

Year 3	Autumn	Spring	Summer
<p>Theme</p>	<p>Autumn 1.</p> <p>- Gestural Drawing with Charcoal</p> <p>-Making loose, gestural drawings with charcoal, and exploring drama and performance.</p> <p>Autumn 2</p> <p>Working with Shape and Colour</p> <p>-“Painting with Scissors”: Collage and stencil in response to looking at artwork.</p>	<p>Spring 1.</p> <p>Telling Stories Through Drawing & Making</p> <p>-Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.”</p> <p>Spring 2.</p> <p>Cloth, Thread, Paint</p> <p>-Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.</p>	<p>Summer 1.</p> <p>Making Animated Drawings</p> <p>-Explore how to create simple moving drawings by making paper “puppets” and animate them using tablets.</p> <p>Summer 2</p> <p>Using Natural Materials to Make Images</p> <p>-Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype</p>
<p>Prior Knowledge</p>	<p>. Use a range of materials creatively to design and make products to use drawing, painting and sculpture.</p> <p>.Develop and share their ideas, experiences and imagination</p>	<p>.Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>.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</p>

<h2 style="margin: 0;">Sequence of lessons</h2>	<p>Autumn 1. Lesson 1: LI: To explore charcoal as a drawing medium Research the work of Laura McKendry and Edgar Degas Examples: Why do you think Laura likes to work in large scale when she uses charcoal? Which words would you use to describe Laura’s charcoal dogs? What kinds of lines do they use? Compare their work</p> <p>Lesson 2: LI: To explore art skills using charcoal Charcoal Warm-Up exercise Look at what is Chiaroscuro Using this technique practice the skills in sketchbooks</p> <p>Lesson 3: LI: To use large movements to create art Recap sketching skills Watch the video drawing large and discuss what movements are needed Using a variety of media create a large-scale drawing</p> <p>Lesson 4: LI: To be inspired by historic and contemporary images of cave art Look at the beginnings of drawing with cave art Use the drawing like a cave man resource to create a piece of art with charcoal</p>	<p>Spring 1 Lesson 1: LI- To be Inspired by Artists and Illustrators Introduce the Illustrator Inbal Leitner and hear how she used a sketchbook to develop characters and artwork inspired by a poem through the “My Tiger Sketchbook” Look at how Rosie Hurley made a whole 3D set inspired by Roald Dahl’s book, and how she used sketchbooks to help develop and refine her ideas. Record techniques and ideas which seem important</p> <p>Lesson 2: LI: To explore drawings by Quinton Blake To look at drawings by Quinton Blake and how some movements are exaggerated Recreate own Quinton style sketch</p> <p>Lesson 3& Lesson 4: LI: To make a Modroc or clay character Use the “Make a Roald Dahl Character” resource to make a 3d sculptural character. Share and Celebrate the Outcomes</p> <p>Spring 2. Lesson 1: LI- To explore the work of a textile artist. Introduce children to the work of textile artists Alice Kettle and Hannah Rae Record how artists use cloth, thread and paint to make work.</p> <p>Lesson 2</p>	<p>Summer 1. Lesson 1: LI: To explore what is animation Introduce the idea that we can make single drawings and then string them together to make the drawings move Record findings in books as a fact file</p> <p>Lesson 2: To make visual notes on animation Watch “Talking Points: Paper Cut Puppets Showreel” to explore what might be possible when you make paper “puppets” which you can then animate using sketchbooks make visual notes</p> <p>Lesson 3: LI: to create moveable drawings Using visual notes from previous lessons sketch an image of a robot Using card and split pins create robot with moveable joints</p> <p>Summer 2 Lesson 1: LI- To explore the work of Frances Hatch To research the artist Frances Hatch and write about her work and technique. Look at the primal painting resource and record what materials they use and how</p> <p>Lesson 2: LI- To paint using natural pigments. Revisit the “Primal Painting” resource to enable pupils to be curious about the things around them using natural resources Experiment with natural materials and create a picture</p> <p>Lesson 3:</p>
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	<p>Autumn 2: Lesson 1: LI: To explore Egyptian painting Look at Egyptian paintings and drawings in tombs Describe what can be seen In sketchbooks make visual notes on what can be seen</p> <p>Lesson 2: LI: To explore painting with scissors Learn what painting with scissors is by exploring Matisse Using visuals create own Matisse style artwork</p> <p>Lesson 3: LI: To create collages Revisit sketchbooks and visual notes on Egyptian paintings Cut out shapes in response to the drawings lay down cut elements to make collaged compositions</p> <p>Lesson 4: LI : To explore stencils Look at stencils create masks and stencils out of card, thinking about negative and positive shapes.</p>	<p>LI: To understand how artists use a variety of mark to develop their own mark making vocabulary. Look at finding marks made by artists Working from one or more of the drawing, take a close look at the different marks contained within the images. choose one or more marks from each image and try to replicate them one by one on the small sheets of paper</p> <p>Lesson 3: LI- To use paint on cloth to create a background. Watch creation of a painted “background” on a piece of fabric Using images and paints recreate a background scene</p> <p>Lesson 4: LI- To use thread and stitch to create a layer of detail over the painted background Recap how to create a running stitch Use thread as pencil mark on cloth to add detail Think of ways the stitches can add texture and detail and also create a sense of “direction” layer stitches, adding a variety of “marks”</p>	<p>LI: To create a piece of art using natural pigment Recap cave art Using images of animals sketch an image and then using natural pigment paint on top to create artwork</p>
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	<p>Use the masks and stencils over the original collaged artwork, using oil pastel as a medium.</p>		
<p>Key Vocab</p>	<p>Stencils, Egyptian drawings, negative and positive shapes. Collage, composition , creative response, visual notes, Matisse, Cave art, charcoal , Big drawing , small drawing blend, Chiaroscuro.</p>	<p>Quinton Blake, Modroc , sculpture, Inbal Leitner, Rosie Hurley, pose, Collaboration peer discussion. Thread and stitching to create textural marks, mixing colours to create different hues, tints and dilutions, fabric running stitch, Hannah Rae & Alice Kettle, sewn scene.</p>	<p>Drawing, Animation, Sketchbooks, sequence, Lauren Child, Steve Kirby, Andrew Fox, Lucinda Schreiber. Cyanotype, Anthotype, Painting with Natural Pigments.</p>
<p>Challenge</p>	<p>Autumn 1: Lesson 1: Give children opportunity describe what is unique about the artist.</p> <p>Lesson 2: Add extra detail using a different media</p> <p>Lesson 3: Describe what you need to draw a large scale piece of art</p> <p>Lesson 4: How was cave art created?</p> <p>Autumn 2: Lesson 1: What shape, colour and compositions have you used?</p> <p>Lesson 2: How do you think the size of the scissors Matisse used affected the artwork he created?</p>	<p>Spring 1: Lesson 1: Which artist do you prefer and why?</p> <p>Lesson 2: Try sketching a different character</p> <p>Lesson 3 Lesson 4: Self assess your model. How could you improve it?</p> <p>Spring 2: Lesson 1: How does their work make you feel?</p> <p>Lesson 2: How do the marks affect the way you “read” the drawing?.</p> <p>Lesson 3: What inspired your background? What techniques did you use?</p> <p>Lesson 4:</p>	<p>Summer 1: Lesson 1: Which was your favourite animation and why? Lesson 2: plan what your puppet might be, and what action you would like it to perform. Lesson 3: Self assess add two things that have worked well and one thing you would improve.</p> <p>Summer 2: Lesson 1: Is there a space in your local area where you would like to sit and draw?Where is it? Lesson 2: Which natural pigments worked best. Why? Lesson 3: Create a different animal .</p>

