

Art

sequence of Learning Document



'The world is a canvas but to the imagination.' Henry
David Thoreau



Links to previous learning

Any knowledge from previous years that is relevant to that learning point is highlighted in red in the sequence of learning.

Prior Learning

EYFS

In EYFS, children work towards reaching the Early Learning Goals by the end of Reception:

- Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.
- Share their creations , explaining the process they have used.



National Curriculum Objectives met in this unit:

- To use a range of materials creatively to design and make products
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Learn 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.

Year 1

James Rizzi

Outcome: Pop Art Buildings
Media: Colouring Techniques

Year 1 – James Rizzi

Learning Point 1

Artist Knowledge

- Know that James Rizzi was born in 1950 in Brooklyn, New York.
- Know that although James Rizzi moved to a different place, his work **represents** New York because this is his **birth place**.
- Know that New York is known as the '**city that never sleeps**' and this means it is really busy every day and night.
- Show children different examples of Rizzi's work and discuss what we notice (bright colours, funny pictures, looks childish) and know this is his **style**
- Know that artists have **characteristics** and Rizzi's are: bright colours; everything is outlined in black marker; buildings have human faces/characteristics; his artwork is full and busy; background is full too.

Learning Point 2

Skills Build-up:

- Explore a range of different colour techniques including pastels, chalks and felt tips
- Focus on rectangular shapes to support the build-up for the building structures
- Explore the different between the techniques and identify how the felt tips produce the vibrant colours that match James Rizzi's work.

Learning Point 3

Skills Build-Up

- Drawing the face work – notice that they are all different
- Know this is referred to as '**pop art**'
- Explore different ways in which you can draw eyes, nose and mouth

Year 1 – James Rizzi

Learning Point 4

Skills Build-up.

- Building outlines linking back to learning point 2 knowledge about the shapes
- Children to practise drawing the different examples of windows and doors using their knowledge of squares and rectangles.
- Know that the shorter buildings must go to the front and the taller buildings need to be at the back for the correct perspective
- Know the terms **foreground**, **midground**, and **background**.

Learning Point 5

Skills Build-up

- Cut out the skyline and create image background
- Know that because the clouds are white, they don't need to be coloured in but they need to be outline

Learning Point 6

Skills Build-up

- Completion of the buildings and applying the colouring techniques for the different 'pop art' elements

Year 1 – James Rizzi

Assessment

Final Outcome

Produce and image in the style of James Rizzi, using brightly coloured buildings with human features

Use and explore a variety of materials, tools and techniques experimenting with colour

Please use the above information for your knowledge retrieval tasks.

Knowledge Retrieval



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Year 1

Henri Matisse

Outcome: Fleurs De Neige

Media: Collage

Year 1 – Henri Matisse

Learning Point 1

Artist Knowledge

- Know that Henri Matisse was born on 31st December in 1869 and that he was born in France
- Know that Matisse only started painting because he was recovering from an operation and his mum bought him some art supplies to keep him busy.
- Matisse didn't follow the normal rules of painting and started to create his own style.
- Know that Matisse's work was influenced by Vincent Van Gogh and use this to compare similarities and differences between the two artists work.

Learning Point 2

Skills Build-up:

- Cutting straight and curved lines from the image.
- Know that when cutting, you move the paper round and use this to help create a finer finish.

Learning Point 3

Skills Build-Up

- Icarus line drawing. Children to create an outline of their body using the 'Icarus' Style image from Matisse.
- Put the outlines on different background colours to discuss different contrasts of colours e.g. blue outlines on black background.
- Know that if you were to use two different shades of one colour e.g. green, this wouldn't create a great contrast.

Year 1 – Henri Matisse

Learning Point 4

Skills Build-up.

- Flower templates. Explore the different flower templates and draw and recreate on card using at least 2 different shapes.

Learning Point 5

Skills Build-up

- Use the template to draw around on different coloured paper and stick this on the contrasting background.
- Children to know which background colour they want beforehand, linking back to 'Learning Point 3'.

Learning Point 6

Skills Build-up

- Evaluation work of the outcome – can the children evaluate the different stages of their process and look at ways in which to improve e.g. the template stage. Does the template replicate the work by Matisse?

Year 1 – Henri Matisse

Assessment

Final Outcome

Produce a collage in the style of Henri Matisse, using contrasting colours

Knowledge Retrieval

Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.
Share their creations , explaining the process they have used.

Please use the above information for your knowledge retrieval tasks.



National Curriculum Objectives met in this unit:

- To use a range of materials creatively to design and make products
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
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Year 1

Friedensreich Hundertwasser
Outcome: Hundertwasser City
Media: Paint (ready mix)

Year 1 – Friedensreich Hundertwasser

Learning Point 1

Artist Knowledge

- Know that Friedensreich Hundertwasser was born in Vienne, Austria.
- Know that he worked in environmental protection which explains why he had such an interest in nature within his art work
- He was a well-known environmentalist, who did a lot of work to protect nature
- Know that there are buildings in Austria and New Zealand decorated in his style of work.
- Know that he tried to connect nature and humans together through his art work
- Know that he wasn't a fan of straight-lined work

Learning Point 2

Skills Build-up:

- Colour mixing of **primary**, **secondary**, and **tertiary** colours using the **colour mixing** templates provided and focus on making green and orange and the different **tints** of these colours.
- Colour match activity – children to create the colours against the grids and explain the process of what happens when you add more yellow and more red.

Learning Point 3

Skills Build-Up

- Colour mixing of secondary colours as a key focus, focusing on purple. Use this knowledge to understand tertiary colours and how we can create brown from this
- Colour match activity – children to create the colours against the grids and explain the process of what happens when you add blue and red and then what happens if you add more red or more blue to this
- Children to also explore what happens when you add white or black to these colours

Year 1 – Friedensreich Hundertwasser

Learning Point 4

Skills Build-up.

