





Bleak Hill Primary School

Art Long Term Plan and Progression



Vision 	Intent 	Implementation 	Impact 
<p>Bleak Hill Primary School understands that Art and Design allows pupils to solve problems, think creatively and develop ideas. Art and Design offers pupils a chance to use creative thinking and activity within a defined purpose and tangible outcome. Our school is committed to nurturing pupils' curiosity and creativity, as well as preparing them for living in a modern world where technology is rapidly changing and advancing.</p>	<p>By teaching Art and Design, we aim to help pupils develop their design and making skills by developing their knowledge and understanding of designs and technologies. In our lessons, we experiment with a wide range of tools and materials whilst teaching about working safely and using protective measures. Children will work individually and collaboratively with other pupils in a variety of contexts. We develop children's capability to create products of a high standard through skills and understanding when learning how to draw, paint, sculpture and create art. Finally, we teach children how to effectively evaluate their work and the work of their peers, as well as other artists.</p>	<p>Following the National Curriculum as a basis, teaching all statutory content, with a half term dedicated to Art & Design teaching every term (3 half terms per year group).</p> <p>Topics build systematically on previous topics which contain over-arching transferable concepts.</p> <p>Skills to apply previous knowledge to new learning (across topics and year groups).</p> <p>5 core concepts visited and revisited throughout school:</p> <ul style="list-style-type: none"> Abstract Art & Interpretation Collage Sculpture Textiles Painting & Printing <p><i>Key historical figures considered as wider curriculum links each term including famous creators per year group.</i></p>	<p>Retrieval based learning techniques for every lesson in the sequence.</p> <p>Peer and self-assessment from the children to express their views and opinions of their own art work and art work and techniques of others used.</p>

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Threshold Concepts (the big ideas that form the basis of the schema)	Develop Ideas	Master Techniques Practical Skills	Art Appreciation
Knowledge Categories (the facets of each threshold concept that help strengthen the schema)	Emotions Process Visual Language Vocabulary	Effects Techniques Colour Theory Media and Materials	Styles, Movements and Periods Artists and Designers

EYFS	Abstract Wassily Kandinsky	Collage and Printing Andy Goldsworthy	Sculpture Giuseppe Arcimboldo
Year 1	Abstract Piet Mondrian and Patrick Heron	Collage Paul Klee	Painting/Printing Colour Creations/William Morris
Year 2	Painting/ Portraits Vincent Van Gogh, Rembrandt	Sculpture Anthony Gormley	Textiles Yinka Shonibare
Year 3	Printing /Textiles Prehistoric Art	Painting/ Surrealism Frida Kahlo	Sketching Local Landscapes LS Lowry
Year 4	Collage Robin Brooks	Impressionism Claude Monet	Modernism Georgia O'Keeffe
Year 5	Printing Andy Warhol	Textiles Viking Art	Post Modernism Banksy, Roy Lichtenstein and Keith Haring
Year 6	Symbolism/ Collage Gustav Klimt	Sculpture/Painting Chinese Art	Sculpture Birds

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EYFS Theme	Abstract Wassily Kandinsky	Collage and Printing Andy Goldsworthy	Sculpture Giuseppe Arcimboldo
EYFS End Points	<p>Physical Development/ Expressive Arts & Design</p> <p>Children will be able to create closed shapes with continuous lines, and begin to use these shapes to represent objects. Children will draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>ELG Physical Development – Fine Motor Skills Expressive Arts & Design – Creating with Materials Use a range of small tools, including scissors, paintbrushes and cutlery Begin to show accuracy and care when drawing. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Physical Development/ Expressive Arts & Design</p> <p>Children will explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Children will return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills</p> <p>ELG Physical Development – Fine Motor Skills Expressive Arts & Design – Creating with Materials Use a range of small tools, including scissors, paintbrushes and cutlery. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p>Physical Development/ Expressive Arts & Design</p> <p>Children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children will share their creations, explaining the process they have used.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>ELG Physical Development – Fine Motor Skills Expressive Arts & Design – Creating with Materials Use a range of small tools, including scissors, paintbrushes and cutlery Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used</p>
Skills to be taught	<p>Children use an original print as inspiration for their own work in the same style.</p> <p>Children will use a variety of tools and techniques including different brush</p>	<p>Make marks in print with a variety of object including natural and man-made objects.</p>	<p>Children will be taught to plan, do, review.</p> <p>Children will experiment and make adjustments to their sculptures.</p>

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	<p>sizes and types.</p> <p>Children will experiment with pencils, crayons, pens and paints to make marks, lines and shapes.</p> <p>Children will develop an understanding of creating shapes and the lines needed to do so.</p>		
Knowledge	<p>In this unit, the children will study the artist Wassily Kandinsky and his abstract paintings. They will produce abstract paintings using a range of shapes the children are familiar with.</p>	<p>In this unit, the children will produce a range of sculptures using different materials. They will develop their ability to use natural materials to create sculptures inspired by Andy Goldsworthy.</p>	<p>In this unit, the children will develop their ability to recreate a sculpture using fruit and vegetables using Giuseppe Arcimboldo as inspiration. Children will develop the skills to photograph their art work.</p>
Artist Focus	<p>Wassily Kandinsky, Russian in full Vasily Vasilyevich Kandinsky, (born December 4 1866, Moscow, Russia—died December 13, 1944, Neuilly-sur-Seine, France), Russian-born artist, one of the first creators of pure abstraction in modern painting. After successful avant-garde exhibitions, he founded the influential Munich group Der Blaue Reiter ("The Blue Rider"; 1911–14) and began completely abstract painting. His forms evolved from fluid and organic to geometric and, finally, to pictographic). In his writings, published in Munich by Verlag Albert Langen in 1926, Kandinsky analysed the geometrical elements which make up every painting—the <i>point</i> and the <i>line</i>. He called the physical support and the material surface on which the artist draws or paints the <i>basic plane</i>, or BP.¹ He did not analyse them objectively,</p>	<p>Andy Goldsworthy was born in Cheshire on 26 July 1956. He grew up on the Harrogate side of Leeds. From the age of 13, he worked on farms as a labourer. He has likened the repetitive quality of farm tasks to the routine of making sculpture: "A lot of my work is like picking potatoes; you have to get into the rhythm of it." He studied fine art at Bradford College of Art from 1974 to 1975 and at Preston Polytechnic (now the University of Central Lancashire) from 1975 to 1978,^[1] receiving his BA from the latter.</p> <p>Art process</p> <p>The materials used in Goldsworthy's art often include brightly coloured flowers, icicles, leaves, mud, pinecones, snow, stone, twigs, and thorns. He has been</p>	<p>Giuseppe Arcimboldo (also spelled Arcimboldi; 1527 - July 11, 1593) was an Italian painter best known for creating imaginative portrait heads made entirely of such objects as fruits, vegetables, flowers, fish, and books - that is, he painted representations of these objects on the canvas arranged in such a way that the whole collection of objects formed a recognisable likeness of the portrait subject.</p> <p>Arcimboldo was born in Milan in 1527, the son of Biagio, a painter who did work for the office of the Fabbrica in the Duomo. Arcimboldo was commissioned to do stained glass window designs beginning in 1549, including the Stories of St. Catherine of Alexandria vitrage at the Duomo. In 1556 he worked with Giuseppe Meda on frescoes for the Cathedral of Monza. In 1558, he drew the cartoon for a large tapestry of the Dormition</p>

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but from the point of view of their inner effect on the observer.

A point is a small bit of colour put by the artist on the canvas. It is neither a geometric point nor a mathematical abstraction; it is extension, form and colour. This form can be a square, a triangle, a circle, a star or something more complex. The point is the most concise form but, according to its placement on the basic plane, it will take a different tonality. It can be isolated or resonate with other points or lines.