	<p>Lesson 3: introduce negative shapes into the collage</p> <p>Lesson 4: experiment with colour blending so that they get an understanding of the qualities of oil pastels.</p>	<p>Can you use long vertical stitches to create a sense of movement</p>	
<p>Suggested outcomes</p>	<p>Autumn 1: Lesson 1: To describe the methods used by the artist .</p> <p>Lesson 2: Create a piece of art using charcoal.</p> <p>Lesson 3: Using gross motor skill movements create a drawing</p> <p>Lesson 4: Draw a piece of cave art</p> <p>Autumn 2: Lesson 1: To make written and visual notes</p> <p>Lesson 2: To create a piece of art using cut outs</p> <p>Lesson 3: To create an Egyptian collage</p> <p>Lesson 4: To stencil over a collage</p>	<p>Spring 1: Lesson 1: Record techniques and ideas of artists and illustrators</p> <p>Lesson 2: Sketch a Quinon Blake character</p> <p>Lesson 3: Create a model of a character</p> <p>Spring 2: Lesson 1: Research textile artists</p> <p>Lesson 2: Create marks to replicate an image</p> <p>Lesson 3: To paint a background</p> <p>Lesson 4: Stiches added to create more detail</p>	<p>Summer 1: Lesson 1: To create a fact file on what animation is</p> <p>Lesson 2: To make visual notes on animation</p> <p>Lesson 3: To create a puppet with moveable joints</p> <p>Summer 2: Lesson 1: To write about the artwork of Frances Hatch</p> <p>Lesson 2: To create an image with natural pigments</p> <p>Lesson 3: To recreate an animal in cave art</p>

Year 4	Autumn	Spring	Summer
<p style="text-align: center;">Theme</p>	<p>Autumn 1. Storytelling Through Drama</p> <p>-Explore how artists create sequenced drawings to share and tell stories. Create according to books or comic strips to retell poetry or prose through drawing</p> <p>Autumn 2</p> <p>Exploring Pattern</p> <p>-Exploring how we can use colour, line and shape to create patterns, including repeating patterns</p>	<p>Spring 1.</p> <p>The Art of Display</p> <p>-Explore how the way we display our work can affect the way it is seen. Create an artwork inspired by the idea of “Plinth”</p> <p>Spring 2.</p> <p>Exploring Still Life</p> <p>-Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired artwork</p>	<p>Summer 1.</p> <p>Sculpture, Structure, Inventiveness & Determination</p> <p>-What can artists learn from nature? Nurture personality traits as well as technical skills</p> <p>Summer 2</p> <p>Festival Feasts</p> <p>-Drawing and making inspired by food. How might we use food and art to bring us together?</p>

