

Art Curriculum Overview



ST Mary Queen of Martyrs VC Academy

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1) Intent, Implementation and Impact Statement – Art

Intent

At St Mary Queen of Martyrs our intent for Art and Design is to ensure all pupils produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others.

Children will become confident and proficient in a variety of areas including drawing, painting, sculpting, collage, printing and textiles. They will also develop their knowledge of famous artists, designers and craft makers. We want to ensure Art and Design is a positive and inclusive experience for our children. We want to celebrate and showcase their successes through competitions and exhibitions and to share their achievements with our wider communities.

Implementation

Using our progression document, we have produced a progressive curriculum to develop both knowledge and skills throughout the school.

Impact

We want Art and Design to be a subject both pupils and staff are excited by. Teachers will have higher expectations and a higher quality of work will be produced. All children will use technical vocabulary accurately and will understand and apply the skills and processes specified. They will develop their observational skills, become more inquisitive and realise their art can impact the world around them. Our discussion galleries will allow the children to be reflective about their art and speak confidently with enthusiasm regarding their personal progression. Above all, our children will be proud.

2) Subject on a Page



Classroom environment:

The classroom will be a safe learning environment with tools and equipment stored safely and handled carefully. Furniture will be arranged appropriately for the tasks with safety in mind. Pupils will have access to a choice of materials and equipment. Inspiration from artists and/or the environment, key vocabulary and new knowledge/skills will be displayed on a working wall when required.



Lesson sequence:

At the start of every unit:

Some time will be spent exploring what the children already know (previously learnt about).

During the unit:

Exploration lessons and discussion galleries will be used to help guide the children to focus in depth about the development of the art/design work that they are studying.

At the end of the unit:

Pupil work will be celebrated in the form of an assembly, display or showcase. Discussion galleries will also be used so that the children have an opportunity to evaluate their own work and the work of their peers.

Assessment:

Art is assessed at the end of year, with staff making a judgement based on all of the Art work, knowledge and skills developed across the year. Staff use KPIS to assess the progress that children make.

Art Long term plan:

Cycle A:

	Autumn	Spring	Summer
EYFS	Colour/Painting & Collage	Drawing & Textiles	Printing & Sculpture
Phase 1	Painting	Printing	Drawing
Phase 2	Painting	Sculpture	Printing
Phase 3	Sculpture	Printing	Drawing

Cycle B:

	Autumn	Spring	Summer
EYFS	Colour/Painting & Collage	Drawing & Textiles	Printing & Sculpture
Phase 1	Sculpture	Collage	Textiles
Phase 2	Drawing	Collage	Textiles
Phase 3	Painting	Collage	Textiles

Key Concepts in Art:

To ensure the progression of knowledge and skills in Art, we use key concepts. In Art, these are: line, shape, form, space, colour, tone, texture and pattern.

Home links

A home-school project will be planned each year as well as being part of the planned cycle of weekly homework.

Lesson design:

'I can' learning intention is displayed. Progressive plans are used for short term planning.

Key concepts are used to aide progression of knowledge and skills (see above).

3) Non-negotiables

- A long term plan is used to ensure that year by year, children further develop their artistic skills in: Drawing/sketching, collage, painting, printing, textiles and sculpture.
- The Art progression document must be followed. You may use the previous year skills if a child is unable to access the current year's curriculum as long as you can give your reasons and your assessment reflects this.
- **Evidence is essential.** Children's work is **not** to be sent home, it is to be put on display, kept in their files or stored until the end of the year when they **MUST** be sent up to the next year group. Photographs of the children's work *can* be taken if the piece is too large to hold on to eg sculpture but the photograph must be printed out, titled, dated and placed in the child's file . You may wish to tweet or post your photographs on google classrooms.
- All planning must be saved to the Art and Design folder on staff shared.
- At least once a week drawing should take place as part of your morning work. This does not have to be directed.

The children should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

4) Key Concepts in Art

Subject	Concept	Explanation
ART	line	Short or continuous marks made using a variety of tools. Line can define the edge of a contour or shape and can be straight, curved, broken or continuous, thick or thin. Lines can be used to represent texture and form by hatching and cross hatching.
	shape	Shape is created by enclosing a space using an outline. The shape of an object or geometric pattern and the shape between objects.
	form	Description of 3D shape, form has volume and occupies space, it can be regular e.g. a cube or sphere or irregular e.g. a stone, shell or a fir cone.
	space	The unlimited 3-dimensional expanse in which all objects are located. The distance between two points. The illusion of space can be created through the use of colour, tone, linear perspective and scale.
	colour	We are surrounded by colour – take a look! There are three primary colours red, blue and yellow. They can be used to mix secondary colours: green, purple and orange.
	tone	Differences in light and dark, tint or shade of colour to show effect of light on colour and form. Lighter tones or tints can be made by adding black to a colour.
	texture	Describes how something feels, the surface quality of an object. Rough, smooth, hard, soft, prickly, spikey, furry.
	pattern	The arrangement of shapes, natural and man-made, decorative design on surface. (Zebra, tiger, daisy [petals, brickwork, wallpaper, wrapping paper, fabric designs, patterns from other cultures).

5) Art Long term Plan – Cycle A and Cycle B+

Catholic Social Teaching Link with Guided Reading	Autumn	Spring	Summer
KS1 A	Painting Participation Painting - Artist: Monet	Printing Stewardship Printing – repeating patterns	Drawing Human Dignity Drawing
KS1 B	Sculpture Stewardship Sculpture	Collage Stewardship Collage	Textiles The Common Good Textiles
LKS2 A	Painting Solidarity Painting – explore colour & moods	Sculpture Stewardship Sculpture	Printing The Common Good Printing
LKS2 B	Drawing Participation	Collage Stewardship	Textiles The Common Good
UKS2 A	Sculpture Human Dignity	Printing Stewardship	Drawing Participation
UKS2 B	Painting Participation	Collage Stewardship	Textiles The Common Good



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6) Art Knowledge Progression - concepts – line, shape, form, space, colour, texture, tone, pattern

EYFS		
<p><i>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important for children to have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</i></p>		
Autumn	Spring	Summer
<p>3-4 Reception: Painting: <i>Throughout the unit of painting, I can show/tell you about:</i> *different colours *how to mix different colours *about the artist Wassily Kandinsky</p> <p>Collage: <i>Throughout the collage unit, I can show/tell you about:</i> *natural art (texture) *different colours</p>	<p>3-4 Reception Drawing: <i>Throughout the unit of drawing, I can show/tell you about:</i> *different sketching material (pencil, ink and charcoal) *observational drawings</p> <p>Textiles: <i>Throughout the unit of textiles, I can show/tell you about:</i> *creating patterns *African art and mask</p>	<p>3-4 Reception Printing: <i>Throughout, the unit of printing, I can show/tell you about:</i> *the artist Paul Klee *about block and brick printing</p> <p>Sculpture: <i>Throughout the unit of sculpture, I can show/tell you about:</i> *recyclable art *the artist Barbara Kobulinska *sea/sand/fish sculptures</p>

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Cycle A			
	Y1/2	Y3/4	Y5/6
Painting	<p><i>Throughout the painting unit, I can tell you:</i></p> <ul style="list-style-type: none"> *The primary colours *How to create the secondary colours by mixing the primary colours *how the colours change when I use more of one colour than another *about shades *about tints *what the sweep technique is 	<p><i>Through the painting unit, I can tell you:</i></p> <ul style="list-style-type: none"> *about colour mixing and use the correct language to describe this *about portraits and self-portraits *what shade is and how to create it *what tints are and how to create them *4 key facts about Frida Kahlo including the fact that she is know for her portrait paintings *how colour can be used to affect the mood of a painting *that there are 3 different 'grounds' (back ground, middle ground and foreground). 	