A line is the product of a force which has been applied in a given direction: the force exerted on the pencil or paintbrush by the artist. The produced linear forms may be of several types: a *straight* line, which results from a unique force applied in a single direction; an *angular* line, resulting from the alternation of two forces in different directions, or a *curved* (or *wave-like*) line, produced by the effect of two forces acting simultaneously. A *plane* may be obtained by condensation (from a line rotated around one of its ends) The subjective effect produced by a line depends on its orientation: a *horizontal* line corresponds with the ground on which man rests and moves; it possesses a dark and cold affective tonality similar to black or blue. A *vertical* line corresponds with height, and offers no

quoted as saying, "I think it's incredibly brave to be working with flowers and leaves and petals. But I have to: I can't edit the materials I work with. My remit is to work with nature as a whole."

Goldsworthy is generally considered the founder of modern rock balancing. For his ephemeral works, Goldsworthy often uses only his bare hands, teeth, and found tools to prepare and arrange the materials; however, for his permanent sculptures like "Roof", "Stone River" and "Three Cairns", "Moonlit Path" (Petworth, West Sussex, 2002) and "Chalk Stones" in the South Downs, near West Dean, West Sussex he has also employed the use of machine tools. To create "Roof", Goldsworthy worked with his assistant and five British dry-stone wallers, who were used to make sure the structure could withstand time and nature.

of the Virgin Mary, which still hangs in the Como Cathedral today.

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	support; it possesses a luminous, warm tonality close to white and yellow. A <i>diagonal</i> possesses a more-or-less warm (or cold) tonality, according to its inclination toward the horizontal or the vertical.		
Vocabulary	circle, curves, square, triangle, straight, corner, colour names, thick, thin	natural, print, sculpture, art, shape.	sculpture, create, construct, experiment Colour, shape, face, features
Curriculum Links	Maths	Understanding the World	Understanding the World
Year 1 Theme	Abstract Piet Mondrian and Patrick Heron	Collage Paul Klee	Painting/Printing Colour Creations/William Morris
KS1 End Points	<p>Pupils will be taught to draw and paint to develop and share their ideas, experiences and imagination.</p> <p>Pupils will be taught to develop a wide range of art and design techniques using colour, line, shape and pattern.</p> <p>Pupils will be taught about the work of artists describing the differences and similarities between different practices and disciplines and making links to their own work.</p>	<p>Pupils will be taught to use a range of materials creatively to design and make products.</p> <p>Pupils will be taught to develop a wide range of art and design techniques using colour, shape and texture.</p> <p>Pupils will be taught about the work of artists describing the differences and similarities between different practices and disciplines and making links to their own work.</p>	<p>Pupils will be taught to use a range of materials creatively to design and make products.</p> <p>Pupils will be taught to develop a wide range of art and design techniques using colour, shape, pattern, texture and line.</p> <p>Pupils will be taught to use drawing to develop and share their ideas, experiences and imagination.</p> <p>Pupils will be taught about the work of craft makers and designers describing the differences and similarities between</p>

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			different practices and disciplines and making links to their own work.
Skills to be taught	<ul style="list-style-type: none"> • Recognise primary colours. • Mix primary colours to create secondary colours. • Use warm and cool colours to create mood. • Use a variety of tools and techniques including different brush sizes and types. • Use white to create tints. • Use black to create tones. • Explain how to improve my work. 	<ul style="list-style-type: none"> • Use a wide variety of media including, photocopied materials, fabric, plastic, tissue, magazines, crepe paper, etc. • Use a combination of materials that have been cut, torn and glued. • Create images from imagination, experience or observation. • Cut, glue and trim material. • Combine materials that have been cut, torn and glued. 	<ul style="list-style-type: none"> • Make marks in print with a variety of object including natural and man-made objects. • Use repeating patterns in art work. • Use a range of techniques – rolling, pressing, stamping, rubbings. • Copy an original print. • Build a repeating pattern. • Recognise pattern in the environment. • Begin to compare designs with well-known designers.

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Knowledge	<p>In this unit, the children will develop their ability to select and use brushes to explore and make marks of different thickness. They will be introduced to Colour Theory and investigate warm and cool colours. They will be introduced to Primary and Secondary colours and simple colour mixing. They will produce their own paintings inspired by range of artist: Piet Mondrian, Patrick Heron, Kandinsky.</p>	<p>In this unit, the children will develop their ability to select different materials considering content, shape, surface and texture. They will begin to use paste and adhesive to select and place torn, folded, and crumbled shapes onto a surface to convey an idea. They will produce a picture inspired by Paul Klee.</p>	<p>In this unit, the children will develop their ability to apply ink/paint to a shape or surface to experiment with printing and improving the quality and placement of the images. They will produce observational drawings of plants, flowers and prints based on nature and the work of William Morris. They will begin to compare their own design and pattern making with that of well-known designers or familiar patterns.</p>
Artist Focus	<p>Piet Mondrian Piet Mondrian is a Dutch artist best known for his abstract paintings. Art that is abstract does not show things that are recognisable such as people, objects or landscapes. Instead, artists use colours, shapes and textures to achieve their effect</p> <p>Mondrian became an important artist whose ideas and work influenced lots of later artists. In fact, it wasn't just art that Mondrian inspired. The influence of his paintings can be seen in lots of other things – from furniture to fashion!</p> <p>Colour Theory</p> <p>When Mondrian made his paintings, he would always mix his own colours, never using the paint directly out of a tube. He often used primary colours – red, yellow and blue – as in Composition</p>	<p>Paul Klee Paul Klee was born in Münchenbuchsee, Switzerland in 1879. Klee began studying art at the Academy of Fine Arts in Munich. He showed talent in drawing, though struggled to develop a sense for colour and felt that he might never learn to paint. By 1905, Klee was developing experimental art techniques and beginning to exhibit his works.</p> <p>Klee met Wassily Kandinsky and Franz Marc, artists who would dramatically affect the course of his artistic life. Together they would form Der Blaue Reiter (The Blue Rider), a group that was fundamental to the Expressionist art movement.</p> <p>His works reflect his dry humour and his sometimes-childlike perspective, his personal moods and beliefs, and his musicality.</p>	<p>William Morris William Morris was a British textile designer, poet, novelist, translator and socialist activist associated with the British Arts and Crafts Movement. He was a major contributor to the revival of traditional British textile arts and methods of production.</p> <p>He believed that art should be present in everyday objects like textiles and homeware, and everyone should be able to have arts and crafts in their life. Over the course of his life, he had a huge impact on art and design and many of his wallpapers and textiles are still being made today.</p> <p>William Morris was chosen for the Artist Spotlight as it allows us to discuss that artwork can be made into a product that can be sold and decorate your home.</p>

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C with Red, Yellow and Blue.

Patrick Heron

Patrick Heron is a British painter and art critic. He was born in Yorkshire but moved to Cornwall when he was five. Cornwall was a very important place to him. He spent most of his life there.

Heron's work as an artist began by designing silk scarves for his father's company when he was only 14. He was influenced by other artists such as Henri Matisse and Paul Cézanne. Patrick's paintings are full of imagination and fascinating shapes. He loved the town St Ives in Cornwall and a lot of his work is inspired by scenes and images from there.

Colour Theory

Colour is a very important in Patrick's work. He loved to play around with colour and light to create feelings in his paintings. The painting *Yellow Painting: October 1958 May/June 1959* has lots of different layers of colour. Underneath the yellow there is a darker layer and that makes the painting look like it has depth. It almost feels like you can walk inside the painting.

Visual Language

His highly individual style was influenced by movements in art that included expressionism, cubism, and surrealism. Klee was a natural draftsman who experimented with and eventually deeply explored colour theory.

