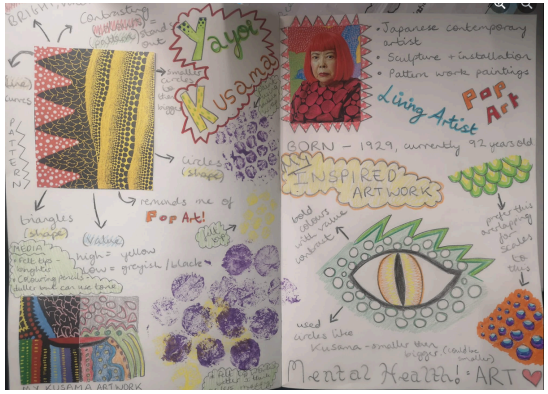
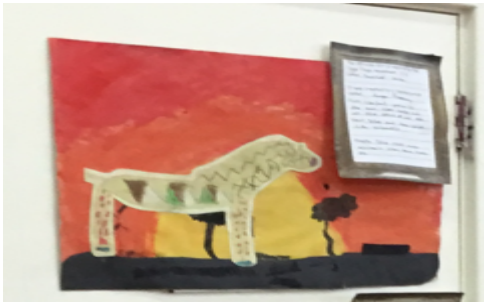
Hatfeild's Art Knowledge and Skill Progression 2024 -2025

	Year 1		
	Autumn 1 Marvellous Me/People who help us	Spring 1 Castles and Dragons	Summer 1 Going on Safari/Katie's Travels
National Curriculum Knowledge/skills	DRAWING/ PAINTING To use drawing, painting and collage to develop , share ideas and imagination. Develop art and design techniques of using line,shape, space and colour. To be taught about the work of an artist and make links to their own work.	DRAWING/SCULPTURE/PRINTING To use drawing and sculpture to develop and share ideas and imagination. Develop a wide range of art and design techniques of using line,pattern,texture shape and form. To be taught about the work of an artist and make links to their own work. To describe similarities and differences between different practices and disciplines.	DRAWING/PAINTING/MIXED MEDIA COLLAGE. To use drawing, painting and collage to develop , share ideas and imagination. Develop the art and design technique of using line,pattern, texture, shape, form. colour and space. To be taught about the work of an artist and make links to their own work.
Progression of skills and techniques.	Experiment with a variety of media: pencils, rubbers, crayons, pastels ,felt tips ,charcoal, ballpoints, chalk and paint. Begin to Control the types of marks made with a range of media. Use a variety of tools and techniques including different brush sizes and types.	Explore, discover and invent ways for 2d to transform into 3d sculpture. Explore modelling materials such as playdough, plasticine, salt dough, clay in an open-ended manner, to discover what they might do. Explore pattern, line, shape and texture and form.	Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours, creating a sunset. To use experiences learnt through drawing (mark-making, observational drawing) and apply these skills to painting and collage. Control the types of marks made with a range of media.

	Mix and match colours identifying primary colours by name. Mix primary shades and tones.		
Artist	Self portraits Vincent Van Gogh (M) Pablo Picasso (M)  Joan Miro	Yayoi Kusama(F) a contemporary Japanese artist best known for her love of polka dots, pumpkins, sculpture & interactive art installations 	Eduardo S. Tingatinga (M) 
Art movements / similar artist link	Portraits Abstract art	Pop art (contemporary)	Tinga Movement (African Art)
Teaching opportunities	Look at the colour wheel. Do colour mixing with different media. Exploration of primary and secondary colours. Initial self portrait sketchbook in pencil. Use a photo of their own face- cut it up in the cubist style and re-stick. Do a second version with a face made up of 4 uneven quarters each a different colour. Add textures on top with other papers.	Look at the artists style. Sketch book work exploring Kusama's work for inspiration (famous for her vivid use of colour and pattern)looking at types of line, pattern, shape, colour, texture which can help us create our dragon's scales. Replicate, explore ,create own. This can be through drawing, cutting out shapes or printing. Look carefully at photos of eyes animal and people , create different versions and explore different effects. Make own patterns which can be incorporated into dragon's eye design. Explore recreating pattern in 3D using	Focus on the artist Eduardo S. Tingatinga. Discuss warm colours in preparation for the children making their own sunset as the background colour wash for their work. Black silhouette studies of African vegetation Practise drawing a simple silhouette on small square pieces of bright coloured paper , use different media to experiment , Felt tip , black pencil, charcoal etc. Stick in sketch book. Also model how to cut out a simple silhouette from black paper.

