

2022-23	ART		
	Autumn 2022	Spring 2023	Summer 2023
<b>Little Wrens N1</b>	Express ideas and feelings through making marks, and sometimes give meaning to the marks they make.		
<b>Little Wrens N2</b>	Create closed shapes with continuous lines, and begin to use these shapes to represent objects  Draw with increasing complexity and detail, such as representing a face with a circle and including detail.	Draw with increasing complexity and detail, such as representing a face with a circle and including detail.  Create closed shapes with continuous lines, and begin to use these shapes to represent objects,  Explore colour and colour-mixing.	Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.  Explore colour and colour-mixing.  Develop their own ideas and then decide which materials to use to express them.
<b>EYFS YR</b>	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Create collaboratively, sharing ideas, resources and skills.  <b>ELG</b> <b><u>Creating with Materials</u></b> 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.
<b>Base 1 Y1</b>	<b>Sculpture</b> Linked to DT	<b>Painting</b> <b>Exploring watercolour</b>	<b>Printing</b> Simple Printmaking Y1
<b>Base 1 Y1</b> <b>Base 2 Y1/2</b>	<b>Sculpture</b> Linked to DT	<b>Painting</b> <b>Exploring watercolour</b>	<b>Printing</b> Simple Printmaking Y1 Making Monograms Y2
<b>Base 3 Y3/4</b>	<b>Drawing</b> Gestural drawing with charcoal	<b>3D / Sculpture</b> Drawing and making from story telling	<b>Making Patterns</b>
<b>Base 4 Y4/5</b>	<b>Drawing</b> Mark Making to Create a Drawing	<b>Printing</b> Making a Monotype	<b>Typography</b>
<b>Base 5 Y6</b>	<b>Brave Colour</b> Installations / sculpture	<b>Cloth, Thread and Paint</b> Painting, drawing, sewing, sketchbooks	<b>Exploring identity</b> Collage, drawing, sketching

Art and Design			
Little Wrens – N1			
Whole School Theme	Here we are	Water	Powerful People
What does this mean to me? Why does this matter?			
EYFS Curriculum	Express ideas and feelings through making marks, and sometimes give meaning to the marks they make.		
Books/Rhyme Links			
C&L Links	<p><b>By around 3 years old, can the child shift from one task to another if you get their attention. Using the child's name can help: "Jason, can you stop now? We're tidying up."</b></p> <p>Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. <b>Is the child frequently asking questions, such as the names of people and objects?</b></p>	<p><b>Can the child follow instructions with three key words like: 'can you wash dolly's face?'"</b></p> <p>Understand and act on longer sentences. Understand simple questions about 'who', 'what', and 'where'</p> <p>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. <b>Is the child linking up to 5 words together?</b></p>	<p>Listen to simple stories and understand what is happening with the help of the pictures. Start to develop conversation, often jumping from topic to topic.</p> <p><b>Can the child use around 300 words? These words include descriptive language.</b> <b>Is the child using pronouns and using plurals and prepositions.</b></p>
PSED Links	<p>Feel strong enough to express a range of emotions. Grow in independence, rejecting help. Express preferences and decisions. They also try new things and start establishing their autonomy. Develop friendship with other children.</p>	<p>Be increasingly able to talk about and manage their emotions. Safely explore emotions beyond their normal range through play and stories. Are talking about their feelings in more elaborate ways: "I'm sad because..." or "I love it when..."</p>	<p>Notice and ask questions about differences Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p>
Prior Learning	Experiences in their home life prior to Little Wrens		
Why this, why now?	By exploring different types of mark making materials, it will encourage children to use all resources around them to mark make and explore pre-writing patterns both indoor and outdoors.	By exploring mark making patterns in a range of different context, children will gain the anti-clockwise movements to start them on their writing journey.	
Core Learning	<p><b>Enquiry Question: What can you use to mark make in the outdoor learning environment?</b></p> <p>To explore indoor and outdoor environments when marking. To explore different types of paint.</p>	<p><b>Enquiry Question: What happens when you rub chalk?</b></p> <p>To express my ideas through using chalk on the different surfaces. To explain what happens when I rub chalk.</p>	<p><b>Enquiry Question: How can you make marks on the tablet?</b></p> <p>To make marks using a simple paint programme on a tablet. To say some colour names.</p>

	To use pencils/colouring pencils to add detail to their drawing.	To draw features using coloured pens with the correct grip. To use felt tipped pens to add detail to pictures.	To copy some early mark making patterns using a variety of media.
<b>Opportunities for deepening learning</b>  <i>Know more and remember more.</i>	Explore both indoor and outdoor environments when exploring mark making. For example using water and paint brushes in the outdoor environment. Children to learn about and explore using a variety of different brushes with poster paint and water coloured paint. What effects can they achieve? Use pencils and colouring pencils to add whiskers to a cat face, eyes, nose and mouth to a face etc.	Provide opportunities through different mediums to ensure children can express ideas and feelings in a variety of ways. Children to learn about and explore using chalks and pastels on different media (inside and outside). Look at what happens when it is smudged/rubbed. Use felt tipped pens and pencils to add detail to pictures (windows on a plane, ears and a tail on a pig etc). Use felt tipped pens and pencils to add detail to pictures	Provided opportunities for children to use tablets or computers to explore early mark making - introduce colour names.  Use early mark making patterns to model with children.
<b>Vocabulary</b>	Detail, face, eyes, nose, mouth, paint, water colours, poster paint, paint brushes, paint, draw, stones, water, mud.	Chalk, rub, smudge, mix, pens, colours, draw, grip, detail	Tablet, paint, marks, colours, select, touch, mark making, patterns, up, down, across
<b>Quick Quiz</b>	What types of paint are there? What details can you add to your picture?	Why do you use felt tip pens? What happens when you rub chalk?	What colours can you name?
<b>Discussion question/point:</b>	What was your favourite way to mark make in the outdoor learning environment?	What can you use to make marks?	Show me and tell me about your mark making patterns.
<b>Impact</b>			

