

Progression Map of Art and Design Skills

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>I can experiment with charcoal – different pressures, smudging, using it at different angles.</p> <p>I can practise correct pencil grip and control</p> <p>I can draw different lines (curved and straight – experiment with controlled spiral shapes.)</p> <p>I can draw a self-portrait – focusing on outline and basic shapes.</p> <p>I can draw freely based on imagination and feelings.</p>	<p>I can explore charcoal as a tool– use charcoal at different angles to create different effects.</p> <p>I can draw simple shapes and form.</p> <p>I can colour in neatly inside the lines.</p> <p>I can draw people more accurately (no stick people).</p> <p>I can draw based on imagination, feelings, observations and memory.</p>	<p>I can use lines in a variety of thicknesses, shapes and sizes.</p> <p>I can begin to sketching – experiment with different pressures and different ways to hold the pencil.</p> <p>I can create silhouettes.</p> <p>I can experiment with oil pastels and the different textures they can create (for example, blending them creates a smooth texture).</p> <p>I can use what I know about basic forms of people to draw more abstract people and characters.</p>	<p>I can continue to explore pencil pressure and angles.</p> <p>I can use my pencil to create shading.</p> <p>I can use two different grades of pencil to create different tones. (HB and 4B)</p> <p>I can use oil pastels and chalk pastels – experiment with different effects they make.</p> <p>I can draw- portraits with accurate shapes and lines to create features.</p>	<p>I can understand why we use different graphite and why pencils have different grades.</p> <p>I can experiment with three different pencil grades. Use for observational drawings. (4H, HB and 4B)</p> <p>I can use hatching to add tone and texture to my drawings.</p> <p>I can create shape and shadows in my drawings of 3D objects – observational drawings.</p>	<p>I can use different grades of pencils and make decisions on what is the best tool for different elements of my drawing (4H, 2H, HB, 2B and 4B)</p> <p>I can use hatching, cross hatching and contouring to create shape, tone and texture to my drawings.</p> <p>I can use lines to create movement in my drawings.</p> <p>I can draw from different angles – foreshortening.</p> <p>I can use view finders.</p>	<p>I can use hatching, cross hatching, contouring, smudging and stippling as techniques to add texture, tone and shape to my drawings.</p> <p>I can create shadows and reflections in my drawings.</p> <p>I can create tone and texture using tools other than pencils (e.g. chalk)</p> <p>I can draw designs for 3D work accurately.</p> <p>I can draw using different perspectives (e.g. one-point perspective)</p>

Cantrell Primary School Art and Design Curriculum

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	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting	<p>I can begin to experiment with mixing colours – guided.</p> <p>I can paint simple shapes and straight and curved lines.</p> <p>I can select appropriate colours for my paintings.</p> <p>I can begin to layer two different colours.</p> <p>I can experiment with mark making using different brushes and tools (e.g. fingers, hands, cotton buds, sticks, sponges etc.)</p>	<p>I can use poster paints/powder paints</p> <p>I can name the primary and secondary colours.</p> <p>I can mix primary colours to make secondary colours.</p> <p>I can say whether a colour is a cold or warm colour.</p> <p>I can discuss colours used by an artist.</p>	<p>I can use poster paints/powder paints</p> <p>I can mix primary colours to make secondary colours and know their positions in relation to the colour wheel.</p> <p>I can use black and white to change the tone of my colours.</p> <p>I can use paint to create landscapes.</p> <p>I can use different sized brushes to create different patterns and designs.</p>	<p>I can use watercolour paints.</p> <p>I can experiment with creating a wash, painting on dry paper and wet paper.</p> <p>I can mix secondary colours to create tertiary colours.</p> <p>I can mix the correct colours for my painting using watercolours.</p>	<p>I can use watercolour paints.</p> <p>I can add more details into my paintings.</p> <p>I can use colour to create different moods and atmospheres.</p> <p>I can paint in monotone (one colour in different hues).</p>	<p>I can use acrylic paint.</p> <p>I can copy parts of other paintings.</p> <p>I can use my observations to paint real objects.</p> <p>I can convey an impression of what I have observed in real life or in another artists' work.</p> <p>I can choose and use colours that complement each other when painting.</p>	<p>I can use acrylic paints on 2D and 3D pieces.</p> <p>I can layer and blend colours to add detail and texture.</p> <p>I can experiment with texture in my paintings using different mark making techniques (e.g. flick, dots, strokes, smudges, swipes, twists and lines.)</p> <p>I can experiment with texture in my paintings by applying the paint using different tools (e.g. lolly sticks on their side, cardboard, pencils to carve shapes.)</p> <p>I can use acrylics to create shading with colour.</p>

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	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sculpture <i>(Links could be made with D&T and Science)</i>	<p>I can create a model using recycled materials and say what I have made.</p> <p>I can experiment with creating shape with play doh/plasticine.</p> <p>I can cut and attach materials.</p>	<p>I can use natural materials to build/create an outdoor sculpture (land art).</p> <p>I can join materials.</p> <p>I can roll pinch and pull our projections in plasticine.</p> <p>I can create a sculpture using Papier Mache.</p>	<p>I can manipulate clay into a shape - make a clay finger pot.</p> <p>I can use tools to create lines and texture to clay.</p>	<p>I can use Modroc and newspaper and/or wire to create a sculpture.</p>	<p>I can roll and create clay tiles</p> <p>I can use tools to carve shapes and patterns into clay tiles.</p>	<p>I can create a clay figure with a frame using previously techniques where appropriate.</p> <p>I can create a moving puppet.</p>	<p>I can manipulate clay into a solid sculpture.</p> <p>I can attach separate pieces of clay using cross hatching and water.</p> <p>I can use previously taught techniques to embellish my work as appropriate.</p> <p>I can glaze and prepare clay for painting.</p>
Collage	<p>I can select my own materials for my collages.</p> <p>I can rip and cut materials.</p> <p>I can begin to create patterns within my collage.</p>	<p>I can create shape and patterns.</p> <p>I can make colour choices.</p> <p>I can make my own material choices.</p> <p>I can cut and glue.</p>	<p>I can use collage to create a landscape.</p> <p>I can create texture within my collage using materials such as threads.</p> <p>I can begin to use collage alongside other techniques such as drawing and oil pastels-layering.</p>	-	<p>I can create a mosaic collage.</p> <p>I can create a collage that is both visual and tactile.</p>	-	<p>I can create a photo montage.</p> <p>I can use collage as part of my sketchbook process.</p>

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	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Printing	<p>I can print shapes and patterns using natural and man-made objects.</p> <p>I can create crayon rubbings.</p>	<p>I can print with plasticine and paint.</p> <p>I can use more than one colour in my prints.</p> <p>I can overlap my prints.</p> <p>I can create patterns with my prints.</p> <p>I can marble with ink and with foam.</p>	-	<p>I can do relief/block printing using Styrofoam and printing ink.</p> <p>I can add more detail into my prints.</p> <p>I can print edge to edge.</p>	I can print onto fabric.	I can create detailed mono prints based on a theme.	-
Textiles (Links could be made with D&T)	-	I can weave with paper, fabrics and threads.	I can attach two pieces of fabric with a simple running stitch and an adhesive.	<p>I can sew onto binca.</p> <p>I can use back and cross stitch to create a picture/pattern.</p> <p>I can mark make using thread.</p>	<p>I can use paint on fabric.</p> <p>I can use colour to add pattern to fabric.</p>	I can batik on fabric.	<p>I can create a tapestry or wall hanging using my choice of previously taught techniques (paint on fabric, printing, batik, stitching and weaving.)</p> <p>I can design and create small and large pieces.</p> <p>I can create my own designs.</p>
Digital Media and Animation (Links could be made with ICT)	I can use paint tool program to draw pictures and select my own colours.	<p>I can take photos for inspiration and say what I have taken a photo of.</p> <p>I can take photos of my own art and discuss.</p> <p>I can use line and fill tools on computer program.</p>	I can create a basic animation using a computer program.	-	I can create a short animation film using my own characters and sets.	-	<p>I can select photographs and write a short piece of writing to accompany them.</p> <p>I can take photographs of different textures, designs and colours and write a short piece of writing to accompany them.</p>

Cantrell Primary School Art and Design Curriculum

	Autumn	Spring	Summer
Year 1	<p>Painting – Colour mixing (Piet Mondrian & Damien Hirst)</p> <p>Collage – Colour, shape and pattern (Alma Thomas)</p> <p>Sculpture – Natural Objects (Andy Goldsworthy)</p>	<p>Drawing – People, Lines, Shape and Form (Keith Haring)</p> <p>Printing – Marbling and plasticine stamps (Catherin Machin)</p>	<p>Textiles – Weaving (Abdouleh Konate and Kente cloth)</p> <p>Sculpture – Papier Mache Pirate Boat</p>
Year 2	<p>Drawing/Digital Media – Dinosaur Silhouettes and Animations (Kara Walker & Lottie Reiniger)</p>	<p>Painting and Drawing – Starry Night (Vincent Van Gogh)</p> <p>Collage – Landscapes (Erin Handson)</p> <p>Sculpture – Clay Nests</p>	<p>Drawing – People (Quentin Blake)</p>
Year 3	<p>Drawing – Egyptian Pharaoh Portraits (Andy Warhol & Kehinde Wiley)</p>	<p>Sculpture – Modroc (Sir Anthony Gormley OBE)</p> <p>Printing – Anglo-Saxon Designs using styrofoam and ink printing</p> <p>Textiles – Anglo-Saxon Cross Stitch patterns</p>	<p>Painting – Water Colour (Winslow Homer, David Miller & Marcia Boldwin)</p>
Year 4	<p>Collage – Roman Mosaics (Elaine Goodwin)</p> <p>Observational Sketching/Drawing – Still Life</p>	<p>Textiles & Printing – Mayan Patterns (Juan Sisay)</p> <p>Sculpture – Hieroglyphs and Mayan Gods on clay tiles</p>	<p>Watercolour Painting – Water Lilies (Claude Monet)</p>
Year 5	<p>Sketching – WW1 Equine Sketching (George Stubbs)</p>	<p>Textiles – Batik (Wendy Evans)</p>	<p>Painting with Acrylics – Rainforests (Francesco Squarcione, John Dyer and Nixiwaka Yawanawa)</p> <p>Sculpture – Stone Age Britain figures from Wolf Brother</p>
Year 6	<p>Observational Drawings of Birds – Mina’s Sketchbook (Leonardo Da Vinci)</p> <p>Sculpture – Mina’s Clay Owls (Niharika Rajput)</p>		<p>Painting – The Great Wave off Kanagawa (Katsushika Hokusai)</p> <p>Textiles – Koi Nobori</p>

Cantrell Primary School Art and Design Curriculum

Year 1: Painting – Colour mixing (Piet Mondrian & Damien Hirst)

*NC reference: To know about the work of a range of artists, describing the similarities and differences between different practises and make links to their own work.
To develop a wide range of techniques in using colour, pattern and shape.
To use painting to develop and share ideas.*

Objectives:

- Be able to express opinions about the work of other artists.
- Be aware of artists' work.
- Know about the life of an artist.
- Know the primary and secondary colours.
- Be able to mix primary colours to make secondary colours.
- Be able to create own paintings inspired by famous artists.