Paul Klee was chosen for the Artist Spotlight as he led the expressionist movement. It also allows us to discuss our personal struggles and how we can overcome them.

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	<p>He loved the town St Ives in Cornwall and a lot of his work is inspired by scenes and images from there. For example, the painting <i>Harbour Window with Two Figures: St Ives: July 1950</i> shows a view of the harbour from his window. Patrick said he was interested in showing the indoors and outdoors in his art.</p> <p>Mondrian was chosen for the Artist Spotlight as his work influenced and impacted many industries not just the art world.</p>		
Lesson Sequence	<ol style="list-style-type: none"> 1. What are primary and secondary colours? 2. What are warm and cool colours? 3. Who is Piet Mondrian? 4. Who is Patrick Heron? 5. Who is Wassily Kandinsky? 6. How could my work be improved? 	<ol style="list-style-type: none"> 1. Who was Paul Klee? 2. What does abstract mean? 3. What is a collage? 4. What collage techniques have I used? 5. Can I recreate a piece of Paul Klee's art? 6. How could my work be improved? 	<ol style="list-style-type: none"> 1. Who was William Morris? 2. Can I make print marks with different objects? 3. Can I recognise pattern in the environment? 4. What is a repeating pattern? 5. Can I use a range of print techniques? 6. Can I copy an original print?
Vocabulary	<p>Pattern, observation, think, thin, line, colour, shade, colour mix, primary and secondary colours, warm and cold colours, annotate.</p>	<p>Collage, layer, shape, surface, texture, tear, crumple, fold, overlap, colour.</p>	<p>Pattern, repetition, symmetry, sketch, colour, nature, prints.</p>
Curriculum Links	<p>Year 1 – Art – Collage</p>	<p>Year 1 – Art – Abstract</p>	<p>Year 1 – Science – Animals and living things Year 1 – Geography – Weather Patterns</p>

Year 2	Painting/ Portraits Vincent Van Gogh, Rembrandt	Sculpture Anthony Gormley	Textiles Yinka Shonibare
KS1 End Points	<p>Pupils should be taught about the work of a range of artists describing the differences and similarities between different practices and disciplines and making links to their own work.</p> <p>Pupils should be taught to develop a wide range of art and design techniques in using line, shape, pattern and colour.</p> <p>Pupils should be taught to use drawing and painting to develop and share their ideas, experiences and imagination.</p>	<p>Pupils should be taught to use a range of materials creatively to design and make products.</p> <p>Pupil should be taught to about a wide range of sculptors and make links to their own work.</p> <p>Pupil should be taught to develop a wide range of art and design techniques in using shape and form.</p> <p>Pupils should be taught to use sculpture to develop and share their ideas, experiences and imagination.</p>	<p>Pupils should be taught to use a range of materials creatively to design and make products.</p> <p>Pupils should be taught to develop a wide range of art and design techniques in using colour, pattern and texture</p> <p>Pupils should be taught about the work from a range of craft makers and designers describing the differences and similarities between different practices and disciplines and making links to their own work.</p>
Skills to be taught	<ul style="list-style-type: none"> Explore the differences and similarities within the work of artists. Mix a range of secondary colours, shades and tones. Work on a range of scales, e.g. large brush on large paper. Draw lines of varying thickness. Use different materials to draw, for example paste;s, chalk, felt tips. <p>Identify what they might change in their current work or develop in their future work.</p>	<ul style="list-style-type: none"> Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Understand the safety and basic care of materials and tools. <p>Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>	<ul style="list-style-type: none"> Show pattern by weaving. Use a dyeing technique to alter a textile's colour and pattern. Decorate textiles using glue or batik, to add colour and detail.
Knowledge	<p>In this unit, the children will study the artist Van Gogh and his portraits. They will produce portraits that capture the personality, mood and likeness of the people they paint. They will compare less know portrait artists to Van Gogh paintings to</p>	<p>In this unit, the children will produce a range of sculptures using different materials. They will develop their ability to handle and manipulate malleable materials such as Clay and look how they can become more sustainable by experiment with constructing and re-</p>	<p>In this unit, the children will develop their knowledge to select and organise materials. They will begin to use materials such as raffia, paper strips and natural fibres. They will develop their understanding of weaving, tie dying and the history behind batik</p>



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	developing an understanding of equality.	join recycled, natural and manmade materials to create figures inspired by Anthony Gormley.	which inspired the artist Yinka Shonibare who is famous for creating work based on cultural identity and race.
Artist Focus	<p>Vincent van Gogh</p> <p>Vincent van Gogh is one of the world's most famous painters and produced over 2,100 pieces of artwork. Van Gogh was born in the Netherlands but travelled across Europe. He went to France, Belgium and England. When he was in London, he was inspired by all the art he saw in galleries. Van Gogh's brother, Theo, worked in an art gallery and introduced Van Gogh to many artworks. Van Gogh was interested in painters who were painting everyday life.</p> <p>When he was 27, he decided to become an artist. Up until then, he had been a teacher, a shop assistant and had dreams of working for the Church. All these experiences inspired his art.</p> <p>He also painted portraits of many different people he met, but he really liked painting portraits of himself. He made over 30 self-portraits.</p> <p>Van Gogh struggled with mental health problems Van Gogh felt alone and was not able to handle the pressure of his</p>	<p>Anthony Gormley</p> <p>Sir Antony Mark David Gormley, (born 30 August 1950), is a British sculptor. His works include the Angel of the North, a public sculpture in Gateshead in the North of England, commissioned in 1994 and erected in February 1998; Another Place on Crosby Beach near Liverpool; and Event Horizon, a multi-part site installation which premiered in London in 2007, around Madison Square in New York City, in 2010, in São Paulo, Brazil, in 2012, and in Hong Kong in 2015–16.</p> <p>In 1994 he won the Turner Prize for contemporary art for a group of figural installations created under his direction.</p> <p>Visual Language</p> <p>Best known for his work with human forms, which he created chiefly from casts of his own body. In these artworks he examined aspects of the human presence in the world, often employing more than one figure placed within a landscape or cityscape.</p>	<p>Yinka Shonibare</p> <p>Yinka Shonibare CBE was born in 1962 in London and moved to Lagos, Nigeria at the age of three. He returned to London to study Fine Art, first at Byam School of Art and then at Goldsmiths College, where he received his MFA.</p> <p>Shonibare's work explores issues of race and class through the media of painting, sculpture, photography and film. Shonibare questions the meaning of cultural and national definitions. His trademark material is the brightly coloured 'African' batik fabric he buys in London. This type of fabric was inspired by Indonesian design, mass-produced by the Dutch and eventually sold to the colonies in West Africa. In the 1960s the material became a new sign of African identity and independence.</p> <p>Visual Language</p> <p>In the British Library, is an installation artwork by Yinka Shonibare. It is made up of over 6,000 books covered in fabric. Shonibare printed people's names in gold on some of the books. The books in the library represent many different family histories. This artwork asks us to think about all the families who</p>