Art and Design			
Little Wrens – N2			
Whole School Theme	Here we are	Water	Powerful People
What does this mean to me? Why does this matter?			
EYFS Curriculum	Create closed shapes with continuous lines, and begin to use these shapes to represent objects Draw with increasing complexity and detail, such as representing a face with a circle and including detail.	Draw with increasing complexity and detail, such as representing a face with a circle and including detail. Create closed shapes with continuous lines, and begin to use these shapes to represent objects, Explore colour and colour-mixing.	Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour-mixing. Develop their own ideas and then decide which materials to use to express them.
Books/Rhyme Links			
C&L Links	Play with one or more other children, extending and elaborating play ideas. Talk with others to solve conflicts. <b>Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’?</b> <b>Around the age of 4, does the child play alongside others or do they always want to play alone?</b>	Understands ‘why’ questions Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver”. Know many rhymes	Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver”.
PSED Links	Use talk to organise themselves and their play. <b>Around the age of 4, is the child using sentences of four to six words.</b> <b>Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’?</b>	<b>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</b> Can start a conversation with an adult or friend and continue it for many turns?	<b>Does the child take part in pretend play.</b> <b>Does the child take part in other pretend play with different roles?</b> Play with one or more other children, extending and elaborating play ideas.
Prior Learning	Experiences in their home life prior to Little Wrens		
Why this, why now?	Providing children with opportunities to express their creative ideas, allows children to feel safe and valued. When exploring ourselves and family children will use mirrors to look at their facial features. Opportunities to discuss similarities and difference.	In Spring there are lots of seasonal changes that the children will observe on school grounds, as well as their local environment. Children will explore the different colours they see, creating their own observational drawing of their favourite seasonal changes on local plants.	Throughout the year, children have explored expressing their creative ideas, as well as colour. This term children will explore two artists and looks at the techniques and colours that they have used, thinking about how different artwork make them feel.

<b>Core Learning</b>	<b>Enquiry Question: What features do you need to include on your self-portrait?</b> To begin to develop drawing and model making. To begin to develop creative ideas. To talk about their drawings and models. To create a self-portrait using a mirror to explore facial features. To draw a picture using their imagination.	<b>Enquiry Question: Can you add details to your drawing?</b> To add details to their drawing and discuss the different features. To explore colour mixing. To complete an observational drawing.	<b>Enquiry Question: How does the music make you feel?</b> To explore the work of different artist and talk about the features of artists' work. To listen to music and express feelings in their artwork. To use techniques like Kandinsky to create my own artwork.
<b>Opportunities for deepening learning</b>  <i>Know more and remember more.</i>	Help children to develop their drawing and model making. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together Create self-portraits using paint and collage materials – use mirrors to explore facial features and what we need to include. Encourage children to draw from their imagination and observation.	Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them. Talk to children about the differences between colours. Help them to explore and refine their colour mixing - for example: "How does blue become green?" Look at seasonal chances and provide opportunities for observational drawings.	Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists' work overlap with the children's, for example in details, colour, movement or line. Explore Wassily Kandinsky artwork and children to create their own piece building on the different skills to create one final piece of artwork.
<b>Vocabulary</b>	Mark-making, drawing, pencils, crayons, paint, chalks, ribbon, pom poms, straws, tissue paper, glue, drawn, created, self-portrait, mirror, reflection, picture, face, features, eyes, nose, mouth, hair, ears, freckles, beauty spot, lips, long, short.	Features, eyes, nose, mouth, buttons, colour, mix, blue, yellow, red, green, orange, purple, season, spring, look, detail, observe	Artwork, artist, Piet Mondrain, Wasilly Kandinsky, detail, colour, happy, sad, angry, scared, feelings, emotions, red, yellow, blue, green, black, circles, round, purple, circles.
<b>Quick Quiz</b>	What features have you got on your face? What is your hair/eye colour? Who has the same colour hair as you?	What two colours make green? What two colours make orange? What two colour make purple?	What shapes did Wasilly Kandinsky use in his paintings? What colours did Piet Mondrain use?
<b>Discussion question/point:</b>	Who has brown/blonde/red/black hair in Little Wrens?	What colour can you make by mixing different primary colours together?	Which artist do you prefer - Piet Mondrain or Wasilly Kandinsky? Why?
<b>Impact</b>			

ART and DESIGN			
Base 1 YR/1			
Whole School Theme	Here we are	Water	Powerful People
What does this mean to me? Why does this matter?			
Unit of Work	YR – Art and Design Y1 - Sculpture	YR - Art and Design YR – Painting Exploring Water Colours	YR – Art and Design Y1 – Printing Simple printmaking
Curriculum	<p>YR</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Y1</p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p>YR</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Y1</p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<p>YR</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p><b>ELG - <u>Creating with Materials</u></b></p> <p><b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p> <p><b>Share their creations, explaining the process they have used.</b></p> <p>Y1</p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>

