

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					

	Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them Creates collaboratively, sharing ideas, resources and skills	<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>
IMAGINATIVE & EXPRESSIVE SKILLS FS1	<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>
IMAGINATIVE & EXPRESSIVE SKILLS FS2	<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</p> <p>'Celebrations' Role Play</p> <p>The Nativity – role-play in class</p> <p>Nativity</p> <p>Performance for parents</p> <p>Music</p> <p>Charanga Unit My Stories</p>		<p>Charanga Unit</p> <p>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	Blend Smudge Portrait / Landscape Media		

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)	Lines Thick / thin Thickness Fine Artist Cubism Self Portrait Portrait Shape Oil pastels Chalk pastel Charcoal Pressure Pencil Grip		
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Lesson 1

LO / Key skill: I can use pencils to create lines of different thicknesses and shapes – straight, wavy, smooth etc.

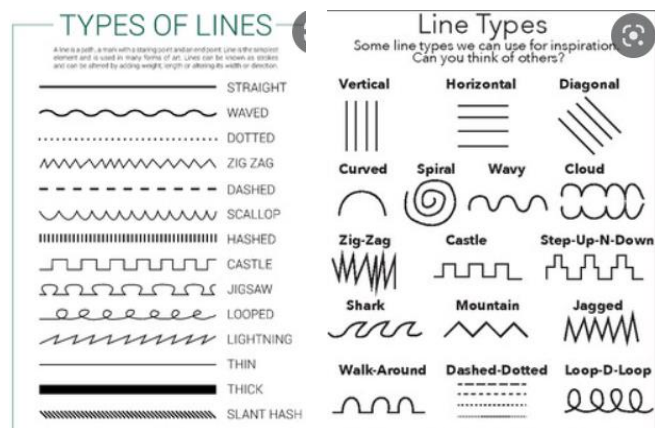
Model different pencil grips in turn including: Traditional, drumstick and tip heavy overhand – See [5 Grips for Holding a Pencil for Drawing - My Favorite Grip is #2 \(thevirtualinstructor.com\)](#)

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 affects 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.

Light Marks



Dark 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?



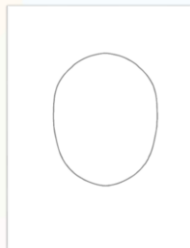
Discuss how we all have different features. Follow the slides in the powerpoint, step by step to model the positioning of the different facial features. Encourage the children to look closely in mirrors to relate to the positioning of their own features.

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.



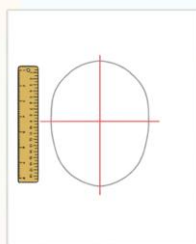
How to Draw a Self-Portrait

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.

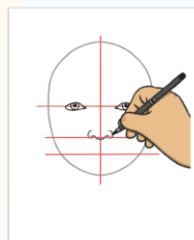


How to Draw a Self-Portrait

Step 4

Draw your nose.

Remember to keep looking in the mirror.

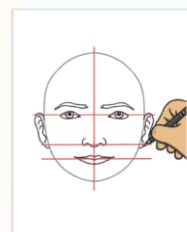


How to Draw a Self-Portrait

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

Picasso went to a special art school.

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/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 1 Cycle A – Spring Term

Knowledge (I know therefore...)		Skills (...I can)	
I know that a repeating pattern is pattern where shapes, colours or lines are shown again and again.		I can identify random patterns I can identify repeating patterns I can draw a simple repeating pattern I can extend a repeating pattern being careful to repeat the same shapes, sizes and colours.	
I know that objects can be used to print patterns		I can apply ink / paint to objects to print from them I can press a printing object onto paper and carefully lift it off to create a print.	
I know that a relief print is created by carving a print into a tile to make indentations. This tile is then pressed onto paper to make the print.		I can use a pencil to carve indentations into a polystyrene printing tile I know not to press on too hard with the pencil or the pencil will go all the way through the tile causing it to break I can apply ink / paint to a printing tile using a roller I can use a roller and just the right amount of pressure to create a 'good' print I can carefully remove the tile so that the print is not smudged I know that layers need to dry before adding another layer with different colours	
I know how to evaluate my print		I can identify 2 things that were successful in my repeating pattern print I can identify a problem with my print and suggest what could be done to improve it.	
AUTUMN IMPACT ARE % GD %			
Helpful Resources & Web links	Autumn Vocabulary	Pupils Not Meeting Target	Actions To Address
Introduction To Pattern PowerPoint (teacher made) - Twinkl Design a Pair of Odd Socks Sock Template (teacher made) (twinkl.co.uk)	Pattern Repeating pattern Random pattern Impress		

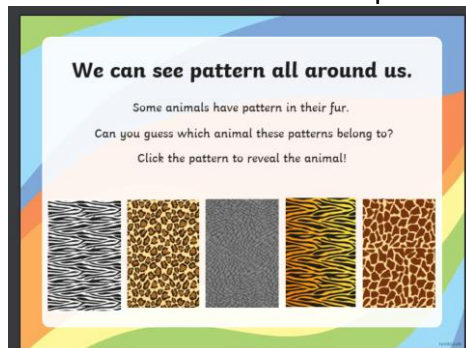
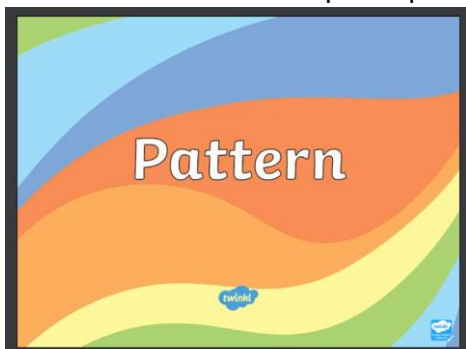
[KS1 Orla Kiely Themed Art Activity \(teacher made\) - Twinkl](#)

Indentation
Tile
Roller
Polystyrene
Smudge

Lesson 1

LO / Key Skills: I can recognise repeating patterns

Use the 'Pattern' Twinkl powerpoint to introduce the children to pattern.



Can the children see any patterns in the classroom? Look at samples of wallpaper, wrapping paper, fabric and clothes that have patterns on them. Explain what is meant by repeating patterns. Looking at a piece of wallpaper – can the children pick out a feature on the wallpaper that is repeated further down the roll? Talk about spots, stripes, shapes. Then show some random patterns and discuss. How could we turn repeating patterns into random patterns?

Children use felt tips / pencil crayons to create patterns on sock outlines. They should do one sock in a random pattern and create a repeating pattern on the other sock. On completion children stick socks in their sketchbooks and label each sock with 'Repeating pattern' & 'Random pattern'.



Provide an opportunity for the children to look at each others sock patterns. Have they been successful in creating repeating patterns? Random patterns? What is the difference between the two types of patterns?

Early finishers could create patterns on peg boards. -Tell me about the pattern that you have created.

Lesson 2

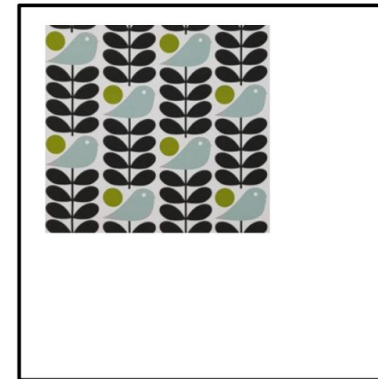
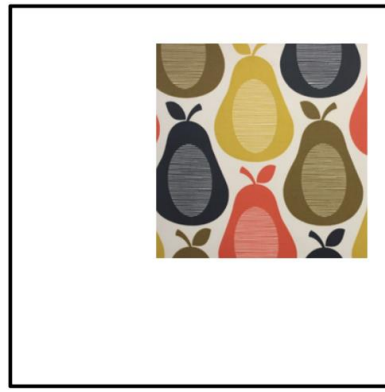
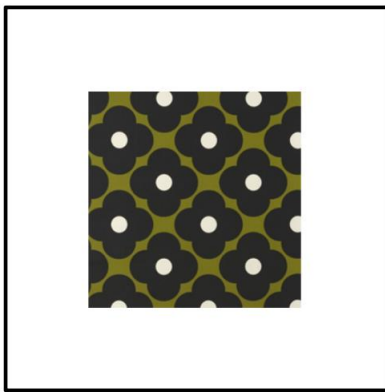
LO / Key Skills: I can extend a repeating pattern

Introduce the children to the work of Orla Keily. Explain that she is an Irish Artist that specialises in printing with repeating patterns. Some of her prints can be found on clothes, cushions, curtains, mugs, table cloths and wallpaper. Explain that her designs are very **distinctive**. This means that it is easy to tell that they have been done by her. She tends to be inspired by leaves, flowers and birds. Show the following print:



Can you see what inspired her from nature in this print? -Leaves and stems. Her designs usually have bright **contrasting** colours. This means that colours that are very different from each other like green and red. She does this so that the colours really stand out. Her designs include simple, clear shapes.

Children look at different Orla Keily patterns and extend the pattern to the edge of the borders, being mindful to keep the shapes of the pattern the same size and matching the colours used as closely as possible.



Lesson 3

LO / Key Skills: I can create a pattern by printing from an object and using more than 1 colour.

Explain that they are going to have a go at potato printing in the style of Orla Keily.

Show the children how cutting a potato in half creates 2 flat faces that can then be dipped into paint and pressed onto paper to create a print. This can be done again and again to create a repeating pattern. – Model process and discuss letting layers dry before adding different colours on top.

Have some potatoes cut into simple leaf, bird and pear shapes. Have laminated copies of Orla Keily's prints available on the tables for the children to refer to. Children use the potatoes to create their own prints in the style of Orla Keily.





Lesson 4

LO / Key Skills: I can create a relief print tile

Show the children a plain polystyrene tile. Show them how thin it is and how easily it can snap / break. Model how designs can be impressed into the polystyrene using a pencil. Stress how careful they must be not to press on too hard and go all the way through the tile as this will make it break. Explain that the tile will be used to create a repeating pattern on a larger piece of paper. Demonstrate using a roller to roll ink onto the tile, then put the tile paint / ink side down onto a larger sheet of paper. Put a piece of scrap paper over the top and roll over with a clean roller and a small amount of pressure. Draw the children's attention to the fact that everything is printed onto the paper the opposite way that it is on the tile. Talk about what they could do if they make a mistake when scribing into the polystyrene.

Give each children a tile and a pencil and ask them to use the pencil to impress a pattern in the style of Orla Keily into the tile.

Ask the children to discuss their experiences. Does it feel different drawing on a tile to drawing on paper? Did anybody make a mistake? -What did you do?

Lesson 5

LO / Key Skills: I can print a repeating pattern with a relief tile.

Ask the children to recall the printing process from the last lesson and suggest step by step instructions (verbally) for you to follow. Follow instructions and highlight any problems. Model printing using a lot of pressure and then again with little pressure. Discuss which gives the best results. Demonstrate how to position the tile on the large sheet of paper so that the pattern matches up to create a repeating pattern that fills the paper.