- Explore different brush **strokes** (straight, and wave lines, dot work and block painting) and different techniques – **thick brushes, fine brushes, flat brushes (square tipped)**
- Know to use the thick brush for the block painting to fill in a larger space e.g. the background
- Know to use the fine brush for the **finer** detail and to know this is because the smaller brush will not create the smoothest effect for a large area
- Know to use the flat brush for areas similar to the thick brush for block painting areas

Learning Point 5

Skills Build-up

- Sketch out the background and rolling hills
- Start the painting for **background, midground to foreground** and know this is opposite to the pop art by James Rizzi
- Children will understand the tint of colours they want and how to create these for the different sections of their painting
- Know that you don't need much paint on your brush because it takes longer to dry and an uneven finish
- Know to create an effective piece, you have to build it up slowly

Year 1 – Friedensreich Hundertwasser

Assessment

Final Outcome

Produce a painting in the style of Friedensreich Hundertwasser, using different mixed colours

Knowledge Retrieval

Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used.

Please use the above information for your knowledge retrieval tasks.

National Curriculum Objectives met in this unit:

- 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



Year 2

Jan Griffier

Outcome: Charcoal Tudor Houses of Fiery
Backgrounds

Media: Ready Mixed Paint and Charcoal

Year 2 – Jan Griffier

Learning Point 1

Artist Knowledge

- Know that Griffier was a Dutch artist who was born in 1652 and died in 1718
- Know that very little is known about Griffier's life, but what is known has been transmitted from the notebooks of others.
- Know that Griffier was part of the **Baroque** movement.
- Know that Griffier moved to London soon after the Great Fire of 1666, of which he depicted several paintings
- Know that he spent most of his career working in London
- Know that he was expert **etcher**, producing plates of birds and **mezzotint** portraits.
- Know that before etching, Griffier was an apprentice **carpenter**, tile painter and flower painter.

Learning Point 2

Skills Build-up:

- Brief background of Griffier and his **paintings** on the Great Fire of London.
- Children to explore what colours they might expect to see in paintings of the Great Fire – red, orange, yellow, brown, black and white.
- Explore other **depictions** of the Great Fire – what is the same and what is different about them in **comparison** to Griffier?
- Children to look at colour mixing, and explore how they can make different shades of red, orange, yellow and brown.
- Know that using small amounts of red, yellow and orange can be used to help lighten the shades, not white or black.

Learning Point 3

Skills Build-Up

- Explore specifications of Tudor houses – What do they look like? What are they made up of?
- Children to draw a design for a Tudor house in their sketchbooks to use as the design for their work in Learning Point 5.

Year 2 – Jan Griffier

Learning Point 4

Skills Build-up.

- Recap colours associated with fire, with a reminder that red and yellow are **primary colours**, but orange is **secondary**.
- Recap of how we make orange, and how we can make lighter/darker orange, yellow and red.
- Explain that you will make a fiery **background** today – what is a background? Where is it on the painting?
- Children to discuss how using a **sponge** will help them **blend** the colours.
- What order will the colours go in? Children to use sponges to **dab** red, orange and yellow onto A4 card, ensuring no gaps are left.

Learning Point 5

Skills Build-up

- Recap on specifications of Tudor houses.
- Children to explore the media of **charcoal** in their sketchbooks – what can you find out about it?
- Know that charcoal is very **brittle**, and can break easily.
- Know that a small amount of pressure can avoid this.
- Children to draw Tudor houses over their fire-based backgrounds from the previous lesson

Year 2 – Jan Griffier

Assessment

Final Outcome

Produce a painting in style of Jan Griffier, linked to the Great Fire of London, using charcoal for detail

Knowledge Retrieval

To use a range of materials creatively to design and make products

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Please use the above information for your knowledge retrieval tasks.



National Curriculum Objectives met in this unit:

- To create sketchbooks 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
- Taught about great artists, architects and designers in history

Year 2

Yayoi Kusama

Outcome: Pumpkins

Media: Clay Sculpture and Paint

Year 2 – Yayoi Kusama

Learning Point 1

Artist Knowledge

- Know that Kusama is a Japanese artist born in 1929.
- Know that she is a **conceptual** artist who works primarily in **sculpture** and **installation**.
- Know that Kusama's work shows attributes of **Pop Art, feminism, Surrealism** and **Abstract Expressionism**
- Know that Kusama is influenced by American Abstract impressionism.
- Know that Kusama has stated that art helps her express her mental healthy problems and that she has lived voluntarily in a psychiatric institution since 1977.
- Know that Kusama chose to sculpt a pumpkin as not only are they 'attractive in both colour and form' but they are also 'tender to the touch'.
- Know that she is well known for her **repeating dot patterns**.

Learning Point 2

Skills Build-up:

- Brief background on Kusama.
- Children to investigate pumpkin **form** and Kusama's use of **curves**.
- Children to draw pumpkins in sketchbooks and practice **replicating** Kusama's signature **repeated dot patterns**.

Learning Point 3

Skills Build-Up

- Practising clay **techniques**.
- Children to explore using tools for **mark making** and
- Know that if the clay is too dry, adding a small amount of water makes the clay easier to work with, but adding too much will make it difficult to work with.
- Explore using **joining techniques** for clay.

Year 2 – Yayoi Kusama

Learning Point 42

Skills Build-up.

- Children to create clay pumpkins, focusing on curved **structure**.
- Use of tools to create **indentations** and show **depth**.
- Use appropriate joining techniques to **adhere** the stalk to the pumpkin.

Learning Point 5

Skills Build-up

- Children to blend shades of yellow and orange, using white to **lighten**.
- Know that using black would not darken the yellow or orange to the correct **shade**; but that we can add red or orange to them instead. Children to paint clay pumpkins.
- Children to add on mixed sizes of black dots onto semi-dried pumpkins.

Lesson Point 6

Skills Build-up

- Continuation of Learning Point 5, coating finished pumpkins in PVA to create **seal** and **shine**.

Year 2 – Yayoi Kusama

Assessment

Final Outcome

Produce a painted clay sculpture of a pumpkin using a repeated dot pattern

Knowledge Retrieval

Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.

Please use the above information for your knowledge retrieval tasks.



National Curriculum Objectives met in this unit:

- 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.
- Taught 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.

Year 2

Henri Rousseau

Outcome: Tiger in a Tropical Storm

Media: Watercolour

Year 2 – Henri Rousseau

Learning Point 1

Artist Knowledge

- Know that Rousseau was a French painter born in 1844 and died in 1910.
- Know that he was a **self-taught** painter who worked within the **Post-Impressionism** movement.
- Know that like Van Gogh, he was ridiculed during his lifetime by critics, but he came to be recognised as a genius, whose works of art are of a **high artistic quality**.
- Know that Rousseau **influenced** many artists, including Pablo Picasso.
- Know that Rousseau is best known for his **imaginative** jungle scenes.
- Know that he never left France and his jungle paintings were influenced by trips to the botanical gardens and the zoo, as well as images of distant lands seen in books and magazines.