<b>Books/Rhyme Links</b>	The Jolly Postman, Little Red Hen, Tiny Little Seed, Farmer Duck, The Farmer's in his Den, Five Little Peas, Oliver's Vegetables	Tad , Over and under the pond, Shadow Rhyme (poem), Blast Off (poem)	Handa's Surprise, Rumble in the Jungle, Monkey Puzzle
<b>Prior Learning</b>	New Learning for EYFS (Previously Little Wrens) In YR, the Y1 children have experienced making a wide range of models with a variety of materials and ways of joining.	New Learning for EYFS (Previously Little Wrens) Y1 in YR have used watercolours in a teacher-led, controlled way: sunflower paintings, portrait of the queen.	New Learning for EYFS (Previously Little Wrens) Y1 as YR have explored printing with objects eg fruit.
<b>Why this, why now?</b>	<p>YR</p> <p>At Wrenbury, we enjoy exploring the natural environment and using resources that are right on our doorstep. By exploring sculptor Richard Long, children will be encouraged to search our local environment to create their own sculptures using what they find.</p> <p>Y1</p> <p>The children are focussing on school and the local environment to understand their own personal experience of 'Here we are'. In Science Y1 are learning about Everyday Materials. In geography, the children are undertaking simple fieldwork and observational skills of the school and their grounds and human /physical features of its surrounding environment. The children have access to play structures within the school grounds: climbing frames, traversing walls, stages and shelters. Just beyond the school grounds, they have play in the play area on swings and slides. The children can use their lived experience and their exploration of materials to construct free standing play structures. In D&amp;T, the children are creating free standing structures (POAP) with a focus on playground/ park equipment.</p>	<p>YR</p> <p>Children will be given opportunities to express their thoughts and feelings using different materials and tools of their choice, using artist such as Matisse.</p> <p>Y1</p> <p>The text to lead the learning is Tad – a story set by the pond. In science, the children are learning that most things are adapted to the habitats that they live in and will 'visit' the pond as a habitat and take part in pond dipping. From an art perspective, it is relevant and appropriate that the children explore watercolour as a medium for their artwork. The exploratory work will lead into a final piece of artwork focussed on pond wildlife.</p>	<p>YR</p> <p>This term the children will be looking at the jungle in detail and comparing it with how it differs from their local environment. Children will be given the opportunity to study paintings by Henri Rousseau, an artist who never visited the jungle before he completed his paintings. After exploring his paintings, children will have the opportunities to select their favourite jungle plants and animals to create their own jungle painting.</p> <p>Y1</p> <p>The theme for the term is Powerful People. Children are learning about Queen Elizabeth I linked to local history – Fire of London / Nantwich.</p> <p>The children have just celebrated the Queen's Platinum Jubilee. EIRR - royal cypher. Build on previous printing experience and techniques to create incisive and additive prints of their own monograms (initials)</p>
<b>Core Learning</b>	<p>YR</p> <p><b>Enquiry Question: What did Richard Long use to make his sculptures?</b></p> <p>To talk about an artist's work and explore some of the resources they used to make art.</p> <p>To design a sculpture using Richard Long's art as inspiration.</p>	<p>YR</p> <p><b>Enquiry Question: What could you use to express your thoughts and feelings?</b></p> <p>To rip, tear, cut and scrunch paper to create a collage - selecting colours, using them to add detail.</p> <p>To talk about the colours used when collaging and name a selection of commonly seen colours.</p>	<p>YR</p> <p><b>Enquiry Question: What techniques did Henri Rousseau use to create his jungle paintings?</b></p> <p>To explore and discuss the work of Henri Rousseau.</p>

	<p>To talk about and use my design to create a sculpture using my chosen natural materials.</p> <p>To demonstrate an appropriate technique to colour mix paint to create and match colours I need.</p> <p>To use an appropriate technique to colour mix paint to create lighter and darker colours independently.</p> <p>To create an image of a nocturnal animal using the mixed paintings and different scissors for effect.</p> <p>To appraise Calder's art and talk about what I like and don't like.</p> <p>To use different scissors and textured paper to create a Calder-inspired mobile sculpture as part of a group.</p> <p>Y1</p> <p><b>Concept: Sculpture</b></p> <p>That art in 3 dimensions is often called 'sculpture'.</p> <p><b>Sculpture What is it?</b> <a href="https://www.accessart.org.uk/talking-points-introduction-to-sculpture/">https://www.accessart.org.uk/talking-points-introduction-to-sculpture/</a></p> <p>I can understand that ideas can be generated through playful exploration.</p> <p>I can understand that the properties of materials can be developed through manipulation.</p> <p>I can understand that making sculpture is a partnership between materials, ideas, hands and tools.</p> <p>I can understand that designing can be done by making rather than drawing.</p> <p>I can see that intentions can be reflected upon when ideas are made physical.</p> <p><b>Linked to D&amp;T POAP</b></p>	<p>To hold pencils and paint brushes in a comfortable pincer grip.</p> <p>Y1</p> <p><b>Concept: Watercolour</b></p> <p>I can see that watercolour paint has special characteristics.</p> <p><a href="https://www.accessart.org.uk/exploration-of-watercolour-in-the-studio/">https://www.accessart.org.uk/exploration-of-watercolour-in-the-studio/</a></p> <p>I can understand that the elements of surprise and accident can be used to help create art.</p> <p>I can understand that paintings can be developed by reflecting upon what can be seen and adding new lines and shapes to help develop imagery.</p> <p><b>Art appreciation</b></p> <p><b>Talking points: Paul Klee</b></p> <p>Opportunity to really look at and discuss examples of Paul Klee's work</p> <p><a href="https://www.accessart.org.uk/talking-points-paul-klee/">https://www.accessart.org.uk/talking-points-paul-klee/</a></p> <p><i>Drawing fish with pencil, pen and watercolour</i></p> <p><a href="https://www.accessart.org.uk/drawing-fish-with-pen-pencil-and-watercolour/">https://www.accessart.org.uk/drawing-fish-with-pen-pencil-and-watercolour/</a></p> <p>Observational drawing (sprats)</p> <ol style="list-style-type: none"> <li>1. Continuous line drawing</li> <li>2. Backwards forward sketching</li> <li>3. Watercolour fish then add line</li> </ol> <p><b>Enquiry Question</b></p> <p>How can we use the properties of watercolour to make experimental images?</p>	<p>To create Jungle artwork inspired by Henri Rousseau.</p> <p>To explore a variety of techniques to create an individual piece of artwork.</p> <p>Y1</p> <p><b>Concept: Printing</b></p> <p>I can understand that a "plate" can be made from which to "print".</p> <p>I can see that there is a relationship between plate and print: e.g. negative / positive.</p> <p>I can see that additive or incisive methods can be used to create the print</p> <p>I can explore how a print can create "multiples"</p> <p>I can use line, shape, colour and texture to explore pattern, sequence, symmetry and intention.</p> <p><b>Enquiry Question</b></p> <p>Y1: How can we make prints using the things we find around us?</p>
<p><b>Opportunities for deepening learning</b></p> <p><i>Know more and remember more.</i></p>	<p>YR</p> <p>Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.</p> <p>Provide opportunities to work together to develop and realise creative ideas through learning about <b>Richard Long's</b> sculptures using natural resources and <b>Alexander Calder's</b> mobile sculptures.</p>	<p>YR</p> <p>Provide opportunities to work together to develop and realise creative ideas through collage based on <b>Matisse.</b></p> <p>Provide a range of materials and tools and teach children to use them with care and precision, including brushes and pencils.</p> <p>Promote independence, taking care not to introduce too many new things at once.</p>	<p>YR</p> <p><b>Generic Skills:</b> Provide opportunities to work together to develop and realise creative ideas through recreating group work based on <b>Henri Rousseau.</b></p> <p><b>Drawing:</b> Provide a range of materials and tools and teach children to use them with care and precision, including chalk, charcoal and pastels.</p>