Printing	<p><i>Through the printing unit, I can tell you:</i></p> <ul style="list-style-type: none"> *How to use dots and lines to create shade, pattern and texture *about pencils and their different thicknesses *about 3 different printing methods (block, relief and mono) *2 facts about Angie Lewin (artist famous for linoprints) 	<p><i>Through the printing unit, I can tell you:</i></p> <ul style="list-style-type: none"> *how printing can be used to communicate *that collagraph is a printing technique *about some famous prints (Hokusai's wave) *that printing is used in different aspects of life – art, clothing, fabrics *about how to use layering *about how to use different printing techniques to add different details (shape, colour, tone, pattern) 	<p><i>Through the printing unit, I can tell you:</i></p> <ul style="list-style-type: none"> *at least 3 different artists who use printing (William Morris, Henri Gaudier-Brzeka and Henri Matisse) *that there are at least 3 different printing methods *what collagraph printing is and how to use it to create tone *what mono printing is and why it is less effective the more times it is used *what lino block printing is and how to use different carving tools to create different effects (tone) *what relief printing is
Drawing	<p><i>Throughout the drawing unit, I can tell you about:</i></p> <ul style="list-style-type: none"> *the difference between a portrait and a self-portrait. *the difference between a portrait and a landscape *the outline of a portrait/self-portrait (shape) *how to create shade *2 key facts about Van Gogh *2 key facts about Pablo Picasso *the word abstract 		<p><i>Throughout the drawing unit, I can tell you:</i></p> <ul style="list-style-type: none"> *about three different tools used to draw *about how to shade effectively *how to use lines to add shade and tone *4 different artists (Pablo Picasso, David Oliveira, Van Gogh and Edvard Munch) *at least 3 key facts about David Oliveria and his work *about how to use shade to add shadows and reflections *what perspective is and how it is created in art

Sculpture		<p><i>Through the sculpture unit, I can tell you:</i></p> <ul style="list-style-type: none"> *why clay is good for modelling (texture) * at least three modelling techniques used to give shape to clay *about the different shapes of vases and their uses *how to attach a handle to a clay pot *how to add detail and pattern to a clay pot 	<p>Through the sculpture unit, I can tell you:</p> <ul style="list-style-type: none"> *3 key facts about the artist Alberto Giamometti *why clay is an effective material for sculpting (texture and pattern) *at least 5 modelling techniques used to add texture *at least 3 different ways to add/join clay *at least 3 key facts about Antony Gormley
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Cycle B			
	Y1/2	Y3/4	Y5/6

Painting			<p><i>Throughout the painting unit, I can tell you:</i></p> <ul style="list-style-type: none"> *how to use the primary and secondary colours to add shade and tint to a painting *at least 3 key facts about Sue Read's work *how to create different shades of the same colour *about the impact of using different shades of the same colour in painting *about how to create 'mood' in a painting by using warmer or cooler colours *about how to washes and/or layering to add texture or tone to a painting
Printing			

Drawing		<p><i>Through the drawing unit, I can tell you:</i></p> <ul style="list-style-type: none"> *about how to create different thicknesses using lines(line) *what 'tone' is (space) *how pencils and coloured pencils are used to create 'tone' when drawing *what 'shade' is how to create it. (space, line) *what pastel art is (space, line) *what a still life drawing is 	
Sculpture	<p><i>Throughout the sculpture unit, I can tell you:</i></p> <ul style="list-style-type: none"> *what the word sculpture means *how I shaped my sculpture (texture) *at least 2 different types of materials that a sculpture can be made from *at least 3 facts about the sculptor Mark Quinn. *that you can make a sculpture out of recycled materials (shape) (form) *about the word 'abstract' 		

Collage	<p><i>Throughout the collage unit, I can tell you:</i></p> <ul style="list-style-type: none"> *what the word collage means *that a collage can be made from different materials *at least 3 key facts about Henry Matisse *about the vocabulary of 'abstract' *how to add texture to a collage *about drafting a design in pencil (line) *what a mosaic is (colour) *at least 3 key facts about Tracey English 	<p><i>Through the collage unit, I can tell you:</i></p> <ul style="list-style-type: none"> *how about the effectiveness of different materials when collaging. (colour) *what a mosaic is and a famous location of a mosaic *what a montage is *how to use sticking, overlapping and tessellation in a collage (colour, shape) *3 key facts about Bordalo II. *how to use recyclable materials in collaging 	<p><i>Throughout the collage unit, I can tell you:</i></p> <ul style="list-style-type: none"> *what makes a collage (colour, shape, line) *at least three different collage artists *how to use macro photography to create a collage *How to create perspective in collage (space) *how lighting can affect the mood in a photograph
Textiles	<p><i>Throughout the sculpture unit, I can tell you:</i></p> <ul style="list-style-type: none"> *what weaving is (texture) *what materials can be used to weave *what the word 'textiles' means *about the batik technique *about a stitching technique (running or basting stitch) *how to plait 	<p><i>Throughout the textiles unit, I can tell you:</i></p> <ul style="list-style-type: none"> *about woven textiles and some of their uses (texture) *how to create a pattern when weaving *that woven fabrics were used by ancient civilisations *how to dye cotton by using colourings from plants *about why I have chosen certain materials and colours for my woven art *about 4 different stitches *how to use a stitch as a border/frame 	<p><i>Throughout the unit of textiles, I can tell you:</i></p> <ul style="list-style-type: none"> *about how textiles are used in everyday life (texture) *what weaving is *that weaving can used to communicate *about a variety of stitches (at least 3) *what applique is *what quilting is

	Drawing	Painting and Printing	Sculpture, Textiles and Collage		Artist Knowledge and sketch books
Year 1	Painting Drawing Feelings Yourself Portrait Self portrait Me You Pencil/s Crayon/s Thick/ness Thin Line Grade Shade Vincent Van Gogh Pablo Picasso abstract	<u>Painting</u> Painting Primary Secondary Themselves Thick Thin Brush/es See Colour Shade Tint Sweep technique <u>Printing</u> Repeat/ing Pattern Print Sponge Paper Textile Design Printing block Dots Lines Pattern Texture Mono printing Block printing Relief printing Angie Lewin	<u>Sculpture</u> Cut Roll Coil Texture Tools Shape/s Sculpture Shape Mark Quinn Recycled material Abstract <u>Textiles</u> Sort Thread Fabric Colour Texture Weave Textiles Batik technique Running stitch plait Tracey English texture	<u>Collage</u> cut tear paper card collage gather sort materials collage Henry Matisse mosaic Tracey English texture	Artist Colour Pattern Shape Create Natural objects Man-made objects <u>Sketchbooks</u> Demonstrate Ideas Set out Labels

	Drawing	Painting and Printing	Sculpture, Textiles and Collage		Artists knowledge/sketchbooks
Year 2	Painting Drawing Feelings Yourself Me You Pencil/s Crayon/s Thick/ness Thin Line Grade/s Charcoal Pastel View Tone/s Light Dark Pattern Texture Portrait Self portrait Shade Vincent Van Gogh Pablo Picasso abstract	<u>Painting</u> Painting Primary Secondary Themselves Thick Thin Brush/es See Colour Shade Tint Sweep technique <u>Printing</u> Print Press Roll/rolling Rub/rubbing Stamp/stamping Designer Pattern Sponge Paper Textile Design Dots Lines Pattern Texture Mono printing Block printing Relief printing Angie Lewin	<u>Sculpture</u> Make Clay Join Line Shape Sculpture Shape Mark Quinn Recycled material Abstract <u>Textiles</u> Sort Thread Fabric Colour Texture Weave Textiles Batik technique Running stitch plait Materials Collage Henry Matisse Mosaic Tracey English texture	<u>Collage</u> create different material cut tear paper card collage gather materials sort Henry Matisse mosaic texture Tracey English	Artist Colour Pattern Shape Create Natural objects Man-made objects <u>Sketchbooks</u> Demonstrate Ideas Set out Annotation Notes Changed ideas

	Drawing	Painting and Printing	Sculpture, Textiles and Collage	Artists knowledge/sketchbooks
Year 3	Expression Facial Shade Tone/s Texture/s Sketch/es Explanation Thickness Lines Pastel Still life drawing	<u>Painting</u> Background Wash Range Brushes Different effects Predict Accuracy Colours Mix Primary Secondary Colour wheel Portrait Self portrait Shade Tines Frida Kahlo Back ground Middle ground foreground <u>Printing</u> Printing block Colour print Collagraph Hokusai's wave layering	<u>Sculpture</u> Add to Create Texture Shape Life size Material/s Attach Pattern Detail <u>Textiles</u> Create Join fabric Form dye Sew/ing Stitching Border/frame Detail Texture <u>Collage</u> Cut Accurate/ly Overlap Material Experiment Colours Mosaic	Identify Techniques Artists Compare Different cultures Recognise Historical periods Understand viewpoints Feeling Express <u>Sketchbooks</u> Express Feelings Describe Likes Dislikes Make notes Techniques used Suggest improvements

			Montage Bordalo II	
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	Drawing	Painting and Printing	Sculpture, Textiles and Collage	Artists knowledge/sketchbooks
Year 4	Facial expression Body language Sketch/es Marks Lines Texture Tone Shape Colour Represent Lines Pastel Still life drawing	<u>Painting</u> Facial expression Body language Create Colours Mood Shading Feeling Frida Kahlo Back ground Middle ground foreground <u>Printing</u> Print Different Materials Colours Accurate Design Collagraph Hokusai's wave layering	<u>Cculpture</u> Sculpt Clay Mouldable Material Experiment Combine materials Processes Design 3d form <u>Textiles</u> Texture Sewing Skills Mosaic Montage Bordalo II <u>Collage</u> Ceramic mosaic Combine Visual Tactile Mosaic Montage Bordalo II	Experiment Styles Artists Explain Features Historical period Specific techniques <u>Sketchbooks</u> Experiment Different texture Express feelings Likes Dislikes Produce montage Adapt Improve Original Purpose