Learning Point 2

Skills Build-up:

- Brief introduction about Rousseau and Tiger in a Tropical Storm.
- Know that Rousseau used his imagination, books and trips to inspire his paintings.
- Children to use botanical images, images of jungle animals and outdoor learning to inspire starting sketches in sketchbooks.
- Know that perspective and composition are important when creating the images – where are each of the parts in the painting? What is the observe drawn to, and why?

Learning Point 3

Skills Build-Up

- Children to use watercolours to paint designs from previous lesson.
- Know that amount of water applied to the paints **determines strength** of colour.
- Know that watercolours can be easily **blended** to create different shades and tones. Know that watercolours can bleed into each other

Year 2 – Henri Rousseau

Learning Point 4

Skills Build-up.

- Children to be given copies of Rousseau's 'Tiger in a Tropical Storm'.
- Use as a discussion point to how it can inspire their own designs.
- What should they have, that Rousseau did? Children to sketch out designs for own Rousseau-inspired jungle/botanical scene in sketchbooks.
- Know that this initial sketch can be rough and adapted. Know that adding notes to sketchbooks show a creative journey and aids critical thinking, and will help them.

Learning Point 5

Skills Build-up

- Children to copy their designs onto A3 card.
- Know that changes can be made to fit their inspiration and creative ideas.
- Children to use watercolour palettes to paint their designs.

Year 2 – Henri Rousseau

Assessment

Final Outcome

Produce a watercolour painting in the style of the Henri Rousseau's Tiger in a Tropical Storm.

Knowledge Retrieval

Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.

Please use the above information for your knowledge retrieval tasks.



National Curriculum Objectives met in this unit:

- To create sketch books to record their observations and use to them to review and revisit ideas.
- To know about great artists, architects and designers in history.
- To improve mastery of art and design techniques

Year 3

Georgia O'Keeffe

Outcome: Oriental Poppies

Media: Tissue Paper Collage

Year 3 – Georgia O’Keeffe

Learning Point 1

Artist Knowledge

- Know that Georgia O’Keeffe was an American artist born in America in 1887.
- Know that she is well known for her paintings of **enlarged flowers**.
- Know that O’Keeffe started out with a traditional style but moved onto more **abstract** art.
- Know that living in New Mexico inspired her **landscape** work. Know that using **charcoal** helped shape her abstract drawings.
- Know that poor eyesight in her later life affected her ability to paint unassisted.

Learning Point 2

Skills Build-up:

- Brief background information on O’Keeffe.
- Retrieval of different shades of tissue paper and children **observing** which colours match together well.
- Children to test out **cutting** and **ripping techniques** to create the right shapes.
- Children to test out **joining** techniques (glue stick, tape, PVA) with tissue paper in sketchbooks.

Learning Point 3

Skills Build-Up

- Testing out **juxtaposition** of tissue paper and knowing that there should be no gaps.
- Children to choose own tissue paper colours and to create a floral **arrangement** similar to O’Keeffe’s enlarged flower images.

Year 3 – Georgia O’Keeffe

Learning Point 4

Skills Build-up.

- Provide children with a rough outline of ‘Oriental Poppies’.
- Know that certain colours have been arranged in a certain way to reflect different parts of the flowers.
- Children to **explore** using different shades of red, orange, black and brown.
- Children to arrange tissue paper using **accurate placing** from a given image of ‘Oriental Poppies’.

Learning Point 5

Skills Build-up

- Draw **outline** on paper.
- Children to brush a small amount of PVA onto the card, a small section at a time.
- Children to stick tissue paper onto glued section (with no gaps) and then **brush** a lighter coating of watered down PVA over the tissue paper.

Year 3 – Georgia O’Keeffe

Assessment

Final Outcome

Produce a tissue paper collage of an enlarged flower in a similar style to Georgia O’Keeffe

Knowledge Retrieval

Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.

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National Curriculum Objectives met in this unit:

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Year 3

Claude Monet

Outcome: Water Lilies and the Japanese Bridge

Media: Watercolour

Year 3 – Claude Monet

Learning Point 1

Artist Knowledge

- Know that Monet was a French landscape painter who was born in Paris in 1840 and died in 1926.
- Know that he was the **founder** of the **Impressionism** art movement, a movement named after his painting 'Impression, Sunrise'.
- Know that Monet rejected the **traditional** approach to landscape painting – instead of copying old masters, he learnt from his friends and from **nature** itself.
- **Know that Monet observed variations of colour and light caused by the daily or seasonal changes.**
- Know that his most famous painting, Water Lilies, was painted at his property at Giverny, in France.
- Know that cataract surgery affected Monet's vision to have a reddish **tone** and this may have had an affect on the way he perceived colours.

Learning Point 2

Skills Build-up:

- Sketching techniques in sketchbooks.
- Children to use a variety of sketching pencils to practice mark making to evoke **texture, shade, pattern, tone, shadow, line, light** and **depth**.
- Know that different pencils create different levels of **intensity** – the larger the number, the softer the pencil. Know how different styles of **hatching** can create different patterns and textures.

Learning Point 3

Skills Build-Up

- Brief introduction on Monet and his style of painting.
- Know that before some artists paint, they sketch out their ideas to map out their journey.
- Know that Monet learned from observing nature and from the work of his artist friends.
- Children to use outdoor learning for **observational drawing** using a **viewfinder**

Year 3 – Claude Monet

Learning Point 4

Skills Build-up.

- Know that Monet learnt a lot of his craft from observing the work of his friends.
- Children to use partner work and the previous lesson's sketching work to **inform**, **develop** and **inspire** their own observational drawing.
- Record ideas to **illustrate** creative development.

Learning Point 5

Skills Build-up

- Sketch nature designs inspired by Monet's 'Water Lillies and Japanese Bridge'.
- Know that when using watercolours, pencil can show easily, so design must be **brief** – **detail** can be added in using the paint.
- Recap previous years' learning about **background**, **middle ground** and **foreground**.