	<p>Provide a range of materials and tools and teach children to use them with care and precision, including watercolours, clay tools, different scissors and textured papers.</p> <p>Encourage children to notice features in the natural world.</p> <p>Y1</p> <p>Links to Geography - Simple fieldwork and observational skills of the <b>school and their grounds</b> and human /physical features of its surrounding environment</p> <p>Links to DT - Free standing structure – <b>playground/</b> park equipment</p>	<p>Help them to define colours, shapes, texture and smells in their own words.</p> <p><b>Collage:</b> Arrange and glue materials to different backgrounds.</p> <p>Y1</p> <p>Children will observe ‘sprats’ for their artwork; opportunity for a range of pond wildlife to be bought for children to look at, name, describe, compare.</p>	<p>Visit galleries and museums to generate inspiration and conversation about art and artists. Discuss children’s responses to what they see.</p> <p><b>Painting:</b> Identify primary colours by name.</p> <p><b>3D sculpture:</b> Using dough, manipulate material in basic ways including rolling and kneading.</p> <p><b>Digital Media:</b> Using a basic paint programme, children can create an image by selecting different colours and shapes.</p> <p>Y1</p>
<b>Key Figures/Artists</b>	Richard Long	<p><b>YR - Matisse – Collage</b></p> <p>Y1</p> <p><b>Emma Burleigh - watercolourist</b></p> <p><a href="https://www.accessart.org.uk/let-me-inspire-you-emma-burleigh/">https://www.accessart.org.uk/let-me-inspire-you-emma-burleigh/</a></p> <p>* <a href="https://www.accessart.org.uk/exploring-through-watercolour-part-two/">https://www.accessart.org.uk/exploring-through-watercolour-part-two/</a></p> <p>Extension:</p> <p><a href="https://www.accessart.org.uk/exploring-through-watercolour-part-three/">https://www.accessart.org.uk/exploring-through-watercolour-part-three/</a></p> <p><b>Paul Klee – famous artist</b></p>	<p>YR - Henri Rousseau</p> <p>Y1</p> <p>Andy Warhol</p> <p>Monograms: RF Roger Federer; CC Coco Channel;</p>
<b>Vocabulary</b>	<p>YR</p> <p>Artist, sculpture, natural, materials, shapes, patterns, design, plan, make, evaluate, primary colours, secondary colours, mix, darker, lighter, small, large, amount, cut, scissors, texture, effect, mobile, balance, hang, frame, attach.</p> <p>Y1</p> <p>sculpture, sculptor, three dimensions</p> <p>respond, response</p> <p>design through making, playful making, explore, construction, materials, invent, imagine</p>	<p>YR</p> <p>Collage, scrunch, tear, rip, brushes, thick, thin, fine, scale, artwork, prod, creations, individuality, artists, famous, colour.</p> <p>Y1</p> <p>wash wet on dry wet on wet</p> <p>mark making</p> <p>primary colours, secondary colours, colour mixing</p> <p>fluid,</p> <p>imagination, imagine, happy accident, explore, discover, see, develop</p> <p>scale</p>	<p>YR</p> <p>Henri Rousseau, artist, artwork, jungle, primary/secondary colours, paintings, pure colours, clear outlines, foreground, animals, lush green, plants, background, huge, over-sized, flowers.</p> <p>Y1</p> <p>print, press, pressure, paint</p> <p>primary colours: red, yellow, blue</p> <p>shape, line, arrangement</p> <p>rubbing, texture,</p> <p>wax crayon, pencil crayon, cut, collage, stick, arrange</p>

	tools, construct, structure, balance		explore, try, test, reflect artwork, artist: printmaker relief print, plasticine, plate, impression, colour mixing, secondary colours: green, orange, purple pattern, sequence, picture, image
<b>Quick Quiz</b>	YR Who is Richard Long? What colour could you add to make your colour lighter? What colour could you add to make your colour darker? Y1 What is a sculpture? What does a sculptor do? How is a sculptor different to an architect?	YR What artist have we explored? What different ways could you use paper to create a collage? Y1 What is a 'wash'? What does 'wet on wet' mean? What does 'wet on dry' mean? What can be used to stop or resist the watercolour covering the white paper?	YR What did Henri Rousseau paint? What colours did he use? What colour could we use to make the green lighter? What colour could we use to make the green darker? Y1 What are the primary colours? How do you make green? Orange? Purple? How can you make a print?  What is a monogram?
<b>Discussion question/point:</b>	What was your favourite Richard Long sculpture?	Who was your favourite artist?	Which Henri Rousseau painting is your favourite and why?
	At end of each project: children to share their work with their peers; Peers to give feedback / crit – likes etc. Identify similarities and differences in each other's work.		
<b>Impact</b>			

Art and Design			
Base 2 – Year 1/2			
Whole School Theme	Here We Are	Water	Powerful People
What does this mean to me? Why does this matter?			
Unit of Work	Sculpture	Painting Exploring watercolour	Printing Simple Printmaking Y1 Making Monograms Y2
National Curriculum	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>
Prior Learning	In YR, the Y1 and Y2 children have experienced making a wide range of models with a variety of materials and ways of joining. Y2 in Y1 made their own 'castles' out of a different recyclable material.	Y1 in YR have used watercolours in a teacher-led, controlled way: sunflower paintings, portrait of the queen. Y2 in Y1 have used watercolour to paint a map of the UK.	Y1 as YR have explored printing with objects eg fruit. Y2 as Y1 created landscape scene prints using the incisive methods with a repeating patten and one colour (Farming theme)