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	<p>emotions. He died by suicide. He was only 37</p> <p>Techniques People across the world have admired his unique style as you look closely at his paintings; the brushstrokes are broken up. It is as if you can see each time Van Gogh put his brush on the canvas.</p> <p>Vincent van Gogh was chosen for the Artist Spotlight as it allows us to discuss how he struggled with mental health problems and how the level of understanding has changed from his time to now.</p>		<p>have come to Britain. They are all first- or second-generation immigrants to Britain. This work makes us think about identity. What does it mean to be British?</p> <p>Yinka Shonibare was chosen for the Artist Spotlight as his artwork focuses on cultural identity and race as it allows us to discuss this issue and relevance today.</p>
Lesson Sequence	<ol style="list-style-type: none"> 1. Who was Vincent van Gogh? 2. How do other artists compare to Vincent van Gogh? (Rembrandt) 3. How can we collaborate to celebrate? 4. How can I draw myself? 5. How can I use a mirror image to draw myself? 6. How can I improve? 	<ol style="list-style-type: none"> 1. Who is Antony Gormley? 2. How can clay be used to create a sculpture? 3. What are nature sculptures? 4. What is Land Art? 5. How can I use recycled materials to create art? 6. What is abstract sculpture? 	<ol style="list-style-type: none"> 1. Who was Yinka Shonibare? 2. Who was Gunta Stölzl? 3. How can I use pattern to create a design? 4. How can I use batik to create a design? 5. How can dye be used in our designs? 6. How can we collaborate to celebrate?
Vocabulary	<p>line, shape, pattern, colour, similarities, differences, annotate, brush marks, types of paint: acrylic, water colour, tools, technique, brush size, colour match, annotate</p>	<p>Manipulate, care, rolling, kneading, shaping, sculpture, malleable, texture, construct, join, natural, manmade, recycled, slip, form.</p>	<p>colour, pattern, texture, craft makers, designers, batik, tie dying, weaving, natural fibres, impact, textiles.</p>



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CurriculumLinks	Year 3 – Geography –Europe	Year 6 – History – WWII	Year 2 – Geography - Africa.
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Artist Focus	Vincent van Gogh	Anthony Gormley	Yinka Shonibare
	<p>Summary Vincent van Gogh is one of the world's most famous painters and produced over 2,100 pieces of artwork. Van Gogh was born in the Netherlands but travelled across Europe. He went to France, Belgium and England. When he was in London, he was inspired by all the art he saw in galleries. Van Gogh's brother, Theo, worked in an art gallery and introduced Van Gogh to many artworks. Van Gogh was interested in painters who were painting everyday life.</p> <p>When he was 27, he decided to become an artist. Up until then, he had been a teacher, a shop assistant and had dreams of working for the Church. All these experiences inspired his art.</p> <p>He also painted portraits of many different people he met, but he really liked painting portraits of himself. He made over 30 self-portraits.</p> <p>Van Gogh struggled with mental health problems Van Gogh felt alone and was not able to handle the pressure of his emotions. He died by suicide. He was only 37</p>	<p>Summary Sir Antony Mark David Gormley, (born 30 August 1950), is a British sculptor. His works include the Angel of the North, a public sculpture in Gateshead in the North of England, commissioned in 1994 and erected in February 1998; Another Place on Crosby Beach near Liverpool; and Event Horizon, a multi-part site installation which premiered in London in 2007, around Madison Square in New York City, in 2010, in São Paulo, Brazil, in 2012, and in Hong Kong in 2015–16.</p> <p>In 1994 he won the Turner Prize for contemporary art for a group of figural installations created under his direction.</p> <p>Visual Language Best known for his work with human forms, which he created chiefly from casts of his own body. In these artworks he examined aspects of the human presence in the world, often employing more than one figure placed within a landscape or cityscape.</p>	<p>Summary Yinka Shonibare CBE was born in 1962 in London and moved to Lagos, Nigeria at the age of three. He returned to London to study Fine Art, first at Byam School of Art and then at Goldsmiths College, where he received his MFA.</p> <p>Shonibare's work explores issues of race and class through the media of painting, sculpture, photography and film. Shonibare questions the meaning of cultural and national definitions. His trademark material is the brightly coloured 'African' batik fabric he buys in London. This type of fabric was inspired by Indonesian design, mass-produced by the Dutch and eventually sold to the colonies in West Africa. In the 1960s the material became a new sign of African identity and independence.</p> <p>Visual Language In the British Library, is an installation artwork by Yinka Shonibare. It is made up of over 6,000 books covered in fabric. Shonibare printed people's names in gold on some of the books. The books in the library represent many different family histories. This artwork asks us to think about all the families who have come to Britain. They are all first- or second-generation immigrants to Britain.</p>

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	<p>Techniques People across the world have admired his unique style as you look closely at his paintings; the brushstrokes are broken up. It is as if you can see each time Van Gogh put his brush on the canvas.</p> <p>Vincent van Gogh was chosen for the Artist Spotlight as it allows us to discuss how he struggled with mental health problems and how the level of understanding has changed from his time to now.</p>		<p>This work makes us think about identity. What does it mean to be British?</p> <p>Yinka Shonibare was chosen for the Artist Spotlight as his artwork focuses on cultural identity and race as it allows us to discuss this issue and relevance today.</p>
Lesson Sequence			
Vocabulary	<p>line, shape, pattern, colour, similarities, differences, annotate, brush marks, types of paint: acrylic, water colour, tools, technique, brush size, colour match, annotate</p>	<p>Manipulate, care, rolling, kneading, shaping, sculpture, malleable, texture, construct, join, natural, manmade, recycled, slip, form.</p>	<p>colour, pattern, texture, Craft makers, designers, batik, tie dying, weaving, natural fibres, impact, textiles.</p>



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Curriculum Links	Year 3 – Geography – Europe	Year 6 – History – WWII	Year 2 – Geography - Africa.
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Year 3	Printing /Textiles Prehistoric Art	Painting/ Surrealism Frida Kahlo	Sketching Local Landscapes LS Lowry
KS2 End Points	<p>Pupils should be taught to create a sketch book to record their observations and use them to review and revisit ideas.</p> <p>Pupils will be taught to improve their mastery of art and design, including drawing, painting and printing with a range of materials.</p> <p>Pupils will be taught to develop their techniques including their control and their use of material with creativity and experimentation.</p> <p>Pupils will be taught about different kinds of art and craft and design.</p>	<p>Pupils should be taught to create a sketch book to record their observations and use them to review and revisit ideas.</p> <p>Pupils will be taught to improve their mastery of art and design, including drawing and collage with a range of materials.</p> <p>Pupil will be taught to develop their techniques including their control and their use of material with creativity and experimentation.</p>	<p>Pupils should be taught to create a sketch book to record their observations and use them to review and revisit ideas.</p> <p>Pupils will be taught to improve their mastery of art and design, including drawing, painting and printing with a range of materials.</p> <p>Pupil will be taught to develop their techniques including their control and their use of material with creativity and experimentation.</p>
Skills to be taught	<ul style="list-style-type: none"> Experiment with showing line, tone and texture with different hardness of pencils; Use shading to show light and shadow effects; Use different materials to draw, e.g. pastels, charcoal, chalk, felt tips; Show an awareness of space when drawing; 	<ul style="list-style-type: none"> Use varied brush techniques to create shapes, textures, patterns and lines; Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; Create different textures and effects with paint; 	<ul style="list-style-type: none"> Use more than one colour to layer in a print; Replicate patterns from observations; Make printing blocks; Make repeated patterns with precision;