Learning Point 6

Skills Build-up

- Paint designs using watercolour.
- Know that detail and colour can be **built upon** using paint, but that it needs to dry first.
- Know that Monet focused on **observing variations of light**, and this can be achieved using white watercolour, and **shadow** using black, or a darker version of the part being shadowed.
- Know that less water, and more paint, can achieve this **concentration of colour**.

Year 3 – Claude Monet

Assessment

Final Outcome

Produce a watercolour painting using different shades and tones in the style of Monet.

Knowledge Retrieval

Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.

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Year 3

Hieroglyphics

Outcome: Cartouches

Media: Printing

Year 3 – Egyptian Cartouches

Learning Point 1

Artist Knowledge

- Know that ancient Egyptians invented one of the earliest known writing systems used from around 3000BC.
- Know that the symbols used were called hieroglyphs, which comes from the Greek word meaning 'sacred carving'.
- Know that the Egyptians believed that hieroglyphs had been invented by the gods.
- Know that Egyptians used cartouches with Gods names inside.
- Know that a cartouche represents a looped rope which has the magical power protect the name that is written inside.
- Know that cartouches protected against evil spirits, both in this life and the afterlife.
- Know that cartouches can be arranged both horizontally or vertically depending on the best layout for its design.

Learning Point 2

Skills Build-up:

- Children to look at different examples of lino print – what do you notice? Only one colour used at a time, how do you think the artists achieved the inclusion of lots of different colours?
- Know that lino had to be cut and inked in multiple stages to achieve this and that the colour is built up in layers.

Year 3 – Egyptian Cartouches

Learning Point 3

Skills Build-Up

[Hieroglyphics Translator — LingoJam](#)

- Children to explore Hieroglyphics and how their name translates using the translator tool above.
- Children to explore the concept of print making using polystyrene tiles.
- Know that this is different from lino printing – lino print requires taking layers out using specialised tools and polystyrene prints can be created by drawing the design on in pencil and applying pressure.
- Know that too little pressure will result in the design not transferring correctly and that too much pressure will tear the polystyrene.
- Explore how layers can be created using polystyrene – children will need to create identical design on two separate tiles. How can the design be replicated on separated tiles? Know that tracing paper can assist this process.
- Know that adapting the design to add more marks, textures and patterns are important for the second print, in order for them to look different and the colour to be built up.
- Children to draw design on polystyrene– know that this image will be flipped when printed, so can use tracing paper to draw initial design on so it can be flipped in order to present the image drawn.
- Children to use printing ink and rollers to transfer colour to polystyrene. Know that using a minute amount is important – too much colour will fill the indentations and destroy the print. This will also allow the ink to dry quicker.
- Children to transfer print to a sketchbook page and repeat process with their second print and a different colour. Know that using a second tile with polystyrene is because the ink cannot be cleaned off effectively.
- Know that lighter colours need to go first and darker colours to be applied in the second print

Learning Point 4

Skills Build-up

- Children to create a design inspired by their names in hieroglyphics onto a cartouche.
- Draw around lino for ease of design size. Use pencil lines for lightest layers and a biro for darker areas.
- Children to explore where they will create the different layers – know that when using lino, the same tile can be used. Children will include 2 layers in the design.

Year 3 – Egyptian Cartouches

Learning Point 5

Skills Build-Up

- Transfer design to lino tile. Use tracing paper to copy design from sketchbooks. Flip the image and trace over design onto lino – this should leave a mild imprint that can then be gone over. Use pencil for lighter areas and pen for darker areas.
- Cut pencil lines using lino cutters. Know that lino cutters are very sharp and how they can be used safely – importance of keeping fingers behind the direction of cutting and not using opposite hand to steady the lino. Hold the tools at a 45-degree angle.
- Know that different blades create different thicknesses of lines.
- Know that too much pressure will break the lino and too little will not leave enough of an indent.

Learning Point 6

Skills Build-up

- Children to ink their first layer. Place 50p sized amount of ink onto palette. Use a lino roller to roll the ink out until it is tacky and even. Roll the roller onto the lino so it is evenly covered.
- Flip print onto the chosen paper. Use a clean roller to roll over the back of the print. Lift the lino to reveal print.
- Know that it is important to ensure the lino is cleaned properly ready for the next print.

Learning Point 7

Skills Build-up

- Children to use lino cutters to cut through pen lines.
- Know that more detail and mark making creates a more effective print.
- Children to use same process for inking their lino cut, but using a darker colour.
- Children to repeat cleaning process.

Year 3 – Egyptian Cartouches

Assessment

Final Outcome

Produce a lino print of the children's name in ancient Egyptian Hieroglyphics using two layers of ink

Knowledge Retrieval

Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.

Please use the above information for your knowledge retrieval tasks.



National Curriculum Objectives met in this unit:

- To create sketch books to record their observations and use to them to review and revisit ideas.
- To know about great artists, architects and designers in history.
- To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Year 4

Gustav Klimt

Outcome: Portraits / Self-portraits

Media: Oil Pastel

Year 4 – Gustav Klimt

Learning Point 1

Artist Knowledge

- Know that Klimt was an Austrian **Symbolist** painter born on 14th July 1862 and died on 6th February 1918.
- Know that he was one of the most **prominent** members of the Vienna Art Nouveau (Vienna Secession) movement.
- Know that Klimt's primary subject was the female body, and his portrayal was often considered **controversial**.
- Know that Klimt's primary media was paint, but did indulge in many **drawings** and **murals**.
- Know that the deaths of his father and brother affected his artistic vision into veering towards a more personal style.
- Know that Klimt's 'Golden Phase' was a successful period where he utilised **gold leaf** on his work.
- Know that Klimt's work is also distinguished by a lot of **coloured decoration**, alongside the presence of gold.

Learning Point 2

Skills Build-up:

- Children to use mirrors and peer models to practice sketching the **human form**.
- Know that different pencils create different levels of **tone, line, shade** and can also affect **clarity** of **shape** and **pattern**.
- Know the importance of **perspective, composition** and **relativity of size**.

Learning Point 3

Skills Build-up:

- Children to be given template, or sketch out basic version of 'Portrait of Eugenia Primavesi'.
- Know that Klimt's work was **characterised** by heavy decoration.
- Children to add decoration to template/sketch, focusing on **curved shapes, soft lines** and no gaps between shapes.