	Drawing	Painting and Printing	Sculpture, Textiles and Collage	Artists knowledge/sketchbooks
Year 5	Shade Create Mood Feeling Line Marks Texture Tone Shape Figures Forms Movement Express emotion Reflections perspective Materials Pablo Picasso David Oliveria Vincent Van Gogh Edvard Munch	<u>Painting</u> Shading Create Mood Feeling Express emotion Organise Line Tone Shape Represent Figures Forms Warmer Cooler texture Sue Read <u>Printing</u> Print Accurate Design criteria Colours Different materials William Morris Henri Gaudier-Brzeka Henri Matisse Collagraph Tome Mono printing	<u>Sculpture</u> Experiment Combine Materials Processes Design 3d form Sculpt Clay Mouldable materials Alberto Giamometti Antony Gormley <u>Textiles</u> Sewing Project Running stitch Cross stitch Backstitch Applique quilting Embroidery <u>Collage</u> Ceramic mosaic Combine Visual Tactile Qualities Express mood/emotion	Artist Replicate Style Learn Observe/look Galleries Sources of information Research <u>Sketchbooks</u> Keep notes Develop Compare Discuss

		Block printing Effects Relief printing	Mood Photograph Space	
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	Drawing	Painting/Printing	Sculpture/Textiles/Collage	Artists knowledge/sketchbooks
4	Shade Create Mood Feeling Impact Line Marks Texture Tone Shape Figures Forms Movement Express emotion Reflections perspective Materials Pablo Picasso David Oliveria Vincent Van Gogh Edvard Munch	<u>Painting</u> Shading Create Mood Feeling Express emotion Organise Line Tone Shape Represent Figures Forms Warmer Cooler texture Sue Read <u>Printing</u> Print Accurate Design criteria Colours Different materials William Morris Henri Gaudier-Brzeka Henri Matisse	<u>Sculpture</u> Experiment Combine Materials Processes Design 3d form Sculpt Clay Mouldable materials Alberto Giamometti Antony Gormley <u>Textiles</u> Sewing Project Running stitch Cross stitch Backstitch Applique quilting Embroidery <u>Collage</u> Ceramic mosaic Combine Visual	Style Influence/d Artist Understand Abstract Message Convey Technical Architectural design Record Qualities <u>Sketchbooks</u> Explain Feedback Amendments Improvements Detailed notes Annotations Quotes Compare methods Combine graphics/text Commercial design Influence Layout

		Collagraph Tome Mono printing Block printing Effects Relief printing	Tactile Qualities Express mood/emotion Mood Photograph Space	Adapt Refine Meaning Purpose
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Planning

Art: Cycle A: Year 1 and Year 2: Autumn term: Painting

Catholic Social Teaching: Participation

Unit	Lesson	Success Criteria	Lesson Overview
Painting	What are the primary colours?	To be able to recognise, recall and name the primary colours.	Children to recap and correctly identify the primary colours.
	Who is Piet Mondrian and why is his art important?	To be able to recognise Piet Mondrian and a piece of his art work.	Children to be shown art work by Piet Mondrian. Discuss what they can see, how lines of different thicknesses are used to separate different colours.
	What are the secondary colours?	To be able to recognise, recall and name the secondary colours.	Children to recap and correctly identify the secondary colours. Children will mix the primary colours to make the secondary colours. How do the colours change when they use more of one colour? The children will then apply their knowledge to create a mini Wassily Kandinsky inspired piece (Concentric Circles).
	What are shades and tints?	To be able to correctly use the vocabulary of shades and tints.	The children will create a tint swatch card (gradients of colour by adding white) and a shade swatch card (gradients of colour by adding black.)

Who is Paul Klee and why is his art important?	To be able to recognise art work by Paul Klee.	Children to recap and recap how to make shades and tints. Look at the artist Paul Klee and his cityscape paintings. Discuss the shapes/colours used. Demonstrate how to do a watercolour wash using the sweep technique (handled sponges not brushes). Children can apply the shade and tint knowledge from the previous lesson to create a sunset/skyline.
Can I create a piece of art work inspired by Paul Klee?	To be able to create a piece of art inspired by Paul Klee.	Children to recall and recap primary and secondary colours. Children to recap shades and tints. The children will draw around a selection of shapes to create a Paul Klee inspired cityscape. They will apply the knowledge and skills they have learnt when painting.
Can I evaluate my art work and that of my peers?	To be able to critique their art work and that of their peers.	Discussion Gallery Tell me about your artwork. What worked well? Did you find any aspects difficult? Choose a peer's piece of art that has impressed you. Why do you like it? What have they done well?

Art: Cycle A: Year 1 and Year 2: Spring term: Printing

Catholic Social Teaching: Stewardship

Unit	Lesson	Success Criteria	Lesson Overview
Printing	How can we draw a plant?	To be able to use dots and lines to create an image.	Children look at different drawings of plants and discuss how dots and lines are used to create images of plants. Children use dots and lines of varying thicknesses with a pencil for the different parts of the plant. Children draw what they observe using a variety of lines to demonstrate pattern and texture.
	What is mono printing?	To be able to mono-print.	Using the photocopies of sketches from the previous lesson, produce a mono-print. https://www.youtube.com/watch?v=mnRZ2rYbPPE How does the pressure effect the outcome?
	What is relief printing?	To be able to relief print.	Rapid Recap – How did we create our mono printing? What happened why we applied more pressure? The children will experiment with potato stamping, creating their own repeated patterns (leaves). Is a simpler design more effective?
	What is block printing?	To be able to block print.	Rapid Recap – How did we use potatoes to create a print? How does this technique compare to the relief method (potato printing). What do you notice? (Intaglio printing or etching).

	Which printing method is best?	To be able to recognise three different printing methods and discuss the pros and cons to each one.	<p>Design a Print</p> <p>Rapid Recap – What three printing methods have we explored? How are they similar and how are they different?</p> <p>The children will reflect on the three printing methods they have explored. What the pros and cons to each printing method</p> <p>Which technique will you choose to make your final print and why? Will you choose a particular colour?</p>
	Can I create an image using a printing method?	To be able to create an image using a printing method.	<p>Create a print</p> <p>Rapid Recap – Tell you partner which printing method you have chosen and why.</p> <p>Will you produce one print or a series of prints?</p> <p>Applying the chosen printing method previously learnt and create an image.</p>
	Can I evaluate my artwork and that of my peers?	To be able to critique their artwork and that of their peers.	<p>Discussion Gallery</p> <p>Tell me about your print</p> <p>What worked well? Did you find any aspects of printing difficult?</p> <p>Choose a peers print that has impressed you. Why do you like it? What have they done well?</p> <p>Invite families to a showcase of the final pieces and evaluations.</p>

Art: Cycle A: Year 1 and Year 2: Summer term: Drawing

Catholic Social Teaching: Human Dignity

Unit	Lesson	Success Criteria	Lesson Overview
Drawing	What is a self-portrait?	To know and be able to describe what a self-portrait is.	<p>Self Portraits (pencil)</p> <p>Rapid Recap: printing work and how we used dots and lines of different thicknesses to create the plant image</p> <p>Introduce the children to portraits/self portraits. Drop in what landscapes and cityscapes are to embed the vocab. Show some famous examples.</p> <p>Look at the proportions of a face and supply the children with mirrors to allow them to sketch their own.</p> <p>Q: What is a portrait? What is a self-portrait?</p>
	What is a portrait?	To know and be able to describe what a portrait is.	<p>Lesson 2 & 3: Amy Johnson Portrait (pencil)</p> <p>Rapid Recap: What is a portrait? What is a self-portrait? What is a landscape?</p> <p>Draw on proportions from the previous lessons and provide the children with a variety of photos of Amy Johnson. Explain that this is a portrait, not a self-portrait. Model the skill of shading and applying thick and thin lines.</p> <p>Q: How can you add more detail to your portrait?</p> <p>K: Find out about Amy Johnson</p> <p>S: Learn how to shade and apply thick and thin lines.</p>

Who was Vincent Van Gogh and why is he remembered?	<p>To know Vincent Van Gogh was.</p> <p>To be able to describe some of his famous works.</p>	<p>Lesson 4: Amy Johnson Portrait inspired by Van Gogh (oil pastels)</p> <p>Rapid Recap: Thinking about what we learnt in the previous lessons, how can you add more detail to your portrait?</p> <p>Introduce Van Gogh (mini bio) and show the children a variety of his famous portraits. (Some self-portraits, some not)</p> <p>Q: What techniques does Van Gogh use when creating his portraits? (Thick lines, rich colours)</p> <p>K: Become aware of Van Gogh's work.</p> <p>S: How to apply thick lines to create a Van Gogh inspired portrait.</p>
Who was Pablo Picasso and why is he remembered?	<p>To know who Pablo Picasso was.</p> <p>To be able to describe some of his famous works.</p>	<p>Lesson 5: Amy Johnson Portrait inspired by Picasso. (felt tip)</p> <p>Rapid Recap: What techniques does Van Gogh use when creating his portraits? (thick lines, rich colours)</p> <p>Introduce Pablo Picasso (mini bio). Show the children a variety of his portraits (some self-portraits, some not)</p> <p>Photocopy the children's pencil drawings from lesson 2 and ask the children to draw over their lines using felt tips (bright colours, not uniformed). Model how to make it abstract by moving the features around. Patterns could be added too.</p> <p>Q: What is an abstract portrait?</p> <p>K: Become aware of Pablo Picasso's work</p> <p>S: Start to understand composition.</p>
Can I evaluate my artwork and that of my peers?	<p>To be able to critique their artwork and that of their peers.</p>	<p>Lesson 6: Discussion Gallery</p> <p>Rapid Recap: What is an abstract portrait?</p> <p>The children should have all three of their portraits of Amy Johnson in front of them.</p> <p>Q – Which portrait do they like the best? Why? Draw on the skills learnt.</p> <p>Which do they like the least? Why? Could they do something differently next time.</p> <p>Ask the children to walk around the round and look at each other's work. Which piece do they like and why? Celebrate their achievements with an art gallery event.</p>



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Art: Cycle A: Year 3 and Year 4: Autumn term: Painting

Catholic Social Teaching: Solidarity

Unit	Lesson	Success Criteria	Lesson Overview
Painting	What is the correct language used when colour mixing?	To be able to successfully recap the correct language for colour mixing.	In sketchbooks the children will record the primary colours, mix to make the secondary colours, create a gradient of colour using shades and a gradient of colour using tint.