Key Factual Learning:

- ✓ Piet Mondrian is a Dutch painter.
- ✓ He is a famous artist.
- ✓ He is famous for using black lines and primary colours in his paintings.
- ✓ His paintings have been used to design other things such as clothing.
- ✓ The primary colours are red, yellow and blue.
- ✓ Damien Hirst is an English artist.
- ✓ Damien Hirst uses more colours than Mondrian.
- ✓ Hirst uses secondary colours and primary colours.
- ✓ Secondary colours can be made by mixing primary colours.
- ✓ Green is made by mixing blue and yellow.
- ✓ Orange is made by mixing red and yellow.
- ✓ Purple is made by mixing blue and red.
- ✓ Blue, green and purple are cold colours.
- ✓ Red, orange and yellow are warm colours.

Practical Tasks:

- Discuss the work of Piet Mondrian. Annotate examples of his paintings with likes, dislikes and what they notice about his work.
- Create own painting inspired by the shapes and colours used by Mondrian.
- Compare paintings by Mondrian and Hirst. Discuss similarities, differences and individual preferences. Then focus in on their use of colour.
- Experiment with mixing primary colours together. Document in sketchbook which primary colours make which secondary colours.
- Paint a picture inspired by Hirst's dot paintings using primary and secondary colours (mix own colours – mixing for a purpose).
- Create another painting of using the skills that they have learned and inspiration from Mondrian and Hirst. Review previous pieces and use this to improve and create their "final" piece.

Key Vocabulary:

Colour mixing, primary colours, secondary colours, Piet Mondrian, straight lines, similarities, differences, inspiration, painting, painter, artist, shape.

Cross-Curricular Links:

Maths – shapes (squares and rectangles used in Mondrian's paintings and the circles used in Hirst's)

Cantrell Primary School Art and Design Curriculum

Year 1: Sculpture – Natural Objects (Andy Goldsworthy)

*NC reference: To know about the work of a wide range of artists, craft makers and designers.
To use drawing and sculpture to develop and share ideas, experiences and imagination.
To use a range of materials creatively to design and make products.*

Objectives:

- Be able to express opinions about the work of other artists.
- Be aware of artists' work.
- Know about the life of an artist.
- Be able to use natural materials to inspire their art work.
- Be able to design and create own sculpture.
- Be able to use technology to record their findings and art work.
- Be able to use charcoal and pencils.
- Be able to draw from observations.

Key Factual Learning:

- ✓ Andy Goldsworthy is an artist.
- ✓ He was born in Cheshire but he lives and works in Scotland.
- ✓ He makes sculptures using natural materials.
- ✓ He has won lots of awards for his work.
- ✓ He takes photographs of his sculptures because they come apart and go back into the environment.
- ✓ Artists can use many different tools and materials to create art.
- ✓ Sculptures are a form of art.
- ✓ Charcoal can be used at different angles to make different lines and shapes.

Practical Tasks:

- Artist study of Andy Goldsworthy – learn about and answer questions about the life of Andy Goldsworthy.
- Discuss some of Andy Goldsworthy's work – what do you like? What don't you like? What materials do you think have been used in his pieces?
- Go on a walk around the outside of school and take pictures of natural objects that they could use to make their own sculpture.
- Design their own sculpture using their photographs and Andy Goldsworthy's work as inspiration.
- Go outside and make own sculptures using natural objects. Take pictures of them using iPad.
- Discuss own sculptures and other children's sculpture – express opinions.
- After discussions, edit own piece or make a new piece using feedback and reflection.
- Bring in some natural objects that we have been using and use for observational drawing using pencils and charcoal.

Key Vocabulary:

Andy Goldsworthy, sculpture, natural materials, photographs.

Cross-Curricular Links:

Computing – photography using iPads

Science – identify natural objects/signs of Autumn.

Cantrell Primary School Art and Design Curriculum

Year 1: Printing – Marbling and plasticine stamps (Catherin Machin)

NC reference: To know about the work of a range of artists, describing the similarities and differences between different practises and make links to their own work.
To develop a wide range of techniques in using colour, pattern and shape.

Objectives:

- Know about the life and work of an artist.
- Be able to express thoughts and opinions of another artist's work.
- Know how to use shaving foam and watercolours to marble.
- Know how to use water and ink to marble.
- Know how to use plasticine to print.

Key Factual Learning:

- ✓ Catherin Machin is an artist.
- ✓ She creates outer space paintings.
- ✓ She was born in England but she lives in Australia.
- ✓ She paints real space scenes and imaginative ones (abstract).
- ✓ There are different ways that we can use paint and ink.
- ✓ Printing is a different way to make patterns and pictures on a page.
- ✓ Marbling can make different patterns.
- ✓ Marbling makes a different pattern each time.
- ✓ I can use more than one colour when marbling.
- ✓ Plasticine stamps can be used to make the same pattern or picture more than once.

Practical Tasks:

- Catherin Machin artist study – look at some of her paintings and discuss what you think they are? What colours, shapes and patterns can you see? What do you think about the pieces? How do they make you feel? What do they make you think of?
- Experiment with different colours and patterns in shaving foam and watercolour marbling.
- Create a planet using shaving foam marbling.
- Design own alien.
- Introduce water and ink marbling on card then draw alien again on the back (after reflecting on previous alien drawing) then cut alien out.
- Experiment with plasticine stamps and try to create different textures on the page using different objects imprinted on the plasticine. Roll and pull projections out of the plasticine to create different effect.
- Create space inspired piece of art using chosen new printing technique. Use to create a large collaborative piece of art with children's planets and aliens on.

Key Vocabulary:

marbling, printing, ink, abstract, patterns, plasticine, stamp.

Cross-Curricular Links:

English – space topic

Cantrell Primary School Art and Design Curriculum

Year 1: Textiles – Weaving (Abdouleh Konate and Kente cloth)

NC reference: To know about the work of a range of artists, craft makers and designers, describing the similarities and differences between different practises and make links to their own work.

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

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

Objectives:

- To know about art and designs of a different culture and be inspired by them.
- To use pattern and colour to create own design.
- To be able to weave with fabric and paper.

Key Factual Learning:

- ✓ Kente cloth is designed and created in Ghana.
- ✓ It was first worn by royal or rich people.
- ✓ Kente is worn for special days.
- ✓ "Kente" means "basket".
- ✓ Kente cloth is made by weaving thin strips of fabric together.
- ✓ Kente cloth has bright colours and each colour has a different meaning.
- ✓ Abdouleh Konate is an artist that works with textiles.

Practical Tasks:

- Introduce to Kente cloth designs. Learning about the origin of the Kente cloth and the designs.
- Draw own Kente designs. Experiment with different patterns and colours.
- Look at and discuss the textile work of Abdouleh Konate and compare his style of textile art to the Kente cloth designs.
- Design own textile design ready to weave a basket.
- Weave a basket using fabrics and paper.
- Verbally evaluate own product.

Key Vocabulary:

Kente cloth, colour, pattern, Ghana, weaving, textiles.

Cross-Curricular Links:

Geography – learning about different countries.

Handwriting – fine motor skills.

Cantrell Primary School Art and Design Curriculum

Year 1: Sculpture – Papier Mache Pirate Boat

NC reference: To know about the work of a range of artists, describing the similarities and differences between different practises and make links to their own work.
To develop a wide range of techniques in using colour, pattern and shape.

Objectives:

- Be able to use other artists' work as inspiration.
- Be able to create a boat shape.
- Be able to use Papier Mache technique to make their structure.
- Be able to paint a 3D piece of art.

Key Factual Learning:

- ✓ Boats come in different shapes and sizes.
- ✓ We can use the art of other people to give us ideas for our own art.
- ✓ Structures need a strong base so they stand up.
- ✓ Papier Mache uses PVA glue over strips of newspaper.
- ✓ Newspaper can be twisted to make it stronger.

Practical Tasks:

- Look at a range of paintings with different boats in and choose some that they like to add to their sketchbook for inspiration.
- Use computers or iPads to find photographs of boats for inspiration.
- Design own boat, thinking about how they will make it.
- Make boat using Papier Mache – adapt from design if needed.
- Paint boat.

Key Vocabulary:

sculpture, art, free standing, base, Papier Mache.

Cross-Curricular Links:

Link with Pirate Topic.

Cantrell Primary School Art and Design Curriculum

Year 1: Collage – Colour, shape and pattern (Alma Thomas)

NC reference: To know about the work of a range of artists, describing the similarities and differences between different practises and make links to their own work.
To develop a wide range of techniques in using colour, pattern and shape.
To use painting to develop and share ideas.