Year 4 – Gustav Klimt

Learning Point 4

Skills Build-Up

- Children to explore **blending** with pastels
- Know that using fingers helps blend colours together.
- Know that **increased or decreased pressure** affects the intensity of the colours.
- Children to add colour to sketches from previous lesson, focusing on use of bright colours.
- Know that oil pastels can be built on top of each other to create different colours to give the appearance of **texture**.

Learning Point 5

Skills Build-up

- Children to **sketch** out **basic outline** of their portraits.
- Know that **intricate detail** with pencil is not necessary at this stage – this will be created by pastel work.
- Children to select **bright** and **exuberant** oil pastels to use on portraits.
- Know that Klimt's work was busy, **highly decorated** and **colourful**.
- Children to **blend** pastels using fingers.
- Children to ensure that no paper is left uncoloured.

Year 4 – Gustav Klimt

Assessment

Final Outcome

Produce an oil pastel portrait of themselves.

Knowledge Retrieval

Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.

Please use the above information for your knowledge retrieval tasks.



National Curriculum Objectives met in this unit:

- To create sketch books to record their observations and use to them to review and revisit ideas.
- To know about great artists, architects and designers in history.
- To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Year 4

Roy Lichtenstein

Outcome: Pop Art affirmation posters

Media: Mixed Media

Year 4 – Roy Lichtenstein

Learning Point 1

Artist Knowledge

- Know that Lichtenstein was an American artist born on 27th October 1923 and dies on 29th September 1997.
- Know that alongside Andy Warhol, Jasper Johns and James Rosenquist, he was a **leading figure** in the **Pop Art** movement.
- Know that his work defined the premise of pop art through **parody** and that this work was considered as 'disruptive'.
- Know that Lichtenstein's work was influenced by **popular advertising** and the **comic book style**.
- Know that he used words to express **sound effects** in his comic strip style works.
- Know that he developed a **mass-produced** effect by outlining areas of primary colour in **thick black lines** and by using a **dot pattern** to fill some areas over using a **block colour**.
- Know that he was the first American to exhibit at the Tate Gallery in London.
- Know that he would take a **cropped** version of a DC comic and focus on just one part of it, blew it up very big – this would change the story entirely.

Learning Point 2

Skills Build-up:

- Brief background of Lichtenstein and Pop Art Movement.
- Know that sound effects and short, snappy comments were of major significance in Lichtenstein's work.
- Look at Lichtenstein's 'Whaam!' as a starting point for lesson.
- Explore ideas of positive affirmations and **powerful statements** – if you had to say something meaningful, uplifting, and inspirational using minimal wording, what would you say?
- Children to look at affirmations and powerful statements (think 'Keep Calm and Carry On.' 'Stand Up and Be Counted' etc – statements that show power, strength, activism).
- Brief look at **sound effect words** in Lichtenstein's work – 'Pop', 'Whaam!' etc – what do they have in common? What does it make the observer think?
- Children to explore short, powerful statement ideas in sketchbooks.

Year 4 – Roy Lichtenstein

Learning Point 3

Skills Build-Up

- Children to explore the main colours used in much of Lichtenstein's work – red, blue, black, yellow and white.
- Look at how Lichtenstein created **texture** – use of **pattern** and '**Ben Day**' dots.
- Children to use sketchbooks to discover Pop Art style – using a variety of Lichtenstein works as a starting point, children are to play around with **recreating** Lichtenstein's style by using portraits and **exaggerated sound effects**.

Learning Point 4

Skills Build-up

- Know that Lichtenstein's work was considered '**disruptive**' because it did not fit into the norm.
- Children to express disruption in their work by using **mixed media** – using magazine and newspaper cut outs to **border** an A3 sheet of card (to leave the centre empty for the following lessons).
- What sort of words could you choose to cut out and border your work with?

Learning Point 5

Skills Build-up

- Children to plan ideas for centre of final piece.
- Know that Lichtenstein often featured people with **dramatic facial expressions** in his work, accompanied by a short statement.
- Children to design a portrait to accompany one of the short statements and sound effect written in Learning Point 2.

Year 4 – Roy Lichtenstein

Learning Point 6

Skills Build-Up

- Children to sketch portraits and affirmation statement onto A3 card with the newspaper / magazine border.
- Children to use readymade paint for this. Use of Ben-Day dots and Pop Art colours to decorate – red, white, blue, yellow and red.
- Know that Lichtenstein used **thick, black lines** to outline his work and this can be achieved using marker pen.

Year 4 – Roy Lichtenstein

Assessment

Final Outcome

Produce a Pop Art style comic book image in the style of Roy Lichtenstein

Knowledge Retrieval

Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.

Please use the above information for your knowledge retrieval tasks.



National Curriculum Objectives met in this unit:

- To create sketch books to record their observations and use to them to review and revisit ideas.
- To know about great artists, architects and designers in history.
- To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Year 4

Alberto Giacometti

Outcome: Figure Sculptures

Media: Clay

Year 4 – Alberto Giacometti

Learning Point 1

Artist Knowledge

- Know that Giacometti was Swiss sculpture, painter, draftsman and printmaker born 10th October 1901 and died 11th January 1966.
- Know that he lived and worked mainly in Paris.
- Know that he was one of the most important sculptures in the 20th century.
- Know that his work was particularly influenced by artistic styles such as cubism and surrealism.
- Know that his sculptures often had a rustic look and feel to them.
- Know that in 1927 he exhibited his sculpture for the first time in the Salon des Tuileries, Paris.
- Know that philosophical questions about the human condition played a significant role in his work.
- Know that between 1938 and 1944 Giacometti's sculptures had a maximum height of seven centimetres.
- Know that after WW2, Giacometti created his most famous sculptures
- Know that his paintings constitute only a small part of his whole body of work.
- Know that the almost monochrome paintings of his late work do not refer to any other artistic styles of modernity.

Learning Point 2

Skills Build-up:

- Brief background of Giacometti and work using sculpture.
- Children to explore the concept of wire framed sculptures and how they were influenced by cubism and surrealism.
- Children to design some ideas for their own sculpture, ensuring that they use surrealism and cubism as a basis, and more than one design.

Year 4 – Alberto Giacometti

Learning Point 3

Skills Build-Up

- Use pipe cleaners to make simple frames for their ideas of their sculptures.
- Know that the sculpture can be made from a single, or multiple pieces of pipe cleaner attached together.
- Children to observe and record ideas about using pipe cleaners as a frame for their sculpture and how this can be similar to the wire they will use.
- Children to use tools for bending wire to familiarise themselves – how do they help?