Children have a go at using a roller to apply paint to their tile and printing onto a large sheet of paper matching the pattern as they go.



Lesson 6

LO / Key Skills: I can evaluate my print

Ask the children to think about when they made their repeating pattern print. What did you need to think about? -Image reversed, amount of paint applied, how the tile was lined up, carefully placing it down onto the paper, amount of pressure applied to the roller, carefully removing the tile without knocking it. Now look at the presented print developed in the demonstration of the previous lesson. Ask the children to look really closely at the print. Do you think that I thought about all of those things when I made my print? Introduce 2 stars and a wish idea. Can the children suggest 2 things that you did really well when you made your print? Can they suggest something that you could have done differently to improve your print? Model recording your 2 stars and a wish ion the board.

Encourage the children to look carefully at their print and tell their talking partner 2 stars and a wish for it. Then they will stick a photo of their print into their sketch books and have a go at writing 2 stars and a wish to evaluate their work.

Two Stars and a Wish



I like...
I enjoyed...
I learned...
I used....
I wrote/said/read...
I'm proud of myself because....
I would like...
....was difficult.
I tried to use...
I would like help with.....



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)	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		
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

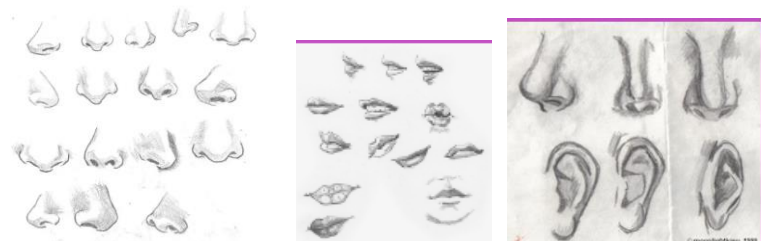
[LEONARDO DA VINCI | Educational Videos for Kids - YouTube](#) – Video about his life

[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

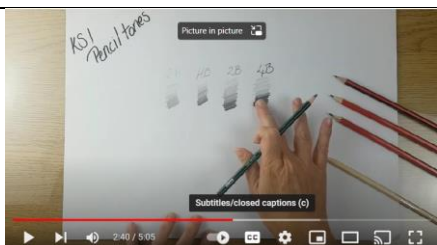
Mirrors

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](#).



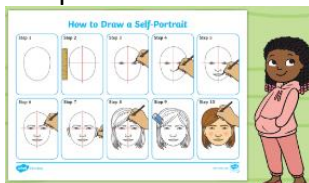
Provide opportunities for the children to explore using 3 different grades of pencil. Which makes the darkest mark / line? Which makes the lightest mark / line?

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/resource/how-to-draw-a-face-outline-art-instructions-powerpoint) 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:

Powerpoint: [How To Draw A Face Outline Art Instructions PowerPoint \(twinkl.co.uk\)](https://www.twinkl.co.uk/resource/twinkl-powerpoint-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 2 Cycle A – Spring Term

I know that prints can be made in different ways	
I know that Hokusai is a well known Japanese print artist.	I can identify a print made by Hokusai.
I know that a relief print is where a printing block is carved into and then used to press onto paper and make a print. The lines or shapes in the printing block will not have ink on them, so will not show up on the paper.	I can impress a design into a polystyrene tile to create a relief print.
I know how to make a printing block with string	I can make a printing block with string
I know that images on printing blocks / tiles are reversed when they are printed	I can use a roller to apply ink / paint
	I can over print with more than one colour
	I can carefully lift a printing block / tile without smudging the print
I know what equipment I need to make a relief print	I can name and use printing equipment correctly

SPRING IMPACT ARE % GD %

Helpful Resources & Web links	Autumn Vocabulary	Pupils Not Meeting Target	Actions To Address

Lesson 1

LO / Key Skills: I know that Hokusai is a well known Japanese print artist who is known for his wave prints.

Introduce the work of Hokusai, a well known Japanese print artist who has made many prints of the sea.



Masculine wave

Katsushika Hokusai • ?



Femenine wave

Katsushika Hokusai • ?



A colored version of the Big wave

Katsushika Hokusai • ?

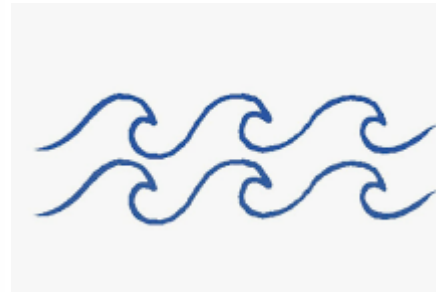
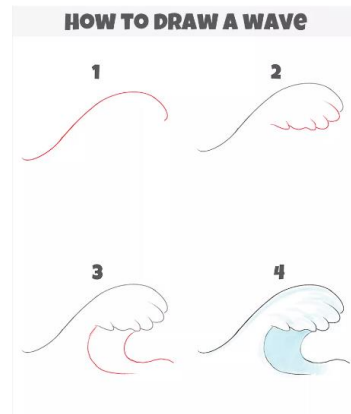


Under the Wave off Kanagawa, about 1830-31. Woodblock print (monochrome) in Thirty-six Views of Mount Fuji. William Sturgis Bigelow Collection, Museum of Fine Arts, Boston. Photograph © Museum of Fine Arts, Boston

Look carefully at the prints. Can you see anything the same in all of them? How are they different? Below / above see level. Can you see anything hidden in them? -Boats. Explain that these prints were created with something called a wooden block. Explain that this is a block of wood that has been carved on one face. Only the bits that are left on the face create the print. This is known as a relief print. Show an example of a wooden printing block from google.



Have printed pictures of waves. Ask the children to select 2 or three that they like best, cut them out and stick in their sketch books. Ask them to have a go at copying the wave in to their sketchbooks initially in pencil. Once they have the form of the wave / waves they could add colour with pencil crayons or felt tips. Keep the images quite small so that they don't spend too much time on each one.





On completion, ask the children to take their sketch book to show someone on a different table. Which one are they most proud of? What do you like about it? What did you find hard? How could you make it even better?

Lesson 2

LO / Key Skills: I can impress a wave pattern in a polystyrene tile.

LO / Key Skills: I know that a relief print is where a printing block is carved into and then used to press onto paper and make a print. The lines or shapes in the printing block will not have ink on them, so will not show up on the paper.

Show the children a plain polystyrene tile. Show them how thin it is and how easily it can snap / break. Model how a pencil can be used to impress a design into the polystyrene. Stress how careful they must be not to press on too hard and go all the way through the tile as this will make it break. Explain that they are going to transfer their favourite wave design onto the tile and use it to create a multi coloured print. Discuss keeping the design big to make it easier to print using more than one colour. Talk about what they could do if they make a mistake when scribing into the polystyrene.

Give each children a tile and a pencil and ask them to use the pencil to impress a wave pattern using the designs that they did in their sketchbooks as inspiration.



Ask the children to discuss their experiences. Does it feel different drawing on a tile to drawing on paper? Did anybody have any problems? -How did you overcome this?

Lesson 3

LO / Key Skills: I can over print with more than 1 colour.

Using a polystyrene tile with a wave pattern impressed into it, demonstrate using a roller to roll ink all over the tile. Then put the tile paint / ink side down onto a sheet of paper. This will create the background. Put a piece of scrap paper over the top and roll over with a clean roller and a small amount of pressure. Draw the children's attention to the fact that everything is printed onto the paper the opposite way that it is on the tile. Next wipe the surface of the tile with a clean cloth or wet wipes and carefully cut a section that will be printed in a different colour. Use a roller to apply ink / paint to the cut-out bit then carefully place over the top of the previous print, in the same position. Explain that this is known as 'over printing'. Cover with a clean piece of scrap paper and roll over the top with a clean roller. Carefully peel the bit of tile up and repeat for another colour. Ensure that the lighter colours are printed first, then the darker ones.



The children will follow these steps, overlapping their prints with different colours.

Ask the children to show their completed prints to a talking partner. Ask them to discuss:

What do you like about your print?

Is there anything that you do not like?

Which part of the printing process did you find most fun?

What did you find tricky?

How could you make your print even better?

Lesson 4

LO / Key Skills: I can make a printing block using string

Recap previous learning. What is a relief print? What is over printing? When you are relief printing why do you print with the lighter colours first?

Present the following video up to 1:00 min. [String Prints with Jo Blaker - YouTube](#)

Ask the children to recall the different steps to making the printing block:

- Draw design on to cardboard square using a felt tip.
- Cover felt tipped design with glue.
- Carefully lay string over the top of the felt tipped lines, gently tapping it down.
- Leave blocks to dry



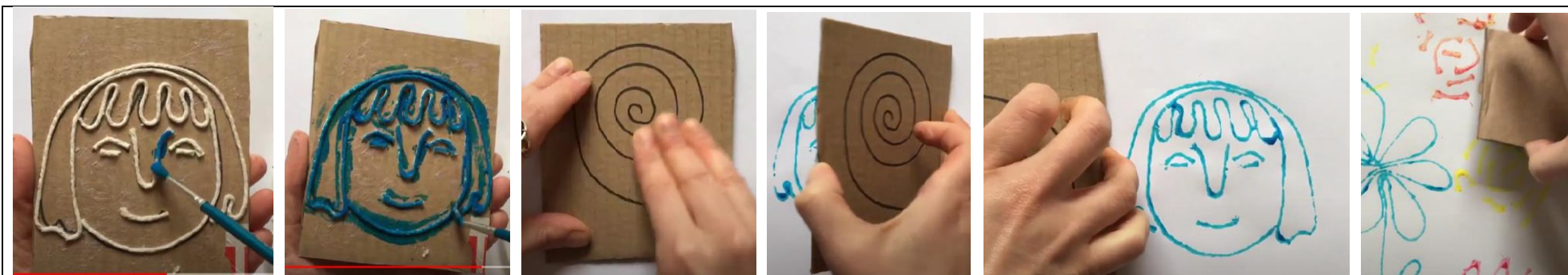
Ask the children to follow these steps to make 2 printing blocks using string to create different waves.

Lesson 5

LO / Key Skills: I can use printing blocks to create a multi coloured prints.

Ask the children to tell a talking partner how they made their printing blocks, last lesson. Ask the children to present their blocks. Can we see any problems with the blocks? – Loose string. What could we do to rectify this?

Present the second half of the video (from 1:00 min to the end) [String Prints with Jo Blaker - YouTube](#)



Children follow the steps shown in the video to create their own print. Encourage them to use a different colour for each block, starting with the lighter shades first. Each block could then be used again with a darker coloured paint.

Display finished pieces.

Who was successful in carefully lifting the printing block off the paper without smudging the print? Who can use more than 2 different colours in their print?