Objectives:

- Be able to express opinions about the work of other artists.
- Be aware of artists' work.
- Know about the life of an artist.
- Be able to create own paintings inspired by famous artists.
- Be able to create collages inspired by famous artists.
- Be able to make decisions about colour and shape.
- Be able to layer materials and shapes to create new shapes and patterns.

Key Factual Learning:

- ✓ Alma Thomas was an American artist.
- ✓ She was an inspiration for women, black people and older artists.
- ✓ Her paintings were exhibited in The White House three times.
- ✓ Short and long brush strokes make different patterns and shapes.
- ✓ You can make shapes and pictures using smaller shapes.
- ✓ Our art does not have to look the same as other people's. We can choose our own colours, shapes and materials to use.

Practical Tasks:

- Artist study of Alma Thomas. Express opinions about her artwork. What do you notice about her artwork? Compare to the work of previously taught artists (Mondrian and Hirst).
- Use paint to create a piece of artwork inspired by Alma Thomas' paintings. Concentrate on different sized brushes and brush strokes – control the paintbrush. Have you chosen warm or cold colours?
- Explore using coloured paper to collage. Cut into different shapes to create a pattern.
- Use collage to create a new piece of art inspired by Alma Thomas.
- This time, create a picture or pattern inspired by Alma Thomas' work using a range of materials (fabrics and paper). Use self-evaluation from previous pieces to improve final piece.

Key Vocabulary:

Colour, shape, collage, artist, overlap.

Cross-Curricular Links:

History - part of our Black History Month celebration work.
Maths – shapes.

Cantrell Primary School Art and Design Curriculum

Year 1: Drawing – People, Lines, Shape and Form (Keith Haring)

NC reference: To know about the work of a range of artists, describing the similarities and differences between different practises and make links to their own work.
To develop a wide range of techniques in using colour, pattern and shape.
To use painting to develop and share ideas.

Objectives:

- Know about the work of an artist and express opinions about their work.
- Know now how to draw people.
- Be able to colour in neatly.
- Be able to draw shapes and form.

Key Factual Learning:

- ✓ Keith Haring was an artist.
- ✓ He was born in America.
- ✓ He painted bright, simple murals.
- ✓ He is known for using bright colours with black outlines. He paints in a cartoon style.
- ✓ Some of his art is funny.
- ✓ He painted mostly people and some animals.
- ✓ We can represent people in art in different ways.
- ✓ We can draw people without them being stick people.

Practical Tasks:

- Artist study of Keith Haring – answer questions about the artist.
- Draw own person in style of Keith Haring - concentrating on the bubble effect (no stick people!)
- Look at pieces where the people are in different positions and look as if they are moving. Practise drawing different examples.
- Draw people again but add colour this time. Colour the person, then concentrate on background. Then outline. (Evaluating previous pieces each time verbally). Have page split into four so they can experiment with which colours they like together for their piece.
- Final piece using all of their previous pieces to inform their choices of colour and shape – paint final piece.
- Using long piece of paper along tables, create a collaborative piece with each child drawing and painting their own interpretation of Keith Haring's people art (create a class version of a "mural" to put on the wall).
- Look at other artist's interpretations of people in their art – compare these paintings of people to the work of Keith Haring. Discuss similarities, differences and preferences. Annotate pieces in sketchbook.
- Focus on detail in people paintings. Use these as inspiration to draw own detailed person using learning from Keith Haring to avoid drawing stick people.

Key Vocabulary:

mural, outline, bright colours, cartoon, people,

Cross-Curricular Links:

Science – human body

Year 2: Painting and Drawing – Starry Night (Vincent Van Gogh)

NC reference: To know about the work of a range of artists, describing the similarities and differences between different practises and make links to their own work.
To develop a wide range of techniques in using colour, pattern and shape.
To use painting to develop and share ideas.

Objectives:

- Be able to express opinions about the work of other artists.
- Be aware of artists' work.
- Know about the life of an artist.
- Be able to mix the primary and secondary colours and know their position on the colour wheel
- Know that adding black or white can make a colour darker or lighter.
- Be able to create own paintings inspired by famous artists.
- Be able to use paint to create landscapes.
- Be able to use different sized brushes to create different patterns and designs.
- Be able to use lines in a variety of thickness, shapes and sizes
- Be able to create different textures using oil pastels

Key Factual Learning:

- ✓ Vincent Van Gogh is a Dutch painter.
- ✓ He is a famous artist.
- ✓ He is famous for using different colours to represent different moods (all other information about VVG is taught in English).
- ✓ One of his most famous paintings is A Starry Night.
- ✓ Adding black to a colour makes the colour darker.
- ✓ Adding white to a colour makes the colour lighter.
- ✓ Different sized brushes create different patterns and designs.
- ✓ Thin brushes can be used to make a fine line and thicker brushes can be used to make thicker and bolder lines.
- ✓ There are lots of different sketching techniques.
- ✓ Stippling is where we use a pencil to create small dots or specks to make a bigger shape/effect.
- ✓ Oil pastels can be used to create different textures.

Practical Tasks:

- Discuss the work of Vincent Van Gogh. Annotate examples of his paintings with likes, dislikes and what they notice about his work.
- Sketch 'A Starry Night'.
- Explore the sketching technique 'stippling' and experiment with using different pressures and different pencil holds.
- Evaluate our previous sketch of 'a Starry Night' and sketch again making improvements.
- Use black and white paint to explore making colours darker and lighter by colour mixing.
- Paint 'A Starry Night' using our final sketch.
- Explore using oil pastels to add texture.
- Use oil pastels to add texture to our 'A Starry Night' painting.

Key Vocabulary:

Colour mixing, primary colours, secondary colours, Vincent Van Gogh, similarities, differences, inspiration, painting, painter, artist, shape, stippling, oil pastels, lighter, darker, sketch, texture

Cross-Curricular Links:

English – Vincent Van Gogh
PSHE – emotions/expression

Year 2: Drawing – People (Quentin Blake)

NC reference: To know about the work of a range of artists, describing the similarities and differences between different practises and make links to their own work.
To develop a wide range of techniques in using colour, pattern and shape.
To use painting to develop and share ideas.

Objectives:

- Know about the work of an illustrator and express opinions about their work.
- Know how to draw people.
- Be able to draw shapes and form.
- Be able to use basic forms of people to draw more abstract characters.

Key Factual Learning:

- ✓ Quentin Blake is an illustrator.
- ✓ He is well known for illustrating Roald Dahl books.
- ✓ He is from London in England.
- ✓ He used to teach art at a college.
- ✓ He was 16 when his first drawing was published.
- ✓ He uses The Lightbox Technique to help with his illustrations.
- ✓ He mostly draws people and some animals.
- ✓ His illustrations are abstract.

Practical Tasks:

- Create a fact file on Quentin Blake. Artist study on Quentin Blake – read facts and look at some pictures of his illustrations to choose in our fact file
- Recreate a Quentin Blake illustration by copying the picture
- Draw a realistic outline of a person using a wooden mannequin as the model.
- Investigate how Quentin Blake uses The Lightbox Technique.
- Use tracing paper to add abstract details to our drawing of a person.
- Annotate Quentin Blake's illustration of Willy Wonka.
- Design and draw our own version of Willy Wonka in the style of Quentin Blake.

Key Vocabulary:

illustration, illustrator, outline, abstract, published, Lightbox Technique, realistic, tracing

Cross-Curricular Links:

English – Roald Dahl, Charlie and the Chocolate Factory
D&T

Year 2: Sculpture – Clay Nests

*NC reference: To know about the work of a wide range of artists, craft makers and designers.
To use drawing and sculpture to develop and share ideas, experiences and imagination.
To use a range of materials creatively to design and make products.*

Objectives:

- Be able to use natural materials to inspire their art work.
- Be able to design and create own sculpture.
- Be able to use technology to record their findings and art work (photos).
- Be able to draw from observations.

Key Factual Learning:

- ✓ Clay changes shape when manipulated e.g. pushed, pulled, rolled.
- ✓ Clay tools can be used to create different textures and effects on the clay.

Practical Tasks:

- Design a nest from looking at photos, observing nests in their natural habitat
- Experiment with manipulating clay by pushing, pulling, rolling etc.
- Explore making different textures using a variety of tools
- Create a nest out of clay.
- Paint the nest using their design to help.
- Take photos of their sculpture to display in their sketch book.

Key Vocabulary:

nest, sculpture, clay, tools, texture, changing shape, display

Cross-Curricular Links:

English – The Owl Who was Afraid of the Dark, science – changing shape, animals/habitats

Cantrell Primary School Art and Design Curriculum

Year 2: Collage – Landscapes (Erin Handson)

NC reference: To know about the work of a range of artists, describing the similarities and differences between different practises and make links to their own work.
To develop a wide range of techniques in using colour, pattern and shape.
To use painting to develop and share ideas.

Objectives:

- Be able to express opinions about the work of artists.
- Be aware of artists' work.
- Know about the life of an artist.
- Be able to create collages inspired by famous artists.
- Be able to make decisions about colour and shape.
- Be able to layer materials and shapes to create new shapes and patterns.
- Be able to create texture within collage using materials.
- Be able to use collage alongside other techniques such as drawing/oil pastels/layering.

Key Factual Learning:

- ✓ Erin Handson paints abstract landscapes.
- ✓ George Barrett paints realistic landscapes.
- ✓ Erin Handson uses oil pastels to paint.
- ✓ She began painting at a young age and she began commissioning paintings at the age of 10.
- ✓ By 12 Erin worked in an art studio.
- ✓ Her abstract work is inspired by rock climbing and seeing things from different angles.
- ✓ Materials can create texture in a picture.
- ✓ Different materials have different qualities that will help enhance your art and create different affects.

Practical Tasks:

- Compare the artwork of Erin Handson and George Barrett through sorting the paintings into realistic and abstract and expressing opinions.
- Answer questions about Erin Handson by researching on the internet and present their findings to their class
- As a group, recreate a piece of art by Erin Handson using collage – photograph this
- Recreate a small section of Erin Handson's work using oil pastels to explore texture and layering
- Draw an imaginary landscape (linked to English- Jack and the Jelly Bean Stalk)
- Use oil pastels to begin to add colour and texture to the landscape.
- Use collage to add shape, pattern and texture to the landscape picture.
- Evaluate the process of collage through answering questions e.g. what material worked best for...?

