to create their own version of a seascape. Discuss how they should adjust the amount of sand / sea according to whether they want to portray an energised or calm picture. Talk about how they may choose different implements for different parts of the picture and how they could add textures to different parts to add depth.

Children apply what they have learnt to create their own seascape.

On completion share work and discuss: What do you like about x's picture? Can you advise on how they could further improve the picture?

Ask the children to stick a photo of their work in their sketch books and make notes on the following:

What worked well? What did you find tricky? What would you change if you had chance to do it again? What have you seen in someone else's work that you would like to try? Is your work similar to any of the artists that we have looked at throughout this unit? Why? Who's?

Resources

Poster paint

Substances that could be added to paint to create texture; oats, granulated sugar, PVA glue, soil, sand, semolina, tapioca.
 Painting Implements: cocktail sticks, fine brushes, thin brushes, medium thickness brushes, thick brushes, wide brushes, soft brushes, hard brushes, stipple brushes, rollers, sponges, cloths, cotton buds, empty bobbins, lego / building blocks, string, hair brushes, glue spreaders, bubble wrap.
 Cartridge paper
 Pallets
 Water pots
 Sketchbooks

Year 6 Autumn Term

Year 6 Autumn Term			
Knowledge (I know therefore...)	Skills (...I can)		
I know what is meant by the fore-ground.	I can identify subjects in the foreground, middle ground and background. I can explain what perspective is.		
I know what is meant by the middle ground.	I can identify subjects in the middle ground.		
I know what is meant by the background.	I can identify subjects in the background.		
I know that perspective is a technique that makes subjects in pictures appear 3d on a 2d piece of paper or canvas.	I can explain what perspective is.		
I know what the vanishing point is.	I can identify the vanishing point in a picture showing one point perspective.		
I know what the horizon line is.	I can identify the horizon line in a picture showing one point perspective.		
I know what perspective lines are.	I can identify the perspective lines in a picture showing one point perspective.		
I know that scale is the physical size of a piece of art or the subject in the artwork.	I can compare the scale of subjects in a piece of art.		
I know how to increase the scale of a piece of artwork using the grid method.	I can recreate a picture, increasing the scale using the grid method.		
I know how to decrease the scale of a piece of artwork using the grid method.	I can recreate a picture, increasing the scale using the grid method.		
AUTUMN IMPACT ARE % GD %			
Helpful Resources & Web links	Autumn Vocabulary	Pupils Not Meeting Target	Actions To Address
Perspective for Beginners - How to Draw Lesson Twinkl Illustrators - YouTube	Foreground Middle ground		

[One-Point Perspective Drawing PPT | CfE Primary Resources \(twinkl.co.uk\)](#)

[Scale - Proportion - National 5 Art and Design Revision - BBC Bitesize](#)

[How to Scale Up a Drawing in 4 Easy Ways and Save Time \(wildlifeartstore.com\)](#)

Background
Perspective
One point perspective
Horizon line
Vanishing Point
Perspective lines
Scale
Proportion

Lesson 1

LO / Key skill: I can identify subjects in the foreground, middle ground and background. I can explain what perspective is.

Present 'Paris Street: Rainy Day' by Gustave Caillebotte.



Ask the children to describe what they can see to a partner. What do you notice? What makes this painting interesting? How does the artist make the image appear 3d? Revise the terms 'foreground', 'middle ground' and 'back ground' and discuss their meanings. Talk about the size of the people in the painting. How do they compare in the different fore / middle and back grounds?

Look at the cobbles on the ground. How do they change from the foreground to the background? Why does the artist do this? Introduce the term 'Perspective' as 'Perspective is an art technique for creating the illusion of three-dimensions (depth and space) on a two-dimensional (flat) surface. It is used in all types of art to represent the way objects appear smaller as they move farther away from the viewer.'

Give the children copies of the painting to stick in their sketchbooks. Ask them to use the terms foreground / middle ground and back ground to describe what they can see in the painting. Then ask them to write an explanation to explain how the artist shows that somethings are further away and other things are close.

Resources

'Paris Street: Rainy Day' by Gustave Caillebotte – Image for IWB and smaller copies for sketchbooks

Sketchbooks

Lesson 2

LO / Key Skill: I can identify the vanishing point, the horizon line and the lines of perspective in a picture.

Recap the terms fore-ground, middle-ground, background and perspective from the previous lesson.

List the following words on the board and ask the children to listen out for these terms: 'Horizon line', 'Vanishing point' and 'Perspective lines'. Then present 'Perspective for Beginners' video by Twinkl illustrators [Perspective for Beginners - How to Draw Lesson | Twinkl Illustrators - YouTube](#). –This is a very quick and simple introduction to the terms that will be built upon throughout the lesson.



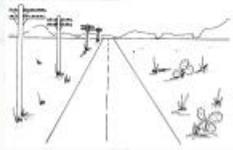
Ask the children to discuss in small groups what they learnt about the horizon line, the vanishing point and what they think the perspective lines were. Present [One-Point Perspective Drawing PPT | CfE Primary Resources \(twinkl.co.uk\)](#)

What is Perspective Drawing?

Perspective drawing brings two dimensional drawings and paintings to life.

Perspective drawings make 2D objects appear three dimensional.

This makes the picture more realistic as it appears to get further away.



One-Point Perspective

A one-point perspective drawing means that the lines of perspective will eventually meet at one point.

This point is called the vanishing point.

This is usually directly in front of the viewers eye.

One-point perspective is often used to draw street scenes, roads and rail tracks.

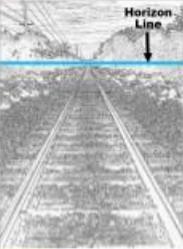


The Horizon Line

The horizon line represents where the sky meets the land or sea in a picture.