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Knowledge	<p>In this unit, the children will develop their mark making and sketching skills, hand-eye coordination, control and accuracy of details and they will develop their knowledge of prehistoric art, its origins and purposes. The children will learn how to use natural materials to enhance their artwork by adding colours and effects.</p>	<p>In this unit, the children will dive into the work of Frida Kahlo developing their ability to explore thought- provoking images and understand surrealism. They will produce self-portraits by experimenting with different methods to apply colour and using a variety of tools and techniques to express mood or emotion.</p> <p>Be aware of and able to compare and comment on drawings from different contexts and cultures. E.g. Kahlo's Mexican heritage influencing use of flowers and clothing in her self-portrait sketches.</p> <p>Children will learn about proportions of the face and how the features are drawn into a portrait.</p>	<p>In this unit, the children will develop their knowledge of sketching and the importance of the industrial revolution as an influence for Lowry.</p> <p>They will develop their knowledge of colour theory and be able to pick muted colours to depict a bleak theme as Lowry did with most of his works focused around Salford and Manchester.</p>
Artist Focus	<p>John Constable (Stonehenge Painting)</p> <p>John Constable was born on 11 June 1776 in East Bergholt in Suffolk, the son of a prosperous miller. He was educated at Dedham Grammar School, then worked for his father's business. He persuaded his father to send him to study at the Royal Academy Schools, which he entered in 1799.</p> <p>In 1816, after much opposition from her father, Constable married Maria Bicknell. She suffered from tuberculosis, so they lived in Hampstead in north London, which was thought to be healthier than central London. In the early 1820s they began frequent</p>	<p>Frida Kahlo</p> <p>Frida Kahlo was born in Mexico in 1907. When she was a child, Frida loved to draw. She would prefer to spend hours on her own with her artwork than to play with her sisters.</p> <p>When Frida was six, she had an illness called polio, which left her with a damaged right leg. She had to wear a special brace to support her leg and to help her to walk.</p> <p>When she was 18, she had a terrible bus accident, which left her with lots of injuries, including broken bones in her spine, collarbone, ribs, pelvis, leg, foot and shoulder. Once again, she had to rest and</p>	<p>L.S. Lowry</p> <p>https://www.bbc.co.uk/bitesize/clips/z3gkq6f</p> <p>L.S. Lowry was an influential English painter of urban landscapes whose works hang in museums worldwide and The Lowry, a Salford museum dedicated to his art.</p> <p>Although best known for his mill scenes and industrial landscapes, Lowry's work covers a wide range of themes and subjects, from landscapes and seascapes to portraits and surreal imaginings.</p> <p>His initial drawings were made outdoors, on the spot, often rough sketches on the back of an envelope or whatever scrap of paper</p>

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visits to Brighton, also for Maria's health.

Constable believed that his paintings should come as directly as possible from nature. He made hundreds of outdoor oil sketches, capturing the changing skies and effects of light. He was happiest painting locations he knew well, particularly in his native Suffolk. He also frequently painted in Salisbury, Brighton and Hampstead, making numerous studies of the clouds over the Heath.

Stonehenge – the link to prehistoric art and appreciation:

The great landscape artist John Constable made a water colour of Stonehenge which is now at the Victoria & Albert Museum. His preparation for this work included a study which is today in the collection of the British Museum. In the preparatory work, you can still see the grid he used to mark out space and transfer the image to the finished work.

spent three months in a full-body cast to help her to recover.

During her time in bed with both illnesses, Frida would draw to help keep her mind busy and pass the time. She couldn't see very much from her bed, so she had a mirror placed on the ceiling so that she could see herself. She drew and painted a lot of self-portraits using this mirror. A self-portrait is a picture that an artist makes of themselves. She died in 1954, a week after her 47th birthday.

Visual Language

Frida included lots of bright colours in her self-portraits, reminding us of the vibrant colours of the hot country where she lived. She also included lots of tropical flowers and animals such as monkeys and beautiful birds.

Visual Language

Kahlo draws upon a diverse range of influences, including Surrealism, ancient Aztec belief, popular Mexican folklore, Eastern philosophy and medical imagery. For example, her chosen format of small-scale oil paintings on metal, inspired by stylistically naive devotional paintings, reflects her Catholic heritage.

was to hand.

After years of painting and exhibiting in and around Manchester and Salford, Lowry received his first one-man exhibition in London in 1939 and went on to national fame.

Techniques and styles

Lowry's colour palette was very restricted and he only used 5 colours.

- Flaky white
- Ivory black
- Vermillion (red)
- Prussian blue
- Yellow ochre

<http://www.winsornewton.com/uk/articles/art-history/colour-palette-lowry/>

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Lesson Sequence	<ol style="list-style-type: none"> 1. Who is John Constable? 2. How can you make textured effects using charcoal? 3. What is negative art? 4. How do you make sandpaper? 5. How can I make my own Prehistoric art? 6. How can I evaluate my work? 	<ol style="list-style-type: none"> 1. What is Surrealism? 2. Who was Frida Kahlo? 3. How can art be used to reflect feelings? 4. What are portraits? 5. How can I use different paint brushes to create a self-portrait? 6. How can I evaluate my work? 	<ol style="list-style-type: none"> 1. Who is LS Lowry? 2. How can I create a matchstick figure picture? 3. How can I create tints, tones and shades using five paints? 4. What is the foreground, midground and background of a landscape painting? 5. How can I create a composite picture in the style of LS Lowry? 6. How can I evaluate my artwork and the work of others?
Vocabulary	Charcoal, scale, reflect, purpose, proportion, colour, effect, natural materials, paint, collaborative	Colour, colour theory, paint, self-portrait, vibrant, expression, self-image, emotions	Colour palette, colour theory, industrial, technical, sketch, characteristic, mill, landscape, mining
Curriculum Links	Y3 – History – Stone Age to Iron Age	Y4 Geography – North America Y6 Geography – South America	Y2 – Geography – The Local Area Y3 – History – St Helens and the Victorians Y3 – Geography – The UK

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Year 4	Collage Robin Brooks	Impressionism Monet	Modernism Georgia O'Keeffe
KS2 End Points	<p>Pupils should be taught to create a sketch book to record their observations and use them to review and revisit ideas.</p> <p>Pupils will be taught to improve their mastery of art and design, including drawing and collage with a range of materials.</p> <p>Pupil will be taught to develop their techniques including their control and their use of material with creativity and experimentation.</p>	<p>Pupils should be taught to create a sketch book to record their observations and use them to review and revisit ideas.</p> <p>Pupils will be taught to improve their mastery of art and design, including drawing and painting.</p> <p>Pupils will be taught about great artists in history.</p>	<p>Pupils should be taught to create a sketch book to record their observations and use them to review and revisit ideas.</p> <p>Pupils will be taught to improve their mastery of art and design, including drawing and painting.</p> <p>Pupils will be taught about great artists in history.</p> <p>Pupil will be taught to develop their techniques including their control and their use of material with creativity and experimentation.</p>
Skills to be taught	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Select colours and materials to create effect, giving reasons for their choices. • Refine work as they go to ensure precision. • Learn and practice a variety of techniques, e.g. overlapping, tessellation, mosaic and 	<ul style="list-style-type: none"> • Question and make thoughtful observations about starting points and select ideas to use in their work. • Make and match colours with increasing accuracy. • Use varied brush techniques to create shapes, textures, patterns, lines and effects with paint. • Use more specific colour language e.g. tint, tone, shade, 	<ul style="list-style-type: none"> • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Collect images and information independently in a sketchbook. • Use research to inspire drawings from memory and imagination. • Explore relationships between line and tone, pattern and shape, line and texture. • Make and match colours with

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	<p>montage.</p> <ul style="list-style-type: none"> • use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. • Refine and alter ideas and explain choices using an art vocabulary. • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. <p>Experiments with paste resist.</p>	<p>hue.</p> <ul style="list-style-type: none"> • Choose paints and implements appropriately. • Plan and create different effects and textures with paint according to what they need for the task. <p>Show increasing independence and Creativity with the painting process.</p>	<p>increasing accuracy.</p> <ul style="list-style-type: none"> • Use varied brush techniques to create shapes, textures, patterns, lines and effects with paint. <p>Use more specific colour language e.g. tint, tone, shade, hue.</p>
Knowledge	<p>In this unit, the children develop their hand- eye coordination, control and accuracy of detailed landscape observations. As well as continuing to develop their ability of ripping, layering and tearing of different materials. They will produce drawings and collages inspired by Robin Brooks.</p>	<p>In this unit, the children will develop their ability to apply colour using different techniques. They will begin to experiment with water colours, and to use small, thin yet visible brushstrokes. They will recreate an immediate impression of a moment from Claude Monet.</p>	<p>In this unit, the children will develop their ability to choose colours for interpretation to project mood. The children will learn about Georgia O'Keeffe, her legacy in the world of art and how she was inspired. They will experiment with sketches, observational drawings, water colour pencils, water colours and acrylic paint and learn to create 'zoomed in' art in the style of Georgia O'Keeffe</p>