<p><b>Why this, why now?</b></p>	<p>The children are focussing on school and the local environment to understand their own personal experience of 'Here we are'. In Science Y1 are learning about Everyday Materials; in Y2 they are learning about the properties of everyday materials. In geography, the children are undertaking simple fieldwork and observational skills of the school and their grounds and human /physical features of its surrounding environment. The children have access to play structures within the school grounds: climbing frames, traversing walls, stages and shelters. Just beyond the school grounds, they have play in the play area on swings and slides. The children can use their lived experience and their exploration of materials to construct free standing play structures. In D&amp;T, the children are creating free standing structures (POAP) with a focus on playground/ park equipment.</p>	<p>The text to lead the learning is Storm Whale – a story set by the sea. In science, the children are learning that most things are adapted to the habitats that they live in and will 'visit' the sea as a habitat. as well as visit Blue Planet. From an art perspective, it is relevant and appropriate that the children explore watercolour as a medium for their artwork. The exploratory work will lead into a final piece of artwork focussed on fish.</p>	<p>The theme for the term is Powerful People. Children are learning about Queen Elizabeth I linked to local history – Fire of London / Nantwich. The children have just celebrated the Queen's Platinum Jubilee. EIRR - royal cypher. Build on previous printing experience and techniques to create incisive and additive prints of their own monograms (initials)</p>
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<p><b>Core Learning</b></p>	<p><b>Concept: Sculpture</b></p> <p>That art in 3 dimensions is often called ‘sculpture’.</p> <p><b>Sculpture What is it?</b></p> <p><a href="https://www.accessart.org.uk/talking-points-introduction-to-sculpture/">https://www.accessart.org.uk/talking-points-introduction-to-sculpture/</a></p> <p>I can understand that ideas can be generated through playful exploration.</p> <p>I can understand that the properties of materials can be developed through manipulation.</p> <p>I can understand that making sculpture is a partnership between materials, ideas, hands and tools.</p> <p>I can understand that designing can be done by making rather than drawing.</p> <p>I can see that intentions can be reflected upon when ideas are made physical.</p> <p><b>Linked to D&amp;T POAP</b></p>	<p><b>Concept: Watercolour</b></p> <p>I can see that watercolour paint has special characteristics.</p> <p><a href="https://www.accessart.org.uk/exploration-of-watercolour-in-the-studio/">https://www.accessart.org.uk/exploration-of-watercolour-in-the-studio/</a></p> <p>I can understand that the elements of surprise and accident can be used to help create art.</p> <p>I can understand that paintings can be developed by reflecting upon what can be seen and adding new lines and shapes to help develop imagery.</p> <p><b>Art appreciation</b></p> <p><b>Talking points: Paul Klee</b></p> <p>Opportunity to really look at and discuss examples of Paul Klee’s work</p> <p><a href="https://www.accessart.org.uk/talking-points-paul-klee/">https://www.accessart.org.uk/talking-points-paul-klee/</a></p> <p><i>Drawing fish with pencil, pen and watercolour</i></p> <p><a href="https://www.accessart.org.uk/drawing-fish-with-pen-pencil-and-watercolour/">https://www.accessart.org.uk/drawing-fish-with-pen-pencil-and-watercolour/</a></p> <p>Observational drawing (sprats)</p> <ol style="list-style-type: none"> <li>1. Continuous line drawing</li> <li>2. Backwards forward sketching</li> <li>3. Watercolour fish then add line</li> </ol> <p><b>Enquiry Question</b></p> <p>How can we use the properties of watercolour to make experimental images?</p>	<p><b>Concept: Printing</b></p> <p>I can understand that a “plate” can be made from which to “print”.</p> <p>I can see that there is a relationship between plate and print: e.g. negative / positive.</p> <p>I can see that additive or incisive methods can be used to create the print</p> <p>I can explore how a print can create “multiples”</p> <p>I can use line, shape, colour and texture to explore pattern, sequence, symmetry and intention.</p> <p><b>Enquiry Question</b></p> <p>Y1: How can we make prints using the things we find around us?</p>
<p><b>Opportunities for deepening learning</b></p> <p><i>Know more and remember more.</i></p>	<p>Links to Geography - Simple fieldwork and observational skills of the <b>school and their grounds</b> and human /physical features of its surrounding environment</p> <p>Links to DT - Free standing structure – <b>playground/</b> park equipment</p>	<p>Children will observe ‘sprats’ for their artwork; opportunity for a range of sea water fish to be bought for children to look at, name, describe, compare – discuss saltwater and freshwater fish.</p>	
<p><b>Key Figure / Artist</b></p>		<p><b>Emma Burleigh - watercolourist</b></p>	<p>Andy Warhol</p>

		<a href="https://www.accessart.org.uk/let-me-inspire-you-emma-burleigh/">https://www.accessart.org.uk/let-me-inspire-you-emma-burleigh/</a> * <a href="https://www.accessart.org.uk/exploring-through-watercolour-part-two/">https://www.accessart.org.uk/exploring-through-watercolour-part-two/</a> Extension: <a href="https://www.accessart.org.uk/exploring-through-watercolour-part-three/">https://www.accessart.org.uk/exploring-through-watercolour-part-three/</a>  <b>Paul Klee – famous artist</b>	Monograms: RF Roger Federer; CC Coco Channel;
<b>Vocabulary</b>	sculpture, sculptor, three dimensions respond, response design through making, playful making, explore, construction, materials, invent, imagine tools, construct, structure, balance	wash wet on dry wet on wet mark making primary colours, secondary colours, colour mixing fluid, imagination, imagine, happy accident, explore, discover, see, develop scale	print, press, pressure, paint primary colours: red, yellow, blue shape, line, arrangement rubbing, texture, wax crayon, pencil crayon, cut, collage, stick, arrange explore, try, test, reflect artwork, artist: printmaker relief print, plasticine, plate, impression, colour mixing, secondary colours: green, orange, purple pattern, sequence, picture, image
<b>Quick Quiz</b>	What is a sculpture? What does a sculptor do? How is a sculptor different to an architect?	What is a ‘wash’? What does ‘wet on wet’ mean? What does ‘wet on dry’ mean? What can be used to stop or resist the watercolour covering the white paper?	What are the primary colours? How do you make green? Orange? Purple? How can you make a print?  What is a monogram?
	At end of each project: children to share their work with their peers; Peers to give feedback / crit – likes etc. Identify similarities and differences in each other’s work.		
<b>Impact</b>			