Lesson 6

LO / Key Skills: I can show what I have learnt about printing

Ask the children to look at the prints that they have achieved. Discuss what they have learnt about printing. As a class create a mind map of all the things that they have learned. Can each child contribute something different, however small? A screen shot of this mind map could be stuck into their sketch books to assist with 'Know more, Remember more'.

Children complete 'Printing Evaluation of Learning' worksheet (Non pupil, Subject Leadership, Art 2022-, Resources, Year 2)

What I've Learned About

PRINTING

What I know
2 Things that I learned
2 Interesting facts
What I'm proud of
What I could improve

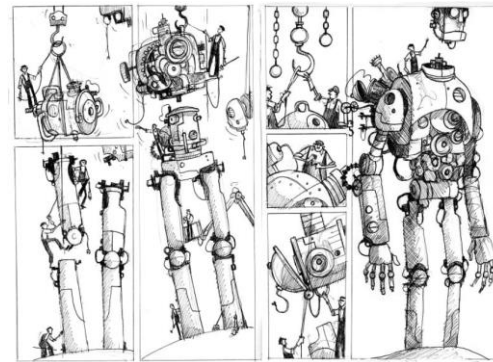
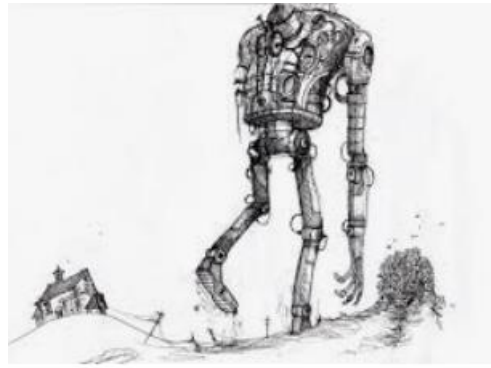
Year 3 Cycle A –Autumn Term

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/zcqcjxs https://www.youtube.com/watch?app=desktop&v=m21bl53H8nl Tonal Shading Help Sheet (teacher made) (twinkl.co.uk) https://www.youtube.com/watch?app=desktop&v=huD94n20iBY	Tone = contrast between dark and light Grades of pencils; Hard, soft, medium 2h, HB, 2B, 4B Shade Tonal shade Pencil scale Blend Smudge Flange L brace Slot Tabs Tab & slot Split pin		

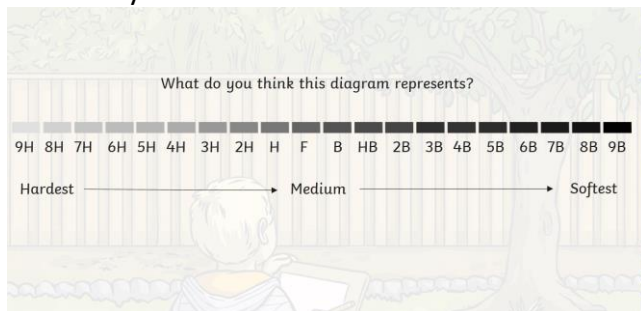
Lesson 1

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

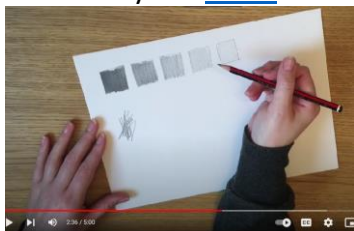
Different grades of pencil:

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.

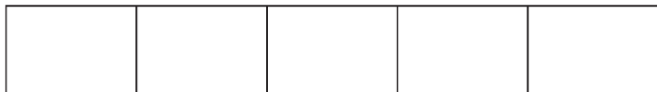
Children have a go at tonal shading (stick in sketchbooks later) and blending.

Tonal Shading

Make sure you have a sharp pencil before you start.

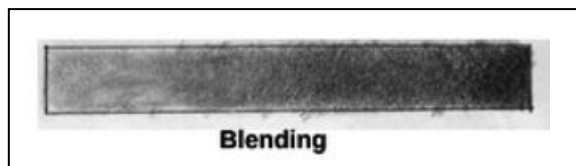


Using an HB pencil, shade each box to match the tone of the one above it.



Top Tip:

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



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

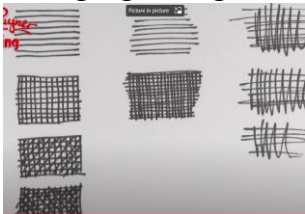
Lesson 3

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 advice 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 3 Cycle A –Spring Term

Knowledge (I know therefore...)

I know about the works of famous artists

Skills (...I can)

I can name at least 4 facts about Leonardo Da Vinci.

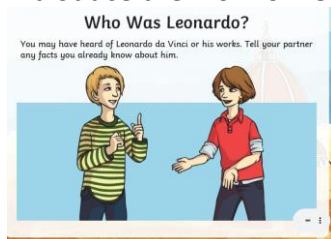
I know that proportion describes how the sizes of different parts of a piece of art or design relate to each other.		I can sort pictures that are not in proportion I can sketch a horse in proportion	
I know how to manipulate clay		I can warm clay in my hands to make it malleable. I can roll clay into a snake I can roll clay into a ball I can use my fingers to create shapes in the clay	
I know that slip is a mixture of clay and water and that it acts like glue to join pieces of clay together. and use tools for different effects		I can join pieces of clay together by scoring a cross hatch on the two surfaces that are to be joined and then painting them with slip.	
I know how to use different clay tools for different effects		I can use a cocktail stick and a fork to add detail to my clay	
I know that clay goes hard when it is dry		I can leave my finished clay work to dry so that it becomes hard I wrap any unused clay up in plastic to preserve it	
I know that clay can be fired in a kiln to preserve and glaze it.		I can paint my sculpture with a glaze after it has been fired.	
I know what I have learnt from using clay and how to make improvements		I can evaluate my work and explain what I could have done to make it better	
Helpful Resources & Web links	Spring Vocabulary	Pupils Not Meeting Target	Actions To Address
Leonardo da Vinci Audio PowerPoint (teacher made) - Twinkl Famous People: Leonardo da Vinci Hotspots - Twinkl – Use ipads Leonardo da Vinci Artist Inspiration (teacher made) - Twinkl Reading Comprehension Homework Week 23 Leonardo Da Vinci 3rd/4th class (twinkl.co.uk) Leonardo da Vinci Fact File Template, Artist Research (twinkl.co.uk) Leonardo da Vinci Biography for Kids: Artist, Genius, Inventor (ducksters.com)	Sculptor Sculpture Commissioned Bronze Proportion Score Cross hatched Fired / Cured Slip Manipulate Indentation Mold		

Leonardo da Vinci Biography - Video (ducksters.com) – use ipads Primary school activities (rct.uk) How to Draw a Horse {Step by Step with Printable Guide} Skip To My Lou How to draw a horse standing for beginners - YouTube grazing horses video - Google Search t2-a-020-ks2-art-sculpture-powerpoint-ver 4.pptx (live.com) How to Make a Clay Horse (with Pictures) - wikiHow. My Art Reflection Self Assessment Art Evaluation Sheet (twinkl.co.uk) Fascinating Story of Leonardo Da Vinci's Horse Statue Yvonne's Travel (wpcomstaging.com)	Mould Pinch		
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Lesson 1

I can name at least 4 facts about Leonardo Da Vinci

Introduce the work of Leonardo Da Vinci using twinkl powerpoint: [Leonardo da Vinci Audio PowerPoint \(teacher made\) - Twinkl](#)



Use the following different sources to write a fact file about Leonardo Da Vici + books from the school library:



Leonardo da Vinci

Date of birth: _____ Date of death: _____ Place of birth: _____ Known for: _____	Sketches: _____ _____ _____ _____ _____
Early Life: _____ _____ _____ _____	Inventions: _____ _____ _____ _____ _____
Artistic Works: _____ _____ _____ _____	Legacy: _____ _____ _____ _____ _____
	Did You Know...? _____ _____ _____ _____

[Famous People: Leonardo da Vinci Hotspots - Twinkl](#) – Use ipads

[Leonardo da Vinci Artist Inspiration \(teacher made\) - Twinkl](#) [Reading Comprehension Homework Week 23 Leonardo Da Vinci 3rd/4th class \(twinkl.co.uk\)](#)

[Leonardo da Vinci Fact File Template, Artist Research \(twinkl.co.uk\)](#) [Leonardo da Vinci Biography for Kids: Artist, Genius, Inventor \(ducksters.com\)](#)

[Leonardo da Vinci Biography - Video \(ducksters.com\)](#) – use ipads

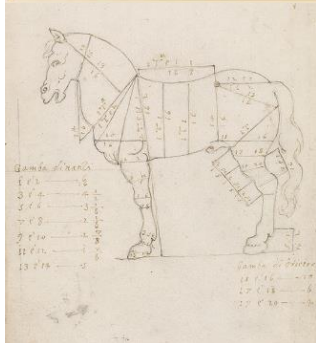
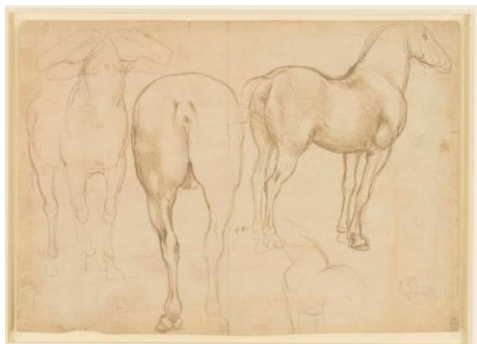
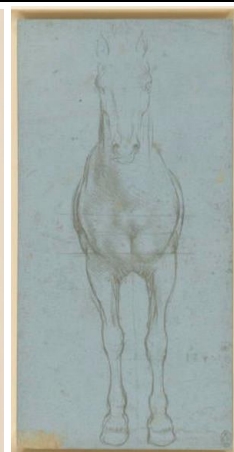
Game -Each table in turn share a fact that they have learnt about Leonardo Da Vinci. Tables get 10 points for each fact. Facts cannot be repeated and if they are, then 10 points are deducted. Continue to rotate around the tables to build points. Tables can pass. Which tables team will gain the most points?