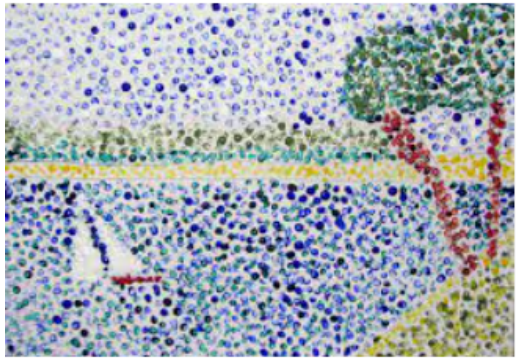
		playdough, use clay tools-photos. Make own dragon eyes using salt dough/clay.	Look carefully at animals featured in Tinga art and explore making own patterns which will be incorporated on to their animals. Create an animal in the Tinga style. Make a bold line drawing of the animal , choose an area to pattern add to the composition
Physical Resources needed:	Sketchbooks Mirrors pencils, rubbers, crayons, pastels ,felt tips ,charcoal, ballpoints, chalk and paint. Photocopy of their own face Differently textured papers Glue Sugar paper	Sketchbooks pencils, rubbers, crayons, pastels ,felt tips ,charcoal, ballpoints, chalk and paint. Playdough, clay, clay tools, mats and shirts (from art cupboard to protect clothes)	Sketchbooks Watercolour paints or watered down readymix for colour washes Black paper, black felt pens, charcoal, black pencils Pencils. Oil /chalk pastels Sugar paper
Examples:		Dragon eye art based on Yayoi Kusama 	Tinga art mixed media 

			
Useful resources		Book :Press Here by Herve Tullet https://thekidshouldseethis.com/post/tateshots-yayoi-kusamas-obliteration-room?fbclid=IwAR34fbfPu9qjNZDkjiqucD3Lcy60AEIKRwJRrdXzuDhhFdPWB6-Tk3HMWl8	

	Year 2		
	Autumn 1 London	Spring 1 Explorers	Summer I like to be beside the seaside/One World
National Curriculum Knowledge and understanding	DRAWING To use drawing to develop , share ideas and imagination. Explore drawing from primary & secondary sources and also memory & imagination. To be taught about the work of particular artists and make links to their own work.	SCULPTURE To use sculpture to develop and share ideas. Develop a wide range of art and design techniques of using form and shape. Describe similarities and differences between different practices and disciplines To be taught about the work of particular artists and make links to their own work.	PAINT To use painting to share ideas and imagination. Develop the art and design technique of using colour. To be taught about the works of an artist and make links to their own work
Progression of skills and techniques	Examine artists' work, begin to comment on the use of light and shadows. Make comparisons with other artists' techniques. Develop control of mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, charcoal, pen and ink. Investigate tone and light , draw light/dark lines/, patterns and shapes using pencils and pastels.	Select and sort materials Manipulate, cut and position materials. Experiment with construction and joining recycled materials Use joining techniques of gluing , paperclips and masking tape Create sculptures using recycled materials and paper mache layering techniques. Experiment with materials and techniques to create different textures and patterns.	Examine other artists to imitate styles and techniques. Mix primary colours to make secondary colours and continue to develop the skill of using white to add tints and black to add shades to primary colours. Extend colour vocabulary eg. light blue, dark blue.
Artist	Claude Monet	Claus Oldenberg	Vincent Van Gogh

	 Stephan Wiltshire 	 Henry Moore , Alex Calder.	 William Turner  Georges Seurat 
Art movements / similar artist link	Cityscapes/ London architecture Impressionism	Pop art	Seascapes pointillism

Teaching opportunities	Compare and contrast the elaborate drawings made by Stephen Wiltshire with the impressionistic hazy London cityscape paintings by Claude Monet. Pastel studies in sketchbook of scenes of London investigating tone and light. Create own pastel drawing of the river Thames and Big Ben. Next look at Stephen Wiltshire's style of drawing. Experiment with the different lines , patterns, texture, shape, using different media e.g. charcoal, pen and ink, ballpoint. Focus on a small section of one of Wiltshire's pieces and recreate (viewfinder) . CT to give each child a cut up section of a photograph of a london cityscape (taken when on their class trip)to create using their preferred media. They could go on to create their own cityscape using photocopies of different London buildings.	Discuss sculptural art on a general level – some of the children may have visited galleries and know what constitutes sculpture as art. Chat about the different types of sculptural artworks – look at a selection of artists work. Then look at Claus Oldenberg, focus in on the dropped cone. Using sketchbooks the children to dream up their own upside-down ice cream sculpture and sketch their design with annotations. What flavour? What colour? Decoration? Type of cone? Make the cone (2D shape to 3D shape), make the scoop (scrunched up newspaper)Cover with paper mache, cut out a melted blob shape, get them to consider additional features , consider thicker textured cardboard to make a flake or add smaller scrunched up balls of paper for cherries, glue string in a cross hatched way to add texture to the cone etc. Assemble parts using PVA/masking tape. Refer back to sketchbooks, do they want to adapt anything? When painting think about flavours . Finally add sprinkles, beads, hundreds and thousands to create texture. Varnish with PVA glue.	Make comparisons between the artists indicated styles. What media and techniques do they use? Experiment with mixing different tints and shades of blue and green in sketch books in preparation for recreating the effect of water. Explain that you will be exploring techniques to create the impression of water on a large collaborative scale. Give the children lengths of wallpaper. Encourage them to tape off areas using masking tape. Next get the children to mark make using markers , graphite sticks, wax resist (crayons ,candle wax, oil pastel) imitating movement of water. walk around the paper and add to others marks. Next give the children paint to mix with different shades / tints of blues and greens to create the effect of water. Give them different equipment to apply the paint eg different thicknesses of brush, edge of card board to scrape across the paper. encourage them to move along the paper and interweave marks. Finally peel the masking tape off of the collaborative piece. Examine different styles of creating watery effects in sketch books having tested this out during the collaborative piece. Choose a preferred technique and explore in sketchbooks ,plan out their own compositions and paint own sea/river scape.