What techniques can I use to apply paint to my page?	To be able to use prior knowledge to be able to explain how to apply paint to my page.	Rapid Recap: What are the primary colours? How do I make the secondary colours? What are shades? What are tints? In sketchbooks children will explore and experiment using a variety of different painting techniques: drybrush, drips, splatters by flicking the brush, combing to add texture, scumbling using a circular motion, impasto using a pallet knife, pointillism using a fine brush and applying paint with a sponge.
Who was Frida Kahlo and why is she famous?	To be able to explain who Frida Kahlo was and why her art work is famous.	Rapid Recap: What different techniques can be used to apply paint to the page? Q – What is a portrait? What is a self-portrait? Show and discuss Frida Kahlo and her portrait paintings. In sketchbooks the children will have a go at drawing a self portrait following the steps.
Who was Frida Kahlo and why is she famous?	To be able to explain who Frida Kahlo was and why her art work is famous. To be able to use the style of Frida Kahlo to design own self-portrait inspired by her style.	Lesson 4: Design a Frida Kahlo inspired self-portrait. Rapid Recap: Who is Frida Kahlo? What is a portrait/self portrait? Analyse a Frida Kahlo portrait: What can you see in the background? What can you see in middle ground? What can you see in the foreground? How does the colour affect the mood of the painting? In sketchbooks the children will design their own Frida Kahlo inspired portrait deciding what will be in the background, middle ground and foreground. They must look back at lesson 2 and label which paint application techniques they will use and where. Which colours will they use and why?
Can I create my own self-portrait inspired by Frida Kahlo's work?	To be able to use the style of Frida Kahlo to design own self-portrait inspired by her style.	Create the final piece The children will create their final Frida Kahlo inspired self-portrait. They must constantly refer back to their design and paint application techniques.
Can I evaluate my art work and that of my peers?	To be able to critique their art work and that of their peers.	Discussion Gallery Tell me about your artwork. What worked well? Did you find any aspects difficult?

			Choose a peers piece of art that has impressed you. Why do you like it? What have they done well?
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Art: Cycle A: Year 3 and Year 4: Spring term: Sculpture

Catholic Social Teaching: Stewardship

Unit	Lesson	Success Criteria	Lesson Overview
Sculpture	Why are Greek Vases historically important?	To be able to explain why Greek vases are historically important.	Observational Drawing Research Greek vases. What were they used for? Were they purely decorative? Do they evidence anything? Do they tell us anything about the Greeks/about the past? Children to draw/record what they have observed. Focus on Greek patterns and their significance.

<p>Why are Greek Vases historically important?</p> <p>Why is clay good for modelling?</p>	<p>To be able to explain why Greek vases are historically important.</p> <p>To be able to explain why clay is good for modelling.</p>	<p>Exploring Clay</p> <p>Rapid Recap: Why are Greek vases historically important?</p> <p>Modelling Techniques</p> <p>Why is clay good for modelling?</p> <p>Develop the technique of clay modelling through the use of art videos and exploring different rolling techniques with a small piece of clay.</p>
<p>Can I draft a design for my own clay vase?</p>	<p>To be able to draft a design for their own clay Greek vase.</p>	<p>Design</p> <p>Rapid Recap: Why is clay good for modelling and can you name a modelling technique?</p> <p>Use sketch books to draft ideas about which pattern and historical story will you choose? Will you engrave your pot or just paint? What will you need to complete your design? Experiment with a small piece of clay to see the technical level of difficulty to add detail to clay</p>
<p>Can I make my own coil clay pot?</p> <p>Can I successfully add a handle to my pot?</p>	<p>To be able to create own coil pot.</p> <p>To be able to add a handle to own clay pot.</p>	<p>Create Coil Pots</p> <p>Rapid Recap: Share with your partner the historical/mythical story you have chosen to depict on your vase and how you are going to depict this on your vase.</p> <p>Q: Which Greek vase shape will you choose?</p> <p>K: What was the function of the pot you are creating?</p> <p>S: Coil modelling and joining</p> <p>Children should consider how they will attach their handles and what might happen if they make them too thin.</p> <p>Children to make individual coil clay pot.</p>
<p>Can I add detail/pattern to my Greek vase/pot?</p>	<p>To be able to add detail/pattern to my Greek vase.</p>	<p>Paint</p> <p>Rapid Recap: Share with your partner which shape you chose and the function of your pot.</p> <p>Q: When adding delicate detail and pattern to your pot, does it matter what size paintbrush you use? Would it help to draw your design in pencil first?</p> <p>S: Painting Skills</p>

	Can I evaluate my art work and that of my peers?	To be able to critique their art work and that of their peers.	<p>Discussion Gallery</p> <p>Tell me about your artwork.</p> <p>What worked well? Did you find any aspects difficult?</p> <p>Choose a peers piece of art that has impressed you. Why do you like it? What have they done well? How well does their Greek vase tell a story/have a pattern?</p>
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Art: Cycle A: Year 3 and Year 4: Summer term: Printing

Catholic Social Teaching: The Common Good

Unit	Lesson	Success Criteria	Lesson Overview
Printing	What are native American symbols and how were they used to communicate?	To be able to know that Native Americans used symbols as a way to communicate with other people.	<p>Explore Native American Symbols and discuss how they were used to communicate.</p> <p>Children to use sketch books to draw the symbols that they choose. Can they write a message using the symbols? Can a partner read the message?</p>

What is printing and how is it used in Art?	To be able to explain what printing is and how it is used in Art.	<p>String Collagraph Printing</p> <p>Rapid Recap: What did the Native Americans use symbols for? Introduce print making to the children. Show some well know prints (Hokusai's wave for example) and where printing making is used (fine art, t-shirts, fabrics etc.)</p> <p>The children will use the Native American symbol sketches from the previous lesson as a design for a 'block'. They will use string, PVA and thick card to achieve the effect.</p> <p>Can you create a repeated pattern by collaborating your print with a friend's?</p>
What do I need to create a print which is inspired by native American folklore?	To be able to describe and explain what I need to create my own print.	<p>Polystyrene Printing</p> <p>Rapid Recap: What is print making and where can it be used? Read the children a short Native American Folklore story. Brainstorm some imagery (animals, patterns, symbols etc.)</p> <p>The children will design in sketchbooks their idea for a print inspired by the folklore. Give the children a wagoll.</p> <p>The children will then recreate their design on the polystyrene tiles. How does the polystyrene printing technique differ from the string printing technique? Do finer lines create sharper detail?</p>
How can we print with foil and string?	To be able to create a printing pattern with foil and string.	<p>Aluminium Foil/ String Printing (more than one colour to layer a print)</p> <p>Rapid Recap: What print making techniques has you used so far? Read the children a different short Native American Folklore story. Brainstorm some imagery (animals, patterns, symbols etc.) The children will design in sketchbooks their idea for a block print inspired by the folklore. Give the children a wagoll.</p> <p>The children need to decide which part of their design they want to stand out (string technique) and which part of their design they want to have finer lines and more detail (aluminium foil engraving). They will produce two separate blocks/tiles which they will combine by layering. The also need to decide which colours they want to use for each technique. The children will layer their blocks/tiles.</p> <p>Which parts of your design do you want to stand out? Which technique will help you to achieve this? (possible the string will create bolder lines). Can you layer two colours.</p>

	Can I evaluate my art work and that of my peers?	To be able to critique their art work and that of their peers.	<p>Discussion Gallery</p> <p>Rapid Recap: What is print making? The children will need to have all three of their blocks and prints in front of them.</p> <p>Which printing technique did they like the best and why?</p> <p>Which technique did they like the least? Why? How could they have improved the outcome?</p> <p>The children will walk around the room and celebrate each other's prints. How could they improve them?</p>
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Art: Cycle A: Year 5 and Year 6: Autumn term: Sculpture