Art and Design			
Base 3 – Y3/4			
Whole School Theme	Here we are	Water	Powerful People
What does this mean to me? Why does this matter?			
Unit of Work	Drawing Gestural drawing with charcoal	3D / Sculpture Drawing and making from story telling	Making Patterns
National Curriculum	<ul style="list-style-type: none"> <li>to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing</li> <li>to know about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing</li> <li>to know about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing</li> <li>to know about great artists, architects and designers in history</li> </ul>
Prior Learning	Both Y3 in Y2 and Y4 in Y3 have used oil pastel as a medium for mark making and drawing. Y3 in Y2 have made marks in polystyrene to create drawings for printing. Drawing with sticks initially and then with charcoal provide new techniques and medium with which to build on their exploratory mark making. Y4 as Y3 explored different rocks – including limestone; Modroc on stick frames will be used to create the ‘chalk wall’ canvasses on which the children will do their own cave art/drawings.	As EYFS – exploration through junk modelling and plasticine; Y4 as Y3 – making Greek pots using paper mâché; Y3 as Y2 making castles from recyclable materials. All, in autumn term, using Modroc to create a ‘wall’/surface to work on.	In EYFS / KS1, children have explored pattern and sequencing in maths – using a wide range of resources – drawing tools, objects, pegs/ pegboards.

<b>Why this, why now?</b>	The children are learning about Stone Age in history; we know about the stone age through the cave paintings at Lascaux (and other sites of special interest). Charcoal was one medium used by cave painters in their work. It links to the story ‘Stig of the Dump’ where Stig starts to ‘attach the wall with a stick’ and creates images on a limestone/chalk wall. Children will create a ‘chalk wall canvas’ on which to	The children are reading The Wind in the Willows as a class story – there are 4 main animals - ‘characters’ - in the story – Toad, Ratty, Badger and Mole. In science, the children are learning about animals and classification and the skeleton of a human and that of animals including the four animals as main characters in the story.	In history, the children are learning about the Romans. The Romans used mosaics as decorative floor coverings; a <i>mosaic is a pattern or image made of small regular or irregular pieces of coloured stone, glass or ceramic, held in place by plaster/mortar, and covering a surface.</i>
<b>Core Learning</b>	<p><b>Concept: Gestural Drawing (with charcoal)</b></p> <ul style="list-style-type: none"> <li>• I can see how artists use sticks as a drawing tool.</li> <li>• I can see how artists use charcoal /chalk in their work.</li> <li>• I can talk about the marks produced, and how I feel about their work.</li> <li>• I can experiment with the types of marks I can make with sticks and charcoal.</li> <li>• I can share my work with my class peers and talk about what I feel is successful and what I might like to try again. I can voice what I like about the work of my peers and how it makes me feel.</li> </ul> <p><b>Enquiry Question:</b></p> <p>How can we use gestural drawing with charcoal to make drawings full of energy and drama?</p>	<p><b>Concept: 3D / Sculpture</b></p> <ul style="list-style-type: none"> <li>• I can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response.</li> <li>• I can make the work my own, re-interpreting and re-inventing, through making work in another medium</li> <li>• I can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour.</li> </ul> <p><b>Enquiry Question:</b></p> <p>How can we create 3 dimensional characters inspired by characters in film and fiction?</p>	<p><b>Concept: Pattern</b></p> <ul style="list-style-type: none"> <li>• I can see that the act of making drawings can be mindful.</li> <li>• I can use line, shape and colour to create patterns.</li> <li>• I can use folding, cutting and collage to help me create pattern.</li> <li>• I can create repeated patterns to apply to a range of products or outcomes.</li> </ul> <p><b>Enquiry Question:</b></p> <p>How can we work with pattern in a mindful way to create artwork which can be applied to many outcomes?</p>
<b>Opportunities for deepening learning</b> <i>Know more and remember more.</i>	Using Modroc to create the canvas for the artwork will support a deeper understanding of chalk (limestone - rock) and its properties and uses, building on science work undertaken by Y4 in Y3 ‘rocks and soils’ and for Y3 as Y2 ‘Everyday materials and their properties’.	Science - understanding how the body of a creature – including humans – is supported by a skeleton; shapes of animals/creatures are dependent on the shape of their skeleton.	History - Learning about mosaic art of the Romans; what it tells us about the life, fashion, beliefs of the Roman people; tells us about the resources/materials they had available. In maths- regular and irregular patterns; tessellation; In science, the children are learning about solids, liquids and gases: mosaics rely on the use of solid materials to form the patterns.



<b>Key Figure / Artist</b>	Cave painters Matisse / Hockney / Twombly – <i>drawing with sticks</i>	Will Kurtz Beth Cavener	Roman mosaics <a href="https://www.youtube.com/watch?v=X22M2j-JS-g">https://www.youtube.com/watch?v=X22M2j-JS-g</a>
<b>Vocabulary</b>	charcoal – willow, compressed, gestural, loose, expressive, wrist, elbow, shoulder, body. mark making, sweeping, fast, slow, gentle, energetic. hands, handprints, tools, positive & negative shapes, silhouette,	sketchbooks, explore, experiment, test, try out Respond, response line, shape, wash, layer, pen, watercolour, exaggerate, gesture sculpture, armature, structure, cover, modroc, clay, construct, model, character, personality present, share, reflect, respond, feedback, photograph, lighting, composition, focus, intention,	pattern, sensory, playful, mindful, exploratory, point, line, rhythm, shapes, circles, ovals, curves purpose, decorative, pleasing, aesthetic, generate, explore, experiment, tessellated, design, colour, negative, positive shapes, surface pattern, repeating, composition, juxtaposition, collage, arrange present, share, reflect, respond, articulate, feedback, crit, similarities, differences,
<b>Discussion</b>	At end of each project: children to share their work with their peers; Peers to give feedback / crit – likes etc. Identify similarities and differences in each other's work.		
<b>Quick Quiz</b>	What is charcoal? What is the name of the famous 'grotte' / cave in France where lots of cave paintings were discovered? What techniques were used by 'cave artists' to create the images on the rock surface?	What does Will Kurtz make his sculptures out of? How does he decorate the surface of his sculptures? How are Beth Cavener's sculptures different to those created by Will Kurtz? How are they similar?	What is a mosaic? How is a mosaic made? What images did Romans represent in their mosaics?
<b>Impact</b>			