Lesson 2

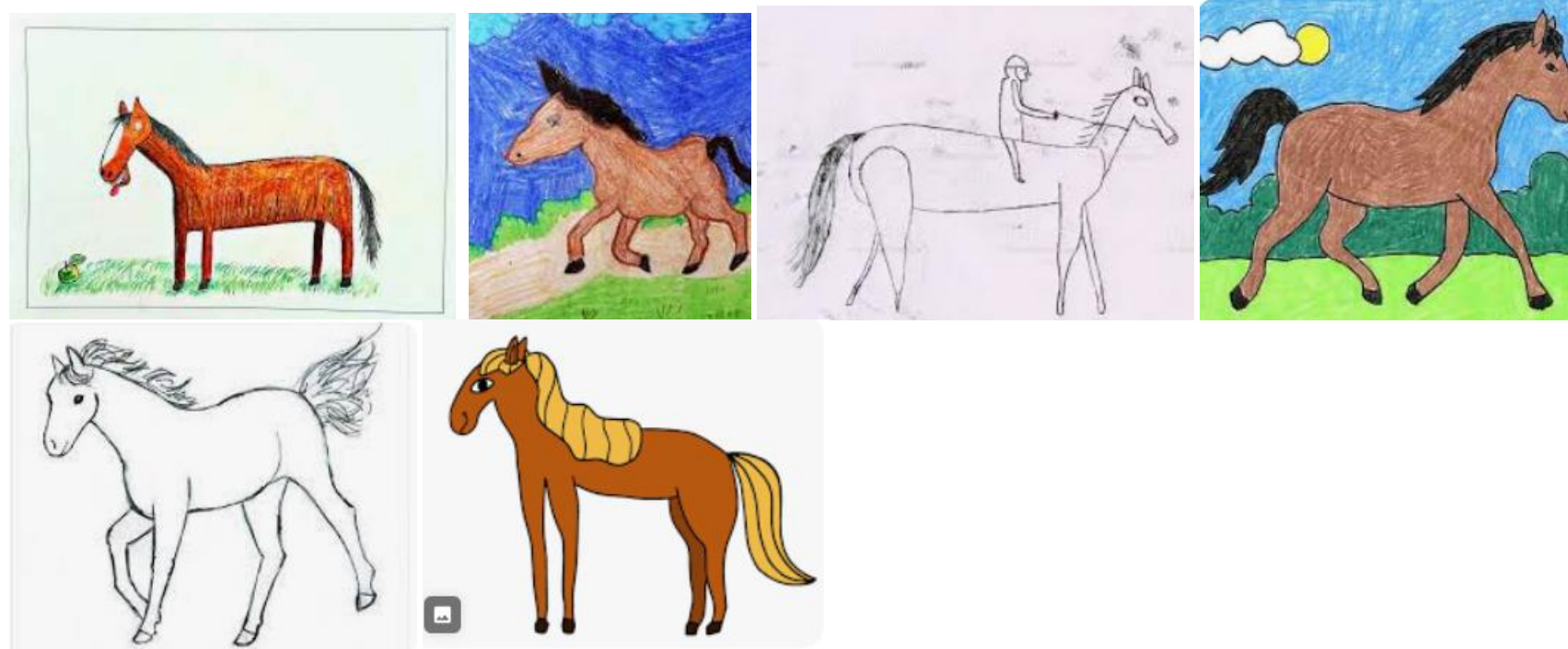
I know that proportion describes how the sizes of different parts of a piece of art or design relate to each other.

Ask the children to recall what facts they can remember about Leonardo Da Vinci? Explain that Leonardo Da Vinci was commissioned (explain term) to make a bronze horse sculpture for the Duke of Milan. To prepare for the sculpture he made lots and lots of sketches of horses.

Present Leonardo Da Vinci's horse sketches, including different angles: close ups of hooves, how legs bend, Horses heads and horses leg muscles –



Show horse sketches with lines / measurements. Why do you think he drew these lines / numbers? Introduce the term proportion and show them the definition - **Proportion describes how the sizes of different parts of a piece of art or design relate to each other**. Talk about how the lines / measurements on Da Vinci's drawings help him to make sure that the sketches look realistic – ie the legs do not look too short in comparison to the length of the horses neck etc. Children copy the definition of proportion into their sketchbooks and stick in illustrations from the internet showing horses that are in proportion and some that are not in proportion. Ask the children to write a comment to accompany each picture to explain which part of the horse is out of proportion.



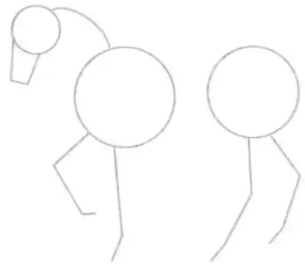
Why did Da Vinci draw so many sketches of horses?

Lessons 3 & 4

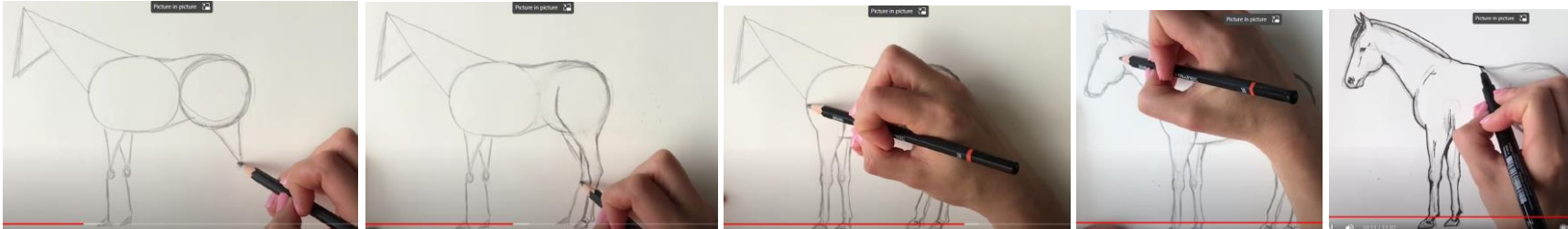
I can sketch a horse in proportion

What does proportion mean? How can we get proportions right? Recap how Da Vinci drew lines and measurements on his sketches and that his sketches were from careful observations.

Teacher to model how artists use lines / circles to start drawings. These lines / circles form the muscles / limbs. - [How to Draw a Horse {Step by Step with Printable Guide} | Skip To My Lou](#)



Present Harriet Muller YouTube tutorial on drawing horses [How to draw a horse standing for beginners - YouTube](#)



Take children to see horses grazing in a field or present [grazing horses video - Google Search](#) Give the children time to observe the horses and sketch them. On completion ask the children to display their work on tables and ask the children to rotate around the tables to look at the different pieces of work then praise what they can see has been done well and offer advice on how others could improve their work.

Lesson 5

I can join pieces of clay and use tools for different effects

Present twinkl sculpture powerpoint from slide 3 – What is a sculpture? [t2-a-020-ks2-art-sculpture-powerpoint- ver_4.pptx \(live.com\)](https://www.twinkl.co.uk/resource/t2-a-020-ks2-art-sculpture-powerpoint-ver_4.pptx)
<https://www.twinkl.co.uk/resource/t2-a-020-ks2-art-sculpture-powerpoint>



Have you seen any sculptures? Where? TPT or YSP? What were they made from? Can you remember the artist that created them? Explain that they are going to create some sculptures from clay but before they start they need to learn how to shape, join and create effects with they clay. Ask the children to warm the clay in their hands, then ask them to manipulate it. Model how a wire is used to cut it and show it can be rolled into a sphere and cylinder. Show how to score the faces of 2 pieces that are to be joined, then coat in slip which acts like a glue and hold together. Explain how if the clay is rolled too thin it will break but if its too thick it could explode when baked. Explain how once the sculpture is completed, the clay is left to dry. Once it is completely dry it is fired in the kiln. Present slide 8 and give the children time to have a go at the different techniques on the slide and use the different clay tools to experiment in creating different effects.



At the end of the session ask the children to explain the different techniques. How do you join 2 pieces of clay? How do you make a ball / cylinder etc?

Lesson 6 & 7

I can sculpt a horse from clay

Why was Leonardo Da Vinci so interested in sketching horses? Explain the story of the Sforza Horse that took 500 years to build:

Leonardo da Vinci spent decades of his life in Milan. In 1482, Ludovico Sforza, Duke of Milan, challenged him to build the world's largest equestrian statue in honour of his father, Francesco. In 1493 Leonardo presented a 24' clay model of the statue, from which a bronze horse could be made. The finished horse was to be cast in bronze. Unfortunately, there was a war between Milan and the French, and the 80 tons of bronze set aside for the horse was confiscated to make weapons.

When the French invaded Milan in 1499 Leonardo's model, moulds, and sketches of the original horse were damaged or lost. Leonardo died on May 2, 1519 having not completed the statue. Then in 1978, the National Geographic magazine published some of Leonardo's drawings for the sculpture. This article caught the attention of Charles Dent, a retired pilot and art collector from Pennsylvania, USA. He decided that the Italians should have their Sforza horse and set up a group to raise funds and commission an artist, Garth Herrick, to make the sculpture. Unfortunately, the proportions of Herricks statue didn't work and so another Sculptor, Nina Akamu was commissioned. The statue was finally completed in 1999 and donated to the Italians. It now stands proudly at the entrance to the San Siro gallop racetrack's grandstand in Milan, Italy. Unfortunately Dent never saw the completed statue as he died before it was finished.

Children use clay to make their own horse statues by following the instructions in [How to Make a Clay Horse \(with Pictures\) - wikiHow](#). Teacher to model /talk through the process with all the children following each step before the next one is presented.



Lesson 8

I can evaluate my clay sculpture

On completion the children should take a photo of their sculpture and stick it in their sketchbooks. They should then give their sculpture a title / name. Give the children the following headings and ask them to write a few sentences to answer / comment on each one:

- How did you create the piece?
- What do you like best about the finished piece?
- What did you find most difficult when completing this piece?
- What have you learnt about yourself as an artist this term?

Could use page 2 of the twinkl evaluation sheet: [My Art Reflection Self Assessment](#) | [Art Evaluation Sheet \(twinkl.co.uk\)](#)

<p>My Art Reflection:</p> <p>Term: _____</p> <p>What art pieces did you create this term?</p> <p>_____</p> <p>_____</p> <p>Which piece was your favourite? Explain your answer.</p> <p>_____</p> <p>_____</p> <p>What did you find difficult about art this term? Explain your answer.</p> <p>_____</p> <p>_____</p>	<p>My Chosen Piece of Art</p> <p>Name of piece: _____</p> <p>How did you create the piece?</p> <p>_____</p> <p>_____</p> <p>What do you like best about the finished piece?</p> <p>_____</p> <p>_____</p> <p>What did you find most difficult when creating this piece?</p> <p>_____</p> <p>_____</p> <p>What did you learn about yourself as an artist this term?</p> <p>_____</p> <p>_____</p>
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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 The Journey of Humanity - Suzanne Lovell Inc.	Handwriting hold Overhand hold Distant hold Graduated shading Blending Cross hatching Scumbling Hatching		

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

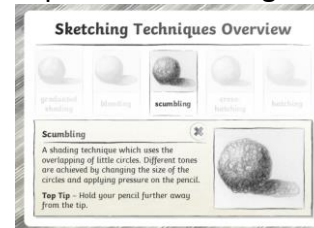
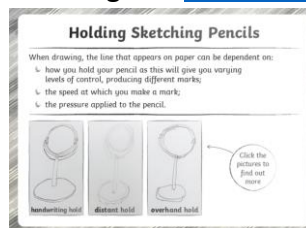
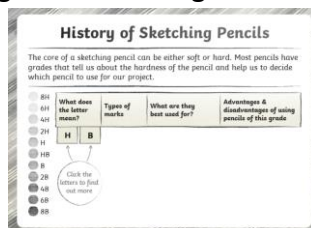
[KS2 Art: An Introduction to Charcoal PPT \(teacher made\) \(twinkl.co.uk\)](#)

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.