<p>Prior Knowledge</p>	<p>Topic and skill from last year on long term plans</p> <p>- <u>Gestural Drawing with Charcoal</u></p> <p>-Making loose, gestural drawings with charcoal, and exploring drama and performance.</p> <p><u>Working with Shape and Colour</u></p> <p>-“Painting with Scissors”: Collage and stencil in response to looking at artwork.</p>	<p><u>Telling Stories Through Drawing & Making</u></p> <p>-Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.”</p> <p><u>Cloth, Thread, Paint</u></p> <p>-Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.</p>	<p><u>Making Animated Drawings</u></p> <p>-Explore how to create simple moving drawings by making paper “puppets” and animate them using tablets.</p> <p><u>Using Natural Materials to Make Images</u></p> <p>-Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype</p>
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<h2 style="margin: 0;">Sequence of lessons</h2>	<p><u>Autumn 1.</u> <u>Lesson 1</u> LI: To explore the work of a famous artist. Research 2 artists that tell stories through imagery, Laura Carlin & Shaun Tan.</p> <p><u>Lesson 2</u> LI: To create illustrated narratives, contained within a single drawing. Recap sketching skills. Using props, images or toys create a scene from a story or using a line from the poem My Menagerie by Tom Wilde create the scene. In sketchbooks draw their scene including a line of text .</p> <p><u>Lesson 3 and Lesson 4</u> LI: to retell poetry or prose through drawing Recap sketching skills. Use sketchbooks. Introduce the poem Lewis Carroll’s Jabberwocky. Using lines from the poem retell using drawings.</p> <p><u>Autumn 2.</u> <u>Lesson 1:</u> LI: To understand how artists express their identity</p>	<p><u>Spring 1</u> <u>Lesson 1:</u> LI: To understand what a plinth is Introduce the concept behind “plinth” explore some of the artists who have contributed to the Fourth Plinth Project in London. <u>Lesson 2</u> LI: To explore the work of a sculptor To explore the work of Thomas J Price Record how he challenges ideas about who should be commemorated as sculptures.</p> <p><u>Lesson 3:</u> LI: To create clay sketches Introduce how to make quick clay “sketches” around a figurative theme. Using Clay and hands create small sculptures of themselves.</p> <p><u>Lesson 4:</u> LI: To create a plinth Recap what is a plinth Working in pairs, photograph yourself full length, in different poses looking, pointing, pondering... Using small objects you have found create a plinth to display them on.</p> <p><u>Spring 2.</u> <u>Lesson 1:</u> LI: To explore the work of a still life artist. What is still life art? Explore the art of Cezanne.</p>	<p><u>Summer 1.</u> <u>Lesson 1:</u> LI: To explore the work of artists who are inspired by things that birds can teach us Explore the lives of the birds that Bewick studied and depicted. Look at Migrations project: Open Hearts Open Borders. Answer questions in books.</p> <p><u>Lesson 2:</u> LI: To explore mark making using a variety of media Look at an image of fine nests Visualise the nest and using skills modelled sketch an image Look at images of rough nests Visualise the nest and using skills modelled sketch an image</p> <p><u>Lesson 3:</u> LI: to use perseverance, determination and inventiveness to build nests Discuss what makes a nest and how a nest might be made. Using a selection of materials challenge the children to create a nest.</p> <p><u>Lesson 4:</u> LI: To Share, Reflect & Discuss work Use the “Crit” resource to help you run a class critique. Take photos of work. Discuss How do I feel about what I have made? How does it relate to the starting point?</p>
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	<p>Recap what is identity To research Shaheen Ahmed” who explores patterns, signs and motifs that hold significance to her identity.</p> <p><u>Lesson 2:</u> LI: To create a sensory drawing Learn what a sensory drawing is Using images create sensory drawings.</p> <p><u>Lesson 3:</u> LI: To devise a process criteria to help make drawings. Look at the work of Sol Lewitt and his set of instructions to create his art/ Make own simple rules or guidelines to make 2-d works using string and tape, pens or markers.</p> <p><u>Lesson 4:</u> LI: To make a tessellated design. Learn what a tessellated pattern is Create own design.</p>	<p>Record information about the life of Cezanne and his artwork.</p> <p><u>Lesson 2</u> LI: To create gestural layered drawings Look at gestural drawing methods Using still life which can be viewed from many angles look, draw ,look ,draw an image. Build layers using different colours.</p> <p><u>Lesson 3:</u> LI: To create cut Paper Collage Still life Observe a selection of objects, fruit and fabric, choosing objects with simple basic shapes, pattern/texture and secondary colours. Add Pattern and texture, inspired by the still life objects, directly on to sheets of paper using small brushes, sponges, bubble wrap, fingers etc</p> <p><u>Lesson 4:</u> LI: To create cut Paper Collage Still life Revisit last week’s lesson. Create collage using cut and ripped papers into simple shapes required to represent the still life objects. Move the objects around to experiment with different compositions. Glue into place and add a paint wash.</p>	<p>How far did I come away from the initial starting point? What do I like about it? Which parts of the process did I enjoy? Where did I feel lost? What did I discover? What did i enjoy? Are there clues for what’s next? What do other people think about what I have made?</p> <p><u>Summer 2</u> <u>Lesson 1:</u> LI: To explore the sculptures of Claes Oldenburg To research the artist Claes Oldenburg and write about his work. Watch the video and make visual notes draw quick drawings of the sculptures, note down feelings and also include any other thoughts that the videos prompt.</p> <p><u>Lesson 2:</u> LI: To sketch using “Show Me What You See” technique Watch the film food to enable children to draw images encouraging close and slow looking in sketchbooks. Use the show me what you see methods and have items of food to be drawn.</p> <p><u>Lesson 3:</u> LI: To understand how Malaysian shadow puppets are created Invite children to bring in a tin or jar of food that they feel really familiar with, it might be their favourite food or something that they eat often. Or provide an image</p>
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			<p>create a simple out line painting of the object, Include text and the main areas of detail. Then make into a 3d object. Lesson 4 LI: To sketch a Communal Picnic Using a large sheet or piece of paper lay out a picnic with – lots of colour, texture, pattern and form to inspire – and lots of space between the food objects to allow the children to work directly on to the cloth. Using a variety of mark making materials draw what can be seen.</p>
<p>Key Vocab</p>	<p>imagery, Laura Carlin & Shaun Tan stick and Indian ink, drawing pens, wax resist and ink wash, chunky soluble graphite, non-soluble graphite, birs, charcoal pencil and charcoal, line, shape, colour and composition develop evocative and characterful imagery. repetitive action, simple action, complexity of an image, mark making, tessellated pattern</p>	<p>Plinth, figurative clay sketches , Thomas Price, manipulate materials, fourth plinth, mould, gestural drawings, still life , Cezanne, simple basic shapes, pattern/texture and secondary colours.observe</p>	<p>Observational drawings, wet and dry media, inventive and exploratory. Bewick, mark making, visualise Sculpture, Painting, Drawing, Collage, Sketchbooks, Claes Oldenburg, visual notes, show what you can see, 3d sculpture</p>