Learning Point 4

Skills Build-up

- Adaptations of designs.
- Look back at Giacometti's and use class discussion to share ideas from the previous lesson.
- Children to discuss how artists change and adapt their designs before settling on a final piece.
- Use of sketchbooks to show journey of how their design has progressed.

Learning Point 5

Skills Build-up

- Children to use wire to make a frame for a Giacometti-inspired design.
- Cover the frame with a thin layer of clay.
- Ensure able to construct a base/plinth, so that the form can be free-standing
- Recap the idea that the sculpture is thin, free-standing and has a rustic feel.

Year 4 – Alberto Giacometti

Assessment

Final Outcome

Produce a wire-framed, clay sculpture in the style of Alberto Giacometti.

Knowledge Retrieval

Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.

Use a range of materials creatively to design and make products.

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Please use the above information for your knowledge retrieval tasks.



National Curriculum Objectives met in this unit:

- To create sketch books to record their observations and use to them to review and revisit ideas.
- To know about great artists, architects and designers in history.
- To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Year 5

Peter Thorpe

Outcome: Space Art

Media: Chalk Pastel and Marker Pen

Year 5 – Peter Thorpe

Learning Point 1

Artist Knowledge

- Know that Peter Thorpe is an American artist born on 9th November 1957.
- Know that Thorpe is considered an **Abstract space artist**.
- Know that he started painting at an early age and worked as a freelance **illustrator** during his years at university and later specialised in book covers.
- Know that a lifelong love of space led him to the position of Creative Director for the Space Frontier Foundation for 20 years.
- Know that he is known for his rocket paintings, begun in the 1980's as a way to **recycle** paint that would have otherwise been thrown away.
- Know that Thorpe's rocket paintings have a distinct 1980s style, where a focus on a **contrast** between dark and bright colours on the canvases.

Learning Point 2

Skills Build-up:

- Brief background on Thorpe.
- Discussion of Thorpe's style – 80's, lots of bright colours, thick, black outlines. How does Thorpe achieve light on his work?
- Generating of ideas around space theme – Thorpe focused on rockets, but what other objects could be **portrayed**?
- Children to use sketchbooks to explore space-themed ideas.

Year 5 – Peter Thorpe

Learning Point 3

Skills Build-Up

- Children to explore **chalk pastel** as a medium.
- Know that pastel is the media to be used for its simple reflection of the 80's style that Thorpe is known for.
- How does pressure affect depth of colour?
- Know that chalk pastel can be easily **blended** – using fingers is the most effective, but a brush can also be used.
- How can colour be built up?
- Know that designs will need to ensure detail is done on a **larger scale**.
- Know that more intricate detail can be added using chalk, not pencil, as the pastel can be fiddly and not **precise** enough to colour in pencil sketches.
- Use of black marker to replicate outlines seen in Thorpe's work.

Learning Point 4

Skills Build-up

- Children to create a **series** of 3 designs for their final piece.
- Know that artists explore multiple options to **visualise** how their work can / will turn out, even if there is only a slight adaptation.
- Children to select colour palettes for their final piece.

Learning Point 5

Skills Build-up

- Create a very brief design on card / good quality art paper.
- Know that using pencil to sketch lightly will be more effective – using too much pressure will show pencil lines through the chalk pastel.
- Shade design in using chalk pastel, ensuring use of white chalk to create light / shine.
- Use of black marker to **outline** key parts of image – but know that this is the penultimate step.
- Use a light coating of hairspray to **set** chalk pastel and limit transfer onto other surfaces.

Year 5 – Peter Thorpe

Assessment

Final Outcome

Produce a chalk, pastel and marker pen image of a space rocket in the style of Peter Thorpe

Knowledge Retrieval

Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.

Please use the above information for your knowledge retrieval tasks.



National Curriculum Objectives met in this unit:

- To create sketch books to record their observations and use to them to review and revisit ideas.
- To know about great artists, architects and designers in history.
- To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Year 5

Barbara Hepworth

Outcome: Curved Sculpture

Media: Clay

Year 5 – Barbara Hepworth

Learning Point 1

Artist Knowledge

- Know that Hepworth was a British artist, born in Wakefield on 10th January 1903 and died on 20th May 1975.
- Know that she worked within **Modernism**, using **sculpture** as her primary media.
- Know that she was the first to sculpt **pierced figures** that later became characteristic of both hers and fellow sculpture **Henry Moore's** work.
- Know that the holes in her sculptures were there to **reflect** the insides of the sculptures as well as the outsides, and helped **frame the view** behind them.
- Know that Hepworth preferred making sculptures based on **abstract shapes**, rather than art that looked like people or things.
- Know that Hepworth had a focus on **capturing** how it felt to be in both the **ancient landscapes** and the **modern world**.
- Know that Hepworth has two museums named after her: **The Hepworth** in Wakefield, and the **Barbara Hepworth Museum** in St. Ives, Cornwall (her place of death).
- Know that one of her most **prestigious** works is 'Single Form', which stands in the plaza of the United Nations building in New York City.

Learning Point 2

Skills Build-up:

- Brief background on Hepworth, her link and **significance** in Yorkshire and what is meant by **Modernism**.
- Children to explore the **concept** of **curved forms** and how Hepworth's work is figurative, but not obvious.
- Children to design some ideas for their own clay sculpture, ensuring they use curved forms, pierced figures and more than one design.

Year 5 – Barbara Hepworth

Learning Point 3

Skills Build-Up

- Use plasticine to make **maquettes** of their designs using plasticine.
- Know that the **sculpture** and the **plinth** can be made from a single slab of clay/plasticine.
- Children to observe and record ideas about using plasticine as a **medium**, and how this can be similar to the clay they will use.
- Children to use **clay tools** to familiarise themselves – how do they help?

Learning Point 4

Skills Build-up

- Adaptations of designs.
- Look back at Hepworth's designs and use class discussion to share ideas from previous lesson.
- Children to discuss how artists **change** and **adapt** their designs before settling on a **final piece**.
- Use of sketchbooks to show journey of how their design has **progressed**.

Learning Point 5

Skills Build-up

- Children to use clay to make Hepworth-inspired designs.
- Ensure able to construct a plinth, so that the form can be **free-standing**.
- Recap the idea that the combination of the sculpture and the plinth can be **constructed** from a single slab of clay.