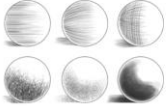
Recap on previous learning regarding the different grades of pencil using this [powerpoint](#) – Up to and including Page 9.



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!

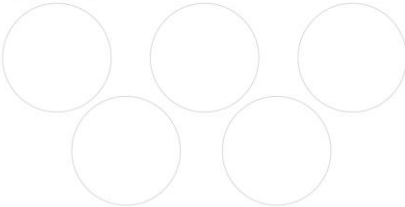
Drawing and shading takes practise. Each time you draw something the shading is going to change. Your light might be coming from a different direction, you might be trying a different technique or you might be shading a new object or shape.



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/resource/ks2-art-an-introduction-to-sketching-pencils-powerpoint)

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

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/resource/ks2-art-an-introduction-to-charcoal-ppt-teacher-made) 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.

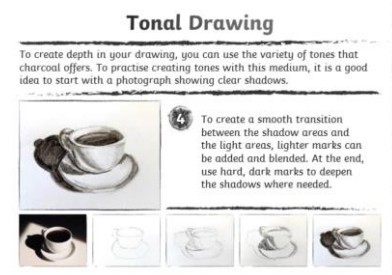


compressed.

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.



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

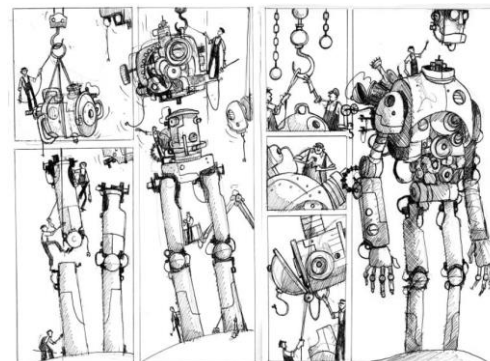
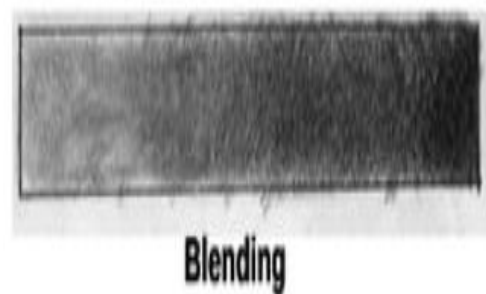
Images of activities such as running, kicking a ball, dancing and skipping.

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

Year 4 Spring Term

Knowledge (I know therefore...)	Skills (...I can)
I know that Leonardo Da Vinci painted what is considered the most famous painting in the world – The Mona Lisa. He also painted the Last Supper and drew the Vitruvian Man.	I can name Leonardo Da Vinci's most famous pieces of work.
I know that proportion is a term used to describe how the sizes of different parts of a piece of art relate to each other.	I can explain how we ensured that our drawing was in proportion
I know that Leonardo Da Vinci was very precise and used measurements on his sketches to ensure that his work was in proportion	I can use measurements to ensure that my drawings are in proportion
I know that an armature is a structure that offers support to a sculpture to make it stronger.	I can make an armature from foil to support my clay sculpture
I know that air bubbles can make clay work explode when it is fired at high temperatures.	I can apply clay carefully to an armature, squeezing all the air pockets out.
I know how to use clay tools to add detail to my clay work.	I can use clay tools to remove material (scoring / gouging) to create details

		I can use clay tools to cut, form and mold details I can use guide rails and a rolling pin to roll clay to a consistent thickness	
I know how to make a slip mixture		I can mix a small amount of clay with water to make slip that can be used to join pieces of clay together	
I know how to join pieces of clay together using scratch and slip		I can score a cross hatch into the surfaces of clay that are to be joined and paint them with slip	
Helpful Resources & Web links	Autumn Vocabulary	Pupils Not Meeting Target	Actions To Address
The Mona Lisa for Kids - YouTube 10 Secrets of The Last Supper by Leonardo da Vinci Vitruvian Man Information PowerPoint (teacher made) - Twinkl Slides 1 -10 How to Draw a Horse {Step by Step with Printable Guide} Skip To My Lou diy foil art horse - YouTube Clay Modelling Ideas & Techniques Primary Resources (twinkl.co.uk) Creating Armature That Supports Your Sculpt - Sculpey Blog	Sculptor Sculpture Commissioned Bronze Proportion Score Cross hatched Fired / Cured Slip Manipulate Indentation Mold Mould Pinch Geometry Superimposed Renaissance Period Armature Compacted Malleable		
Lesson 1			
I can name Leonardo Da Vinci's most famous pieces of work.			

Present the Mona Lisa by Leonardo Da Vinci? Does anyone recognise this painting? Know what it is called? Who the artist that painted it is? (Touched on this work in portrait work Autumn Term Year 2) Show Leonardo Da Vinci For Children – Biography for Kids – Free School Video from youtube: [leonardo da vinci - Google Search](#). In their sketchbooks ask the children to note down 3 interesting facts that the Video tells them about Da Vinci. After the video share the facts and note anything suggested that they didn't originally note.

The children should stick small copies of The Mona Lisa, The Vitruvian Man and the Last Supper into their sketch books and write the Titles of each piece next to them. Then ask the children to use the ipads to watch / read the following videos / powerpoint. They should write 4 facts that they learn from each video / powerpoint next to each picture. [The Mona Lisa for Kids - YouTube](#) [10 Secrets of The Last Supper by Leonardo da Vinci](#) Slides 1 -10 of [Vitruvian Man Information PowerPoint \(teacher made\) - Twinkl](#)

Before the end of the lesson ask the children to work a table at a time to present what they have learnt about Da Vincis most famous pieces of work.

Lesson 2

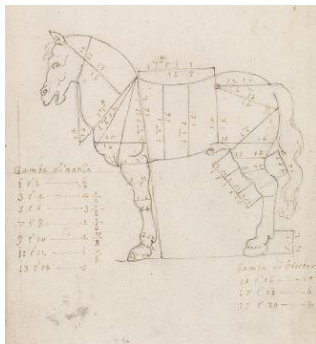
I know that proportion is a term used to describe how the sizes of **different parts of a piece of art relate to each other**.

Ask the children to recall Leonardo Da Vincis most famous pieces of work, from the last lesson.

What can you remember about these pieces of work?

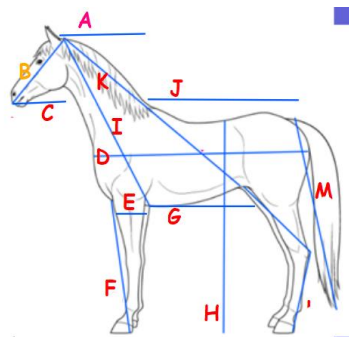
Explain that Leonardo Da Vinci was commissioned (explain term) to make a bronze horse sculpture for the Duke of Milan. To prepare for the sculpture he made lots and lots of sketches of horses.

Present Leonardo Da Vinci's horse sketch that shows lines and measurements.



Show horse sketches with lines / measurements. Why do you think he drew these lines / numbers? Introduce the term proportion and show them the definition - **Proportion describes how the sizes of different parts of a piece of art or design relate to each other**. Talk about how the lines / measurements on Da Vincis drawings help him to make sure that the sketches look realistic – ie the legs do not look too short in comparison to the length of the horses neck etc.

Present a simple outline drawing of a horse on the IWB and draw lines across the horses body as Da Vinci did and show a table for each measurement. Explain that traditionally horses are measured in hands. Invite a child out to measure each length using the width of their hand. When the table is completed ask; Which part of the horses body is the longest / shortest? How does the length of the horses tail compare to its leg? Explain that these measurements will help them to draw their own horses that are in proportion. Children copy the completed table into their sketch books (on the left hand page so that they don't have to keep flipping the page next lesson).



Length	Measurement
A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	
M	



Children copy the definition of proportion into their sketchbooks

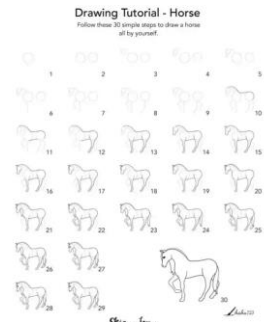
Lesson 3

I can use measurements to draw in proportion

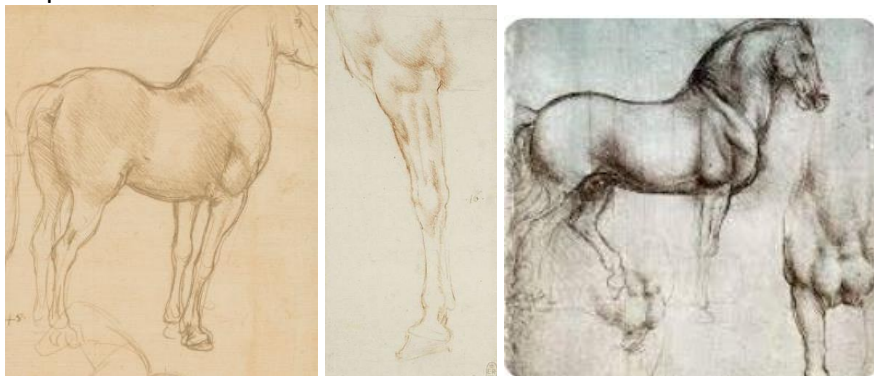
Refer back to the last lesson. Why did we measure the different parts of the horses' body? What term do we use to describe the size of one part of the horses' body in relation to another part? Give the children a copy of the lines that were measured last lesson. On the right hand page of their sketchbooks, ask the children to copy the lines onto their plain paper using the width of their finger as a guide for the size. E.g. If c measured 6 hands, they draw line C six finger widths.



Once the lines are all drawn, give out copies of Da Vinci's sketches of horses muscles. Ask the children to note the rounded curves of the horses muscles. Teacher to model using tracing paper over the red lines to follow the steps of [How to Draw a Horse {Step by Step with Printable Guide} | Skip To My Lou](#).



After each step, children copy onto tracing paper before the teacher moves on to the next step. When all steps are complete the children will then turn the tracing paper over and go over the lines to trace the image onto a new page. Then ask the children to use Da Vinci's sketches of horses muscles to help them shade their sketch.



Before the end of the lesson ask the children to evaluate their drawing. Do they think that they have drawn the horse in proportion? If not, which part is out of proportion? How could they improve their sketch? Ask the children to write a couple of sentences to explain their thoughts.

Lesson 4

I can make an armature to support a clay sculpture

Why was Leonardo Da Vinci so interested in sketching horses? Present photos of Da Vinci's Sforza Horse. Explain that it was designed to be the largest ever horse sculpture at nearly 8 meters high.