Key Vocabulary:

collage, texture, pattern, thread, material, layering, oil pastels, commissioning, art studio, realistic, abstract

Cross-Curricular Links:

English – Jack and the Jelly Bean Stalk
Maths – shape and pattern

Cantrell Primary School Art and Design Curriculum

Year 2: Drawing/Digital Media – Dinosaur Silhouettes and Animations (Kara Walker & Lottie Reiniger)

*NC reference: To know about the work of a range of artists.
To use drawing to develop and share ideas, experiences and imagination.
To develop a wide range of art and design techniques.*

Objectives:

- Be able to create a basic animation using a computer program
- Be able to use lines in a variety of thickness, shapes and sizes
- Be able to experiment with different pressures and different ways to hold the pencil
- Be able to create silhouettes using black paper on a white background

Key Factual Learning:

- ✓ Kara Walker is an American silhouette artist.
- ✓ She is best known for her black cut paper silhouette (black against a white background).
- ✓ Her dad was a painter and this was her inspiration for becoming an artist.
- ✓ Lotte Reiniger was a German film director.
- ✓ She created films based on silhouette animation.

Practical Tasks:

- Explore making lines in a variety of different thicknesses, shapes and sizes using different pressures and different ways to hold a pencil.
- Draw a dinosaur from observing pictures using different sketching techniques.
- Discuss the work of the silhouettist Kara Walker as a class.
- Explore using shape and size to draw a dinosaur silhouette.
- Use the dinosaur silhouette to create a Kara Walker inspired piece of art e.g. black silhouette on a white background.
- Watch Lotte Reiniger's silhouette animation.
- Recreate a silhouette animation using 2 simple/IMovie/Stop Start animation.

Key Vocabulary:

silhouette, animation, silhouettist, dinosaur, sketch, computer, director

Cross-Curricular Links:

English - Dinosaurs

Cantrell Primary School Art and Design Curriculum

Year 3: Sculpture – Modroc (Sir Anthony Gormley)

NC reference: to improve their mastery of Art and Design techniques including sculpture.

To learn about great artists in history.

to create sketchbooks to record observations and review and record ideas.

Objectives:

- Understand what a sculpture is
- Be able to identify sculptures from today and the past
- Be able to express opinions about the work of other artists
- Be aware of other artists' work
- Be able to design and create their own sculpture
- Be able to use Modroc to create a sculpture

Key Factual Learning:

- ✓ A sculpture is a 3D representation of an object or an idea
- ✓ Sculptures are a form of art
- ✓ Sculptures can be made using a range of materials including Modroc
- ✓ Modroc is like a bandage with plaster in it.
- ✓ It starts off dry but you dip it in water and then you can model with it.
- ✓ Sir Antony Gormley OBE creates 3D sculptures by carving, modelling, making casts and constructing.
- ✓ In 1994 he won The Turner Prize in Art.
- ✓ In 1997 he received an OBE and in 2004 he was given a knighthood.
- ✓ His sculptures are mainly of the human body.

Practical Tasks:

- Present and discuss the work of Sir Antony Gormley OBE. Annotate what the sculptures represent, what they think they are made from, likes, dislikes and what they notice about his work. They will identify any ideas they would like to use when creating their own sculpture.
- Record some key facts about him. (research linked to ICT)
- Experiment with playdough and pipe cleaners (two different forms) to create the outline and body position of sculptures. They will explore different ways of positioning the arms and legs and take photograph to stick into their sketch books.
- Evaluate and peer evaluate the images created to develop their own final design.
- Create drawings using pencil of final design.
- Make a frame and base using newspaper or chicken wire (photograph).
- Modroc 2 layers.
- Experiment with paint colours to gain a rustic feel.
- Paint their sculpture.
- Place photograph of completed sculpture in book and evaluate their completed sculpture. Verbal and stars and wishes.

Key Vocabulary:

sculpture, sculptor, Modroc, construct, designing, similarities, differences, preferences, Sir Antony Gormley OBE, colour mixing

Cross-Curricular Links:

Science – the human body
Computing – research and photography

Cantrell Primary School Art and Design Curriculum

Year 3: Printing – Anglo-Saxon Designs using styrofoam and ink printing

*NC reference: to improve their mastery of Art and Design techniques using a range of materials.
to create sketchbooks to record observations and review and record ideas.*

Objectives:

- Be able to print onto fabric
- Be able to create their design using ICT
- Be aware of Anglo-Saxon patterns
- Be able to explain what a repeating pattern is
- Understand the colours available during the Anglo-Saxon times

Key Factual Learning:

- ✓ In order to create a repeated pattern, you are required to use the same pattern block several times.
- ✓ Anglo-Saxons used this idea on their clothing and wall hangings.
- ✓ Anglo-Saxons used a limited range of colours in their textile work.
- ✓ Patterns using Styrofoam require a pencil and pressure to make an indentation.

Practical Tasks:

- Investigate Anglo-Saxon pattern designs during ICT session. Children to place examples researched in their art sketchbooks and highlight colour and shapes used.
- Experiment by creating a variety of designs and evaluating them stating likes and dislikes then highlighting their favourite
- Explore using '2 Simple' to create repeated patterns – To Paint a Picture. This will resemble their chosen pattern.
- Experiment creating different lines on the Styrofoam, by adding increased pressure (the harder you press the bigger your indent)
- Recreate their final design on to the Styrofoam tile and print on to plain fabric.

Key Vocabulary:

repeated pattern, indentation, indent, pressure

Cross-Curricular Links:

History – Anglo-Saxon clothing and pattern designs.
Computing – research patterns and creating repeated patterns.
Maths – repeated patterns and shapes used

Year 3: Textiles – Anglo-Saxon Cross Stitch patterns

*NC reference: to create sketch books to record their observations and use them to review and revisit ideas.
to improve their mastery of art and design techniques.*

Objectives:

- Be able to cross stitch and back stitch on to binca to create pattern
- Know how to mark make using thread

Key Factual Learning:

- ✓ Binca is a cloth used in sewing. This is grid like which helps in creating patterns.
- ✓ We knot the thread (anchor it) on to the binca to prevent it from unravelling.
- ✓ We do not tie the thread into an independent knot as the holes are too big and the thread would come through.
- ✓ Cross stitch is a form of sewing in which x-shaped stitches are used to create patterns.
- ✓ Back stich is a strong stich.
- ✓ Back stich can be used to attached two pieces of fabric together or to create outlines.

Practical Tasks:

- Revise Anglo-Saxon patterns from previous lessons.
- Practice threading a needle and know that the thread goes through the 'eye'.
- Practice how to anchor the thread onto the binca.
- Explore and trial how to complete cross stitch and back stitch. This will be completed on a sample of binca and attached to sketchbook.
- Design on squared paper their pattern.
- Create their pattern using the binca and thread.

Key Vocabulary:

textiles, needle, thread, binca, cross stitch, back stitch, anchor

Cross-Curricular Links:

Anglo-Saxon clothing and pattern designs
Maths – repeated patterns and shapes used

Year 3: Painting – Water Colour (Winslow Homer, David Miller & Marcia Boldwin)

*NC reference: to create sketch books to record their observations and use them to review and revisit ideas.
to improve their mastery of art and design techniques, including drawing and painting.
to know about great artists in history.*

Objectives:

- Be able to use watercolours in our artwork
- Be able to create a painting using watercolour
- Be able to mix secondary colours to make tertiary colours

Key Factual Learning:

- ✓ Winslow Homer is an American painter best known for his marine subjects.
- ✓ He is a 19th century artist – 1836-1910 whose work uses watercolours.
- ✓ Watercolours are water-soluble paints that give a transparent colour.
- ✓ The primary colours are red, yellow and blue. The secondary colours are orange, green, purple. The tertiary colours are: amber (yellow orange), vermilion (red orange), magenta (red violet), violet (blue violet), teal (blue green) chartreuse (yellow green)
- ✓ You add white to the colour to change it's tone. You add water to the colour to dilute the pigment.
- ✓ David Miller and Marcia Boldwin are both artists who look at life under the sea. They use a variety of materials and techniques including oil paintings and pastels.
- ✓ The difference between water colour pencils and water coloured paints is you use a paint brush for the paints and the pencils you colour like a pencil and add water to create a paint effect.

Practical Tasks:

- Complete a fact file on Winslow Homer and his works. This will include facts about him and his life and examples of his artwork. This will be presented in their sketchbooks.
- Revise primary colours and creating secondary e.g. red + yellow = orange
- Investigate and explore tones and concentrations of water colour using water and white to create two samples showing the contrast in tones and colours e.g. the more water you add the more diluted the colour, the more white you add the paler the colour. This will be attached to their sketchbooks.
- Experiment using a wash on dry and wet paper.
- Experiment with mixing secondary colours to make tertiary colours. Document in sketchbook which colours make which tertiary colours.
- Choose the correct colours to make the sea wash.
- Compare the similarities and differences between the work of David Miller and Marcia Boldwin. Place small images in their sketchbooks recording their evaluations e.g. likes, dislikes, colours used, techniques (paint/drawing). Come up with their preferred style.
- Experiment at sketching in their preferred artists style in their sketchbook.
- Introduce Austin's butterfly – and complete with their own sketches of undersea creatures instead of butterfly's. This will enable them and encourage them to improve their sketching skills.
- Experiment using water colour pencils or water colour paints – decide on which they prefer for the final piece of artwork.
- Create a final version to be painted using watercolour paints or pencils. This will be displayed as a whole class display placing the sea creatures on to the water wash.