Catholic Social Teaching: Human Dignity

Unit	Lesson	Success Criteria	Lesson Overview
Sculpture	What is sculpture and what makes a good material to sculpt with?	To be able to describe and explain the process of sculpting and what materials are good to sculpt with.	<p>Introduction to Sculpture.</p> <p>Look at a variety well known sculptures made from a variety of materials.</p> <p>Q: What is a sculpture? Look at the artist Alberto Giacometti and his sculptures (Walking Man/ City Square). What can we see? How do we think that they have been sculpted?</p> <p>The children will take photographs of each other holding movement poses (running, star jump, arms in the air etc). They will then use the photographs to create a Giamometti inspired sculpture using pipe cleaners and tin foil.</p>

Why is clay an effective material to use when sculpting?	To be able to describe and explain why clay is an effective material to use when sculpting.	<p>Clay Exploration</p> <p>Rapid Recap: What is a sculpture? What materials are they made from? Can you think of a well known sculpture?</p> <p>Why is clay an effective material to use when sculpting?</p> <p>Explore a variety of techniques (rolling, pinching, pulling, squeezing, smoothing, scratching with tools and creating holes with tools to add texture).</p> <p>Develop cutting and joining skills e.g. using wire, coils , slabs and slips.</p> <p>K: To know why clay is an effective material for sculpting.</p> <p>S: To develop a variety of modelling techniques.</p>
Who is Antony Gormley?	<p>To be able to recognise sculptures created by Antony Gormley.</p> <p>To be able to recreate a sculpture based on Antony Gormley's sculptures.</p>	<p>Antony Gormley and Design</p> <p>Rapid Recap: Why is clay an effective material to use when sculpting and can you recall some techniques used?</p> <p>Who is Antony Gormley? Look at the sculptor Antony Gormley and his famous sculptures. The children can sketch some of his sculptures in their sketch books. Look at body proportions. The children will begin to design their own mini sculpture inspired by Antony Gormley (Another place, Sound II – Not Field as it doesn't focus on human form accurately). They should think about what action their sculpture will be doing (See Fourth Plinth Trafalgar Square for inspiration). Which techniques are they going to use? How will they add texture? What scale would their sculpture be if it full size? Where would it be located? Would clay be an effective material if their sculpture was outside? What could they use instead?</p>
Can I design and create a sculpture inspired by Antony Gormley?	To be able to design and create a sculpture inspired by Antony Gormley.	<p>Sculpt!</p> <p>Rapid Recap: Who is Antony Gormley? Can you name any of his famous sculptures?</p> <p>The children will use their designs and the skills they have gained to create an Antony Gormley inspired sculpture.</p>

	Can I evaluate my art work and that of my peers?	To be able to critique their art work and that of their peers.	<p>Discussion Gallery</p> <p>Tell me about your sculpture. Which techniques worked well? Did you find any aspects tricky?</p> <p>Which tool did you choose and why?</p> <p>Choose a peers final sculpture and explain why you like it.</p>
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Art: Cycle A: Year 5 and Year 6: Spring term: Printing

Catholic Social Teaching: Stewardship

Unit	Lesson	Success Criteria	Lesson Overview
Printing	Why was/is William Morris an important figure?	To be able to recognise art work inspired by William Morris.	<p>Observational Drawing</p> <p>The children should look at modern day print makers to compare.</p> <p>The children should observe and sketch flowers, leaves and photographs of birds.</p> <p>Discuss the hapa-zome technique. The children could produce a collaborative piece throughout the lesson with a TA (a small group at a time.)</p> <p>Complete research on William Morris and other printmakers (modern day)</p> <p>S:Observational drawing and hapa-zoming</p>
	What is collagraph printing?	To be able to describe and explain what collagraph printing is.	<p>Develop the Collagraph technique</p> <p>Rapid Recap: Why was/is William Morris an important figure?</p> <p>Explore Collagraph printing. Look at the print artist Glen Alps. Make a basic collagraph tile.</p> <p>Is your first print you best? Does more paint application get better results? Children to develop the collagraph printing skill</p>

What is mono-printing?	To be able to describe and explain the process of mono-printing.	<p>Develop the Mono printing technique</p> <p>Rapid Recap: What is a collagraph?</p> <p>Explore monoprinting. Look at some examples. (Bryan Wynter Path Through Wood 1950, Tracey Emin Mother from Family Suite 1994)</p> <p>How many times do you think you can use a mono print?</p> <p>Children to experiment and develop the monoprinting skill.</p>
What is lino block printing?	To be able to describe and explain what mono printing and relief printing is.	<p>Develop the Lino block printing technique</p> <p>Rapid Recap: What is monoprinting? How can we easily recognise it?</p> <p>Explore how a variety of carving tools can create different effects. Children will gain an understanding of relief printing and the different ways that technique can be achieved. Examine some famous examples.</p> <p>(Wrestlers by Henri Gaudier-Brzeska 1914, Primavera by Henri Matisse 1938)</p> <p>What is relief printing? To develop the lino block printing skill and relief printing.</p>
What is relief printing?	To be able to describe and explain relief printing.	<p>Design.</p> <p>Rapid Recap: What is relief printing?</p> <p>The children will use the observational drawings from lesson 1 to create and design their own pattern.</p> <p>Q: Which technique will you choose and why?</p> <p>S: Drawing</p> <p>K: To develop an understanding of pattern in printmaking.</p>
Where can print can be used?	To be able to discuss where print can be used and how effective the use of print is.	<p>Create</p> <p>The children will create a printing tile/block.</p> <p>Q: Where could you print your design? Will it have a purpose?</p> <p>(wallpaper, t-shirt, tote bag, album cover, framed print) Show examples of printmaking in day to day life.</p> <p>Children to develop a chosen printing technique to a high standard.</p> <p>Children to explore and find out where and what printmaking is used</p>

	Can I evaluate my art work and that of my peers?	To be able to critique their art work and that of their peers.	Discussion Gallery Tell me about your final print. What worked well? Did you find any aspects of printing tricky? Choose a peers final print and explain why you like it.
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Art: Cycle A: Year 5 and Year 6: Summer term: Drawing

Catholic Social Teaching: Participation

Unit	Lesson	Success Criteria	Lesson Overview
Drawing	Why do we use variation of lines when drawing?	To be able to explain why we would use variations of lines when drawing.	Line In sketch books the children will explore thick and thin lines using a variety of tools (pencil, charcoal and pen). Why do we use a variation of lines when drawing? Children to find out about Picasso and animal line drawings. Children to be able to use thick and thin lines when drawing.
	What are shading techniques and why do we use them?	To be able to describe and explain different shading techniques and explain when they would be used.	Shading Rapid Recap – Why do we use a variation of line when drawing? Briefly look at how David Oliveira uses line in his sculptures. In sketch books the children will explore shading techniques using a variety of tools (pencil, charcoal and pen). Why do we use shading when drawing? Children to use hatching and cross-hatching when drawing. Children to find out about David Oliveria's work and how he uses line. Children to use shading when drawing.

	How can we create shadows and reflections when we draw?	To be able to explain how shadows and reflections can be created when drawing.	<p>Shadows and Reflection</p> <p>Rapid Recap – Which shading techniques did we use last week?</p> <p>In sketch books the children will explore how to draw shadows and reflections. How do shadows and reflections occur and why do we use them when drawing? Which tools do you think will be more effective?</p> <p>K: To understand how shadows and reflections occur</p> <p>S: To use shadows and reflections when drawing.</p>
	What is perspective when drawing?	To be able to explain and use perspective when drawing.	<p>Movement and Perspective</p> <p>Rapid Recap: How are shadows and reflection possible and why do we use them when drawing?</p> <p>In sketch books the children will explore how to draw movement and perspective. Children to be able to explain what does perspective tell us about a piece of art? How does it improve it? Children to experiment in sketch books using perspective and movement when drawing.</p>
	Can I create a final art piece?	To be able to create a final drawing piece	<p>Final Drawing</p> <p>Rapid Recap: What does perspective tell us about a piece of art? How does it improve it?</p> <p>The children will select an Amazon animal of their choice and apply the techniques they have learnt.</p> <p>Children to explain and describe which tools will be most effective for my drawing. Which techniques should I apply? Are they all necessary?</p> <p>Children to apply some of the techniques learnt in a final drawing.</p>
	Can I evaluate my art work and that of my peers?	To be able to critique their art work and that of their peers.	<p>Discussion Gallery</p> <p>Tell me about your final drawing</p> <p>Which techniques worked well? Did you find any aspects tricky?</p> <p>Which tool did you choose and why? (pencil, pen, charcoal)</p> <p>Choose a peers final drawing and explain why you like it.</p>

Art: Cycle B: Year 1 and Year 2: Autumn term: Sculpture

Catholic Social Teaching: Human Dignity

Unit	Lesson	Success Criteria	Lesson Overview
Sculpture	What is a sculpture?	<p>To be aware of the sculptor Marc Quinn and his creations.</p> <p>To be able to sculpt using a unusual material.</p>	<p>Mark Quinn inspired bread sculptures.</p> <p>Explore what a sculpture is and the material it can be made from. Show some example and discuss how some sculptures are abstract and some are figurative. Look at the sculptor Marc Quinn and how he used unusual materials to create his sculptures.</p> <p>Inspired by Marc Quinn, the children will study their hands, they may wish to take a picture of do a rough sketch. They will then, sculpt their hand out of bread dough.</p> <p>To be aware of the sculptor Marc Quinn and his creations.</p> <p>To sculpt using a unusual material.</p>