Physical resources needed	Sketchbooks Drawing media: pencil, graphite, chalk, soft pastel, charcoal, pen and ink. Viewfinder, Photograph/photocopy of london city scape/ building	Sketchbooks Cardboard, card, range of textured paper, newspaper String PVA glue Masking tape Paper mache Readymix paint Sprinkles beads	Sketchbooks, Wallpaper Masking tape Markers , graphite sticks, wax resist (crayons ,candle wax, oil pastel) Different equipment to apply the paint eg different thicknesses of brush, edge of card board to scrape across the paper. Readimix paint
Examples:	 	 	 

Useful resources	https://www.bbc.co.uk/bitesize/articles/zyn4jfr#zvqvcxs (about Stephen Wiltshire) Twinkl pp	https://www.tate.org.uk/art/artists/claes-oldenburg-1713	

	Year 3		
	Autumn 1 Stones and Bones	Spring 1 Pole to Pole	Summer The Egyptians.
National Curriculum Knowledge and Understanding.	DRAWING/PAINT To improve their mastery of art and design techniques including drawing and painting. To use sketchbooks to record observations and use them to revisit and review ideas. To learn about great artists in history.	To use sketchbooks to record observations and use them to revisit and review ideas. To learn about great artists in history. PRINT:To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art. SCULPTURE: To improve their mastery of art and design techniques including sculpture.	DRAWING /SCULPTURE To use sketchbooks to record observations and use them to revisit and review ideas. To improve their mastery of art and design techniques, including drawing and sculpture. To learn about the great artists in history.
Progression of skills and techniques	Plan and develop ideas in sketch books and make simple choices in media. To experiment with different painting effects such as washes, blocking and thickened paint Explore texture in an artwork using techniques such as layering, differing brush strokes or by adding sand, grit etc to paint to create a desired effect. Draw from secondary sources images. (e.g. artists' copies) applying tone and texture using media they have experimented with and deem suitable for the purpose e.g. charcoal.	PRINT Explore positive and negative space in printing (Styrofoam/monoprinting) Examine how artists and designers used colours, shapes and lines to create prints Create press prints using inks Print onto different textures and colours of paper, board or fabric. SCULPTURE: Use and explore soap and experiment with mark making tools. Press shapes into soap, engrave shapes and textures using tools Use sketchbooks to plan and develop ideas	DRAWING:Explore and experiment with graded pencils and other drawing media to shown tone and texture and annotate findings in sketchbooks Draw from secondary sources images. (e.g. artists' copies) applying tone and texture. Explore hatching and cross hatching to show tone and texture Draw from first-hand observation ,noticing big shapes applying tone and texture Identify areas of shadow and light and blend tones accurately to create soft gradients. SCULPTURE Use and explore modroc and experiment with layering and moulding techniques to

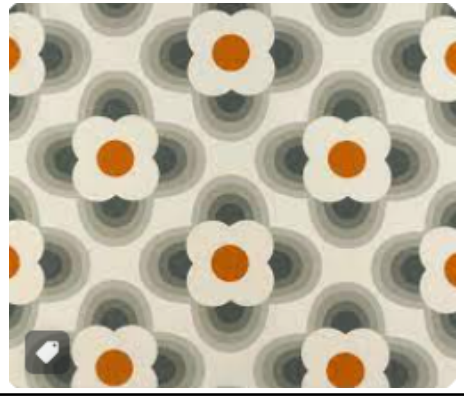
	Communicate reasons, thoughts, observations and feelings about art work created.		build sculpture on to armature. . Use sketchbooks to plan and develop ideas
Artist	Stone age cave painting  Teyjah McAren (F) (modern cave artist) 	Kenojuah Ashevak (F) (PRINT) The enchanted owl  Karoo Ashavak (M) /Lucy Tasseor(F) (SCULPTURE) 	Ancient Egyptian artists  
Art movements / similar artist link	Stone age 2D art Cave art	Inuit Art	Ancient Egyptian artefacts