Key Vocabulary:

primary colours, secondary colours, tertiary colours, contrast, tone, sketch, water coloured pencils, water coloured paints

Cross-Curricular Links:

English – Dougal's Deep Sea Adventure

Year 3: Drawing – Egyptian Pharaoh Portraits (Andy Warhol & Kehinde Wiley)

*NC reference: to create sketch books to record their observations and use them to review and revisit ideas.
to improve their mastery of art and design techniques, including drawing.
to know about great artists in history.*

Objectives:

- Be able to explore pencil pressure and angles
- Know how to shade using a pencil using a HB and 4B pencil
- Know how to use oil pastels and chalk pastels and the effects that they make
- Be able to draw portraits with accurate shapes and lines to create the facial features

Key Factual Learning:

- ✓ A portrait is a picture of someone's head, neck and shoulders.
- ✓ Different pencils contain different leads which create differing darkness of lines e.g. 4B are very soft and therefore create dark lines.
- ✓ HB can be used to draw a range of lines of shade however a 4B is a lot darker as it is softer.
- ✓ Andy Warhol (1928-1987) is a famous artist from New York. He was part of the pop art movement. He is most famous for his paintings of the Campbells of soup cans and Marilyn Monroe.
- ✓ His artwork consisted of repeated images (prints) on brightly coloured backgrounds. He used a range of media to make his creations including; sculpture, screen printing and painting.
- ✓ Kehinde Wiley (born February 28, 1977) is an American portrait painter based in New York City, who is known for his highly naturalistic paintings of African Americans.
- ✓ ICT can be used to create repeated patterns. You create one image and this can be copied and pasted several times.

Practical Tasks:

- Explore techniques in shading using different pencils (4B and HB). This will involve practising different line strokes and pressures recording in sketchbooks.
- Look at examples of portraits drawn by Mary Cassatt and Lynette Yiadom-Boakye.
- Experiment drawing a portrait looking at the positions of the facial features. We will take a photograph of the children who will then stick this onto their page and use it to draw a portrait of themselves following the portrait drawing PowerPoint.
- Create a final sketch on A6 piece of paper of themselves. If the children need to 'restart' then they will be encouraged to stick this into their sketchbooks and evaluate what they want to improve and alter.
- The children will be introduced to an artist's study and examples on how to lay this out. Share examples.
- Complete an artist study on Andy Warhol. The children will research him and find facts about him. This will be through information collected and shared on sheets They will also be asked to select some examples of his work and evaluate this. This will be presented in their sketchbooks. The pictures will be annotated stating what they like and don't like, what techniques they have used, colours.
- Using the portraits on the A6 paper that we have printed, stick 4 of them on to A4 paper and colour in, in the style of Andy Warhol. They need to use vibrant and bright colours as part of the pop art style.
- Introduce Kehinde Wiley and have some key facts on a piece of paper that will be stuck in to their sketchbooks to inform and support their evaluations. The children will explore some of his artwork and evaluate it e.g. his colours, patterns, contents, backgrounds, materials.
- Introduce the task of creating a portrait of an Egyptian pharaoh. Start by creating the background to the portrait using digital printing – 2 Paint. This will create a reoccurring pattern using their historical knowledge.
- Draw the portrait in the style of Kehinde Wiley. This will be placed on top of the digitally created background.
- Self-evaluate their final piece.

Key Vocabulary:

portrait, shading, pressure, HB, 4B, Andy Warhol, Kehinde Wiley, digital printing, pressure, angle

Cross-Curricular Links:

Computing – digital printing
History – Ancient Egypt

Cantrell Primary School Art and Design Curriculum

Year 4: Collage – Roman Mosaics (Elaine Goodwin)

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

Objectives:

- Be able to create a mosaic collage
- Be able to create a collage that is both visual and tactile

Key Factual Learning:

- ✓ Elaine Goodwin is a British Mosaic artist who uses glass tiles, marble and reflective materials in her work.
- ✓ Goodwin focuses on the use of light and dark.
- ✓ She uses a variety of shapes to create a mosaic.
- ✓ Individual tiles can be any shape or material.
- ✓ Mosaics are held into place with either glue or grout using ceramic tiles.
- ✓ Romans used mosaics to decorate their homes.
- ✓ Mosaics were a sign of wealth in Roman times.
- ✓ Today mosaics are used much more widely to decorate homes.

Practical Tasks:

- Create an artist study on Elaine Goodwin, annotating her work, sourcing inspiration to create their own.
- Create a mosaic using different types of paper that they rip into different shapes, self-evaluation.
- Create a pattern or a picture using mosaic glitter tiles, orientating the shape to make a pattern/picture.
- Design draft 1 of the mosaic they want to create, looking at colour pattern and symmetry.
- Edit, evaluate and improve their work to design draft 2.
- Make a coaster of their own design out of small tiles.

Key Vocabulary:

Mosaic, tiles, reflective, ceramic, light, dark, paper, shades, tones, artist, grout, adhesive, glue.

Cross-Curricular Links:

History – Romans

Maths – symmetry & shape

Computing – Purple mash mosaics

Year 4: Observational Sketching/Drawing – Still Life

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

Objectives:

- Understand why we use different graphite and why pencils have different grades
- Be able to experiment with three different pencil grades and use them for observational drawings. (4H, HB and 4B)
- Be able to use hatching to add tone and texture to my drawings
- Be able to create shape and shadows in my observational drawings of 3D objects

Key Factual Learning:

- ✓ There are different types of pencil gradient.
- ✓ B pencils are softer and produce darker tones.
- ✓ H pencils are harder and produce lighter tones.
- ✓ Shading can be created by how hard you press down the pencil onto the paper.
- ✓ Hatching is the shading of an object using only lines, no blending.
- ✓ Light and shadow falling on an object is dependent on where the object is positioned in relation to where the artist is sitting. The light will vary around the room and depending on the time of day.

Practical Tasks:

- Explore different pencil gradients, (4H, HB and 4B), and looking at how they create light and dark tones.
- Complete a basic observational drawing of a piece of fruit, then evaluate and improve their drawing – line drawing only.
- Practice using hatching and cross hatching techniques onto paper.
- Produce a still life observation drawing of a single piece of fruit, using different gradients of pencil to create tones of light and dark.
- Create their own picture of a bowl of fruit using different shading techniques already explored previously.

Key Vocabulary:

Hatching, Cross hatching, lines, shades, gradients, tones, soft, hard, 4H,4B, still life, shadow, observational

Cross-Curricular Links:

History – Romans

Year 4: Textiles & Printing – Mayan Patterns (Juan Sisay)

*NC reference: to create sketch books to record their observations and use them to review and revisit ideas.
to improve their mastery of art and design techniques, with a range of materials.
to know about great artists, architects and designers in history.*

Objectives:

- Be able to print onto fabric
- Be able to use paint on fabric
- Be able to use colour to add pattern to fabric
- Understand how to print their chosen design onto fabric to create a tee-shirt.

Key Factual Learning:

- ✓ Juan Sisay is known for painting about the Maya and their culture.
- ✓ Sisay lived between 1921 – 1989.
- ✓ He painted a lot of his paintings in Guatemala where he became quite well known.
- ✓ Fabric pens are special pens used in a particular way and adding pressure causes blotting which can ruin designs.
- ✓ Mayan patterns involve predominantly straight, bold lines, particular shapes.
- ✓ The brighter and bolder the colours the more important the person was in Mayan society.
- ✓ Stencils are used to add pattern and colour to fabric.
- ✓ To use a stencil, we use a sponge or brush to dab paint onto materials.
- ✓ Different colours can stain in different ways eg, a bright colour might dry and look different to the original colour used.
- ✓ To get a brighter colour might require more coats of paint.

Practical Tasks:

- Use fabric pens to explore fabric paints using a piece of plain white materials.
- Complete an artist study of Juan Sisay – patterns, recreating some of his designs and learning about his life.
- Investigate the basic rules of Mayan patterns – bold lines, different thicknesses of lines and use of geometric shapes.
- Design a pattern on paper of their own Mayan design, that can be transferred onto a piece of polystyrene in preparation for printing. Use colour to enhance their design.
- Practice techniques of stamping to achieve a clean and precise print.
- Using polystyrene make a reusable stamp for printing onto clothes. (SEN – may do stencils as differentiation).
- Create a tee shirt design with printing, self- evaluate.
- Adapt their original stamp to create a second colour onto their pattern – layering colours and patterns.

Key Vocabulary:

Tee-shirt, printing, stamps, fabric, Juan Sisay, cloth, polystyrene, pens, pattern

Cross-Curricular Links:

Geography – North America

History – The Maya

Computing – Patterns on Purple Mash

Cantrell Primary School Art and Design Curriculum

Year 4: Sculpture – Hieroglyphs and Mayan Gods on clay tiles

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

Objectives:

- Be able to roll and create clay tiles
- Be able to use tools to carve shapes and patterns into clay tiles

Key Factual Learning:

- ✓ The Maya used hieroglyphs to communicate.
- ✓ They carved intricate patterns and stories onto stone.
- ✓ Too much water makes clay too soft and difficult to shape.
- ✓ Clay tools are used to make indentations and marks in clay.
- ✓ There are a variety of different tools with different shapes on.
- ✓ Different tools make different marks.

Practical Tasks:

- Look at Mayan hieroglyphs and practice on paper.
- Using clay, have a practice at what they can do with it – play around with it, making shapes, rolling, use clay tools to explore different pattern and lines. Use water to investigate how pliable they can make it?
- Practice drawing in detail their piece of a larger picture.
- Use clay and tools to make their own tile by etching into the clay. These tiles will then be assembled to make a larger collaborative picture of a hieroglyph of a Maya God.