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<p>Artist Focus</p>	<p>Robin Brooks</p> <p>Robin Brooks is a visual artist who works in a variety of media including oils and acrylics, monotype printmaking and collage. Brooks captures the feeling of light in the landscape around her, clearly inspired by the forest, water and rugged coastline of Maine.</p> <p><u>Visual Language</u></p> <p>She strives to capture the intangibles of space and light as well as the particularities of each motif. She has been working in painted paper collage since the early 1990's and continue to use the collage process as a way to explore imagery and visual ideas.</p> <p>Media and Materials</p> <p>Robin works in a variety of media including collage, acrylic painting, photography and monotype printmaking. Her thematic interests include exploring the landscape as a means of creating more empathy.</p> <p>Robin Brooks was chosen for the</p>	<p>Claude Monet</p> <p>Claude Monet (1840–1926) was a famous French painter and the founder of the Impressionist group of painters. In 1872, he painted <i>An Impression, Sunrise</i>. When it was exhibited in 1874, a critic used part of its title negatively to label the style as 'Impressionism'. The critics said his paintings looked unfinished. However, Monet's paintings sold very well and he continued to experiment with colour and light, usually painting outdoors. Monet is now known as one of the greatest painters of all time.</p> <p>Process</p> <p>Monet was inspired by an artist, Eugène Boudin, who became his mentor and eventually taught him how to use oil paints.</p> <ul style="list-style-type: none"> • Monet used pastels and charcoal when experimenting and practising as a young artist. • Monet carried a sketchbook around with him so that he could draw his ideas quickly on paper. • He learned about the effect of light by painting the same subject over and over again in different types of 	<p>Georgia O'Keeffe</p> <p>Born on November 15, 1887, the second of seven children, Georgia Totto O'Keeffe grew up on a farm near Sun Prairie, Wisconsin. By the mid-1920s, O'Keeffe was recognised as one of America's most important and successful artists, known for her paintings of New York skyscrapers—an essentially American symbol of modernity—as well as her equally radical depictions of flowers. In the summer of 1929, O'Keeffe made the first of many trips to northern New Mexico. The stark landscape and Native American and Hispanic cultures of the region inspired a new direction in O'Keeffe's art. For the next two decades she spent most summers living and working in New Mexico. She made the state her permanent home in 1949. Georgia O'Keeffe died in Santa Fe on March 6, 1986, at the age of 98.</p> <p>Process and Visual Language</p> <p>She studied at the Art Institute of Chicago and the Art Students League in New York, where she learned the techniques of traditional painting.</p> <p>Her artistic practice shifted dramatically four years later when she studied the</p>
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	<p>Artist Spotlight artist as she is still producing artwork today. It allows us to discuss how artwork can be created and inspired by their surroundings. She creates lots of art based on landscapes and it builds a cross-curricular link with our geography topic of rivers.</p>	<p>light.</p> <p>Visual Language The Beach at Trouville</p> <ul style="list-style-type: none"> • Ordinary, everyday scene A moment of sunlight and colour captured – brightness of the white dress not in the shade • Blurry detail in the faces of the two women. <p>Techniques Monet often painted thickly and used quick (and quite messy) brushstrokes. He used a wide range of vibrant colours. Most of the paintings before Impressionism had a much neater finish and you cannot really see the brushstrokes at all.</p> <p>Effects Monet and other Impressionists often painted the same view or object over and over, trying to capture different moments in light, colour and time. The paintings, with thick dabs and blobs of paint, made some people wonder if the artist had finished the painting in a hurry, but this was done deliberately to give the effect of capturing a moment</p>	<p>revolutionary ideas of Arthur Wesley Dow. She experimented with abstraction for two years while she taught art in West Texas. Through a series of abstract charcoal drawings, she developed a personal language to better express her feelings and ideas.</p>
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		<p>in time.</p> <p>Claude Monet was chosen for the Artist Spotlight as he was at forefront in leading impressionism in 1877 and it allows us to discuss the impact, he had on the art world and how our art could impact the world today.</p>	
Lesson Sequence	<ol style="list-style-type: none"> 1. Who is Robin Brooks? 2. What are your Impressions and opinions about Brook's artwork? 3. What is the inspiration for Robin Brook's artwork? 4. Can I use nature to inspire my own creative ideas? 5. How Can I Create a Collage? 6. How does my collage compare to the style of Robin Brooks? 	<ol style="list-style-type: none"> 1. Who is Claude Monet? 2. What is Impressionism? 3. How was Monet inspired by light and how did he capture it in his work? 4. What ways can watercolours be used to create art? 5. How can I create a piece of Impressionistic Art? 6. Have I created art in the style of Claude Monet? 	<ol style="list-style-type: none"> 1. Who was Georgia O'Keeffe? 2. What are your impressions and opinions about Georgia's artwork? 3. How are Tints, Shades and Tone created? 4. How does nature inspire art? 5. Can I use your knowledge and skills to create a piece of art inspired by Georgia O'Keeffe? 6. What are your Evaluations of your Final Piece??
Vocabulary	<p>Layer, collage, sketch, observational, line, shading, tone, tearing, scale, grades of pencils.</p>	<p>Founder, exhibited, critic, mentor, Vibrant, realistic, colour, texture, adaptation, sources, colour swatches, colour washing, brush marks, types of paint: acrylic, water colours, colour spectrum, colour-scheme.</p>	<p>Modernism, inspiration, style, tone, shade, tint, acrylic water colour, evaluate, medium, abstract, modern abstract, sketch, simplified, sculptural, realism, abstraction, composition, colour.</p>
Curriculum Links	Year 1 Art - Collage	Year 3 Geography - Europe	Year 4 Geography - America

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Year 5	Printing Andy Warhol	Textiles Viking Art	Post Modernism Banksy, Lichtenstein, Haring
KS2 End Points	<p>Pupils will be taught to create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Pupil will be taught to improve their mastery of art and design techniques including drawing, painting and printing with a range of materials.</p> <p>Pupils will be taught about great artists.</p> <p>Pupils will be taught to develop their techniques and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art and design.</p>	<p>Pupils will be taught to create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Pupil will be taught to improve their mastery of art and design techniques including drawing, painting and printing with a range of materials.</p> <p>Pupils will be taught to develop their techniques and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art and design.</p>	<p>Pupils will be taught to create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Pupil will be taught to improve their mastery of art and design techniques including drawing and painting.</p> <p>Pupils will be taught about great artists.</p> <p>Pupils will be taught to develop their techniques and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art and design.</p>
Skills to be taught	<ul style="list-style-type: none"> Develop techniques, including the use of poly-blocks, tiles, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing 	<ul style="list-style-type: none"> Match the tool to the material. Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Experiment with a range of media by overlapping and layering in order to create texture, effect and colour. Add decoration to create effect; 	<ul style="list-style-type: none"> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a