Teaching opportunities/ ideas.	Review cave art images from across the world – elicit the content of the drawings – animals and human form and discuss the ways in which they would have been created – e.g.through charcoal burnt from used firewood. .Children could explore creating different media to make marks with/paint with e.g. spices Elicit the story telling element of the pictures created in those time when language was very basic (if used at all). Explain Significance to historians. Research Teyjah McAren and compare with ancient cave art. Possible activities: Painting a back wash using watercolour , teabags or own experimental media. Children could use an orange/brown tint of watercolour to create a backwash for their cave art drawing. Experiment with the use of water colours and how adding water lightens colour/adding paint darkens it. Work on created a dappled effect for the background of different shades using more/less water and paint. They could experiment with changing the texture of their paint by adding sand. : Once dry, children to add their subject(s) to their cave art backwash, using charcoal techniques practised .Share and review success and look for improvements: Through a class gallery, look at each other's 'first drafts.'	Investigate inuit art. Initially focus on Printing and research Kenojuah Ashevak. Discuss different styles of printing.Explain poly block is a polystyrene based printing material which you can work into using a biro or a pencil.The areas pushed down on the polystyrene block will show up in white when printed on to white. Explain that we will investigate this by drawing some inuit patterns animals into polystyrene to create investigative prints. Look at positive and negative space in prints. Positive space- the areas in a work of art that are the subjects, or areas of interest. Negative space- the area around the subjects, or areas of interest. Create own inuit print . Next look at sculptural work created by /Lucy Tasseor(F) (SCULPTURE) Explain that we are going to use clay tools to create a soap sculpture in the style of Lucy Tasseor. Sketch possible designs in sketchbook, this may link to inuit animals. Experiment with carving into soap, creating different textures, patterns and forms. Photograph and stick into sketchbook. What techniques worked well? Review and make a design for final piece. Make soap sculpture.	Explore Egyptian Artefacts Use the film and imagery below to enable children to explore Egyptian artefacts. Try to create a sense of momentum – for example you might pause on an image or the video 4 times and ask the pupils to make a 1 minute, 2 minute, 3 minute and 4 minute drawing at each pause. Encourage close and slow looking by talking as they draw – use your voice to attract their attention to qualities of the artefacts.Try the same exercise using different materials, ie handwriting pen, ink and nib, pastel, watercolour.Explore the collections of Rijksmuseum van Oudheden. Look closely at Death masks/ canopic jars . Make close observational drawings of them using the skills indicated. Explain that they are going to design and make their own Egyptian canopic jar /death mask using modroc. See below video to explain how to sculpt using modroc . If the children are doing death masks plastic masks need to be ordered to build over.

	Record likes and dislikes for their painting and compare to original cave art. What would they change? How? Why? Make a collaborative class cave art design using techniques explored.		
Physical resources needed:	Sketch books explore creating different media to make marks with/paint with e.g. spices, tea bags, coffee grounds. Watercolour paints Sand Charcoal,black pencils, graphite sticks Sugar paper, wallpaper rolls.	Sketch books Polystyrene block, pencils,biro to create impression for print Printing ink, printing trays,rollers Newspaper (to put under soap sculpture to contain the mess) Soap Clay tools	Sketchbooks Graded pencils,handwriting pen, ink and nib, pastels, watercolour. Modroc jars/ plastic masks Card Metallic paint, jewels

Examples:	 	 	 
Useful resources	https://www.teyjahsartden.com/petroglyphs/	https://www.tvoarts.org/works-of-art/kenojuak-ashevak-the-enchanted-owl Brilliant video about Ashevak Advice about sculpting using soap https://www.tate.org.uk/kids/make/sculpture/soap-carving?fbclid=IwAR0myw0ZyW9gZ9PWI14ILpFkQtgvhx9dq3x-QzdwulSCo48Sxnunx6F6JxA	https://artsandculture.google.com/search/asset/?p=rijksmuseum-van-oudheden&em=m02k54&categoryid=place https://artsandculture.google.com/project/preserving-egypt Ancient Egyptian D...

			https://youtu.be/5i_bFlTe590?si=ncJv808WEYnBqsMm (Canopic Jars using modroc) https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt?fbclid=IwZXh0bgNhZW0CMTAAAR3-ybdu6s2ikNXQh22qQZUjYTkYA1bJdGW7_3DAdW_TNOMXKzuGMb15ajI_aem_AdBYEHjJWDqiSn5_y9PVV7aKKbSNutiXxasNU034qE-BqmCYqeslMcPWipEyaVxb5gWQ5j9YhWXZkVf1UOvC6lAc#student-resources
	Year 4		
Topic	Autumn 1 Marvellous Merton	Spring 2 Around the world in 80 days	Summer 2 Hampton Court
National Curriculum	PRINT To use sketchbooks to record observations and to use them to review and revisit ideas. To improve their mastery of art, craft and design techniques including printing. To learn about great artists in history.	SCULPTURE To use sketchbooks to record observations and to use them to review and revisit ideas. To improve their mastery of art and design techniques including sculpture. To learn about great artists in history.	DRAWING/PAINTING To use sketchbooks to record observations and to use them to review and revisit ideas. To improve their mastery of art and design techniques including drawing and painting. To learn about great artists in history.
Progression of skills and techniques	Explore positive and negative space in printing	Discuss own work and the work of other sculptors with comparisons made.	Experiment with a wider range of mark-making techniques.