Art and Design			
Base 4 – Y4/5			
Whole School Theme	Here we are	Water	Powerful People
What does this mean to me? Why does this matter?			
Unit of Work	Drawing Mark Making to Create a Drawing	Printing Making a Monotype	Typography
National Curriculum	<ul style="list-style-type: none"> <li>to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing</li> <li>to know about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing</li> <li>to know about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing</li> <li>to know about great artists, architects and designers in history</li> </ul>
Prior Learning	Y4 in Y3, replicated images (Ancient Egyptian farming scenes using ink/brush as a drawing tool; Y5 in Y4 drew fish using pencil lines and crayon; used marks to create images based on the Benin Plaques.	Y4 as Y1 and Y5 as Y2 created a series of multimedia pictures using drawing and painting techniques; as Y4 and Y5 in autumn term investigated mark making to create a picture.	In Y5 in Y3 studies Kensuke's Kingdom and reproduced a map of David's journey – linked with their maths. All children in Y5 in Autumn, have explored drawing through mark making. In Spring term, they have worked with monotypes – creating layered multimedia images; this unit builds on developing their drawing and creativity and allows them to use and apply these skills.
Why this, why now?	In Geography, the children are undertaking a village study with a particular focus on the railway. This will include work on mapping and railway networks. In History, the children are focussing on a turning point in UK history: the	In geography, the children are learning about key topographical features (including hills, mountains, coasts and rivers). These can be included in their own monotypes.	In geography the children have learned about topographical features, these form the basis of identifying similarities and differences between places. Using maps as outcome for this artwork allows the children to deepen their

	beginning of the railways and its significance to Wrenbury. Wrenbury Station is a Victorian station (1858) on the Crewe-Shrewsbury line. In 2023, Crewe is hoping to become the Great British Railway headquarter. In English the children are using texts with reference to the age of steam railways – an era when the station was built: The Railway Children- ES Nesbit; From a Railway Carriage – RL Stevenson		understanding of maps and the geographical knowledge that supports their understanding.
<b>Core Learning</b>	<p><b>Concept: Mark making</b></p> <p>I can understand that mark making is the broad term used to include all marks that are made visible as a manifestation of applied or gestural energy. Mark making is the gestural language of drawing.</p> <p>I can understand that marks are the component parts within drawing.</p> <p>I can appreciate that there are an infinite number of marks possible.</p> <p><b>Evaluation/critical review</b></p> <p>I can understand that everyone has a personal / subjective response to what they and others create.</p> <p><b>Enquiry Question:</b></p> <p>How does a picture created solely through mark making express the feelings of the artist towards the subject of the picture?</p>	<p><b>Concept: Monotypes</b></p> <p>I can understand that monotype is a process where we make images by transferring ink from one surface to another to make a single print.</p> <p>I can understand that Images with texture and a sense of history/process can be made from the ‘distance’ created between mark making and the outcome.</p> <p>I can understand that monotype can be combined with other disciplines such as painting and collage.</p> <p>I can appreciate that art can be made by expressing one’s own personal response to literature.</p> <p><b>Enquiry Question:</b></p> <p>How can we use mono type to make a creative response to poetry or prose?</p>	<p><b>Concept: Typography</b></p> <p>I can understand that ‘Typography’ is when designers work with fonts and layout.</p> <p>I can appreciate that the way words look can be used to help communicate ideas and emotions.</p> <p>I can explore how typography can be created and combined with other visual elements to make artwork about chosen themes.</p> <p><b>Enquiry Question:</b></p> <p>How can we use drawing and graphics skills to create typography? How can we use typography skills to create pictorial maps?</p>
<p><b>Opportunities for deepening learning</b></p> <p><i>Know more and remember more.</i></p>	Use photographs (websites) of Wrenbury Station and those of peers– compare the photographer’s ‘views’ to their own – to deepen understanding that we all have a subjective response to what we see and therefore in the art works we produce. Focussing on the railway station as a stimulus for artwork deepen the children’s understanding of the importance of the railways in the past (Crewe Junction), local	Creating monotypes that include topographical features and the associated vocabulary will allow the children to deepen their knowledge and understanding within their geography.	Making a map using typography will deepen the children’s understanding of a range of different maps including OS maps and deepen their understanding of geographical similarities and differences and geographical vocabulary as they create their own maps.

	history and the 'new era' of the Great British Railways.		
<b>Key Figure / Artist</b>	Post impressionists: Van Gogh, Cezanne (and other artists) demonstrating drawings made by mark making. Additionally: David Hockney – joiner pictures / photocollages	Edgar Degas – monotypes Kevork Mourad Syrian artist demonstrating monotype <a href="https://www.youtube.com/watch?v=VGaTUsZTOus">https://www.youtube.com/watch?v=VGaTUsZTOus</a>	Louise Fili, Grayson Perry, Paula Scher, Chris Kenny
<b>Vocabulary</b>	viewfinder, mark, dot, line, dash, hatch, crosshatch-hatch, vertical, diagonal, slanted, horizontal, alternating, extended, broken, shape, pattern, (own words to describe marks made; self-expression); joiner, photocollage	monotype, artists book, installation poetry, evoke, response, translate, mood, sense, layer, combine, multimedia present, share, reflect, respond, articulate,	typography, lettering, graphics, design, communicate, emotions, purpose, intention, playful, exploratory, visual impact, pictorial maps, identity, symbols, present, share, reflect, respond, articulate,
<b>Quick Quiz</b>	Name at least 2 artists who have used solely mark making to create pictures. Name at least 4 different ways to create a mark. What are David Hockney's photocollage art works called?	What is a monotype? How do you make a monotype? Name an artist who has used monotype as an art form.	What is typography? Explain what a graphic is. Which artist's work did you prefer and why?
<b>Discussion</b>	At end of each project: children to share their work with their peers; Peers to give feedback / crit – likes etc. Identify similarities and differences in each other's work.		
<b>Impact</b>			