Challenge	<p><u>Autumn 1:</u> <u>Lesson 1:</u> Make visual notes about their work</p> <p><u>Lesson 2:</u> Use another line of text and create a drawing</p> <p><u>Lesson 3:</u> Make visual notes on key words from the text</p> <p><u>Lesson 4:</u> Chose a different line of text and recreate through a simple sketch</p>	<p><u>Spring 1:</u> <u>Lesson 1:</u> How would you use your time if you were given an hour on the plinth?</p> <p><u>Lesson 2:</u> Who would you create a sculpture of and why?</p> <p><u>Lesson 3:</u> Self-assess your sculpture. How could you improve it?</p> <p><u>Lesson 4:</u> Construct the highest balancing structures.</p>	<p><u>Summer 1:</u> <u>Lesson 1:</u> What do you like about the projects and how do they make you feel?</p> <p><u>Lesson 2:</u> Which skills did you use to mark make?</p> <p><u>Lesson 3:</u> Self-assess add two things that have worked well and one thing you would improve.</p> <p><u>Lesson 4:</u> Review your peers work</p>
	<p><u>Autumn 2:</u> <u>Lesson 1:</u> Shaheen describes herself as a “Craftivist”. What do you think that means?</p> <p><u>Lesson 2:</u> What other resources could you use to add extra texture to your drawing?</p> <p><u>Lesson 3:</u> Why might we need rules or guidelines to create art?</p>	<p><u>Spring 2:</u> <u>Lesson 1:</u> How do his paintings compare? What are the similarities and differences?</p> <p><u>Lesson 2:</u> Re-see or re-draw an element correctly.</p> <p><u>Lesson 3:</u> Which pattern over paint do you prefer. Why?</p> <p><u>Lesson 4:</u> Add simple shadows</p>	<p><u>Summer 2:</u> <u>Lesson 1:</u> What do you think Oldenburg was trying to say through his artwork?</p> <p><u>Lesson 2:</u> How is drawing from life different to drawing from photographs?</p> <p><u>Lesson 3:</u> Create a different jar/tin</p> <p><u>Lesson 4:</u> Add your favourite food to the Communal picnic</p>

<p>Suggested outcomes</p>	<p><u>Autumn 1:</u> <u>Lesson 1:</u> To introduce children to 2 artists that tell stories through imagery</p> <p><u>Lesson 2:</u> To create a sensory drawing from an image</p> <p><u>Lesson 3: Lesson 4:</u> Illustrating The Jabberwocky</p>	<p><u>Spring 1:</u> <u>Lesson 1:</u> To retrieve information about plinths</p> <p><u>Lesson 2:</u> To write about sculptures designed by Thomas Price</p> <p><u>Lesson 3:</u> Use clay around a figurative theme.</p> <p><u>Lesson 4:</u> Create a plinth</p> <p><u>Spring 2:</u></p>	<p><u>Summer 1:</u> <u>Lesson 1:</u> To answer questions about the work of artists who are inspired by things that birds can teach us</p> <p><u>Lesson 2:</u> To draw a variety of nests</p> <p><u>Lesson 3:</u> To create a nest</p> <p><u>Lesson 4:</u> To review work</p>
	<p><u>Autumn 2:</u> <u>Lesson 1:</u> To understand how artwork relates to identity</p> <p><u>Lesson 2:</u> Make a sensory drawing</p>	<p><u>Lesson 1:</u> Create a biography of Cezanne and his art</p> <p><u>Lesson 2:</u> To improve drawing skills.</p>	<p><u>Summer 2:</u> <u>Lesson 1:</u> To write the sculptures of Claes Oldenburg</p>
	<p><u>Lesson 3:</u> Create own simple rules or guidelines to make 2-d works</p>	<p><u>Lesson 3:</u> Create resources for still life collage</p>	<p><u>Lesson 2:</u> To sketch items of food</p>
	<p><u>Lesson 4:</u> Learn how to create a tessellated pattern</p>	<p><u>Lesson 4:</u> Layered still life collage</p>	<p><u>Lesson 3:</u> To paint items from a corner shop</p> <p><u>Lesson 4:</u> A large scale Communal Picnic Drawing</p>