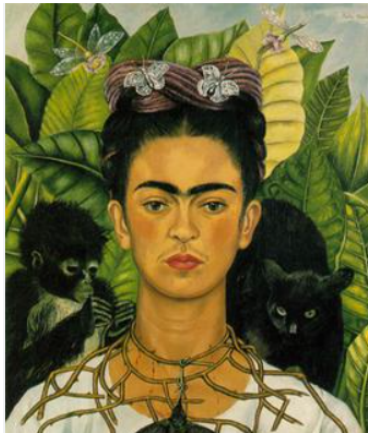
	Use card and string blocks for printing to create a collagraph printing block Experiment with a range of different materials and patterns on printing block Experiment with different materials to create collagraph prints and know which work best for purpose Print patterns observed in the natural and man-made world	Use of hands and clay tools to support modelling effectively. Shape, form,model and join with confidence.	Make marks with a wide range of drawing implements. Practise observational drawing from the human figure, exploring careful looking, seeing big shapes and proportion when drawing a self portrait.
Artist	William Morris(M)  Compare to Orla Kiely (F) 	Greek Clay pots linked to topic, compare with Magdalene Odundo (F) (Kenya born British Studio potter)  	Hans Holbein (M)  compare to Andy Warhol (M) 

Art movements / similar artist link	Art & craft movement Walter Crane, Lewis Foreman Day, Sidney Mawson	Compare with potteries: Wedgewood Clarice cliff Robert Lugo (M) American potter, Grayson Perry (M)English contemporary artist(pick carefully!)	Tudor Art Pop Art Roy Lichtenstein
Teaching opportunities/ ideas.	Explore the work of William Morris and make comparisons with Orla Kiely. The children could begin by sketching designs on small squares of paper, experimenting with ideas inspired by the work of William Morris – using lots of leaves, flowers, dragonflies, birds etc. The children could use tracing paper to copy their designs onto cardboard squares (each about 20 cm by 20cm). These cardboard squares would form the basis of the collagraph plate.Get the children to use string and cut cardboard shapes to create a relief version of their design which can be stuck down with pva glue. In some cases the children could use the pva glue alone as a drawing material. Making collagraphs means the children need to have exploration of the materials. The children must decide which elements of their design they want to build up in relief. Other materials which are useful to help create texture include sandpaper, leaves, flat found objects, fabric… but it's important that each element is glued down well, with no loose ends,	Explore different designs of pots , compare and contrast. Look at materials used, form, designs of the pots. Focus on different elements of pots in sketchbooks eg, form,shape, texture, pattern. Make small swatch studies . Look at how different artists have perfected their techniques and messages some of them are delivering in their work or what they communicate about the history of the time they were created. Look in depth at Greek Pots and the techniques used to make these. Make annotated sketches. Explore malleable resources such as playdough /plasticine to develop skills using clay tools. Look carefully at the steps involved in making a coiled clay pot. Jot ideas/designs in sketchbook. Make own clay coiled pot. Evaluate.	Explore Tudor paintings by completing sketchbook studies using different media. Children to be given half of one of the paintings and given the chance to explore the techniques shown by the artist by experimenting with completing the other half. Examine colour, pattern, texture, line, shape, form and space. The children could then take a solemn photos of themselves and use them to paint self portraits in this style adding similar backgrounds/outfits to what they have explored. The children could be given the chance to add digital effects to their painting using photospeak or chatterpix. Next compare the Tudor portraits with the work of Andy Warhol. The children could take a Tudor portrait and give it and Andy Warhole twist (App Abstract you/paint 3D of on the web photofunia.com)

	and that the whole thing is left to dry before the print is made. Teach technique of applying printing inks to palette.place the collagraph plate face up on the desk, and put a sheet of paper over the inked plate. Protect the paper with a final piece of newsprint and use the ball of your hand to apply pressure. Some people use a clean roller to apply pressure, some even stand on the print/paper sandwich! Leave to dry. keep plates and attach to sketch books.		
Physical resources needed:	Sketchbooks Tracing paper Cardboard squares String Cardboard PVA glue sandpaper, leaves, flat found objects, fabric, foam Printing trays,inks and rollers Newsprint paper	Sketchbooks Graded pencils Playdough Plasticine Clay, clay tools, mats and art shirts (from art cupboard to protect clothing)	Sketchbooks Graded pencils Water colour paints, range of paintbrushes Ipads Check apps needed on ipads. Photocopies of half of painting Photograph of themselves.