	Who is/was Michelle Reader?	To be aware of the sculptor Michelle Reader and her creations. To sculpt using recycled materials.	Michelle Reader inspired monsters. Rapid Recap: What is a sculpture? Look at the sculptor Michelle Reader. Explain that her sculptures are figurative. The children will create a monster inspired by Michelle Reader's use of rubbish/recycled material. Show the children the materials they have to work with. They may wish to discuss their ideas with a partner. Discussion: How can you join your materials? When finished, the children must take their monster to meet another monster. How are they similar, how are they different? Did you use some of the same materials? Record findings in Art/Sketch books
	What is an abstract sculpture?	To be aware of the sculptor Barbara Hepworth and her creations. To create an abstract sculpture of a person.	Abstract Family Rapid Recap: Who is Michelle Reader and what did she use to create her works of art? Look at the sculptor Barbara Hepworth. Explain that her work is abstract. Show some example of her sculptures but focus in on "The Family of Man, 1970." Discussion: Does the sculpture look like a family? (Point out that certain shapes might remind you of a head, or legs, or tummy. All the sculptures are standing up like people.) The children will work together to create their own 'family sculpture' inspired by Barbara Hepworth. They will use a variety of large cardboard boxes. They should think about which family member they are creating and how they can represent each body part.

	<p>What clay modelling skills can you/will you use and why?</p>	<p>To be aware of the sculpture Ugo Roninone and his creations. To develop their clay modelling skills.</p>	<p>Ugo Rondinone inspired clay sculptures Rapid Recap: What is the difference between an abstract and figurative sculpture? Look at the artist Ugo Rondinone and his people sculptures (Soul, Feelings and Human Nature). Discussion: Compare Roninone and Hepworth's people sculptures. How are they similar, how are they different? Where are their sculptures installed? The children will design and create a Ugo Roninone inspired sculpture using air dried clay. They must explore a variety of modelling techniques for shaping and joining.</p>
	<p>Can I evaluate my artwork and that of my peers?</p>	<p>To be able to critique their artwork and that of their peers.</p>	<p>Paint and Discussion Gallery Rapid Recap: Compare the people sculpture by Hepworth and Roninone. Look at Ugo Rondinone's 'Seven Magic Mountains'. Q – What do you notice about these sculpture? What types of colours does he use? The children will paint their sculptures using a the neon pallet of Ugo Rondinone. Discussion Gallery What went well when creating your sculpture? Does your piece of art resemble that of Ugo Roninone? What did you find difficult? Walk around the class, has someone's sculpture particularly impressed you? Why?</p>

Art: Cycle B: Year 1 and Year 2: Spring term: Collage

Catholic Social Teaching: Stewardship

Unit	Lesson	Success Criteria	Lesson Overview
Collage	What is collage?	<p>To be able to describe what collaging is.</p> <p>To know what makes a collage.</p> <p>To be able to explore and arrange a variety of materials using different techniques.</p>	<p>What is collage?</p> <p>Explore collage materials (paper, card, fabric, magazines, newspaper, plastics)</p> <p>Explore techniques (Tearing, cutting, how do the edges look different? What happens if you fold and then tear along the fold?</p> <p>Use a hole punch to produce little circles. Can you create an image out of them?</p> <p>Could they add texture by scrunching materials?</p>
	Who is Henri Matisse and what is he famous for?	<p>To be able to understand colour and composition when arranging their Matisse inspired collage.</p> <p>To develop their scissor skills.</p>	<p>Rapid Recap: – What is collage?</p> <p>Introduce and discuss Henry Matisse.</p> <p>Henry Matisse vocab - Pattern, abstract, simple, bright colours shapes.</p> <p>Discussion: What can you see in Henry Matisse's collage pieces? Can you see any shapes?</p> <p>Discussion: What colours did he use? Are they dull colours or bright? How do they make you feel?</p> <p>The children should have a go at drawing the 'cheese plant' shapes on different coloured sugar paper. Have some templates ready for children who might find this difficult. They will need to cut, arrange and stick to create a collage inspired by Henry Matisse. Staff to model how to arrange.</p>

What is a mosaic?	<p>To have some understanding of what a mosaic is and where they might be found.</p> <p>To understand how to place and arrange coloured mosaic tiles successfully.</p>	<p>Rapid Recap: Who is Henry Matisse and can you talk about his collage art?</p> <p>Discussion: What is a mosaic? Briefly discuss what mosaics are and show some examples. The children should draw a design (linked to topic) and lightly in pencil decide what colours they will mosaic their image. (paper mosaic) Model!</p> <p>Mosaic Vocab – mosaic, squares, gaps.</p> <p>Have some understanding of what a mosaic is and where they might be found.</p> <p>To understand how to place and arrange coloured mosaic tiles successfully.</p>
Who is Tracey English and why do we studied her work?	<p>To develop their artist Knowledge and an understanding of Spring.</p> <p>To be able to talk about the features of a piece of art.</p>	<p>Rapid Recap: What is a mosaic?</p> <p>Introduce the children to Tracey English. Show a variety of her Town and Countryside images (pond life, spring, summer, autumn).</p> <p>Discussion: What can you see in the image? What colours has she used? Art they dull or bright? Explain that we can going to create a collage inspired by Tracey English but our focus will be Springtime.</p> <p>As a class brainstorm all things Spring on flipchart. Try to draw some of the ideas so they children who are unable to read can use the brainstorm for their design.</p>
How will you add texture to your collage?	<p>To be able to add texture to their collage.</p>	<p>Rapid Recap: What do you see in spring? (refresh the brainstorm).</p> <p>The children will design their Tracey English inspired collage in pencil. Model where possible. This will be the base for their collage. They can lightly make notes of colours/textures/materials on their design piece as they will then collage over.</p> <p>Discussion: What colours will you use? How will you add texture to you collage? Will you tear or cut you materials? Or both? Will you add any mosaic to your collage?</p> <p>The children will then create their collage. Please ensure you have a good selection of materials (see lesson 1) in a variety of colours. Discuss how they should only take what they need and not waste the materials.</p> <p>An opportunity to share and celebrate their work with the school or parents should be organised.</p> <p>S: Appling all the skills they had gained during the topic.</p>

	Can I evaluate my artwork and that of my peers?	To be able to critique their artwork and that of their peers.	<p>Discussion Gallery</p> <p>Rapid Recap: What is texture and how do I add it to a collage? Could they do something differently next time.</p> <p>Ask the children to walk around the round and look at each other's work. Which piece do they like and why? Celebrate their achievements with an art gallery event.</p>
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Art: Cycle B: Year 1 and Year 2: Summer term: Textiles

Catholic Social Teaching: Stewardship

Unit	Lesson	Success Criteria	Lesson Overview
Textiles	What are textiles and what can they be used?	<p>To understand and explain what textiles are.</p> <p>To be able to describe and achieve the wax resist technique.</p>	<p>Wax Resist</p> <p>Rapid recap: What are textiles? Show a variety of real life examples as well as photos. Discuss and explore wax resist using crayons on pieces of fabric. Children to paint dye onto the fabric. What happens? Record in art/sketch books/see-saw.</p>
	<p>What is batik art form and why is it used?</p> <p>What is the glue resist technique?</p>	<p>To be able to describe batik art form.</p> <p>To be able to explain and achieve the glue resist technique.</p>	<p>Batik Art</p> <p>Rapid Recap: What are textiles?</p> <p>Discussion What is Batik art? Show examples of batik art (Indonesia.) How do they create this affect? What art materials do they use?</p> <p>Continue to discuss and explore the batik technique using PVA glue and use a variety of coloured dyes.</p> <p>Record in art/sketch books/see-saw.</p>
	What is embellishment and why is it used?	<p>To be able to explain and know how to embellish.</p> <p>To have an understanding of basic stitching techniques.</p>	<p>Stitching and Embellishments</p> <p>Rapid Recap: What is batik? What did we use to create our resist technique?</p> <p>Demonstrate how to add detail to their batik art by sewing. Basic stitch (running/basting stitch).</p> <p>The children can attach embellishments using PVA glue.</p> <p>The children's textile art squares could be individually framed or joined together to create a collaborative piece.</p>