Key Vocabulary:

Clay, tools, carve, scalpels, hieroglyph, scratch, rolling pins, water, damp, moist, sunstone The Maya

Cross-Curricular Links:

History – The Maya
English – Communication in Mayan culture and language

Cantrell Primary School Art and Design Curriculum

Year 4: Watercolour Painting – Water Lilies (Claude Monet)

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

Objectives:

- Be able to use watercolour paints
- Be able to add more details into my paintings
- Be able to use colour to create different moods and atmospheres
- Be able to paint in monotone (one colour in different hues)

Key Factual Learning:

- ✓ Claude Monet is a modern, French impressionist artist famous for his watercolour pictures.
- ✓ He was born in Paris in 1840. He died in 1926.
- ✓ 'Water Lily Pond' is his most famous painting and very valuable.
- ✓ Monet is famous for landscapes.
- ✓ Watercolour is a method of painting, involving a high volume of water and also the name of the resulting artwork.
- ✓ Watercolour paints are very watery.
- ✓ The more water is used the paler it becomes (translucent).
- ✓ Water colours are easily blendable if the correct amount of water is used.
- ✓ Too much water affects the other colours and leads to colour bleeding.
- ✓ Too little water results in the paint not blending together very well.
- ✓ When using water colours, apply the lightest colour first then apply darker tones.
- ✓ Monotone is artwork created by using only one colour and white.

Practical Tasks:

- ✓ Create a whole class collaborative artwork about a river, using river colours, mixed media, masking tapes.
- ✓ Complete an artist study of Claude Monet – his life and works with a focus on 'Water Lily Pond'.
- ✓ Explore watercolour paints and brushes – lines, swirls, amount of water, etc.
- ✓ As above, with mixing colours of paints.
- ✓ Recreate a small area of Monet's Water Lilies on small sheets of paper using watery paint.
- ✓ Complete a first draft of waterlilies and evaluate – use normal paper.
- ✓ Complete a final draft on special watercolour paper – use cartridge paper.
- ✓ Use black and white hues to create a monotone version of their painting.

Key Vocabulary:

Rivers, watercolours, cartridge paper, pigment(s), paintbrush(es), layering, blending, mixed media, Claude Monet, impressionism, monotone, tones, hues

Cross-Curricular Links:

Geography - Rivers
Reading – River Whale and Song of the Dolphin Boy
Music (Handel's water music, Blue Danube, Aquarium from Carnival of the Animals.)

Cantrell Primary School Art and Design Curriculum

Year 5: Sketching – WW1 Equine Sketching (George Stubbs)

NC reference: to create sketch books to record their observations and use them to review and revisit ideas
To improve their mastery of art and design techniques, including drawing with a range of materials [for example, pencil]
To know about great artists, architects and designers in history

Objectives:

- Be able to use different grades of pencils and make decisions on what is the best tool for different elements of my drawing (4H, 2H, HB, 2B and 4B)
- Be able to use hatching, cross hatching and contouring to create shape, tone and texture to my drawings.
- Be able to use lines to create movement in my drawings.
- Be able to use view finders.
- Know and understand sketching techniques from previous years
- Be able to use peer assessment based on Austin's Butterfly to critique and improve their work over a series of drafts
- Be able to make use of hatching, cross hatching (new) and contouring (new)
- Be able to use a range of pencil grades including 4B, 2B, HB, 2H, 4H

Key Factual Learning:

- ✓ B stands for soft and H stands for hard.
- ✓ HB pencils are in the middle of the scale.
- ✓ The higher the number in the soft pencils, the softer they are.
- ✓ Shading techniques are used to add tone and texture and depth to drawings, making them more realistic and naturalistic.
- ✓ Contouring is created by drawing lines that follow the shape of the outline of the drawing.
- ✓ The higher the number in the hard pencils, the harder they are.
- ✓ Cross hatching is a form of shading, using lines, which overlap at different angles.
- ✓ The position of the light source determines where on the 3D object will need shading.
- ✓ Horses have been a subject of artists for many thousands of years
- ✓ They are notably difficult to draw and the skill is known as 'equine sketching'.
- ✓ George Stubbs (1724 -1806) was an English painter best known for his paintings of horses.
- ✓ George Stubbs' most famous painting is called Whistlejacket.
- ✓ Michael Morpurgo tells us that he based his idea for War Horse around a picture of a horse hanging on the wall of a church hall.
- ✓ When a horse gallops, all 4 of its feet leave the ground (as proved by the world's first video Roundhay Garden Scene by French inventor Louis Le Prince in 1888).

Practical Tasks:

- Explore how to build up depths of shading, using just one type of pencil.
- Explore the differences between the pencil gradings by comparing them.
- Explore how cross hatching is created by drawing straight lines that cross each other and contouring is created by drawing lines that follow the shape of the outline of the drawing.
- Show a picture of a horse galloping on the IWB and ask the children to draw a horse (1st draft – baseline).
- Watch the Austin's Butterfly video to explore the benefit of critique and how it is to be structured.
- Learn about the role of horses as a subject for artists stretching back to the Stone Age.
- Identify that horses can be represented as anatomically accurate or abstract.
- Learn about the Georgian artist George Stubbs by studying some of his most famous works including 'Whistlejacket'.
- Identify parts of the horse image which are difficult to draw using the viewfinder on an enlarged image of a galloping horse.
- Focus in on the head, legs and proportions of the horse.
- Spend time learning how to use shapes to correctly proportion a horse with direct teaching and coaching from the teacher.
- Make subsequent drafts and provide peer critique to develop their work.
- Once the children have learned to draw the outline of their horse, add in the shading techniques they have acquired.
- Compare first and final drafts and reflect on what they have learned before sharing on Class Dojo.

Key Vocabulary:

sketching, peer assessment, critique, drafts, hatching, cross hatching, contouring, pencil grades, equine sketching, gallop, foreshortening, tone, texture, viewfinder, technique

Cross-Curricular Links:

History – World War One, History of Art

Art and Design – Animation

Maths – Shape (horses are based on circles and lines so maths vocab will be used)

English – War Horse by Michael Morpurgo

Cantrell Primary School Art and Design Curriculum

Year 5: Painting with Acrylics – Rainforests (Francesco Squarcione, John Dyer and Nixiwaka Yawanawa)

NC reference: To create sketch books to record their observations and use them to review and revisit ideas

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

To know about great artists, architects and designers in history.

Objectives:

- Be able to use acrylic paint
- Be able to copy parts of other paintings
- Be able to use observations to paint real objects
- Be able to convey an impression of what they have observed in real life or in another artists' work
- Be able to choose and use colours that complement each other when painting
- Be able to use foreshortening to add depth to paintings

Key Factual Learning:

- ✓ Complementary colours are colours that go well with each other.
- ✓ These can be found on opposite sides of the colour wheel.
- ✓ The primary colours are red, blue and yellow.
- ✓ The secondary colours are made by mixing these together, green, orange and purple/violet.
- ✓ Tertiary colours are the colours which are in between.
- ✓ Acrylic paints are plastic based and does not wash off other materials easily.
- ✓ Acrylic paints are water-soluble, but become water-resistant when dry. They are more vivid and intense colours than poster paints or watercolours.
- ✓ Acrylic paints are good for creating texture in painting.
- ✓ They are weather resistant and hard-wearing.
- ✓ Foreshortening is an art technique developed in the 15th-century by painters in Italy, and by Francesco Squarcione (1395-1468).
- ✓ Objects that are further away seem smaller due to our perspective.
- ✓ Foreshortening is used to show (an object or view) as closer than it is or as having less depth or distance, as an effect of perspective or the angle of vision.
- ✓ John Dyer is an English painter, focusing on colourful landscapes, architecture, gardens and notable events, especially in Cornwall.
- ✓ Nixiwaka Yawanawa is an indigenous artist from the Amazon. John Dyer discovered him.
- ✓ Draw parallels between the works of Dyer and L S Lowry (use of figures and busy scenes) and investigate Lowry's use of foreshortening.

Practical Tasks:

- Identify the primary, secondary and tertiary colours on the colour wheel.
- Explore the benefits of using acrylic paints over poster paints or water colours.
- Compare and contrast examples of John Dyer's work from Cornwall and the Amazon.
- Make annotations about their own thoughts and opinions on John Dyer's Amazon Rainforest paintings.
- Discuss Dyer's techniques, use of colour and subject matter, what has inspired him to paint the Amazon rainforest?
- Locate and copy parts of John Dyer's painting using a view finder 'Amazon Rainforest Vana Spirit.'
- Describe the visual effect of moving an object further away from an individual
- Experiment with objects to show foreshortening, the wooden cross. Children to have a try at drawing this whilst it is in front of them.
- Observe what happens to a river as it gets more distant. Look at how other artists create the illusion of the river getting more distant.
- Compare the river foreshortening with the road and buildings used in a Lowry oil painting.
- Use an overlay of acetate to show where the guidelines would be.
- Plan out their final painting as a sketch, annotating colours used.
- <https://johndyergallery.com/collections/nixiwaka-yawanawa>

Key Vocabulary:

acrylic, colour wheel, Nixiwaka Yawanawa, John Dyer, L.S. Lowry, primary, secondary, tertiary, perspective, realism, guidelines, foreshortening

Cross-Curricular Links:

Geography – Amazon Rainforest and compare and contrast to industrial Britain

History – discussions of Lowry paintings

Maths – Shape (lines will be used to plan our paintings with terms such as diagonal and perpendicular used)

English – The Explorer by Katherine Rundell

Cantrell Primary School Art and Design Curriculum

Year 5: Sculpture – Stone Age Britain figures from Wolf Brother

NC reference: To improve their mastery of art and design techniques, including sculpture with a range of materials [clay]
To learn about great artists, architects and designers in history

Objectives:

- Be able to create a wire frame for a sculpture
- Be able to create a lifelike clay figure

Key Factual Learning:

- ✓ Clay is a material with many uses.
- ✓ Clay was first used approximately 26,000 years ago but may have been used for longer.
- ✓ Learn about some of the long-lost but great artists who were producing art back in the Stone Age.
- ✓ Clay is a natural material which can be directly found in the earth today.
- ✓ Clay can be moulded and decorated using tools (it can be scored, smoothed or gouged).
- ✓ Air drying clay hardens when exposed to oxygen.
- ✓ Some clays require heat to set.
- ✓ Clay objects have been known to survive for tens of thousands of years as they do not decay.
- ✓ Clay can be decorated with paint or fabric.
- ✓ Clay can be used to make objects which can be functional, decorative or figurative.
- ✓ Clay has been used as a material since the Beaker People.
- ✓ To strengthen clay figures, a support structure of wire can be used.
- ✓ Wire is flexible and can be manipulated into shape to support the clay figure and allow for posing.
- ✓ Armature is the name given to an open framework on which a sculpture is moulded with clay or similar material.