Year 5	Autumn	Spring	Summer
<p>Theme</p>	<p>Autumn 1. <u>Typography and Maps</u></p> <p>-Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps</p> <p>Autumn 2</p> <p><u>Activism</u></p> <p>-Explore how artists use their skills to speak on behalf of communities. Make art about things you care about collage to make visual poetry zines</p>	<p>Spring 1.</p> <p><u>Set Design</u></p> <p>-Explore creating a model set for theatre or animation inspired by poetry, prose, film or music</p> <p>Spring 2.</p> <p><u>Mixed Media Land & City Scapes</u></p> <p>-Explore how artists use a variety of media to capture spirit of the place. Focus upon exploratory work to discover mixed media combinations</p>	<p>Summer 1. <u>Architecture: Dream Big or Small?</u></p> <p>-Explore the responsibilities architects have to design us a better world. Make your own architectural model</p> <p>Summer 2</p> <p><u>Fashion Design</u></p> <p>-Explore contemporary fashion designers and create your own 2D or 3D fashion design working to a brief</p>
<p>Prior Knowledge</p>	<p>Topic and skill from last year on long term plans</p> <p>-Explore how artists create sequenced drawings to share and tell stories. Create according to books or comic strips to retell poetry or prose through drawing</p>	<p>-Explore how the way we display our work can affect the way it is seen. Create an artwork inspired by the idea of “Plinth”</p> <p>-Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired artwork</p>	<p>-What can artists learn from nature? Nurture personality traits as well as technical skills</p> <p>-Drawing and making inspired by food. How might we use food and art to bring us together?</p>

	<p>-Exploring how we can use colour, line and shape to create patterns, including repeating patterns</p>		
<p>Sequence of lessons</p>	<p>Autumn 1. Lesson 1 LI: To understand what is typography Use talking point what is typography. Explore the work of Louise Fili who is a pioneer in establishing herself as a woman working in Typography.</p> <p>Lesson 2 LI: To design and create cut out Typography Invite the children to create their own letters in a playful way to discover arrangements they like. Use the “Cut Out Typography” resource. Stick the outcomes in sketchbooks. Think about what you like about</p>	<p>Spring 1 Lesson 1: LI- To explore how sets are designed for theatre How are sets designed for theatre? Use the “Talking Points: Set Designer Rae Smith” resource to introduce pupils to the work of a set designer working in theatre. Making Visual Notes” in sketchbooks making quick drawings of the sculptures, note down feelings and thoughts.</p> <p>Lesson 2 LI: To understand how sets are designed for animation Use the “Talking Points: Negative Space by Tiny Inventions” resource to see how animators created the set for their animation Negative Space. Record how sets are created including thoughts and feelings evoked.</p> <p>Lesson 3: LI- To create dramatic drawings Take part in 10-minute warm-up exercise: Discovering Charcoal</p>	<p>Summer 1. Lesson 1: Li: To understand aspirational architectural design To discuss “As architects, should we aspire to fill the world full of amazing beautiful buildings, or do we serve ourselves and the planet better by designing small, modest, cleverly designed eco homes. Or can we do both?” Use “Drawing Source Material: Amazing Architectural Homes” to create discussion and record thoughts and forms, structures and materials that they like</p> <p>Lesson 2: Li: To understand form and structure that architects use Revisit(“Drawing Source Material: Amazing Architectural Homes” and “Talking Points: Tiny Houses“. On paper Make drawings of paused moments in the video (so they are working from a still image). Look at images from Shoreditch sketch and recreate the images.</p>