What is weaving?	To know that weaving is an art form. To be able to achieve the weaving technique independently.	<p>Weaving</p> <p>Rapid Recap: What are embellishments? What basic sewing stitches can you remember from the last lesson?</p> <p>Discussion: What is weaving? Discuss and explore weaving. Show examples of both traditional and contemporary weaving.</p> <p>Teacher to model using a giant loom (See diy table looms). Children to take turns. Use material strips and ribbon.</p> <p>Children to explore weaving independently on weaving cards using a variety of materials (ribbon, thick wool, strips of material and plastic)</p>
What is plaiting?	To be able to plait independently	<p>Plaiting and weaving continued.</p> <p>Rapid Recap: What is weaving? What can be made from weaving? (rugs, blankets, clothing)</p> <p>Demonstrate how to plait using large piece of material/ribbon. The children explore the plaiting technique. They can continue with their weaving and add plait to it.</p>
Can I evaluate my artwork and that of my peers?	To be able to critique their artwork and that of their peers.	<p>Lesson 6: Discussion Gallery</p> <p>Rapid Recap:</p> <p>The children should display their batik piece of art and their woven piece of art in front of them.</p> <p>Which textile form did you prefer? Why?</p> <p>How can you make your artwork even better?</p> <p>Children to walk around the class and look at their classmate's artwork.</p> <p>Whose artwork has really impressed you? Why?</p>

Art: Cycle B: Year 3 and Year 4: Autumn term: Drawing

Catholic Social Teaching: Participation

Unit	Lesson	Success Criteria	Lesson Overview
Drawing	Can I create an image using lines?	To be aware of different sketching pencils and their purposes. To be able to create a detailed line drawing.	Leaf Hunt and revisiting line. The children will go on a leaf hunt, selecting leaves that are a variety of colours, sizes and shapes. On return, each child shall have one leaf each. Discussion: Can you think of 5 words to describe your leaf? Write these words in your Art book. The children will create a line drawing of their leaf using a variety of thicknesses, recorded in their Art book after modelling by the class teacher on demonstrating how different pencils create soft and hard lines. H stands for hard and B stands for black pencils. H pencils are good for detail and will be used for this lessons line drawings. Ensure to photograph the actual leaf for the following weeks lesson.
	Can I add shade and tone correctly?	To understand what tone and shade is. To know how tonal shade to add detail when drawing.	Tone and Shade Rapid Recap: How do different sketching pencils create a detail when drawing. Discussion: What is tone? Explain to the children what tonal shading is and how it can add detail when drawing. B pencils are best for shading and will be used in this lesson. Warm up activity – The children will practice blending light to medium to dark tone using your pencil in the practice boxes. What is shade? Using a lamp, demonstrate how shade is create by light hitting the opposite side of an object. The children will add tonal shading to a photocopy of the leaf line drawing they drew in the previous lesson. They must look where the light hits in order to create the shade.

Can I explain how to add tonal shade using colour?	<p>To have artist knowledge on Georgia O Keefe.</p> <p>To know how to tonal shade using colour</p>	<p>Leaves in colour</p> <p>Rapid Recap: What is tone/shade and which pencils are best for this technique? Look at the artist Georgia O Keefe and her leaf art work.</p> <p>Discussion: What do you notice about Georgia O Keefe's leaves? How does she create light and dark using colour? (study the colours she has used to create tone)</p> <p>Using another photocopy of the leaf line drawing from lesson one, the children will use coloured pencil crayons to add tone to their drawing.</p>
Can I use pastels correctly?	<p>To know about the advantage of pastels and which artist used them in their work.</p> <p>To develop a variety of drawing techniques using pastels.</p>	<p>Pastels</p> <p>Rapid Recap: Who is Georgia O Keefe and how did she create tonal shade using colour?</p> <p>Discussion: What are pastels and what are the advantages of drawing with them?</p> <p>Discuss pastels and show the children examples of pastel art.</p> <p>Demonstrate and explore in sketchbooks a variety of pastel techniques such as Sgraffito, blending and tinting.</p> <p>The children will use oil pastels to draw a cross section of a pumpkin or an autumnal vegetable. They must think about the thickness of their lines and how to create shade and tone. Can they apply the pastel techniques previously practised?</p>

	Can I describe and explain what a still life is?	<p>To understand what a still life is.</p> <p>To use skills and techniques practiced throughout the topic to a high standard.</p>	<p>Still Life Discussion Gallery</p> <p>Rapid Recap: What are the advantages of using pastels and what techniques can be used effectively?</p> <p>Discussion: What is a still life painting?</p> <p>Look at a variety of still life paintings.</p> <p>Compare The Table by Georges Braque to Still Life with Skull by Paul Cézanne. How are they similar? How are they different?</p> <p>The children will put in to practice the drawing skills they have gained by drawing a still life of an autumnal arrangement.</p> <p>They can choose whether to use pencil crayons or oil pastels.</p> <p>Discussion Gallery</p> <p>Each child should have their artwork from each lesson in front of them. What worked well? What did you find difficult? Would you do anything different on reflection?</p> <p>Has somebody else really impressed you with their art? Why?</p>
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Art: Cycle B: Year 3 and Year 4: Spring term: Collage

Catholic Social Teaching: Stewardship

Unit	Lesson	Success Criteria	Lesson Overview
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Collage	Can I describe and explain what a collage is?	To understand what makes a collage and to be exposed to collage artists. To explore and manipulate different collage materials in sketchbook	Rapid Recap: What is a collage? Look at different collages and discuss the intent/use of different collage materials. Using Collage Artist - Derek Gores, Ben Giles, Kurt Schwitters Children to put into their art books the ones that they like and briefly explain why they like them – emphasis is on the art language that they use to describe the ‘why’ so provide an art language bank of words to support. Children to explore and manipulate different collage materials and record findings in their art books.
	Can I describe and explain what a mosaic and/or a montage is?	To understand mosaics and montage. To be able to use sticking, overlapping and tessellation as methods to create a mosaic and/or a montage.	Rapid Recap: What is a collage? Can you give an example of collage art or artist? Explore different sticking/gluing techniques – overlapping, tessellation, mosaic and montage. Discussion: What is a mosaic? Look at Parc Guell in Barcelona (Antoni Gaudi), Mosaics in the Vatican and Mosaic Artist Jim Bachor. Record in art books, the images of the ones that the children like and record why they like them – again using appropriate art language. Discussion: What is a montage? Show examples. In sketchbooks create a small paper mosaic inspired by Jim Bachor.
	Can I describe and explain work by Bordalo II?	To recognise work by Bordalo II. To be able to discussion work by Bordalo II.	Rapid Recap: What is a mosaic/montage? Can you give an example of mosaic art or artist? Introduce and discuss the artist Bordalo II. Look at the images by printing them out and asking the children to move around (like they are in an art gallery). Children should sketch some of examples of Bordalo II’s art in their sketchbooks. Make notes in sketchbooks. Discussion: Which piece of Bordalo’s work do you like? Why? What do you think he used to create his art? What can you see? What do you think was Bordalo’s message? They will share their ideas as a class.

	Can I draft a collage inspired by Bordalo II?	To recognise work by Bordalo II. To be able to discussion work by Bordalo II. To be able to use Bordalo II's work as an inspiration for their own work.	Design Rapid Recap: Who is Bordalo II and what did he use to create his art? What was his message? Discuss environmental issues linked to current topic – (land use and sustainability). In sketchbooks, design a collage to represent the environmental issue. What colours will you use? What recycled materials/textures will use? Why? Remember to include what you will need for the background. What skills are you using from the previous lessons? Use your sketchbook notes and sketches to inspire.
	Can I create a collage inspired by Bordalo II?	To be able to use Bordalo II's work as an inspiration for their own work.	Rapid Recap: What environmental issue is the inspiration of your collage? What is the message you want to get across? (share with the class). Using their sketchbook the design the children should begin to create their final piece. They should start with their background and build up their collage. Continue and complete with the final piece. Evaluate final piece. Invite families in to look at the work including the build-up of the skills in sketchbooks and photographs of the children during the process.

Art: Cycle B: Year 3 and Year 4: Summer term: Textiles

Catholic Social Teaching: The Common Good

Unit	Lesson	Success Criteria	Lesson Overview
Textiles	Can I explain the process of weaving?	To gain historical knowledge of weaving. To understand the weaving technique.	Weaving Discussion and Rapid Recap: What is weaving and what is it used for? Look at history of weaving, link to topic. Show the children an example of contemporary weaving as an art form. Show real life examples of woven textiles and what they are used for. Using strips of coloured paper (two colours), practise the weaving technique. Do they notice a pattern? Stick in sketch books. This will purely be a reminder activity as they should have previously practised this skill. How was weaving used in the stone age and iron age?