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	<p>styles.</p> <ul style="list-style-type: none"> • Create and arrange accurate patterns. • Choose inks and overlay colours. • 	<ul style="list-style-type: none"> • Extend their work within a specified technique. 	<p>Variety of sources.</p> <ul style="list-style-type: none"> • Create a colour palette, demonstrating mixing techniques. • Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;
Knowledge	<p>In this unit, the children will develop their ability to recreate a scene and detail observed. They will learn how to make a relief print and use a range of marks to suggest texture on a work of art.</p>	<p>In this unit, the children will develop their knowledge and understanding of different art forms from history (linked to history topic). Children will explore Viking art and its key characteristics, recognise and draw Viking patterns, create a piece of Viking animal artwork including a Viking dragon head, draw a Viking warrior and know how to draw a grid to help include detailed features and will create a piece of Viking jewellery.</p>	<p>In this unit, the children will develop their ability to embellish a surface using a variety of techniques, including drawing and painting. They will learn how to stencil and image.</p>
Artist Focus	<p>Andy Warhol</p> <p>Andy Warhol (1928-87) was possibly the most successful and famous Pop artist. His work was created using a variety of media, including painting, photography, sculpture, silkscreen printing and film. Born in America, Warhol started his career as an illustrator, but his work soon became highly respected and his studio, in</p>	<p>Charles Rennie Mackintosh</p> <p>Mackintosh was born in 1868 in Glasgow. He was one of eleven children. Mackintosh worked as an architect designing buildings between 1895 and 1906. He often worked with his wife Margaret MacDonald. Together they designed everything from furniture to lights and wallpaper for some buildings. They also worked on</p>	<p>Banksy</p> <p>Banksy is a British street and graffiti artist. He likes to remain anonymous and not let people know his true identity. He often draws in high visibility public places such as on buildings or train stations. His paintings are often about politics, war and other important topics.</p>

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	<p>New York City, became a place frequently visited by celebrities and distinguished people. He was also famous for his remark at an exhibition that 'In the future, everyone will be famous for 15 minutes'.</p> <p>Warhol's work continues to be widely exhibited and his creations are very collectable and highly valuable. In 1963, one of his paintings, Silver Car Crash sold for 105 million dollars, making it one of the most expensive paintings ever.</p> <p>Emotions Warhol often used repeated images in his work, such as the famous 32 Campbell's Soup Cans. Some people think his use of repetition and often banal and mundane subject matter mean there is no emotion in his work. Others believe his repeated images reflect how much he loved the subject matter. Warhol himself once said he loved soup and had eaten it for lunch every day for 20 years!</p> <p>Visual language Warhol's Marilyn Monroe silkscreen print portfolio, created in 1967, contained 50 images of the famous</p>	<p>the interior design of Kate Cranston's Tea Rooms. Mackintosh's designs made him very popular with Art Nouveau and Secessionist artists and designers in Vienna and Central Europe. It was not as popular in Scotland and he found it hard to get work. The style features simple shapes like squares, circles, hearts and vertical lines. There are stylised natural forms like flowers, seeds and leaves. The Glasgow Style was influenced by Art Nouveau design from Europe, traditional Celtic designs and Japanese art.</p> <p>Colour Theory Mackintosh used a range of medium and colours, mainly watercolours.</p>	<p>His satirical street art and mind-hurting pictures combine dark humour with graffiti.</p> <p>The graffiti is done with a stenciling technique. Such works have been done on streets, walls, and bridges of cities throughout the world.</p> <p>Emotions <i>Kids On Guns</i> was released in 2003 in an edition of 25 and is yet another example of his artworks featuring his iconic figure from <i>Balloon Girl</i>. The painting was made using black acrylic and spray paint. It depicts the silhouettes of two children holding a teddy bear, standing on top of a hill of weapons.</p> <p>The simple colour contrasts gives the images a profound meaning. The children stand for innocence, love and hope despite being surrounded by the violence and suffering represented by the dark pile of guns.</p> <p>Roy Lichtenstein</p> <p>Roy Lichtenstein was born in New York in 1923. He became famous for his bright and bold paintings of comic strip cartoons as well as his paintings of everyday objects. He was one of a group of artists making art in</p>
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	<p>Hollywood actress. Each image (see example above) was vibrantly coloured to reflect her vivacious personality. Her iconic lips were coloured a deep red and her platinum blonde hair was emphasised by adding a variety of yellows. In one of the 50 images, Monroe is coloured in silver and black to suggest the effect of watching her at the cinema in black and white films and to remind people of her tragic death. The bright colours of the other 49 images bring to life her celebrity status and glamour.</p> <p>Colour theory Warhol used colour in a variety of different ways but it was a distinctive aspect of his work. He often used tertiary colours as these stood out and were not used by many other artists. Most of his work, like the Monroe prints, involved him adding multiple colours that were unrealistic to the image and so made it new and different.</p> <p>Process Like other Pop artists, Warhol was inspired by beauty, and things that were modern and changed quickly. He</p>		<p>the 1960s who were called pop artists because they made art about 'popular' things such as TV, celebrities, fast food, pop music and cartoons. Lichtenstein is famous for his use of cartoon strips from American comic books, which were very popular the 1950s. He admired the skill of the comic book artist, who could create complex stories of love and war in cartoon form. He was sometimes accused of copying comics exactly, but he said that he made changes to the pictures – right down to the tiniest placement of individual dots. He was also criticized for using very basic painting technique.</p> <p>Colour Theory Lichtenstein chose colours carefully, to imitate the four colours of printers' inks. He also used Ben Day dots; a system invented to increase the range of colours available to newspaper printing.</p> <p>Media and Materials Although best known as a painter, he made different types of art including sculpture, murals, prints and ceramics.</p> <p>Banksy was chosen as our Artist focus as his art showcases current struggles and</p>
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	was also intrigued by commercial products and how some of these, such as a can of coke or a tin of soup, were bought by rich and poor alike. For this reason, he repeated such items in much of his work.		political topics and how art can tackle some of these issues, he is still creating art today and this often features in the news due to the mystery surrounding his identity and the nature of his artworks.
Lesson Sequence	<ol style="list-style-type: none"> 1. Who is Andy Warhol? 2. What do you think of his work? 3. Why did Andy Warhol paint cans of soup? 4. How can I make a print? 5. How can I make a print? (Part 2) 6. How can my piece be improved? 	<ol style="list-style-type: none"> 1. What did art look like for the Vikings? 2. How can I draw a Viking pattern? 3. How can I create a piece of art to show a Viking animal? 4. What does a Viking Dragon Head look like? 5. What does a Viking Warrior look like? 6. How can I make a piece of Viking jewellery? 	<ol style="list-style-type: none"> 1. What is Street Art? 2. Who is Keith Haring? 3. Who is Banksy? 4. Who is Roy Lichtenstein? 5. How can I create a piece of street art? 6. Should Street Art be banned?
Vocabulary	Printing, colour, texture, repetition, layers, pattern, material, symmetry, repeating, sketch.	Brooch, whale bone, axe, sword, Oseberg ship, interweaving, knot, knotted snake, proportions, shading, hatching, stippling, light, shade, portrait, pending.	Colour scheme, stencils, technique, properties of paint, tools, colour, colour match/mix, shade, tone, tint, evaluating, bright, simple.
Curriculum Links	Y5 History – The Tudors	Y5 History – Anglo Saxons and Vikings	Y4 Science – Eating and Digestion Y5 PSHE – Healthy Living

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Art Long Term Plan and Progression



Year 6	Symbolism/ Collage Gustav Klimt	Chinese Art	Sculpture Birds
KS2 End Points	<p>Pupils will be taught to create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Pupil will be taught to improve their mastery of art and design techniques including drawing and painting.</p> <p>Pupils will be taught about great artists.</p> <p>Pupils will be taught to develop their techniques and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art and design.</p>	<p>Pupils will be taught to create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Pupil will be taught to improve their mastery of art and design techniques including drawing and painting.</p> <p>Pupils will be taught about great artist movements in other cultures.</p> <p>Pupils will be taught to develop their techniques and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art and design.</p>	<p>Pupils will be taught to create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Pupil will be taught to improve their mastery of art and design techniques including drawing and painting.</p> <p>Pupils will be taught about great artists.</p> <p>Pupils will be taught to develop their techniques and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art and design.</p>
Skills to be taught	<ul style="list-style-type: none"> • Add collage to a painted or printed background; • Create and arrange accurate patterns; • Use a range of mixed media. 	<ul style="list-style-type: none"> • Create a colour palette, demonstrating mixing techniques; • Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; • Experiment with calligraphy; • Use tools and materials to carve, add shape, add texture and pattern; • Use materials other than clay to create a 3D sculpture. 	<ul style="list-style-type: none"> • Use a variety of tools and select the most appropriate; • Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; • Plan and design a sculpture; • Use tools and materials to carve, add shape, add texture and pattern; • Develop cutting and joining skills, e.g. using wire, coils, slabs and slips; • Use materials other than clay to create a 3D sculpture.