Leonardo's Horse in Milan

Tell the story of the Sforza Horse that took 500 years to build:

Leonardo da Vinci spent decades of his life in Milan. In 1482, Ludovico Sforza, Duke of Milan, challenged him to build the world's largest equestrian statue in honour of his father, Francesco. In 1493 Leonardo presented a 24' clay model of the statue, from which a bronze horse could be made. The finished horse was to be cast in bronze. Unfortunately, there was a war between Milan and the French, and the 80 tons of bronze set aside for the horse was confiscated to make weapons.

When the French invaded Milan in 1499 Leonardo's model, moulds, and sketches of the original horse were damaged or lost. Leonardo died on May 2, 1519 having not completed the statue. Then in 1978, the National Geographic magazine published some of Leonardo's drawings for the sculpture. This article caught the attention of Charles Dent, a retired pilot and art collector from Pennsylvania, USA. He decided that the Italians should have their Sforza horse and set up a group to raise funds and commission an artist, Garth Herrick, to make the sculpture. Unfortunately, the proportions of Herricks statue didn't work and so another Sculptor, Nina Akamu was commissioned. The statue was finally completed in 1999 and donated to the Italians. It now stands proudly at the entrance to the San Siro gallop racetrack's grandstand in Milan, Italy. Unfortunately Dent never saw the completed statue as he died before it was finished.

Explain that they are going to make their own mini Sforza statues out of clay. To do this they are going to need to make something called an armature. An armature is a skeleton or framework used by an artist to support a figure being modelled. It can be made from any material that is damp-resistant and rigid enough to hold materials like clay which is applied to it and shaped around it.

Show a bit of the following video: [diy foil art horse - YouTube](#)



Model the process of making the armature step by step, with the children copying each step in turn:

Make a 2 long snakes. These will form the legs so will need to be fairly compacted to hold the weight of the body and head.

Make 3 short sausage shapes; one short and thin for the head, one a little longer and slightly thicker at the bottom for the neck and then one larger fatter one for the body.

Use extra strips of foil to wrap around the pieces to hold them together. There is no need to make ears or a tail as this will be made from clay.

Cut a small piece of paper and write initials on the paper and stick on the foil using Sellotape.

Children take a photo of their armature that can then be printed out and stuck in their sketchbooks.

Why do you think an armature is necessary? Why can't we just make it from lumps of clay? – If the clay is too thick or air bubbles get trapped in it, the clay will explode when it gets exposed to the high temperature of the kiln. The armature also provides support to make the sculpture stronger.

Lesson 5

I can use clay tools to create detail in my sculpture.

Show the children how to prepare the work area for clay work. Remove chairs and give each child a wooden board, covered with a square of hessian.

Explain that the hessian stops the clay from sticking to the table and although the clay will stick to the hessian it can be peeled off. Show how the clay is kept covered in plastic to stop it from drying out as it cannot be moulded if it isn't moist. Explain how a wire is used to cut lumps off because it is easier than trying to use a knife or by trying to break a bit off. Give each child a lump of clay and ask them to roll it around in their hands to warm it. Present Clay modelling techniques to try and give the children time to have a go at each one and explore how to use the different clay tools. Ask them to think about how they could use the tools to create a tail or a mane, carve eyes and ears.



Model how to make a slip mixture from a small amount of clay and water. Demonstrate how to join two pieces of clay by scoring a cross hatching on the surfaces to be joined and painting with slip.

Show the children how to roll their clay to a consistent thickness by placing the ball of clay between 2 strips of long thin wood, like rulers and rolling with a rolling pin until the clay is the same thickness as the strips of wood. Model how to apply the clay on top of the foil armature being careful not to get any air trapped between the foil and the clay. Why are air bubbles bad for clay work? Continue to apply clay all over the foil, scoring the surfaces and applying a little slip where they meet.

Give the children time to apply the clay over the foil, shaping and adding extra bits of clay for the ears and using tools to create a mane and a tail. Teacher to support where necessary. Encourage them to use their fingers to manipulate the clay to show the muscles on the horses legs and body. Refer to pictures from previous lesson if necessary.

When they are finished explain how the sculptures will need to be left for about a week to dry out. This means that they will no longer be malleable. Then they can be fired in the kiln to make them stronger.

After an initial firing, the models can be glazed and then fired again or if they are not fired in the kiln they can be painted with bronze paint like the Sforza once they have fully dried.

Lesson 6

I can evaluate my clay sculpture

On completion the children should take a photo of their sculpture and stick it in their sketchbooks. They should then give their sculpture a title / name. Give the children the following headings and ask them to write a few sentences to answer / comment on each one:

- How did you create the piece?
- What do you like best about the finished piece?
- What did you find most difficult when completing this piece?
- Is your sculpture in proportion?
- If you were to make it again what would you do differently?
- What have you learnt about yourself as an artist this term?

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
<p>I know that oil paint is: expensive, difficult to clean, rich in colour, water resistant, can be shiny</p> <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>	I can explain some of the benefits / disadvantages of different types of paint
I know that watercolour paint is applied thinly and gives an almost transparent appearance	I can recognise when watercolour paints have been used in particular piece of art
I know that oil paint is applied thickly and gives a shiny appearance	I can recognise when oil paints have been used in particular piece of art
I know that using different implements to apply paint can produce different effects that add depth and interest to a piece of art work.	I can paint with different implements
I know the primary colours	I can identify the primary colours.
I know the secondary colours	I can identify the secondary colours.
I know how to mix secondary colours	I can use primary colours to mix specific secondary colours
I know the tertiary colours	I can identify the tertiary colours.

I know how to mix tertiary colours	I can use secondary colours to mix specific tertiary colours		
I know that warm colours give off energy, releasing feelings of joy, excitement, happiness and anger	I can use colour to express mood		
I know that warm colours include shades of red, yellow and orange	I can identify warm colours from a selection		
I know that cool colours include shades of blue, green and violet	I can identify cool colours from a selection		
I know that paint can be thickened by adding substances like salt, sand and sawdust to create texture	I can experiment with texture in paint		
I know that a piece of art that shows a view of the sea is called a seascape 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.	I can compare ideas, methods and approaches used by themselves and others.		
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) Art Painting Lesson Teaching Pack (teacher made) (twinkl.co.uk) Warm and Cool Colours Powerpoint (teacher made) (twinkl.co.uk) https://www.tate.org.uk/art/artists/frank-auerbach-676 https://www.tate.org.uk/art/artists/leon-kossoff-1436 The Paintings of Malcolm Ludvigsen	Watercolour Powder paint Acrylic paint Oil Paint Poster paint Cartridge paper Plein-air Primary colours Secondary colours Tertiary colours Colour wheel Water resistant Consistency Transparent Implement Warm colours Cool colours Texture		

Substance
Seascape
Landscape
Portrait

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

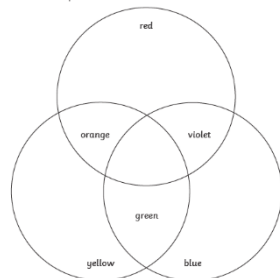
Lesson 3

I can mix secondary and tertiary colours

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



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



Our Modern Colour Wheel

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



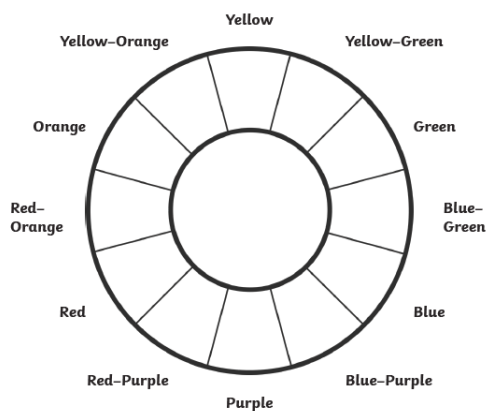
Secondary colours are made by mixing primary colours together.



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.

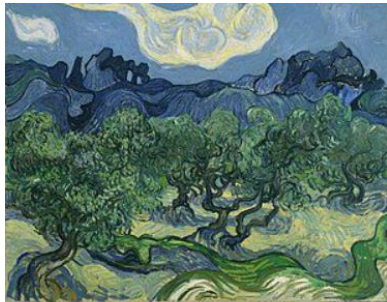


Can you name some of the cool colours?



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 lead 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

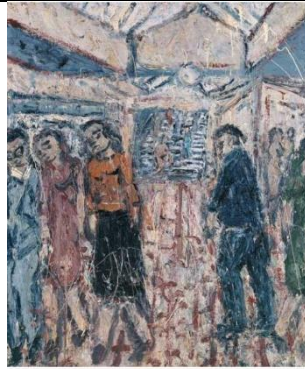
Lesson 6

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
Bookshop Hall, Kilburn Underground (1967)

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 5 Spring Term

Knowledge (I know therefore...)	Skills (...I can)
I know that the ancient Greeks decorated pottery vases with patterns and pictures that show what life was like then	I can design a vase that shows what life is like in the 21 st century
I know that Ancient Greeks used a technique called black and red figure that was created by painting slip onto pottery that turned black when it was fired.	I can use my imagination with confidence to design an Ancient Greek vase taking inspiration from notable artists from that period.
I know that the Ancient Greeks liked to decorate their pottery with intricate patterns of zig zags and geometric shapes.	I can recreate designs from other times and cultures – Ancient Greek patterns
I know that paint can be layered on top of crayon and scraped away to reveal a pattern / design.	I can use the crayon and scratch technique to create designs
I know how to use newspaper, card and tape to create forms and shapes	I can create and combine shapes to create recognizable forms
I know how to use mod roc to create a sculpture	I can use moldable materials with confidence

AUTUMN IMPACT ARE % GD %

Helpful Resources & Web links	Autumn Vocabulary	Pupils Not Meeting Target	Actions To Address
Exekias Greek artist Britannica Greek Vase Lesson linked to Percy Jackson Year 5 Ancient Greece Art Teaching Resources (tes.com)	Steady hand Freehand Black figure Red figure Geometric Intricate Imperfect Firing / kiln		

[Ancient Greek Vase Designs - Photo PowerPoint | KS2 Resource \(twinkl.co.uk\)](#)

[Ancient Greek Vase Patterns \(teacher made\) - Twinkl](#)

[KS2 \(Ages 7-11\) History: Ancient Greek Vase Video Lesson \(twinkl.co.uk\)](#)

[how to use mod roc video - Google Search](#)

[Athenian Vase Painting: Black- and Red-Figure Techniques | Essay | The Metropolitan Museum of Art | Heilbrunn Timeline of Art History \(metmuseum.org\)](#)

consistency
Rolled / screwed/ twisted
Bulk / form
Terracotta
Wrap, layer, smooth
Moldable materials
Mod roc

Lesson 1

I know that the ancient Greeks were famous for decorated pottery vases

Introduce the children to the topic 'Ancient Greek Vases' by explaining that Ancient Greek artists were known for creating black and red decorated pots. Early pots featured black figures on red backgrounds but from the 5th century BC onwards, they changed to red figures to black.