Can I explain how materials are dyed?	To be able to explain how material is dyed.	<p>Natural Dyes</p> <p>Rapid Recap: What is weaving, what is used for? (Stone age/ Iron age link). Last week we found out how people made woven fabrics during the stone age/ iron age.</p> <p>Discussion: It has been discovered these ancient civilisations dyed their fabrics, but what do you think they used to do so? (animals, minerals and plants).</p> <p>Focus on plants and experiment dyeing pieces of cotton using a variety of plants (beetroot, marigolds flowers, spinach etc.)</p> <p>Some of these will be cut into strips for weaving and some will be used to embellish/stitch.</p>
Can I explain the weaving technique?	To develop the weaving technique.	<p>Weaving - design and create</p> <p>Rapid Recap: What was used to dye fabrics during the stone age/iron age? Along with other appropriate materials, the children should design and create a woven piece of art using the hand dyed strips from the previous lesson. .</p> <p>Discussion: What materials/colours will you choose to create your woven art and why? will you try to create a pattern?</p>
Can I stitch a border?	To develop and practice a variety of basic stitching techniques (running stitch, backstitch, cross stitch (for decoration/ embroidery purposes)	<p>Stitching a boarder</p> <p>Rapid Recap: Reflect on your woven piece. What worked well? Could you improve on anything? Did you achieve a pattern if that was your intention?</p> <p>The children will explore a variety of stitching techniques to boarder a piece of felt. This will act as a decorative frame for their woven piece of art to be mounted on.</p>
Can I evaluate my work and the work of my peers?	To be able to critique my own work and the work of my peers.	<p>Discussion Gallery – Which stitch do you think worked well/. Which stitch did you find difficult? Does your weave and decorative boarder work well together? Select a another child’s work which has impressed you. Can you give reasons why?</p>

Art: Cycle B: Year 5 and Year 6: Autumn term: Painting

Catholic Social Teaching: Participation

Unit	Lesson	Success Criteria	Lesson Overview
Painting	Can I describe how to make shades and tints?	To be mastery in colour mixing. To applicate their colour mixing knowledge	Rapid Recap: What are the primary colours? What are secondary colours? How do we make them? How do we make tints and shades? Apply colour mixing practice to a pre-drawn black and white sea coast image for the children to complete.
	Can I understand paint application techniques?	To understand the properties and aesthetics of a range of paint and terminology of paint application. To use the paint application techniques	Rapid Recap: What are the primary and secondary colours? How do we make shades and tints? An exploration lesson looking at a range of paint media and methods/techniques of application (brush strokes, blending, stippling etc.) Discussion: Which media or technique was your favourite and why? Record responses in Art books

Can I explain what I like about Sue Read's work and why?	To find out about Sue Read and her Artwork. To give an informed personal opinion on Sue Read's art in a discussion.	Rapid Recap: Artists use a range of media (paints) to create their pieces, can you name any? Can you name a technique used to apply the paint? Introduce Sue Read's work. Discussion: What do you like about it? How has she created different shades of the same colour? What impact does it have? Why have these colours been chosen? Does light affect the painting? Record discussion gallery notes in Art books.
Can I explain what a colour pallet is?	To understand what a colour pallet is. To use colour and application to create a mood	Rapid Recap: Look at the 'Summer in the Air' by Sue Read. Which techniques or media did she use to create it? Discuss with your partner. What is the mood of the painting? Select a local seascape image. What colours can you see? You may wish to use a view finder to help. Create a colour pallet using the colours you can see. You may wish to add warmer or cooler colours to create a different mood. Display the colour pallet in your sketchbook.
Can I explain how to create mood in a painting?	Use apply the colour and techniques gained throughout this topic to create a final painting.	Rapid Recap: How do artist create mood in a painting? Using the local seascape image and the colour pallet you created from the previous lesson, create your own Sue Read inspired painting.

Art: Cycle B: Year 5 and Year 6: Spring term: Collage

Catholic Social Teaching: Stewardship

Unit	Lesson	Success Criteria	Lesson Overview
Collage	What makes a collage?	<p>To understand what makes a collage and to be exposed to collage artists.</p> <p>To be able to explore and manipulate different collage materials in sketchbook</p>	<p>What is collage?</p> <p>Look at different collages and discuss the intent/use of different collage materials. Look at :Pablo Picassco's collage art Edwardo Paolozzi – Pop art Robert Rauchenberg - Pop Art</p> <p>Use a variety of textured papers, newspaper, magazines, fabric, plastics). Explore cutting, tearing, decorative edge scissors. Inspired by Robert Rauchenberg's Pop Art to exploare and manipulate different collages in art book.</p> <p>Discussion: evaluation of why you've used certain pictures/images from the magazine.</p> <p>Did you focus on colour?</p> <p>Did you focus on text?</p> <p>Did you add any key words to your image?</p>

What is macro photography?	To understand the use macro photography. To compose a close up photograph of a natural form.	Rapid Recap: What makes a good collage? Can you give an example of collage art or artist? Explore art work by Edward Weston – macro photography (fruit and vegetables) Macro Photography Photography lesson Create 6 macro photography pictures which will be used in the final collage piece.
Can I explain what macro photography is?	To know what macro photography is. Artist knowledge To form opinions on pieces of art.	Rapid Recap: what is macro photography? Introduce and discuss the artist Maria Rivans. Look at the images by printing them out and asking the children to move around (like they are in an art gallery). Crazy perspective, e.g. big mouse-small house Children should sketch some of examples of Maria Rivans art in their sketchbooks. Make notes in sketchbooks. Discussion: Do you like Maria Rivan's art why? What do you think she used to create her art? What can you see? Share their ideas as a class.
Can I use photography to take a make a successful portrait?	To understand how lighting can affect the mood of a photograph. To understand the rule of thirds in a portrait photography. To use of photography to take a successful portrait.	Rapid Recap: Who is Maria Rivans and what did she use to create her art? Show how composition affects a portrait. Show the children some examples of how lighting can affect the mood of a photograph. The children should pair up and take portrait photographs (head and shoulders) of each other. They should experiment with a variety of poses, angles and expression. They need to select their favourite for the final piece. Design their Maria Rivan inspired collage. Brainstorm in sketchbooks what objects/plants/animals they would like and why.

	What is a flat wash and how will it add detail to my final design?	To be able to create a flat wash. To draft and design my final piece.	<p>Rapid Recap: What is a flat wash? How do you create a blended wash? (From previous topic).</p> <p>The children should decide how they want to paint their background and add to their design. Using their sketchbook design, children should begin to create their final piece. They should start with their background, add their photographic portrait and build up their collage. Can they add some of their images from the macro photography lesson?</p> <p>Invite families in to look at the work including the build up of the skills in sketchbooks and photographs of the children during the process.</p>
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Art: Cycle B: Year 5 and Year 6: Summer term: Textiles

Catholic Social Teaching: The Common Good

Unit	Lesson	Success Criteria	Lesson Overview
	How are textiles used in everyday life?	To know various textile artists and to be able to give examples of textiles in everyday life.	<p>Rapid recap: What is a textile?</p> <p>Discussion: Can you think any examples of textiles used in everyday life? (clothes, fabrics, furniture, rugs and cushions).</p> <p>Explore Textile Art/Artists –(historical and modern) Bayeux Tapestry, The Holy Grail, William Morris, Lucy Sparrow.</p> <p>(explain how some pieces tell a story and others use patterns)</p> <p>This lesson is a short lesson to allow for more time to weave.</p>

	<p>What is weaving and which textiles are best for weaving?</p>	<p>To be able to explain the weaving technique using key vocabulary. To be able make a mini loom and weave a variety of materials.</p>	<p>Weaving Rapid Recap: What is a textile? Can you think of examples of textiles used in everyday life? Discussion: What is weaving? Show examples of woven fabrics and discuss how people have been weaving for thousands of years. Look at the modern textile artist TAMMY Kanat. Explain the warp and weft Children to create their own mini loom. They can then make their own woven piece of art using a variety of materials (wool, ribbon, strips of plastic or material) for their sketch books.</p>
	<p>Which stitches do I know?</p>	<p>To be able to sew using a variety of stitches.</p>	<p>Stitching ,joining fabrics and Applique Rapid Recap: What is weaving? Can you remember some of the key vocabulary used in weaving? Explore a variety of sewing stitches on a strip of fabric (running stitch, backstitch, whip stitch, cross stitch (twinkl have tutorials). Compare the different stitches. Explore applique using stitching to join.</p>

Can I explain what quilting is?	To be know what quilting is. To use stitch to join their quilt square and apply applique	<p>Quilting</p> <p>Rapid Recap: How many different stitching methods can you remember? What is applique?</p> <p>Look at Quilt by Faith Ringgold</p> <p>Discussion: Does this textile piece tell a story? What do you think of when you see this textile?</p> <p>Finding out about the process quilting looking at examples, both traditional and contemporary (Bisa Butler)</p> <p>Create a quilted square using a stitch of your choice. Use the previous lesson's stitching exploration strip to aid. Tine permitting, the children could add applique to their quilt square.</p> <p>.</p>
Can I create an Egyptian collar?	To draw on knowledge from previous lessons to create an Egyptian collar.	<p>Ancient Egyptian Collar - Embroidery and decoration – Design</p> <p>Rapid Recap: Explain the process of quilting, why are they made?</p> <p>The children will design a fabric Ancient Egyptian collar using the techniques they have gained in previous weeks. Show pictures of Egyptian collars. Displays to inspire.</p> <p>You may need to model how they can apply weaving. See pic.</p> <p>Some children could use felt as their collar base and others could use create a quilted collar.</p> <p>They should think about possible embellishment/applique they may wish to stitch on (a selection on show could help to inspire their design). They should also think about patterns and colours.</p>
Can I evaluate my work?	To be able to evaluate my work.	<p>Lesson 6: Ancient Egyptian Collar Embroidery and Decoration – Create</p> <p>The children will create an Egyptian collar using their own design.</p> <p>Evaluate - What work well on your final piece? What would you change on reflection?</p>