Year 5 – Barbara Hepworth

Assessment

Final Outcome

Produce a curved clay sculpture in the style of Barbara Hepworth

Knowledge Retrieval

Use a range of materials creatively to design and make products.
Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Please use the above information for your knowledge retrieval tasks.



National Curriculum Objectives met in this unit:

- To create sketch books to record their observations and use to them to review and revisit ideas.
- To know about great artists, architects and designers in history.
- To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Year 5

Wasily Kandinsky

Outcome: Geometric Fabric Prints

Media: Batik

Year 5 – Wasily Kandinski

Learning Point 1

Artist Knowledge

- Know that Kandinsky was a Russian painter and **art theorist** born on 16th December 1866 and died on 13th December 1944.
- Know that Kandinsky is generally credited as the **pioneer of Abstract art**.
- Know that Kandinsky was fascinated by colour as a child and this fascination with **colour symbolism** continued as he grew.
- Know that the forms in his paintings progressed from **fluid** and **organic**, to **geometric**, and finally, to **pictographic**.

Learning Point 2

Skills Build-up:

- Brief information about Wassily Kandinsky.
- Know what a **geometric shape** is and what mathematical tools can be used to create **accurate shapes**.
- Use sketchbooks to explore **composition** of different geometric shapes and **lines**.
- Know that batik is a wax-resist dyeing technique applied to cloth, and is of Javanese origin.

Learning Point 3

Skills Build-up:

- Explore **colour symbolism** and how it can be **interpreted** in Kandinsky's work.
- Know that colour can be interpreted differently by different people, depending on **experiences**.
- Use sketchbooks to **record ideas** about colour and the **moods/feelings** they can evoke.

Year 5 – Wasilly Kandinski

Learning Point 4

Skills Build-Up

- Practice use of **tjanting tool** in sketchbooks, creating geometric shapes
- Know that the **wax** is hot and how to work **safely** with using the tools and wax pots.
- Use watercolours to explore how colours and ink behave when in contact with wax – where the wax is a **barrier** to the colour.

Learning Point 5

Skills Build-up

- Children to explore the body of Kandinsky's work to **inform** and **inspire** their own designs.
- Children to use sketchbooks to **develop ideas** and record reasons for choices.
- Designs to be completed on separate paper

Learning Point 6

Skills Build-up

- Children to stretch **fabric** onto **frame** and secure using tape or pins.
- Know that if the fabric is not tight and smooth, the fabric will bunch and the wax cannot be **transferred** easily.
- Place design underneath fabric. Dip **tjanting tool** into wax pot and **trace** over design. To stop the tjanting tool dripping, use a piece of folded paper towel under the end when not making the lines.
- Know that if gaps are left, the **batik ink** will bleed and not leave plain blocks of colour.
- Use thin brushes of colour onto the fabric when the wax is set.
- Know that the colour can be **built up** like watercolour paints can.
- Know that only **primary** colours need to be selected, as any **secondary** or **tertiary** colours can be created by mixing very small amounts together in a **paint palette**.

Year 5 – Wasily Kandinski

Learning Point 7

Skills Build-Up

- Children to remove fabric from frame.
- Remove wax from piece of work by placing between pieces of newspaper and **ironing** on a low setting.

Year 5 – Wasilly Kandinski

Assessment

Final Outcome

Produce geomatic fabric prints using hot wax and Batik ink

Knowledge Retrieval

Use a range of materials creatively to design and make products.
Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Please use the above information for your knowledge retrieval tasks.



National Curriculum Objectives met in this unit:

- To create sketch books to record their observations and use to them to review and revisit ideas.
- To know about great artists, architects and designers in history.
- To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Year 6

Tang Yau Hoong

Outcome: Negative Space Artwork

Media: Pastel

Year 5 – Tang Yau Hoong

Learning Point 1

Artist Knowledge

- Know that Tang Yau Hoong is an artist, illustrator and graphic designer living in Kuala Lumpur, Malaysia.
- Know that he creates art that is conceptual, surreal and fun in a simplistic and unique way.
- Know that the bright palettes and use of paint-streaks are reminiscent of Roy Lichtenstein.
- Know that Tang Yau Hoong produces work with a calculated use of negative and positive space.

Learning Point 2

Skills Build-up:

- Brief background information on Tang Yau Hoong.
- Discussion of Hoong's style – contracting colours, use of light and dark, negative and positive space. How does Hoong achieve light on his work?
- Generating ideas around light theme – Hoong focuses on contrasting colours for light, but how could this be portrayed?
- Children to use sketchbooks to explore light-themed ideas.

Learning Point 3

Skills Build-up:

- Children to explore oil pastel as a medium.
- Know that pastel is the media to be used for its simple reflection of the negative and positive space that Hoong is known for.
- How does pressure affect depth of colour?
- Know that oil pastel can be blended – using fingers, paint brushes or a small amount of baby oil – be careful not to make your paper oily.
- How can colour be built up?
- Know that designs will need to ensure that detail is done on a larger scale.
- Know that more intricate detail can be added using tipex pens.

Year 5 – Tang Yau Hoong

Learning Point 4

Skills Build-Up

- Children to create a series of potential designs for their final piece.
- Know that artists explore multiple options to visualise how their work can / will turn out, even if there is only slight adaptation.
- Children to select colour palettes for their final piece.

Learning Point 5

Skills Build-up

- Create a very brief design on card / good quality art paper.
- Know that using pencil to sketch lightly will be more effective – using too much pressure will show pencil liners through the oil pastel.
- Shade design using oil pastel, ensuring use of contrasting colours to create light areas.
- Build up colours and layers of design using different colours.
- Use preferred blending techniques to ensure all paper is covered evenly.
- Use of Tipp-Ex pens to add small detail – know that this is the final step.

Year 5 – Tang Yau Hoong

Assessment

Final Outcome

Produce oil pastel image of a simplistic design using contrasting colours for areas of 'light' in the style of Tang Yau Hoong.

Knowledge Retrieval

Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Please use the above information for your knowledge retrieval tasks.