Practical Tasks:

- Sketch the characters from Wolf Brother in sketchpads, focusing mainly on Torak.
- Identify and learn the proportions of a human figure.
- Sketch a wire frame structure of a human figure.
- <https://www.youtube.com/watch?v=BoNjltcTow>
- Experiment with twisting and bending wire into different shapes using a needle nosed pliers and clippers.
- Sketch the human form onto the paper.
- Use the sketch as a plan to construct the wire into the desired form.
- Cover the wire form with clay, moulding and smoothing as they go.
- Add texture to the clay using a range of tools, building on skills taught in Year 4.
- Paint sculptures in acrylic or tempera paint using fine brushes to build up detail.

Key Vocabulary:

clay, armature, wire, pliers, support, manipulate, bend, secure

Cross-Curricular Links:

History – The Stone Age
English – Wolf Brother

Year 5: Textiles – Batik (Wendy Evans)

*NC reference: to create sketch books to record their observations and use them to review and revisit ideas.
to improve their mastery of art and design techniques with a range of materials.
to know about great artists, architects and designers in history.*

Objectives:

- Be able to explain the process of resistance, referring to specific materials
- Be able to produce a patterned piece of batik artwork

Key Factual Learning:

- ✓ Batik is an Indonesian technique of wax-resist dyeing applied to the whole cloth. This technique originated from the island of Java, Indonesia.
- ✓ Batik is an artistic term for when a barrier substance is applied to a material and paint is layered over the top before removing the substance to reveal a negative imprint.
- ✓ This is known as resistance because the material resists the paint touching the canvas.
- ✓ Popular resistance materials can include: hot wax or masking tape.
- ✓ On paper or canvass, many types of paint can be used such as poster paint, watercolour or acrylic.
- ✓ Batik is applied to fabric to produce an effect which is native to Indonesia.
- ✓ When colouring fabric, we can use fabric dye such as Dylon.
- ✓ Batik has been used by Indonesian artists for many years however it was Nelson Mandela who popularised this style in his famous Batik inspired shirts named after him (The Madiba shirt).
- ✓ Wendy Evans is a Batik artist working in West Wales.
- ✓ She takes her inspiration from her surroundings of the local countryside, beaches and hills.
- ✓ The narrator from Boy at the Back of the Class has an Indonesian mother.
- ✓ Serti Techniques are used for silk painting. Serti means 'Fence in'.
- ✓ Gutta is used to resist the fabric taking the paint.

Practical Tasks:

- Explore the simplest form of Batik, using masking tape and watercolour paints. Children will use making tape to tape off their initials before painting a wash over the top.
- When dry, remove the masking tape carefully and a negative print will be left of their initials. Explore the work of Wendy Evans ([Wendy Evans | The Batik Guild](#)).
- who paints land and seascapes using batik.
- Learn about the history of batik and make the geographical connection between the process and the narrator's Indonesian heritage in The Boy at the Back of the Class.
- Watch a YouTube video which shows the process in action.
<https://www.youtube.com/watch?v=I3e221v9CEk>
- Prepare a design on paper.
- Translate the design to muslin cloth with pencil or vanishing marker.
- Stretch the fabric on the frame and pin using assa pins/ flatten and tape the fabric for painting.
- Setting the colours by steaming or ironing.
- This is quite a specialised process so there is a step-by-step guide below:
<https://theartofeducation.edu/2016/04/05/step-step-guide-batik/>
<https://www.wikihow.com/Paint-on-Silk>
<https://www.youtube.com/watch?v=9N2oSHlpB0> Serti Technique Silk Painting
https://www.youtube.com/watch?v=KSa2IQD_8gc Glue and Tempera paint batik
<https://www.youtube.com/watch?v=w7DTMJoC8uw> Glue and Acrylic paint batik

Key Vocabulary:

Batik, Indonesia, resistance, wax, ink, tjanting needle, Madiba shirt, Nelson Mandela, gutta, glue resist, assa pins

Cross-Curricular Links:

English – The Boy at the Back of the Class

Geography – human geography – refugees and Indonesia

Science – reversible and irreversible changes

PSHE -Who was Nelson Mandela and why is he a significant person from history? Diversity – celebrating cultures from other parts of the world

Year 6: Observational Drawings of Birds – Mina’s Sketchbook (Leonardo Da Vinci)

NC reference: to create sketch books to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including drawing; to know about great artists in history.

Objectives:

- Know key facts about the life and work of Leonardo da Vinci
- Know different techniques for creating tone and texture in drawing
- Be able to observe individual parts of a subject and sketch them in detail, using a range of techniques to add shading.
- Be able to use contouring to add shape and depth to a drawing
- Be able to create tone and texture using chalk
- Be able to include shadows in drawings
- Be able to combine a range of sketching technique in a complete drawing

Key Factual Learning:

- ✓ Leonardo Da Vinci was a famous artist and inventor from the Renaissance period. He was born in Da Vinci, Florence, Italy in 1452.
- ✓ Da Vinci was left-handed and wrote back to front and right to left across the page, which led people to believe that he wanted to keep his ideas secret.
- ✓ Da Vinci's most famous paintings include The Baptism of Christ (1475), The Last Supper (1495) and The Mona Lisa (painted between 1503 and 1506), which is the world's most famous, most visited and most valuable painting.
- ✓ Da Vinci created many sketches and drawings of animals and people. He looked at each part of his subject individually, sketching each separate part in the minutest detail.
- ✓ He also created 'A Codex on the Flight of Birds' which led him to design various flying machines, including an early design for a helicopter.
- ✓ Common local birds include blackbirds, blue tits, starlings, robins and sparrows.
- ✓ Observational drawing is drawing what you see in front of you as realistically and as true to life as possible.
- ✓ The main techniques for including texture and tone in drawing are shading, hatching, cross hatching (recap from previous years), contouring, smudging and stippling.
- ✓ Contouring is a way of adding shape and depth to a drawing by adding lines which follow the lines of the shape's outline.
- ✓ Smudging can be used to shade a drawing by using your finger or thumb to smear the graphite to soften the edges of your shaded area.
- ✓ Stippling is the creation of a pattern by using small dots of various sizes.
- ✓ Shadow is a dark area where light from a light source is blocked by an opaque object (refer to Y3 Science).

Practical Tasks:

- Read a fact file of information about Leonardo Da Vinci, and annotate a picture of Da Vinci in their sketchbooks.
- Watch a sketching guide, demonstrating hatching, cross-hatching, smudging and stippling. Create a shading bar in sketchbooks.
- Look at sketches produced by Da Vinci of a paw and a hand and annotate in sketchbooks.
- Study a selection of photos of birds' feet and record observations collectively.
- Produce independent sketches of a bird's foot, paying close attention to detail and using the range of shading techniques learned so far.
- Watch a guide to use contouring, and look at a sketch by Da Vinci of a human head, discussing the ways lines are used to create shape and depth and annotate in sketchbooks.
- Study a selection of photos of birds' heads and record observations collectively.
- Produce independent sketches of a bird's heads, paying close attention to detail and using the range of shading techniques learned so far, including contouring.
- Look at a sketch by Da Vinci of a wings and feathers, and annotate in sketchbooks.
- Study a selection of photos of birds' wings and feathers and record observations collectively.
- Produce independent sketches of a feather, paying close attention to detail and using the range of shading techniques learned so far.
- Create another independent sketch of a feather using chalk, focussing carefully on the detail of the lines.
- Watch a guide to adding shadow in drawings. Use eggs and torches to investigate shadow. Sketch the egg, using shading and contouring, then add the shadow to their drawing.
- Combine all of the techniques and skills gained during the unit to create a final sketch of a whole bird.

Key Vocabulary:

observation, shading, hatching, cross-hatching, contouring, smudging, stippling, shadow, reflection, pressure

Cross-Curricular Links:

English – Skellig
Science – Evolution and Inheritance

Year 6: Sculpture – Mina’s Clay Owls (Niharika Rajput)

NC reference: to create sketch books to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including sculpture with a range of materials, to know about great artists.

Objectives:

- Be able to draw designs for 3D work accurately
- Be able to draw using different perspectives
- Be able to manipulate clay to create a recognisable shape
- Be able to attach separate pieces of clay using cross hatching and water
- Be able to use previously taught techniques and tools to create lines and textures in clay
- Be able to glaze and prepare clay for painting
- Be able to use acrylic paint on 3D models

Key Factual Learning:

- ✓ Niharika Rajput is a young wildlife artist from New Delhi, India.
- ✓ She has always been passionate about art and wildlife. Her early sculptures were all inspired by nature and wildlife and she used a range of materials such as wire mesh, papier-mâché and clay.
- ✓ Now, Rajput mainly creates sculptures of birds. Her sculptures are made using paper and wire, and focus in great detail on the eyes, beak and feathers.
- ✓ Her main aim is to build birds that look realistic, so the body proportions and the texture of the feathers have to be exactly right.
- ✓ Rajput intends to create a sculpture of every living bird species.
- ✓ In art, perspective shows how objects can be seen in a different way, or from a different viewpoint.
- ✓ Clay is a stiff and sticky type of soil.
- ✓ Clay is elastic and malleable when wet so it can be moulded into shapes, but it becomes hard and brittle when dry. Clay can be fired in a kiln (a large oven) in order to change it into ceramic, which is a much stronger and tougher material.
- ✓ Different sections of clay can be attached together by carving a cross-hatched pattern on the back, then applying water.