	<p>the letters you create, and what you might like to develop further.</p> <p>Lesson 3 LI: To create Typography Create own letters of a typeface in an intuitive and fun way in the “Create Your Own Typography” resource. Work in sketchbooks to develop a whole word or even phrase, but pay just as much attention to each letter.</p> <p>Lesson 4 LI: To explore Making Powerful Visual Imagery Use the “Making Stronger Drawings” resource to help you develop strong mark-making skills. Work on maps or newspaper.</p> <p>Lesson 5 LI: To create a visual map Look at how artists such as Greyson Perry or Chris Kenny create maps. Apply typography skills and powerful drawing skills to make a visual map.</p> <p>Autumn 2. Lesson 1:</p>	<p>To look use small props (2 or 3 small animals, toys) to create a scene. Using skills practised create a dramatic scene using charcoal.</p> <p>Lesson 4: LI: To design a 3d set scene Recap what is a set design. Look at images of models of set designs Using vocabulary “The street was dark, wet and deserted” “No one wanted to enter the building” “It was a dark and stormy night!” Plan set design in sketchbooks.</p> <p>Lesson 4: LI: To create a 3d set scene Using designs create a set scene.</p> <p>Spring 2. Lesson 1: LI: To explore the work of a landscape artist. What is landscape art? Look at art by Vanessa Gardiner who takes her inspiration from the landscape. Compare and contrast Vanessa with the Shoreditch Sketcher.</p> <p>Lesson 2 LI: To understand how to personalise sketchbooks To look at how to personalise sketchbooks and develop techniques.</p>	<p>Lesson 3 &4: LI to create an architectural Model Using sketches from previous lessons and the “Ink and Foamboard Architecture” resources to create a 3d model. Share, reflect and discuss outcomes.</p> <p>Summer 2 Lesson 1: LI: To explore the work of a fashion designer To research the artists Alice Fox. Rahul Mishra, Pyer Moss, Tatyana Antoun Compare the designs. How do the collections make you feel? How would you describe the colour palettes? What do you like/dislike about the garments?</p> <p>Lesson 2: LI: To create a fashion design Revisit last week’s designers. Using a theme provide images to research In sketchbooks create own fashion designs experiment with shape and form, pattern, colour and texture.</p> <p>Lesson 3 & Lesson 4:</p>
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	<p>LI: To understand what is monotype printing Research what is a monotype to introduce pupils to the idea of making one off drawings through print. Look at the work of Kervork Mourad who creates huge sculptural monotypes on fabric.</p> <p><u>Lesson 2:</u> LI: To research different marks made by artists In sketchbooks create a lexicon of marks made by varying the tool, hold, pressure, speed and intention of the way the mark is made.</p> <p><u>Lesson 3 and 4:</u> LI: To create a visual poetry zine Look at what a zine is and look at visual notes. use the “Visual Poetry Zine with Monotype” resource to explore how to use monotype to create a zine use sketchbooks to test the monotype process and explore colour, line and mark making. Transfer these ideas into a zine.</p>	<p>Using a variety of materials modify a regular sketchbook by adding and taking away. Understand how changing the shape, size, scale, texture and nature of the paper you make marks on will affect responses to the page.</p> <p>Lesson 3: LI- To explore the work of an artist To look at images of her beach and sea sketches. How does Saoirse’s painting process connect to the sea? How do the colours, shapes and textures evoke the atmosphere of the sea? How does the painting, and process capture the essence of the sea? What do you like / dislike about the painting? How does the painting make you feel?</p> <p>Lesson 4: LI- To use mix media to create a landscape Using images create a landscape scene with a combination of two or more materials and a conceptual area of focus.</p>	<p>LI: To create 2d and 3d fashion Revisit sketchbooks and designs Use the “Making 2d & 3d Fashion Designs with Painted and Decorated Paper” resource to enable an exploration of fashion design. Encourage extra detail to be added to sketchbooks as designs are created. Share, reflect, discuss and talk about intention and outcome.</p>
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<p>Key Vocab</p>	<p>Zine, Monotype, create imagery which captures the mood of the piece of poetry, mark making , sculptural monotypes on fabric, concepts and process Typography, fonts , layout, three dimensional maps., visual elements, Pictorial representations</p>	<p>lighting, scale, perspective, composition, and sound. Theatre design, animation. backdrop/props light, shadow Mixed media, land and city landscape, exploratory journey, plein air, mixed media, creative risks, Vanessa Gardiner, Shoreditch Sketcher, subject matter</p>	<p>form, structure, materials, and scale to design innovative buildings, vision, architectural model, aspirational, design brief, Fashion, Painting, Collage, colour, pattern, line, shape, form, material, texture, contemporary fashion</p>
<p>Challenge</p>	<p><u>Autumn 1:</u> <u>Lesson 1:</u> What are the features of typography? <u>Lesson 2:</u> Combine letters to make a word. <u>Lesson 3:</u> To design a word or phrase <u>Lesson 4:</u> Use graphite pencil to add an image <u>Autumn 2:</u> <u>Lesson 1:</u> Sketch an image you could use a monotype</p>	<p><u>Spring 1:</u> <u>Lesson 1:</u> What would you include as key pieces in an theatre set design? <u>Lesson 2:</u> What would you include as key pieces in an animation set design? <u>Lesson 3:</u> Annotate your drawing <u>Lesson 4:</u> Self assess your installation. How could you improve it? <u>Spring 2:</u> <u>Lesson 1:</u></p>	<p><u>Summer 1:</u> <u>Lesson 1:</u> What do you feel is important in terms of house design to make the world a better place? <u>Lesson 2:</u> Create a continuous line drawing <u>Lesson 3 &4:</u> Self assess add two things that have worked well and one thing you would improve. <u>Summer 2:</u> <u>Lesson 1:</u> Which materials do you think Alice used to make her collection? How/why do you think she made these choices? <u>Lesson 2:</u> How could you modify your design for a different climate</p>

	<p><u>Lesson 2:</u> Create the same image using a different technique</p> <p><u>Lesson 3:</u> Why do artists use zines?</p> <p><u>Lesson 4:</u> Peer assess your work</p>	<p>Look at a piece of art from the Shoreditch sketcher annotate the key features.</p> <p><u>Lesson 2:</u> How can you extend your sketchbook over this topic?</p> <p><u>Lesson 3:</u> Are there any animals / insects / plants in your local area that has been suffering the consequences of climate change? How has your local landscape been affected?</p> <p><u>Lesson 4:</u> Use another media to add depth to your scene</p>	<p><u>Lesson 3 & Lesson 4</u> Evaluate your work. How could you improve it</p>
<p>Suggested outcomes</p>	<p><u>Autumn 1:</u> <u>Lesson 1:</u> To describe the methods used by the artist .</p> <p><u>Lesson 2:</u> To design and cut out typography with skill</p> <p><u>Lesson 3:</u> To create typography letters in sketchbooks</p> <p><u>Lesson 4:</u> To mark make sketches on maps and newspapers</p> <p><u>Lesson 5:</u> Use typography skills learnt to create a visual map</p> <p><u>Autumn 2:</u></p>	<p><u>Spring 1:</u> <u>Lesson 1:</u> To make visual notes on theatre set design</p> <p><u>Lesson 2:</u> To research how animation set design is created</p> <p><u>Lesson 3:</u> To draw a theatre set scene using charcoal</p> <p><u>Lesson 4:</u> 3d model theatre set scene created</p> <p><u>Spring 2:</u></p> <p><u>Lesson 1:</u></p>	<p><u>Summer 1:</u> <u>Lesson 1:</u> To discuss and record thoughts on forms, structures and materials that they like in architecture</p> <p><u>Lesson 2:</u> To create a sketch of different architectural designs</p> <p><u>Lesson 3:</u> To create a strong structure 3d model of an architectural design</p> <p><u>Summer 2:</u> <u>Lesson 1:</u> To compare the work of various fashion designers</p>