This line is important to remember as the vanishing point will often sit on the horizon line.

Typically it is in line with the viewers eye level.



Examples

Think about where your eye is drawn to...



Give out photographs from the perspective photo pack and ask the children to stick them in their sketchbooks and annotate the lines of perspective, horizon line and the vanishing point.

Examples

Think about where your eye is drawn to...



On completion ask the children to swap books with another child. Do you agree with their markings?

Resources

[Perspective for Beginners - How to Draw Lesson | Twinkl Illustrators - YouTube](#)

[One-Point Perspective Drawing PPT | CfE Primary Resources \(twinkl.co.uk\)](#)

[CfE \(Second\) Perspective Drawing Photo Pack \(teacher made\) \(twinkl.co.uk\)](#)

Sketchbooks

LO / Key Skill: I can show an awareness of scale and proportion between the foreground, middle ground and background in my own artwork.

Recap previous learning by giving the children a small copy of a perspective photo that they have not previously seen.



Tell them that they have 3 minutes to quickly draw on the vanishing point, the line of horizon and the lines of perspective (different colours and a key for each on the board). 123 Show me! Use the visualizer to check and clarify the terms.

Distribute perspective photos and ask the children to use the photo as a stimulus to create their own piece of perspective artwork. Encourage the children to work in pencil, drawing very faint lines that can be built upon as their confidence develops. Have paper the same size as the photos.

Activity 2

Using one of the photographs as a stimulus, draw your very own perspective piece.

Handy tips

- Use a ruler to draw faint guidelines to show the vanishing point, horizon line and lines of perspective.
- Look carefully at the photograph and only draw what you see!
- Begin by sketching the biggest object. Then draw the rest in proportion to this.

Resources

Small copies of an unseen perspective photo

Visualizer

Perspective photos

[CfE \(Second\) Perspective Drawing Photo Pack \(teacher made\) \(twinkl.co.uk\)](#)

Different grades of sketching pencils

Rulers

Rubbers

Paper same size as photos

Lesson 4 & 5

LO / Key Skill: I can scale up and image

Display the word 'Scale' on the board. Ask the children to discuss in small groups what they think scale is in art. Share ideas and clarify that scale refers to the physical size of a piece of art or the subject in the artwork. Use [Scale - Proportion - National 5 Art and Design Revision - BBC Bitesize](#) to show examples of this.

Scale

Scale refers to the overall physical size of an artwork or objects in the artwork.

We always relate scale to the size of the human body - how big or small the piece is in relation to us. An artist may decide to use a scale which is different from life-sized and this will have an impact on how it feels.

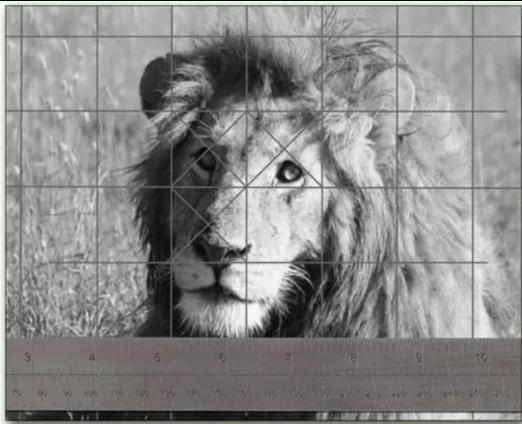
Large scale

An artist may create an artwork that is much larger than it would be in real life in order to create a visual impact.

There are many artists who create artworks that utilise scaled-up objects.



Explain that sometimes it is necessary to enlarge pictures. Use [How to Scale Up a Drawing in 4 Easy Ways and Save Time \(wildlifeartstore.com\)](#) to model using a grid on your reference, enlarge the ratio and draw the grid on your paper method. Lead the children one step at a time, through drawing a grid on their reference photo / picture (Could be linked to topic?) using the width of their ruler. Encourage holding the ruler still to increase the accuracy of the lines drawn. Then show the children how to create a cross within each cell by joining diagonal corners.



Model how to increase the scale using something wider than the ruler (a thick piece of card or a piece of card folded to give it strength) to draw the same grid onto a piece of paper. Next faintly number each cell on the original photo and then repeat on the larger paper grid, ensuring that all the numbers are in the same positions. Now carefully copy what can be seen in cell 1 on the photo into cell 1 on the larger grid of paper. When all the cells have been copied the numbers can be rubbed out and more detail / colour can be added until the drawing is completed.

Encourage the children to draw the outlines of what is needed in each cell without detail until the overall outline across the page is achieved to ensure that the children have enough time to refine their drawings. This lesson will need to be extended beyond 1 session.

Resources

[Scale - Proportion - National 5 Art and Design Revision - BBC Bitesize](#)

[How to Scale Up a Drawing in 4 Easy Ways and Save Time \(wildlifeartstore.com\)](#)

Different grades of pencils

Rubbers

Rulers

Thick card or folded a few times

Reference photo / picture / piece of 2d art

Lesson 6 & 7

LO / Key Skill: I can scale down an image

Ask the children to share the drawings that they created by upscaling an image. What worked well? What was difficult? What would you do differently next time? Do you know any other ways that images can be enlarged? – Discuss projecting an image from the projector and tracing the outline of the shadow produced.

Explain that images can be reduced in size using the same method. Model drawing the grid onto a smaller piece of paper using a narrow strip of card. Provide the children with smaller pieces of paper than the original and give them time to work on reducing their image. On completion these images can be stuck into sketchbooks and annotated with an evaluation of their artwork, referring to any problems / successes they might have had in increasing / reducing the scale of the artwork.

Resources

Different grades of pencils

Rubbers

Rulers

Thick card or folded a few times

Reference photo / picture / piece of 2d art