Practical Tasks:

- Begin to create an artist profile of Niharika Rajput in their sketchbooks. Discuss and respond to some of her bird sculptures.
- Remind children about our previous unit where we looked in detail at different features of a bird. Look at pictures of owls from different angles and perspectives, and discuss how different body parts look from different viewpoints.
- Design ideas for own 3D owl sculptures, drawing the design from both the front and side profile.
- Continue to investigate Rajput's sculptures and artistic techniques. Add information and responses to the artist profile.
- Experiment with creating shapes and structures using Super Clay.
- Practice manipulating Super Clay into different shapes and different body parts of an owl (body shape, eyes, wings, feathers) and practice attaching sections using cross hatching and water.
- Using real clay, make the owl's body shape, then carve out shapes for wing feathers and eyes in flat clay. Cut out and attach eyes and wing feathers using cross-hatching and water. Carve small detail into wing feathers and eyes.
- Once the clay is dry, paint and then glaze, using Rajput's sculptures as a guide to help focus on the colour detail.

Key Vocabulary:

manipulate, embellish, clay, elastic, malleable, brittle, kiln, ceramic, perspective

Cross-Curricular Links:

English - Skellig

Year 6: Painting – The Great Wave off Kanagawa (Katsushika Hokusai)

NC reference: to create sketch books to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including painting; to know about great artists in history.

Objectives:

- Know who Hokusai was, and understand why he is considered one of the greatest artists in history
- Understand how different colours and textures in drawings can be used to create atmosphere and emotion
- Be able to layer and blend colours to add texture and detail
- Be able to draw and paint using different perspectives (e.g. one-point perspective)
- Be able to include reflections in my drawings and paintings
- Be able to experiment with texture in paintings by using different tools and mark making techniques
- Understand how collage can be used to create a mood board
- Be able to combine a range of painting techniques to produce a final piece of art work

Key Factual Learning:

- ✓ Katsushika Hokusai was a Japanese artist, and is considered one of the greatest artists in the history of art.
- ✓ Hokusai was born in Toyko. His actual birth date is unknown, but it has been estimated to be around 1760.
- ✓ Hokusai was very daring and didn't like to follow the traditional way of doing things. He was known for 'breaking the rules' of art. Sometimes he would paint with his fingers, or toothpicks, or with both hands at the same time. He once painted two birds on a grain of rice, and also painted enormous portraits on the ground using a broom and a big bucket of ink.
- ✓ Hokusai was an artist and printmaker best known for his woodblock print series named 'Thirty-six Views of Mount Fuji'. This series includes the print, 'The Great Wave off Kanagawa', which is Hokusai's most famous work.
- ✓ Hokusai began producing art as a young child and had a long, successful career, producing over 30,000 painting, sketches, woodblock prints and images for picture books. Hokusai died in 1849.
- ✓ Mount Fuji is the highest mountain and volcano in Japan. It has not erupted since 1707. Mount Ontake is the 2nd highest volcano in Japan. It last erupted in 2014.
- ✓ Different colours can be used to convey different emotions.
- ✓ Pastels can be blended or layered. Layering is adding one colour on top of another. Blending can be achieved through using fingers, tools, stippling (dots) and scumbling (a random wiggly pattern to blend colours).
- ✓ Perspective drawing makes 2D drawings appear more three-dimensional, which makes pictures look more realistic. A one-point drawing means that the lines of perspective will eventually meet at one point. This is called the vanishing point. The vanishing point will often sit on the horizon line (where the sky meets the land or sea in a picture).
- ✓ Reflection is the return of light from a surface. Water is a reflective surface, and when it's still it can reflect a perfect image of the landscape around it. When there are ripples, the image becomes distorted.
- ✓ Acrylic paint is easy to mix and quick-drying, making it an ideal painting medium to use.
- ✓ Texture can be created by layering and blending colours in painting.
- ✓ Texture in paintings can be created using different mark making techniques, such as flicks, dots, strokes, smudges, swipes, twists and lines.
- ✓ Texture in paintings can also be created by applying the paint using different tools, such as lolly sticks, cardboard or pencils.
- ✓ Texture can be added to a piece of art work by adding different materials, such as fabrics, paper or art straws.

Practical Tasks:

- Read a fact file and watch a video tutorial about the life of Hokusai. Read 'The Great Wave' picture book inspired by Hokusai. Create an artist's profile of Hokusai in sketch books.
- Compare images of Mount Fuji in Japan with Mount Ontake. Discuss the colours and create a mood board of colours in their sketchbooks with vocabulary to describe the emotion and feeling they convey. Create their own pictures of a mountain or volcano using pastels and layer and blend colour to create their chosen atmosphere.
- Learn about using one-point perspective in drawings, looking at examples and watching a video tutorial. Produce a one-point perspective picture, including a mountain.
- Investigate and discuss images containing reflection in water. Watch a teaching guide on how to emulate the effect of an object being reflected in water, then practice producing their own drawings containing reflection in their sketchbooks.
- Look in detail at 'The Great Wave of Kanagawa' painting and discuss how different aspects of the painting show different elements of colour layering and texture. Make a double-page spread mood board in their sketch books of ideas for their own Great Wave painting. Use different tools to apply paint and different mark making techniques to capture ideas for different textures.
- Discuss and learn how different paint colours can be layered and blended to create texture and shading, and practice applying this technique in their sketchbooks, adding ideas to their mood board.
- Experiment with a range of collage materials to capture ideas for different textures to add to their mood board from the previous lesson.
- Produce a final version of their own 'Great Wave' painting, including an object of personal significance somewhere in the painting (the way that Hokusai included Mt Fuji). Combine all of the techniques learned during the unit, and refer to their mood boards for ideas. Begin by painting the background, choosing colour to convey mood and layering and blending colour to create texture. Layer painting for the sea and waves in the foreground, applying different mark making techniques and using a range of tools to apply the paint to create different textures. Add collage materials over the paint to complete the finished piece.

Key Vocabulary:

Hokusai, woodblock prints, The Great Wave, Mount Fuji, Mount Ontake, emotion, texture, layering, blending, stippling, scumbling, perspective, one-point perspective, horizon line, vanishing point, lines of perspective, reflection, surface, ripples, distorted, collage, fabrics

Cross-Curricular Links:

English – Kensuke's Kingdom

Year 6: Textiles – Koi Nobori

NC reference: to create sketch books to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including sculpture with a range of materials, to know about great artists.

Objectives:

- Know and recall key facts about the festival of Koi Nobori
- Be able to recognise some of the common features of Japanese style design and patterns
- Be able to create a design for a Japanese-style pattern
- Be able to design and make a pattern in a Japanese style for screen printing
- Be able to create a pattern in a Japanese style for the Batik method.
- Be able to design a pattern using colours which are meaningful in Japanese culture for weaving
- Be able to sew sections of the carp streamer together to produce a finished product

Key Factual Learning:

- ✓ Kodomo No Hi is "Children's Day", which is a national holiday celebrated in Japan. Koi Nobori translates as "carp streamers", which are associated with the holiday.
- ✓ These carp streamers are a type of windsock – a conical textile tube shaped like a giant sock which can be used to gauge wind direction and speed or simply as decoration.
- ✓ The Koi Nobori streamers are made by drawing carp patterns on paper, cloth, or other non-woven fabric.
- ✓ Koi Nobori takes place on 5th May at the end of 'Golden Week'. Landscapes across Japan are decorated with Koi Nobori from April to early May in honour of children for a good future and in the hope, they will grow up healthy and strong.
- ✓ The festival is based on a Chinese legend in which a small carp shows great courage in his journey along the famous Yellow River. At the end of his journey, the carp is transformed into a dragon, an Asian symbol of luck.
- ✓ Japanese style art, design and patterns often include natural features, such as the sun, mountains (often Mount Fuji), waves, water, fish, trees, blossom, swirls and fans, among others.
- ✓ Different colours hold different meanings in Japanese culture.
- ✓ Batik (pronounced "bateek") is a method of producing coloured designs on textiles by dyeing them, having first applied wax to the parts to be left undyed.
- ✓ Screen printing is the process of transferring a stencilled design onto a flat surface using a mesh screen, ink and a squeegee. The basic method involves creating a stencil on a fine mesh screen, and then pushing ink (or paint, in the case of artwork and posters) through to create an imprint of your design on the surface beneath.
- ✓ Weaving is the craft of lacing fibres together to make fabric or cloth. Weaving often involves using a loom to hold the thread or yarn, although it can also be done by hand.
- ✓ Sewing is the craft of fastening or attaching objects using stitches made with a needle and thread.
- ✓ 'Over stitch' is a stitch that wraps around the edge of fabric or seams to attach pieces together.

Practical Tasks:

- Read facts about the Japanese celebration of Koi Nobori and create a fact file.
- Look at Japanese style art, designs and patterns. Stick examples in books and annotate with thoughts and ideas for designs.
- Look more specifically at patterns that incorporate swirls, fans and mountains. Children use examples to inspire their own design for their individual pattern which will be used for the batik section of their final Koi Nobori piece.
- Look more specifically at patterns that incorporate the sun, waves and mountains. Children use examples to inspire their own design for their individual pattern which will be used for the screen-printing section of their final Koi Nobori piece.
- Look more specifically at patterns that incorporate Japanese colours. Children use examples to inspire their own design for their individual pattern which will be used for the weaving section of their final Koi Nobori piece.
- Make a stencil for the screen-printing section using the design previously created. Decide on colours to be used, limited to 3 - 4
- In small groups, screen print their individual section. (small groups, 4 at a time)
- In medium sized groups, complete the Batik section (small groups, 8 at a time)
- As a whole class, follow their design to complete the weaving section of the Carp streamer.
- Sew part of the body section of the fish together using over stitch.
- Mount the finished fish on string and pole.

Key Vocabulary:

Koi Nobori, Kodomo No Hi, batik, wax, printing, screen printing, weaving, mesh screen, squeegee, stencil, loom, yarn, fibres, needle, thread, over stitch, carp streamer

Cross-Curricular Links:

English – Kensuke's Kingdom

Art – The Great Wave story (inspired by the artwork of Hokusai)