	<p><u>Lesson 1:</u> To research an artist to explore monotype</p> <p><u>Lesson 2:</u> To create different marks in sketchbooks</p> <p><u>Lesson 3 & 4:</u> To understand what a zine is and create a zine about monotypes</p>	<p>To look at landscape design and contrast and compare artists</p> <p><u>Lesson 2:</u> To personalise sketchbooks</p> <p><u>Lesson 3:</u> To explore seaside landscape art</p> <p><u>Lesson 4:</u> To create a mixed media landscape using 2 or more media</p>	<p><u>Lesson 2:</u> To sketch fashion design</p> <p><u>Lesson 3 & 4:</u> To create a piece of fashion design from sketches</p>
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Year 6	Autumn	Spring	Summer
<p>Theme</p>	<p>Autumn 1. <u>2D Drawing to 3D Making</u> -Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome</p> <p>Autumn 2</p> <p><u>Activism</u> -Explore how artists use their skills to speak on behalf of communities. Make art about things you care about</p>	<p>Spring 1.</p> <p><u>Brave Colour</u> -Exploring the work of installation artists who use light, form and colour to create immersive environments. Creating 2D or 3D models to share our vision of imagined installations with others.</p> <p>Spring 2.</p> <p><u>Exploring Identity</u> -Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.</p>	<p>Summer 1.</p> <p><u>Take a Seat</u> -Explore how craftspeople and designers bring personality to their work. Make a small model of a chair which is full of personality.</p> <p><u>Shadow Puppets</u> -Explore how traditional and contemporary artists use cut-outs for artistic affect. Adapt their techniques to make your own shadow puppets.</p>
<p>Prior Knowledge</p>	<p>Topic and skill from last year on long term plans</p> <p>-Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps</p> <p>-Explore how artists use the monotype process to make imagery. Combine the monotype</p>	<p>Explore creating a model set for theatre or animation inspired by poetry, prose, film or music</p> <p>Explore how artists use a variety of media to capture spirit of the place. Focus upon exploratory work to discover mixed media combinations</p>	<p>Explore the responsibilities architects have to design us a better world. Make your own architectural model</p> <p>Explore contemporary fashion designers and create your own 2D or 3D fashion design working to a brief</p>

	<p>process with painting and collage to make visual poetry zines</p>		
<p>Sequence of lessons</p>	<p>Autumn 1. Lesson 1 LI: To explore the work of a famous artist. Research the paintings, drawings, prints and installations of the artist Examples:</p> <ul style="list-style-type: none"> • Who are they? • What is their Artwork? <p>Lesson 2 LI: To explore the drawing technique of the grid method Recap sketching skills. Use a grid method to draw a heart.</p> <p>Lesson 3 LI: To transfer a sketch onto different materials. Recap sketching skills. Use a grid method to draw a heart this time using card.</p> <p>Lesson 4 LI: To add tone and expression to the drawing.</p>	<p>Spring 1 Lesson 1: LI: To explore the work of an installation artist. What is installation art? Look at works by Liz West, Yinka Ilori and Olafur Eliasson. Record what can be seen and how art can make us feel.</p> <p>Lesson 2 LI: To understand how to make visual notes. To look at visual note taking methods Watch a video of an interactive art installation and draw images. Research installation art by researched artists and make visual notes in sketchbooks.</p> <p>Lesson 3: LI: To research how to create a mood board. To look at mood boards created by Rachel Parker discussing colours, shapes and light.</p>	<p>Summer 1. Lesson 1: LI: To explore the work of designers overtime To research the history of chairs and create a timeline. Look At a variety of chairs, material used and describe what you see. Draw a quick chair design based on mood and annotate around it.</p> <p>Lesson 2: LI: To understand how chairs are designed Look at product design for chairs and the process. Using this knowledge in sketchbooks design a chair.</p> <p>Lesson 3: Li: to create a 3d model of a chair Using sketches from previous lessons. Create a 3d model of a chair using tools and resources.</p> <p>Summer 2</p>

	<p>Recap tone and shad. Use a grid to practice tone from light to dark. Use these skills to add collage to drawing.</p> <p>Lesson 5 LI: To create a 3d model from a 2d drawing Observe 3d heart and components. Recap modelling techniques.</p> <p>Autumn 2. Lesson 1: LI: To understand how artists express their opinions Recap what is an opinion. Research an activist artist. Create a collage of their artwork and annotate around it.</p> <p>Lesson 2: LI: To understand how to create a zine Learn what a zine is and what it is used for. Research artists who create zines and the graphics used . In sketchbooks take visual notes.</p>	<p>In sketchbooks create own mood board based on light installations.</p> <p>Lesson 4: LI: To create a 3d light installation Recap what is a light installation. Using mood board create a 3d mode.l</p> <p>Spring 2. Lesson 1: LI: To explore the work of an identity artist. What is identity art? Look at works by Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu and research artists. Create a fact file and describe feelings evoked.</p> <p>Lesson 2 LI: To understand how to make visual notes. To look at visual notes. Watch a video of an interactive art installation and draw images. Research installation art by researched artists and make visual notes in sketchbooks</p> <p>Lesson 3: LI: To use tone and shade to create a self-portrait.</p>	<p>Lesson 1: LI- To explore the work of a shadow puppet artist To research the artist Lotte Reiniger and write about her work. Watch the video Thumbelina by Lotte Reiniger. And describe the puppet and its movements.</p> <p>Lesson 2: LI- To explore the art works by Henri Matisse To write an information sheet about Matisse then create a piece of cut out artwork in his style.</p> <p>Lesson 3: LI: To understand how Malaysian shadow puppets are created To look at features of Wayang puppets and sketch some images then using sketches create own model puppets.</p> <p>Lesson 4 LI: To create shadow puppets for a puppet show RE cap skills needed to make shadow puppets. Looking at a traditional story create shadow puppets to retell the story. Act out in groups.</p>
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	<p><u>Lesson 3 and 4:</u> LI: To understand the process needed to create a zine Recap what a zine is and look at visual notes. Think about what matters to you. Research images and graphics about your activism art. Save images to create a collage Make a zine. Add your images, graphics and words to the zine.</p>	<p>To recap how to create a self portrait Using techniques learned create self portrait add shade and tone.</p> <p>Lesson 4: LI: To understand how to create a layered portrait To look at how to create a layered portrait. Add collage, words and images to your background.</p>	
<p>Key Vocab</p>	<p>Lubaina Himid Sculpture, graphic design. Grid method, tone and shade, typography, negative space, tonal structure</p> <p>Luba Lukova, Faith Ringold, Banksy Zine, Graphics, collage, visual notes, activist, protest, screen printing, typography, opinion</p>	<p>Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu Collage layered portrait, line, shape, colour, texture and meaning, identity, digital art</p> <p>Liz West, Yinka Ilori and Olafur Eliasson, Rachel Parker Installation art, immersive, colour and form, sculptural challenges, visual notes, light boxes, marbling</p>	<p>Yinka Ilori</p> <p>Structure, feelings and emotions. Chronological timeline, crafts people, designers, texture, unique, form, era</p> <p>Lotte Reiniger, Henri Matisse, Wayang shadow puppets Cut out art, shadow puppet, intricate, gouache, screen printing</p>