National Curriculum Objectives met in this unit:

- To create sketch books to record their observations and use to them to review and revisit ideas.
- To know about great artists, architects and designers in history.
- To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Year 6

LS Lowry

Outcome: Street Sketches

Media: Paint and Charcoal

Year 6 – LS Lowry

Learning Point 1

Artist Knowledge

- Know that Laurence Stephen (known as L.S) Lowry was a British artist, born on 1st November 1887 and died on 23rd February 1976.
- Know that the majority of his drawings and paintings **depict** Pendlebury, Lancashire (where he lived and worked for most of his life) and Salford.
- Know that Lowry is known for painting scenes of life in the **industrial districts** of North West England in the 20th century.
- Know that Lowry was also known for adding '**matchstick men**' people to his **urban landscapes**, giving him his **distinct style**..
- Know that Lowry used a very **limited palette** to begin with – only using flake white, ivory black, vermillion red, Prussian blue and yellow ochre.
- Know that Lowry's oil paintings were initially **impressionistic** and dark in **tone**, but after advice given by D.B. Taylor, moved to the use of a white background to **lighten** his pictures.
- Know that The Lowry, a theatre and charity, is named after L.S. Lowry.

Learning Point 2

Skills Build-up:

- Brief introduction into LS Lowry and his **industrial street scenes**. Look more in depth at 'Going to Work' – children to discuss and share ideas on what they can see, how they think Lowry created the image, what colours are used, how it makes them feel, what does it tell them about Lowry as an artist.
- Children to explore **common themes** in a variety of Lowry's work, looking for similarities and differences.
- How can we use Lowry's work to inspire our own? What could we include in our final outcome? (matchstick figures, limited palette, street scene)

Year 6 – LS Lowry

Learning Point 3

Skills Build-Up

- Children to look more in **detail** at Lowry's 'matchstick men' – looking at how he created them, what **media** he used, and attempting to **recreate** them in his style in their sketchbooks.
- Know that these figures appeared in the **foreground** of the images – does this mean they are completed first in their final piece?
- Children to explore the use of **charcoal** – what are the difficulties of using this media? Know that charcoal is a very **brittle** media and that a little goes a very long way.

Learning Point 4

Skills Build-up

- Children to focus on the **colour palette** of Lowry, taking a closer look at the 5 colours he focused on using: red, blue, yellow, black and white. How can we use these to **reflect** Lowry's work?
- Know that a variety of colours can be created from using a limited palette.
- Know that this is achieved from **lightening** and **darkening** the basic colours, and not creating new colours that were not in Lowry's palette.
- Children are challenged to explore **tint**, **tones** and **shades** of these 5 colours through careful **colour mixing** and **matching**.
- Know that in order to be cost effective and sustainable, small amounts must be used.

Learning Point 5

Skills Build-up

- Children to explore how Lowry uses **depth** and **perspective** to his paintings through the use of small and paler objects in the backgrounds of his paintings.
- Children are challenged to identify the foreground, middle ground and background of some of Lowry's paintings.
- Children to practice this by creating a **landscape painting** in their sketchbooks.
- Know that using a ruler can aid a more precise and specific.

Year 6 – LS Lowry

Learning Point 6

Skills Build-Up

- Children to plan their own Lowry-inspired industrial street scene.
- Children to ensure inclusion of **buildings** and matchstick figures.
- Recap importance of perspective and depth.

Learning Point 7

Skills Build-Up

- Children to sketch their designs onto A4 or A3 white card.
- Children to paint their designs using Lowry's limited palette
- Use of charcoal to create matchstick figures on the final outcome.

Year 6 – LS Lowry

Assessment

Final Outcome

Produce a painting in the style of LS Lowry with charcoal figures

Knowledge Retrieval

Use a range of materials creatively to design and make products.

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Please use the above information for your knowledge retrieval tasks.



National Curriculum Objectives met in this unit:

- To create sketch books to record their observations and use to them to review and revisit ideas.
- To know about great artists, architects and designers in history.
- To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Year 6

Islamic Art

Outcome: Geometric Designs

Media: Childrens' Choice

Year 5 – Islamic Art

Learning Point 1

Artist Knowledge

- Know that Islamic Art is very different to art found in Europe.
- Know that art in Islam is dominated by **geometric designs**, usually with patterns, colour, **texture** and **calligraphy**.
- Know that Islamic Art is different because it is not just decorative, but reminds the viewer of Allah (pbuh).
- Know that a lot of Islamic Art is used for carpets, buildings – especially mosques – as well as to hang on walls.
- Know that from an early age, Muslim children are often taught to avoid drawing humans or animals, so we do not see them in Islamic Art.
- Know that **Arabesque** Islamic Art often has flower, leaf or stem shapes.

Learning Point 2

Skills Build-up:

- Brief information about Islamic Art
- Know what a **geometric shape** is and what mathematical tools can be used to create **accurate shapes**.
- Use sketchbooks to explore **composition** of different geometric shapes and **lines**.
- Know that famous artists like M.C. Escher were influenced by Islamic Art.

Learning Point 3

Skills Build-up:

- Explore the idea of **tessellation** (repeated shapes or patterns) seen in Islamic Art and work of other artists.
- Use compasses and rulers to create basic geometric patterns on paper, reflecting on accuracy and precision.
- Develop the skill of using **mathematical instruments** to create art and the ability to reflect shapes and create simple geometric patterns.

Year 5 – Islamic Art

Learning Point 4

Skills Build-Up

- Analyse the work of M.C. Escher and as well as examples of Islamic Art.
- Children to develop their geometric patterns by exploring tessellation and how shapes can fit together without gaps.
- Children to use sketchbooks to develop ideas for colours.
- Know the importance of colour in Islamic art.
- Children to develop their ability to use colour within their own work to enhance visual impact.
- Children to develop the idea of texture in work and the aesthetic impact this may have.

Learning Point 5

Skills Build-up

- Children to explore the body of Islamic Art to **inform** and **inspire** their own designs.
- Children to use sketchbooks to **develop ideas** and record reasons for choices.
- Designs to be completed on separate paper

Learning Point 6

Skills Build-up

- Children to evaluate their own and others' work, giving constructive feedback and identifying areas for improvement.
- Children to show an appreciation for the complexity and skill involved in creating Islamic geometric patterns.

Year 5 – Islamic Art

Assessment

Final Outcome

Produce geomantic patterns using influence from Islamic Art and other artists.

Knowledge Retrieval

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.

Please use the above information for your knowledge retrieval tasks.