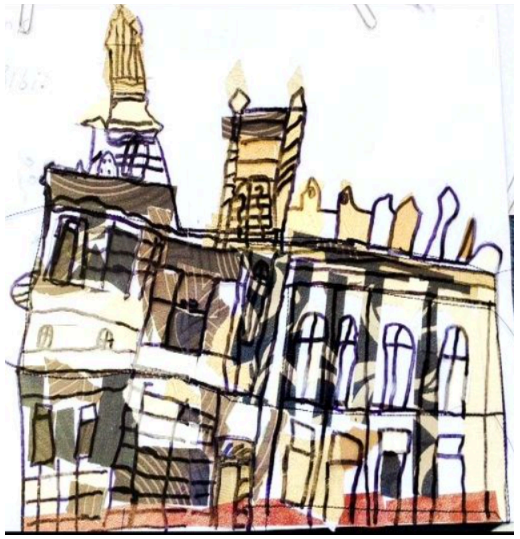
Examples:			 
Useful resources	https://youtu.be/b3LYvzRVees?si=7c_4KKH0_TvOfowp How to make a collagraph print block. https://youtu.be/w64yfbpiUXc?si=JB3YkdIdB_LIMUtX	https://www.deepspacesparkle.com/how-to-make-a-coil-pot/	https://www.npg.org.uk/collections/explore/discover-the-tudors/ National Portrait Gallery , brilliant resource for looking at Tudor art with the children. Chatterpix or photos speak app to make painting speak. Warhol (on the PC) https://photofunia.com/effects/warhol (would need installing on PC) https://apps.microsoft.com/detail/9nblggh5fv99?hl=en-us&gl=GB

			App (would need to be put on the i-pads) https://apps.apple.com/us/app/abstract-you-pop-art-effects/id945968470
	Year 5		
Topic	Autumn The Amazon and the Rainforest / The Mayans	Spring To infinity and Beyond	Summer 1 The Anglo Saxions/Vikings
National Curriculum	DRAWING/PAINTING To use sketchbooks to record observations and to use them to review and revisit ideas. To improve their mastery of art and design techniques including drawing and painting. To learn about great artists in history.	PAINT/ TEXTILES To use sketchbooks to record observations and to use them to review and revisit ideas. To improve their mastery of art design and craft techniques including painting and textiles. To learn about great artists and craft makers.	DRAWING/ MIXED MEDIA COLLAGE ARCHITECTURE To use sketchbooks to record observations and to use them to review and revisit ideas. To improve their mastery of art and design techniques including drawing and collage. To learn about great architects in history.
Progression of skills and techniques.	Experiment with graded pencils/ charcoal/ graphite sticks to create different styles of line, to show tone and texture. Use these tools to show light and shadow. Use the grid or an alternative method to draw proportion accurately. Explore how colours can reflect different moods Explore how artists express thoughts and feelings through use of colour and application. Experiment with different colours that represent moods.	Develop a textile painting from sketches and various stages of modification. Extend art vocabulary to include techniques, terms and art movement. Colour mix different tones and hues and to apply them to different surfaces. Carefully consider composition. Demonstrate experience in combining techniques to produce an end piece. Experiment with different ways stitches can add texture and detail and also create a sense of “direction”. Layer their stitches, adding a variety of “marks”.	Make small studies from observation using viewfinders to focus on selected parts Sketch a building using line, breaking the image down into basic shapes and observing it carefully. Develop understanding of how to draw with perspective. Work collaboratively on creative pieces. Apply drawing skills using ink pens and explore the different properties Draw from first-hand observation and from source material. Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.

	Mix colours accurately and understand the properties of different paint types.		Cut and tear organic and geometric shapes. Collect, sort and arrange materials according to colour or texture. Demonstrate experience in combining techniques to produce an end piece.
Artist	Hannah Hock (F)  Frieda kahlo (F) 	Hannah Rae(F)  	Investigate architects Frank Gentry (M) (Canadian American architect) Zaha Hadid (F) (Iraqi architect and artist).   Friedensreich Hundertwasser(M) (Austrian visual artist and architect) 