<h2 style="margin: 0;">Challenge</h2>	<p><u>Autumn 1:</u> <u>Lesson 1:</u> Give children opportunity describe what is unique about the artist.</p> <p><u>Lesson 2:</u> Focus on heart chambers and sketch.</p> <p><u>Lesson 3:</u> Describe why we use the grid method?</p> <p><u>Lesson 4:</u> Focus on one part of the model and add more detail.</p> <p><u>Lesson 5:</u> Describe the different techniques used when modelling.</p> <p><u>Autumn 2:</u> <u>Lesson 1:</u> Why is important for artists to express their opinion?</p> <p><u>Lesson 2:</u> Name features of a zine.</p> <p><u>Lesson 3:</u> Why have you chosen your activist theme? Write a persuasive sentence about it.</p>	<p><u>Spring 1:</u> <u>Lesson 1:</u> What would you include in a piece of installation art for a school community and why?</p> <p><u>Lesson 2:</u> What are visual notes and why are they used?.</p> <p><u>Lesson 3:</u> Label the features of a mood board</p> <p><u>Lesson 4:</u> Self assess your installation. How could you improve it?</p> <p><u>Spring 2:</u> <u>Lesson 1:</u> What is identity art and why is it important?</p> <p><u>Lesson 2:</u> Make visual notes for this image.</p> <p><u>Lesson 3:</u> Create a portrait of someone else.</p> <p><u>Lesson 4:</u> Add small images inside your background that are personal to you</p>	<p><u>Summer 1:</u> <u>Lesson 1:</u> Create a chair for relaxing in the garden <u>Lesson 2:</u> Annotate around the chair feelings and thoughts</p> <p><u>Lesson 3:</u> Self assess add two things that have worked well and one thing you would improve.</p> <p><u>Summer 2:</u> <u>Lesson 1:</u> Describe how she created the puppets <u>Lesson 2:</u> Describe what you can see in Matisse artwork. What inspired him? <u>Lesson 3:</u> Which traditional stories do you think could be made into puppet shows and why? <u>Lesson 4</u> Self assess add two things that have worked well and one thing you would improve.</p>
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<p>Suggested outcomes</p>	<p><u>Autumn 1:</u> <u>Lesson 1:</u> To describe the methods used by the artist .</p> <p><u>Lesson 2:</u> Heart drawn using the grid method with proportion and scale.</p> <p><u>Lesson 3:</u> Image of heart transferred onto card.</p> <p><u>Lesson 4:</u> Detailed collage with tone and shade added to heart model</p> <p><u>Lesson 5:</u> 3d model of heart in proportion including chambers created</p>	<p><u>Spring 1:</u> <u>Lesson 1:</u> Factfile made about installation artists and how these can affect mood and feelings</p> <p><u>Lesson 2:</u> Visual notes in sketchbooks made about installation art</p> <p><u>Lesson 3:</u> Mood board created in sketchbooks including annotations</p> <p><u>Lesson 4:</u> 3d model light installation created</p>	<p><u>Summer 1:</u> <u>Lesson 1:</u> Create a chronological timeline of the history of chair design</p> <p><u>Lesson 2:</u> To create a sketch of chair including materials to be used</p> <p><u>Lesson 3:</u> To create a strong structure 3d model of a chair</p>
	<p><u>Autumn 2:</u> <u>Lesson 1:</u> Annotated collage of activist artist</p> <p><u>Lesson 2:</u> Visual notes in sketchbooks of activist themes using different graphics</p> <p><u>Lesson 3:</u> Images, graphics and collage made into a zine of an activist theme</p>	<p><u>Spring 2:</u> <u>Lesson 1:</u> Research identity artists and different forms of art</p> <p><u>Lesson 2:</u> Visual notes made</p> <p><u>Lesson 3:</u> Self Portrait created including tone and shade</p> <p><u>Lesson 4:</u> Layered portrait created including collage, words and images</p>	<p><u>Summer 2:</u> <u>Lesson 1:</u> To write about the puppets designed by Lotte Reiniger</p> <p><u>Lesson 2:</u> To create an information sheet on Matisse and a piece of cut out artwork in his style.</p> <p><u>Lesson 3:</u> To create a puppet from sketches</p> <p><u>Lesson 4:</u> Retell traditional story using shadow puppets</p>