Greek pottery was usually made on the potter's wheel. The handles were joined to the pot with clay slip. The piece was then put back on the wheel to smooth the join marks and add the final shaping. Slip is clay and water mixed together to the consistency of heavy cream.



The designs on Ancient Greek pottery told a story. Some told stories of daily life, others told stories of wars and heroes. Most had geometric patterns too.

Introduce the work of Exekias, an Ancient Greek potter from 550 – 525BC. He signed 13 vases; 2 as the painter and 11 as a potter. On most of his work he wrote in Greek: Exekias made me. Show Exekias Amphora with Ajax and Achilles. The vase is displayed in The Vatican and represents Achilles and Ajax playing a board game on one side. On the other side is a young man, Castor, with his horse, Kyllaros; other figures are his mother, Leda, his father, Tyndareus, and his twin brother, Pollux (Polydeuces).



The Euphronios Krater (or Sarpedon Krater) is an ancient Greek terra cotta calyx-krater, a bowl used for mixing wine with water. Created around the year 515 BC, it is the only complete example of the surviving 27 vases painted by Euphronios and is considered one of the finest Ancient Greek vases in existence. It stands 45.7 cm in height and has a diameter of 55.1 cm. It can hold about 45 L. The style of the vase is red-figure pottery, in which figure outlines, details, and the background are painted with an opaque black slip while the figures themselves are left in the colour of the unpainted terracotta ceramic clay.

The krater is decorated with two scenes: An episode from the Trojan War is shown on one side. This shows the death of Sarpedon, son of Zeus and Laodamia. The reverse of the krater shows youths from the sixth century BC arming themselves before battle.



In sketchbooks children write a few sentences to explain that the Ancient Greeks are known for their Greek Pottery vases. Ask them to stick in photocopied pictures of the Exekias Amphora with Ajax and Achilles and the Euphronios Krater, and label them. Ask them to explain that the pictures on the vases give us clues about what life might have been like over 2000 years ago. Then ask the children to draw the outline of a Greek vase (in sketch books) and ask them to decorate it with a picture that will tell people in the future what life was like in the 21st century. They should then colour it in using orange and black to copy the ancient Greek style.

Possible Greek vase designs:



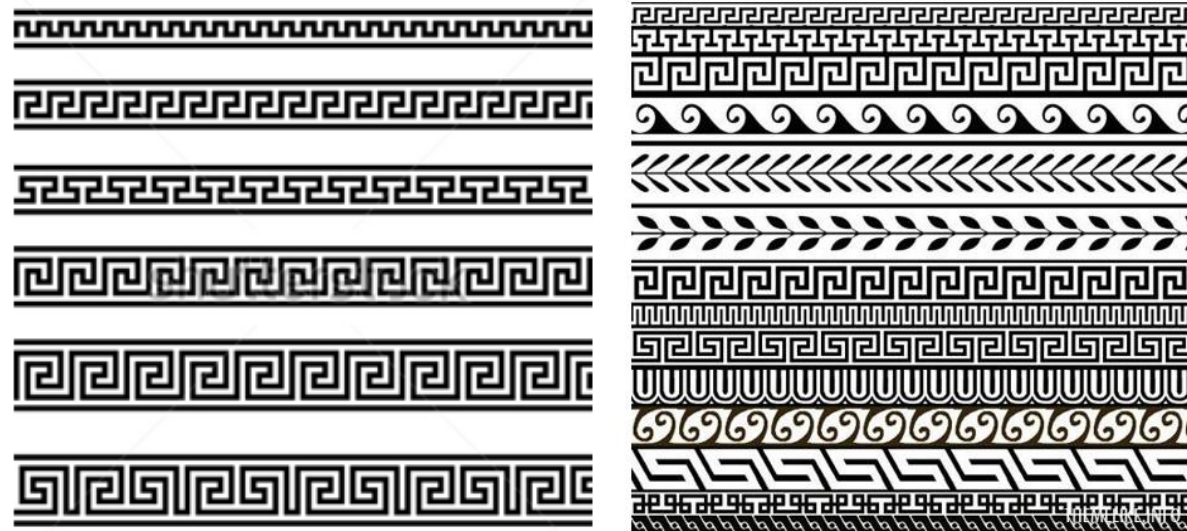
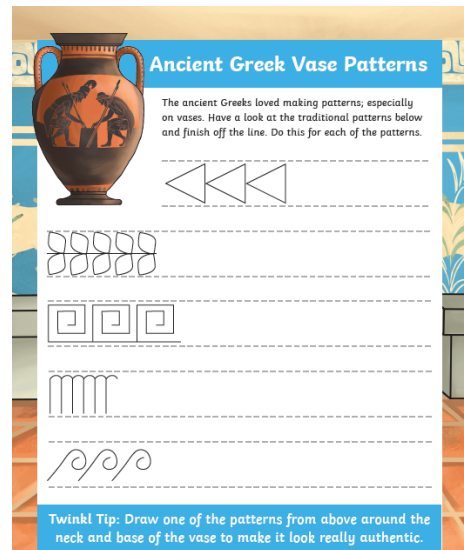
Lesson 2

I can copy intricate Greek patterns with accuracy. I can recreate designs from other times and cultures

Why do you think the Greeks *decorated* their vases with stories? What does that tell us? Present different Greek vase designs. Draw the children's attention to the geometric patterns. Explain that early Greek vases were decorated simply with lines and grooves. Then as time went on the designs became more intricate, with zig zags and geometric shapes painted around the pot as well as pictures.



Show different examples and ask the children to replicate the patterns in their sketchbooks, stating with the easiest ones first and then progressing to the more difficult intricate designs. They may find it easier to copy if they have copies 1:2.



Which pattern do you like best? Which have you found the easiest? Which one was the most difficult to copy? Where do you think the Ancient Greeks got their inspiration from? Explain that they were always drawn free hand (not with a ruler) so were often imperfect. The artist needed to have a very steady hand

I can use my imagination with confidence to design an Ancient Greek vase taking inspiration from notable artists from that period.

Think back to the last couple of lessons. How did the Ancient Greeks *decorate* their vases? Why? Present different Greek vase designs / shapes .



Ask the children to discuss with a talking partner what they think each vase might have been used for. The children could use ipads to research this. -Share their findings.

Play the following video from 1:00 up to 4:30 [KS2 \(Ages 7-11\) History: Ancient Greek Vase Video Lesson \(twinkl.co.uk\)](https://www.twinkl.co.uk/ks2/ages-7-11/history/ancient-greek-vase-video-lesson)



Tell the children that they are going to design their own Ancient Greek vase. Ask them to choose a design from the different ones shown on the board and draw the outline of their vase in their sketchbook, big enough to fill the whole sheet of A4. Then explain that their design could depict: daily life for women, men or children; sporting events; battles; the Trojan War; Greek myths; or their own idea. Children draw their designs within the outline of the vase. Ask them to think about how their vase will be used? -For eating, drinking, storing or pouring? They should then explain below what their design shows and include as much detail as they can about what they have included. They could be given the sentence starter: On my Greek pot design, you can see... Then ask them to explain what someone looking at their pot design can learn about life in ancient Greece from the clues they have shown? At the end of the lesson ask children to present their work to others and explain why they designed it like that.

Lesson 4

Ask all children to bring in an empty plastic bottle for the next lesson.

I can use the wax and scratch technique to create a piece of art in the style of the ancient greeks.

Explain that they are going to bring their design to life over the next few lessons. First of all they are going to use a scratch and reveal technique.

Two of the most famous styles of Greek vase are called black figure and red figure after the colour of the images that decorated the vases. Black-figure style (where the bodies and objects were painted onto red ceramic in black) was popular from the 7th century BCE, until it was replaced in the 5th century BCE by red-figure style, where the main figures were outlined and details were often scratched into the glaze to expose the underlying red, before the vases were finished by firing in a kiln. We're going to use a similar method to make our own paper version!

Teacher to model the process:

- Copy the outline of your chosen design onto a separate sheet of thick good quality paper / card.
- Colour in your whole base shape with crayons pressing very firmly so you have a thick shiny coating of colour. Use oranges and reds to imitate the orange colour of Greek pottery.
- Mix a few drops of washing up liquid into black paint. Use this to paint a layer of black over the vase and allow it to dry. Depending on your paint you might need two coats to cover the background completely.

- Start decorating the vase using a toothpick or another pointed object to scratch away the black paint to reveal the coloured crayon underneath.
- Don't forget to write your name on the vase – lots of Greek artists signed their artwork – remember Exekias Amphora.



Children follow the above steps to create their own Greek vase.

On completion ask the children to share their work with others. What do you like best about your vase? Which bit did you find the most fun? Did anything go wrong? How could that be avoided if you were to do it again?

Lesson 5

I can create and combine shapes to create recognizable forms

Children will be asked before the project to bring a small, clean plastic bottle. Each bottle will be cut by the teacher before the lesson.

Give out the bottom halves of the plastic bottles. Ask the children to consider how the bottle differs in shape from, their chosen vase design. Do they need to build it out in places? Add handles? Create a spout? Look at the materials on offer -discarded top halves of bottles, newspaper, card, masking

tape. How could they use these to create the features / shapes that they need? Teacher to model how spout could be made from a quarter circle shape with tabs. Demonstrate how sheets of newspaper can be rolled / screwed / twisted into snake shapes and wrapped around the bottle and secured with masking tape to add bulk shapes.

Give the children time to get creative and use the materials to form the shape of their design in their sketch book. Once the shape is complete, the children should continue to cover the rest of the vase with newspaper and secure with masking tape.



Does your vase look like the one in your sketchbook? Are your handles securely attached? Does your vase sit independently on a table without toppling over? Do you need to make any adjustments?

Lesson 6

I can use moldable materials with confidence

Explain to the children that using mod roc is extremely messy so it is important to prepare the area that they are to work in first. Ensure that aprons are worn, tables are covered and chairs are removed from the area. Check with H&S lead as to whether it is necessary for the children to wear gloves. When the area is ready present the following video which explains how to apply the mod roc: [how to use mod roc video - Google Search](#)

Children will then use pre-cut mod roc. They will dip 3 quarter inch pieces of mod roc into water and apply to their Greek vase. Children will need to smooth mod roc with fingers. They should be encouraged to carefully wrap around each section of their vase, ensuring edges are smooth. They will continue to add mod roc until the vase is completely covered.



When all of the vase is completely covered with at least 2 layers, the vase should be left to dry and the children will tidy their work area. Remember to encourage the children to stick on a small square of paper with their initials underneath.

What did the mod roc feel like? Did you like the feel of it? Did you find it easy to use? Do you have any weak areas on your vase? How could you make them stronger? What was the best thing about using mod roc? What do you think is the worst thing about using mod roc?