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Knowledge	<p>In this unit, children will learn about the life and work of Gustav Klimt. They will learn about symbolism and attempt to explain and produce symbolic imagery in as in Klimt's work. Children will evaluate their own work and develop and enhance their work using a range of techniques. They will discuss the use of gold and silver gilding and suggest how Klimt was influenced by others. Children will create a piece of art in the style of Klimt, using the idea of symbols, gilding and mixed media collage.</p>	<p>In this unit, the children will explore the themes, styles and colours of tradition Chinese art. This will include dragons, brushstrokes, Calligraphy, learning about the Terracotta Army and find out and recreate porcelain of the Ming dynasty.</p>	<p>In this unit, children will explore the theme of birds. They will complete a range of drawings including continuous line drawings, contour drawings and longer sketches. They will annotate their drawings and later add colour to these using water colour.</p> <p>They will then move on to create acetate prints onto mixed materials focusing on the work of Mike Godwin.</p> <p>Using their line contour drawings the children will then move onto the idea of sculpting a bird from wire based on a drawing. They will look at the work of Cathy Miles and Kendra Haste. Once sculpted, the children will add colour using tissue paper based on photographs and observations of birds.</p>
Artist Focus	<p>Gustav Klimt</p> <p>Klimt (14th July 1862-6th Feb 1918) was an Austrian artist. Klimt's brother became a gold engraver like his father and Klimt began his career painting murals and ceilings in buildings. He was known for the heavy use of gold leaf in his paintings, as well as the repetitive patterns he used.</p> <p>You might recognize his painting "The Kiss" or this "Tree of Life" from the</p>	<p>Masters from the Ming Dynasty Era</p> <p>During the Ming dynasty (1368-1644), Chinese painting progressed further basing on the achievements in painted art during the earlier Song dynasty and Yuan dynasty.</p> <p>Process</p> <p>The painting techniques which were invented and developed before the Ming period became classical during this period. More colours were used in</p>	<p>Mike Godwin</p> <p>Mike Godwin is an artist and illustrator whose intricate and ethereal work forms an almost otherworldly vision of recognisable creatures and cities.</p> <p>Throughout his 16 years as a freelance designer, illustrator, conceptor and art director, Godwin's work has caught the eye of high-profile brands such as the BBC, Rolls Royce and Pepsi.</p>

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	<p>mural known as the Stoclet Frieze.</p> <p>His portrait of Adele Bloch-Bauer is one of the most expensive paintings ever sold!</p> <p>Process</p> <p>Klimt began to reject more traditional approaches to painting that favored classicism, rationality, and naturalism. Women had always been Klimt's favorite subjects. "I am less interested in myself as a subject for painting than I am in other people, above all women," he once said. But by the early 1900s, his depictions of women became increasingly expressive of their personalities and desires—and of human emotion in general. Klimt used a wide range of paints, coloured chalks and graphite. The rich textures of the frieze also consist of various appliqué materials (e.g. mirror, gem stones, gold foil, mother-of-pearl, curtain rings, etc.)</p> <p>Visual literacy</p> <p>Klimt was a master of symbolism, he alluded to a range of things in his</p>	<p>painting during the Ming dynasty.</p> <p>Seal brown became much more widely used, and even over-used during this period. Many new painting skills/techniques were innovated and developed, Calligraphy was much more closely and perfectly combined with the art of painting.</p> <p>Chinese painting reached another climax in the mid and late Ming. The painting was derived in a broad scale, many new schools were born, and many outstanding masters emerged.</p>	<p>Process</p> <p>The initial sketch is done on paper, then etched onto plastic or metal plates. The plates are then inked and polished before being put through a printing press where the ink is transferred onto damp paper. Some of the prints are then treated with water colour washes.</p> <p>Cathy Miles</p> <p>Cathy Miles is a wire sculptor who graduated from London Guildhall with an M.A. in Silversmithing, Jewellery and Allied Crafts, and who sells her work at many of the big Craft Fairs such as Origin. She exhibits at shows around the world, has won a NEXt Move Award from the Crafts Council, and has taught workshops at Rugby art gallery and Museum as well as at the Oriel Davies Gallery and Liverpool Hope University. Her work has appeared in many magazines including Crafts and Metro newspaper.</p> <p>Process and materials</p> <p>Cathy Miles creates delicate, highly detailed, sculptural illustrations in metal. Her work explores and exploits the</p>
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	lavishly decorated figures and patterns. The City's elite adored his work and commissioned him to paint their portraits. An interesting fact about Klimt is that his 'Adele Bloch-Bauer I' portrait sold in 2006 at auction for more money than any other painting ever had before: \$135 million! In the painting, the model is covered in a golden gown. The gown is elaborately decorated with fancy details and gold leaf. The gown form a powerful symbol of a person changing their identity as well as the hope of the future.		<p>boundaries between the 2 and 3 dimensional through the use of line.</p> <p>Kendra Haste</p> <p>Since graduating from the Royal College of Art in 1998, Kendra has established a significant reputation in her field with work included in collections worldwide. Kendra is an elected member of the Royal British Society of Sculptors, the Society of Wildlife Artists (UK) and a signature member of the Society of Animal Artists (USA). Her work focuses solely on animals.</p> <p>Process</p> <p>Kendra is a renowned contemporary animal sculptor working with the medium of galvanised wire.</p>
Lesson Sequence	<ol style="list-style-type: none"> 1. Who is Gustav Klimt? 2. How did Klimt use repetitive patterns and gilding? 3. How did Klimt use women in his work? 4. Why did Klimt's painting sell for so much money? 5. How can we recreate Klimt's work? 6. How can my work be improved? 	<ol style="list-style-type: none"> 1. What are the themes of Chinese art? 2. How can we recognise Chinese art due to key features? 3. Why are dragons important to Chinese culture? 4. How are brushstrokes used in Chinese art? 5. What is the importance of calligraphy in Chinese culture? 6. What did art look like in the Ming Dynasty? 	<ol style="list-style-type: none"> 1. How can I draw birds in different ways? 2. How can I add detail to a sketch? 3. Who is Mike Godwin and how can I print on different mediums? 4. What is sculpture? 5. How can I use my work to create a bird sculpture? 6. How can I evaluate my work and others' work effectively?



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Vocabulary	Gilding, murals, symbolism, metaphors (symbols), gold leaf, intricate, pattern, lines, collage, mixed media, design, line drawings.	Themes, colour, technique, cultural significance, nine dragons scroll, linear, lines, the Four Gentlemen, brush strokes, bamboo, plum blossom, orchids, chrysanthemum, calligraphy, Terracotta Army, statue, clay, Ming dynasty, porcelain.	Continuous, contour, line, drawing, annotate, water colour, acetate, mono-printing, patterns, textures, sculpture, manipulate, wire, cork, frame.
Curriculum Links	Year 3 Geography – Our European Neighbours	Year 6 History – The Shang Dynasty	Year 6 Science – Evolution and inheritance