Art movements / similar artist link	Portraits Pablo Picasso (Abstract) Leonardo Da Vinci Hector Gonzalez	Textile artist	Local architecture
Teaching opportunities	Portraits Look at the collaged portraits produced by the artist Hannah Hoch. Use these as a stimuli to create own collages using images of different aged people. Combine old and young to create a new character. Next, use these collages to inspire an abstract pencil study of a face. Use sketch books to complete tonal and mark making studies first e.g. lines like the ocean,rain,clouds,wood grain,that fade into the background, like rings in a puddle, from light to dark, thick to thin etc. Identify areas on their collage where these kinds of mark appear, annotate. Draw own abstract portrait based on Hannah Hoch inspired work. Make comparisons with other artists such as Da Vinci or modern artists such as Hector Gonzalez. Explore different methods used to get the correct proportion when drawing a face eg shape mapping or the grid method. Choose a preferred method and map a self portrait, look carefully at line,	Look at the textile artist Hannah Rae in depth and complete the contextual studies and research on her work. https://www.accessart.org.uk/talking-points-hannah-rae/ Next examine potential source materials that the children could include in their art. https://www.accessart.org.uk/drawing-source-material-wild-flowers/ by completing drawing exercises https://www.accessart.org.uk/drawing-source-material-moving-water/ complete sketch book exercises. Next decide the content of the painted background that the children want to create. This will be on fabric.The aim here is to build a sense of colour and landscape/seascape on the fabric, without trying to capture any detail.Instead think about capturing big shapes, composition (i.e. is the landscape full of horizontal lines or vertical lines, triangles, rectangles, curves etc), and a feeling of energy (i.e. is there a sense of movement, ie a wave or	Explain that architecture often reflects a period of history and its culture.Look at some architects indicated and their styles. Show this research in sketch books, make some small compositional studies of buildings/ parts of buildings that they have designed. Next explain that the children will be responding to buildings in their own local environment by creating a visual interpretation of their local area Children to discuss, in small groups, places and buildings that are key locations in their area. Then provided a variety of images of buildings, both historical and also more recent architecture, which are key places in the locality that the children can recognise and discuss. Find images of the area on line or go and photograph Using the photographs as a starting point, one image between two, children to

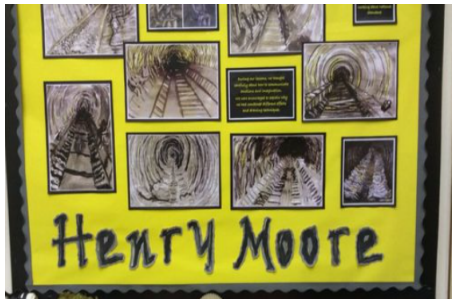
	tone, texture, light and shadow. Pencil study. Explore how some artists reflect mood or put symbols in their work to reflect emotion or their own cultural identity. What could the children add to their portraits to show this. Investigate the portraits of Frieda Kahlo. What would the children add to a portrait done in this style and why? What symbols/ colours would they use? Sketch book studies. Create a Freida Kahlo style self portrait incorporating the chosen symbols and colours investigated. Mix colours required using selected paints. Experiment with marks that can be produced using different thicknesses of brushes etc.	trees moving in the wind).In terms of subject matter, you may wish to work from a landscape if you are able, but if you are working in doors in a classroom and need drawing sources then refer back to work in sketchbooks which should have generated imagery and allowed exploration of composition and colour. Part Two: Stitching Detail**:**Next you will use thread and stitch to create a layer of detail over the painted background. Think of the stitch not as traditional sewing or embroidery, but instead as a form of mark making. Enable children to make up their own stitches. If they have no experience of sewing, you might like to show them how to create simple running stitches, but the aim here is to free the children to use thread as they would a pencil mark – so there is no pressure or need for them to be "neat". Knots and loose threads are all fine.	sketch their building using only line. Discuss the use of perspective and the importance of consistent observation. Children to experiment with line and break the photograph down into basic shapes before adding details such as window ledges and door handles. Images to be photocopied twice, one copy for collaging onto and one for tracing task. Children to use OHP permanent marker pens to accurately trace the photocopied drawings. Working in small groups began this stage by selecting a range of coloured fabrics and papers similar to the colours in their original photographic image. A wide selection of fabrics and papers should be provided and free-choice encouraged. Once they have selected an appropriate variety they should be asked to begin covering their A3 photocopies, using thumbnail size pieces. The acetate tracings should be placed onto the collaged buildings and once more secured with paperclips. The acetate layer needs to be secured to the collaged images and then they can be cut out and completed.
Physical resources needed:	Sketch books Pictures from magazines, newspapers or printed off to use for collage. Graded pencils.	Sketch books Graded pencils Fabric Paint	Sketch books

	Water colour paints/ readimix Variety of brushes of different thicknesses	Variety of brushes Variety of coloured cotton thread ,needles	Ipads, photographs and photo copies of the area Collage materials (fabrics and papers) OHP markers Acetate (OHT)
Examples:			
Useful resources		https://hannahrae.co.uk/	https://uon1.padlet.org/jean_edwards/architecture-and-building-with-children-jd0w1e2085z0?fbclid=IwAR1k70c2pJ--nvQCY9CnLcxdWb0_MPFF7Z3tVXNipKjEHJNqIQWtdWAd1Us