Lesson 7

I can replicate the style of notable Ancient Greek artists to decorate my vase

Present [Athenian Vase Painting: Black- and Red-Figure Techniques | Essay | The Metropolitan Museum of Art | Heilbrunn Timeline of Art History \(metmuseum.org\)](#) to show examples of black-figure vase painting. Explain that the designs were applied with a slip, a clay and water mixture that turned black during firing, while the background was left the colour of the clay. Although we cannot fire mod roc we are going to aim for a similar effect. What do you think will happen if you paint the brown / orange design and the black details? – Colours will run. How can we avoid this? -Discuss doing the background colour first then when it is dry applying the black. The children will then paint their vase with terracotta coloured red / brown paint. Whilst this is drying they will practise drawing out their pattern / design, amending where they see necessary. Do they think that they will be able

to achieve their design using a paint brush? What will you need to consider? – Discuss the consistency of the paint and size of paint brush. If the design is too intricate to achieve with a paint brush could you think of an alternative way to achieve the same effect? Do you think that the Ancient Greeks ever made a mistake when decorating their vases? What might they have done to correct this. Children add final designs / patterns onto the vases. If using black acrylic paint a layer of watered down pva glue can be painted over the surface to give the vase a shine.



Lesson 8

I can discuss and evaluate my own work and that of other sculptors in detail

Ask the children to take a photo of their vase and stick it in their sketchbooks. Give the children the following sentence starters and ask them to complete the sentences thinking about their experience.

- During this unit of art I have learnt... - List at least 4 things
- I really liked...
- I am really pleased with how...
- I found it difficult to...
- If I was to make another Ancient Greek vase I would...

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 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)	Foreground Middle ground 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](#)

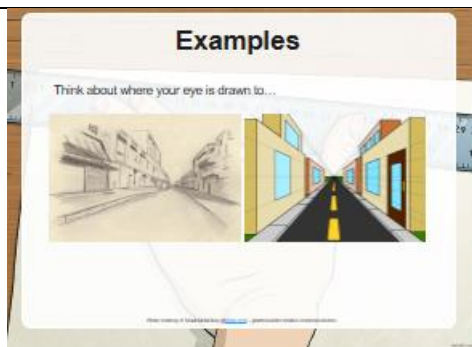
. –This is a very quick and simple introduction to the terms that will be built upon throughout the lesson.



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 \(twinkl.co.uk\)](https://www.twinkl.co.uk/resources/primary-resources/cfe-primary-resources/ppt/one-point-perspective-drawing-ppt)



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.



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

Glue sticks

Lesson 3

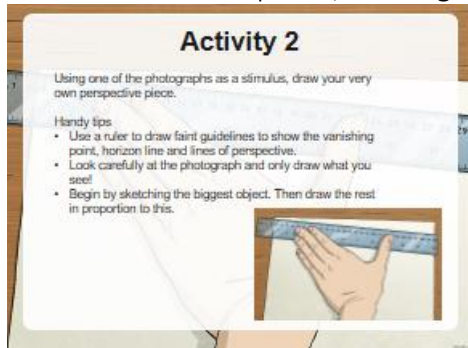
LO / Key Skill: I can show an awareness of scale and proportion between the foreground, middle ground and background in my own artwork.

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.



Resources

Small copies of an unseen perspective photo

Visualizer

Perspective photos

[CfE \(Second\) Perspective Drawing Photo Pack \(teacher made\) \(twinkl.co.uk\)](https://www.twinkl.co.uk/resource/cfe-second-perspective-drawing-photo-pack)

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 \(wildlifeartstore.com\)](https://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

Year 6 Spring Term

I know what pop art is	I can explain what Pop art is.
I know about the work of Andy Warhol	I can describe some of the work created by Andy Warhol
I know the features of pop art.	I can identify pieces of pop art from a selection of different types of artwork.
I know that oil pastels can be used to produce a mono print.	I can apply great pressure to oil pastels to create solid bold colours
	I can prepare paper for an oil pastel mono print
	I can draw / trace a design on the prepared paper to create a mono print.
	Ink mono prints

SPRING IMPACT ARE % GD %

Helpful Resources & Web links	Spring Vocabulary	Pupils Not Meeting Target	Actions To Address
	Pop art = A style of art based on simple, bold images of everyday items, such as soup cans, painted in bright colours. Pop artists created pictures of consumer product labels and packaging, photos of celebrities, comic strips, and animals.		

Lesson 1


LO / Key Skill: I know what pop art is. I can use my knowledge of Andy Warhol to develop my own ideas


Introduce the topic of Pop art. Ask the children to use ipads to find the definition of 'Pop art'. After a few minutes, get children's feedback and clarify the definition. **Pop art** is a style of art based on simple, bold images of everyday items, such as soup cans, painted in bright colours. Pop artists created pictures of product labels and packaging, photos of celebrities, comic strips, and animals. Children make a note of the definition in their sketch books. Use Pop Art Andy Warhol Powerpoint (Shared, Non pupil, Subject Leadership, Art 22-, Resources, Year 6, Pop art) to introduce the pop artist Andy Warhol and his work.

Pop Art

Andy Warhol

Andy Warhol was a popular American print artist. He helped create a style of art called Pop Art. Warhol printed pictures of ordinary objects. He also printed famous people.







Warhol liked to paint many pictures of the same thing. In 1962 a famous actress named Marilyn Monroe died. That same year he made a series of pictures of her.

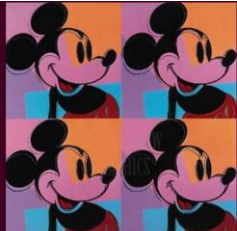
Marilyn Monroe by Andy Warhol

Later that year, a friend suggested Warhol paint something that was so common that people didn't see it as art. Warhol loved to eat soup, so he decided to paint cans of Campbell's Soup.



There were many flavours of Campbell's Soup at that time. Warhol bought all the different kinds, then he spent hours copying the cans onto a white background. He painted the cans 32 times on one canvas! Each can was slightly different from the next.





This style of art was called Pop Art because the subjects for his work came from popular culture.

Mickey Mouse by Andy Warhol

Children use ipads to research and print copies of Andy Warhol's work. Use the information gained to complete Artists Study- Andy Warhol ((Shared, Non pupil, Subject Leadership, Art 22-, Resources, Year 6, Pop art)

Name _____

Artists Study - Andy Warhol

Stick some of Andy Warhol's work here:

In which art period is the work of Andy Warhol most famous?

Three facts about Andy Warhol's work:

-
-
-

Three interesting facts that I have learned about the artist Andy Warhol:

-
-
-

Ask the children to explain the focus of Warhol's prints (actress, food, and DC Comics). Why did he have these as his subjects? Discuss what they think Warhol would have as his focus today.

Resources:

Ipads

Access to printer

Pop Art Andy Warhol Powerpoint (Shared, Non pupil, Subject Leadership, Art 22-, Resources, Year 6, Pop art)

Artists Study- Andy Warhol ((Shared, Non pupil, Subject Leadership, Art 22-, Resources, Year 6, Pop art)

Lesson 2 & 3

LO / Key Skill: I

Recap learning from previous lesson. What does pop art mean? Which artist did we look at last lesson. What were the subjects of his artwork? Present [Art and Design KS2: Andy Warhol's 'Marilyn Diptych' - BBC Teach](#) which looks at how Warhol used Marilyn Monroe as his subject and why. After watching the video present further images of Warhol's Marilyn Diptych. Ask children to compare the colours used by Warhol with the colours on the colour wheel. -What do you notice about the colours that Warhol chose? Why do you think he chose such bright colours? Refer to what was said in the video about looking at every day objects in new ways.

Explain and model making an oil pastel mono print of Marilyn Monroe in the style of Warhol: Or you could present [How to make an oil pastel monoprint - YouTube](#) which shows the process on a different subject matter.

Give out photocopies of Marilyn portraits (face only) -You could switch this for a portrait of someone in the media that they are familiar with? They could choose their own and print? Or link to Coronation of King Charles?

Children hold the portrait up to the light (Could rest again the window in small groups) and make a quick rough outline sketch in pencil on the back of the image.

Then they choose a selection of oil pastels to colour block the different areas of the face. Encourage the children to be brave with their colour choices, keeping things bright and contrasting as Warhol did. Make sure that the children press on hard and cover each area leaving no white bits and avoid using any dark colours at this point.

Next turn the paper over and place on top of a clean page in their sketch books (so oil pastel is now in contact with paper in sketch book).

Secure at the top corners with masking tape, ensuring that the top piece will flap open easily.

Now start to draw over the main areas of the portrait with a sharp pencil.

From time to time flip the top layer up to check your print.

Encourage the children to use range of marks and pressures to get create different textures.

Once all the light areas are drawn in, go back and apply the darker colours on top of the original oil pastel in places such as pupils, where eye lashes would be, throughout hair.

Then return the flap down over the print and add the finer details of hair / eyes etc.

Give the children time to share and discuss their prints. What has worked well? What didn't work? How could you improve it? If you were to do another oil pastel mono print, what would you do differently?

Resources

Video: [Art and Design KS2: Andy Warhol's 'Marilyn Diptych' - BBC Teach](#)

Copies of colour wheels. -These should be in sketchbooks from work completed in Year 5, but check.

Photocopies of Marilyn Monroe

[How to make an oil pastel monoprint - YouTube](#)

Oil pastels

Lesson 4

LO / Key Skill: I can create a mono print using ink in the style of Andy Warhol

Explain that today we are going to learn how to do a monoprint with ink. Present [mono print - Google Search](#)

Model the process:

Roll ink onto a tile with a brayer (small one handled roller) -Spread quite thin.

Place picture of Warhol's Marilyn over the ink

Use a sharp pencil or a pen to draw over the image. Take care not to press on the paper with hand as this will leave a print too.

Carefully peel paper off the tile and the print will be on the reverse.

Prints can also be made from the negative left in the ink on the tile. To do this place the paper over the inked tile and gently rub over the paper with your hand.

Carefully remove the paper to reveal the print.

Ask the children to have a go at the above process, and repeat until they have 4 prints in different colours.

On completion the children can trim the borders of their prints and mount into quadrants Warhol style.

Look out for children:

- Not rolling the ink out thin enough – can lead to smudges
- Not rolling the ink into a big enough area to cover the image
- Resting their hand on the paper when drawing over the image
- Moving the paper whilst drawing over the image.

Give the children time to share and discuss their mono prints. What has worked well? What didn't work? How could you improve it? If you were to do another ink mono print, what would you do differently? If you were telling someone else how to do a mono print with ink, what would you advise them?

Resources

[mono print - Google Search](#)

Brayer – Small single handled ink roller

Coloured inks Tiles for rolling ink out onto Good quality Paper Sharp pencils / biro pens Drying rack Images of Marilyn Manroe
Lesson 4
Resources
Lesson 5
Resources
Lesson 6
Resources