	Year 6		
	Autumn 2 WW2	Spring The Natural world	Summer Climate Change/ Windrush
National Curriculum	DRAWING/ PAINTING To use sketchbooks to record observations and to use them to review and revisit ideas. To improve their mastery of art and design techniques including drawing and painting. To learn about great artists in history.	PAINTING/PRINT To use sketchbooks to record observations and to use them to review and revisit ideas. To improve their mastery of art and design techniques including painting and printing. To learn about great artists in history.	SCULPTURE To use sketchbooks to record observations and to use them to review and revisit ideas. To improve their mastery of art and design techniques including sculpture. To learn about great artists in history.
Progression of skills and techniques	Explore the concept of perspective and vanishing point. Drawings become increasingly accurate accounting for proportion and scale. Use a range of mark making techniques to create different effects. Apply colour mixing knowledge to create a range of colours aware that certain pigments mixed together will create different tones of colour.	Discuss and explore relief prints Understand positive and negative space when printing. Know how to use tools safely Understand the properties of printing ink and how to roll ink out evenly Create accurate printing blocks.	Effectively plan their sculpture taking into consideration shape and form. Have an increasing awareness of proportion when creating sculpture. Effectively evaluate works of art and make comparative links to famous sculptors.
Artist	Focus Artists : Focus artist :Henry Moore Tube shelter drawings.	Focus Artists: Hokusai (Japanese block print artist) The great wave.	Focus Artist: Yinka Shonibare (British Nigerian male artist)  Compare with Albert Giacometti (Swiss Male artist)

	 Compare with Evelyn Dumbar's work. 	 Compare with Maggi Hambling (British female artist- still alive) 	
Art movements / similar artist link	War artists: John Singer Sargent, Paul Nash, JS Lowry and Evelyn Dumbar (Only female war artist) Compare Dumbar's work with male war artists perspectives. Compare Henry Moore's tube shelter drawings with Paul Nash's outdoor focused work.	ukiyo-e art movement Katsushika Hokusai and Utagawa Hiroshige Maggie Hambling	
Teaching opportunities	Research the war artists, record findings in sketch books. Chalk Blitz drawing using stencilling technique- focus perspective.	Study Hokusai and Hambling's works alongside each other. Do some research about the artists and some initial sketches linked to their work. Complete colour studies, look at how marks are made, and	Research the focus artists. Compare and contrast their sculptures and techniques used. Research sculptures and discuss styles, produce lots of sketches looking specifically at form.

	Explore Henry Moore's shelter drawings, explore marks made. Experiment with mixing dull colours use a limited palette, add ink to the mix, experiment with wax resist- apply this technique to produce a loose observational drawing of a simple object like a pebble. Explore form. Set up a torchlight still life in a shoe box to explore light and shadow. Create own tube shelter inspired art.	how this effect is created using print/ painting. PAINT:Using paint, investigate shades of blue, explore how to create the textured effects of water using different media. E.g. readymix paint, sprinkled with salt while wet or use acrylics , sand, salt to create texture.Create a seascape painting using textures effects explored. PRINT: In sketchbooks create a simple design for a lino print linked to the sea. Create own lino print of sea/waves crashing. RISK ASSESSMENT NEEDED, hand guards to be used. Remember that the ink will attach to the areas that are not cut out and the areas cut out will show the colour of the paper. It will take a bit of trial, error and experience to understand this way of working.Be careful! When cutting, teach the children to steady their block by holding it behind the cutting tool!	Explore using sculptural resources as below. Make own sculpture using Modroc and wire or artstraws, matchsticks, pipe cleaners, wire and foil.
Physical resources needed	Sketch books Chalk & charcoal Water colour paints Variety of brushes Ink Wax resist using crayon,candle wax or oil pastel Pebble torch/shoe box objects for still life Water colour paper	Sketch books Acrylic paint/ reaadimix paint Variety of brushes salt/sand Sugar paper Hand guards Lino cutters Lino squares Printing inks/paint Rollers	Sketch books Graded pencils Modroc Readimix paint. Wire Wire cutters Artstraws Matchsticks, Pipe cleaners foil

		Print trays	
Examples:	 	 	 
Useful resources	https://www.youtube.com/watch?v=gm9l6iSfjqY		https://youtu.be/DUfTTybCgsE?si=4j9BYCP0x6iI0krJ How to make sculptures with wire and Modroc

Useful links:

Digital art :
https://padlet.com/Jeanne/digital-apps-and-tools-to-use-in-art-13ltjlda970hjcct?fbclid=IwY2xjawFavnBleHRuA2FlbQIxMAABHeq-HJPi-XzKdAF0099H32CFbPtnsMsm_uab4HMj4TiZDbQgX98zR9FbsQ_aem_jxJsGBS_2JqCzEsTJOfBLw