Art and Design			
Base 5 – Y6			
Whole School Theme	Here we are	Water	Powerful People
What does this mean to me? Why does this matter?			
Unit of Work	Brave Colour Installations / sculpture	Cloth, Thread and Paint Painting, drawing, sewing, sketchbooks	Exploring identity Collage, drawing, sketching
<b>National Curriculum</b>	<ul style="list-style-type: none"> <li>to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to know about great artists, architects and designers in history to improve their mastery of art and design techniques, including drawing</li> <li>to know about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to know about great artists, architects and designers in history to improve their mastery of art and design techniques, including drawing</li> <li>to know about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to know about great artists, architects and designers in history to improve their mastery of art and design techniques, including drawing</li> <li>to know about great artists, architects and designers in history</li> </ul>
<b>Prior Learning</b>	Y4 – Monochrome self-portraits – exploring impact of light and dark using charcoal. Y5 – Benin masks – manipulated cards and paper to create 3D forms Y5 – 3D sculpture: used shoe boxes to create 3D ‘wardrobes’ and the scene beyond inspired by The Lion, the Witch and the Wardrobe and used card to create a layered scene	Y4 – creating ‘jungle’ scenes based on work of Henri Rousseau using colour mixing and painting techniques Y5 - creating a scene using a layered technique (cardboard/paint) - wardrobe	Y4 – Frieda Kahlo; Self-portraits –monochrome using charcoal and using photographic/magazine images
<b>Why this, why now?</b>	This builds on the children’s imaginative use of a paper-based resource; allows them to develop and explore this further using a wider range of colours and paper/plastic materials – Mini Light Boxes. Placing this learning here also makes connections	The children will build on their experience of mixing and using paint to create a ‘jungle’ scene. They have an understanding that art can be made using different materials – clay, paint, drawing etc. They have looked at how different marks can be used to create a picture – drawings of the Benin plaques in	In preparation for high school, this unit allows the children to re-explore their own identity: who are they? It allows them to explore what their passions, hopes and fears might be. What makes them unique? It allows them to explore what kinds of topics or themes they care about

	with their learning in science which will then secure and deepen understanding.	pen. This unit of work will help them explore how different medium can be combined – textile/ sewing and paint to create a piece of artwork. The children will make marks using thread instead of a drawing tool.	and to be able to articulate through art their fears, hopes, dreams. It also allows the children to reflect on how they have developed as a person and to have a strong sense of self.
<b>Core Learning</b>	<p><b>Concept: Colour and light</b></p> <ul style="list-style-type: none"> <li>• I can react emotionally to colour.</li> <li>• I can create immersive environments using colour, light, form and sometimes sound to create a transformative experience for others.</li> <li>• I can use colour in a brave and inventive way; new colour combinations can be explored as well as the relationship between colour and form.</li> <li>• I can test ideas; I can use my imagination; I can share my vision with others by creating 2 and 3 dimensional models.</li> </ul>	<p><b>Concept: Experimentation</b></p> <ul style="list-style-type: none"> <li>• I can combine art and craft using painting and sewing together to make art.</li> <li>• I can understand that when two media are used together such as paint and thread, their unique qualities can be used in different ways to build an image.</li> <li>• I can use skills learned in one medium such as mark making in drawing and use in another such as sewing.</li> <li>• I can understand that materials do not have to be used in traditional ways – materials and techniques can be reinvented to make art.</li> </ul>	<p><b>Concept: Self-expression</b></p> <ul style="list-style-type: none"> <li>• I can understand that artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to.</li> <li>• I can understand that people are the sum of lots of different experiences, and that identity can be explored through art.</li> <li>• I can understand that techniques such as working with layers can be used to help create imagery which reflects the complex nature of a person's identity.</li> <li>• I can understand that as viewers, imagery made by other people can be ‘read’, unpicking imagery, line, shape, colour which helps the viewer to understand the experience of the artist.</li> </ul>
<b>Opportunities for deepening learning</b>  <i>Know more and remember more.</i>	DT – The children are learning about electrical systems. Y6 Science – Electricity – electrical circuits History / Geography - Cragside is a 19th century mock Tudor mansion set in rock gardens atop a rugged hill. It was built by Norman Shaw for a wealthy industrialist in 1880 and is famous as the first house in the world to have lights powered by hydroelectricity – looking at alternative way for electricity to be created. Link to solar/wind energy – up to date sources of electricity.	In history, geography and science the children will be building on their understanding of water; from their rivers focus in Y5 to how an ancient civilisation like the Indus Valley was built alongside the river Indus in Y6. They will have looked at how electricity can be made in a variety of ways through their science – electrical circuits Y6; but also looked at hydroelectricity – rivers, dams and alternative ways to create electricity: wave power; solar power. This art unit allows the children to explore a mixed media representation of water; its power, colour and its movement	Visit to the Walker Art Gallery - Liverpool
<b>Key Artists</b>	Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West	Alice Kettle, Hannah Rae	Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett

			Range of well-known artist's self-portraits: Rembrandt; Van Gogh etc <a href="https://www.artsy.net/article/artsy-editorial-10-masters-self-portrait-frida-kahlo-cindy-sherman">https://www.artsy.net/article/artsy-editorial-10-masters-self-portrait-frida-kahlo-cindy-sherman</a>
<b>Vocabulary</b>	visual notes colour installation art, immersive, participate, context, environment, viewer, light, colour, form, structure, sound, senses, sculptural installation	mixed media, cloth, fabric, calico, acrylic paint, thread, stitches, needle, test, experiment, try out, reflect, background, foreground, detail, gesture, impasto, dilute, colour mixing, loose, tight, tension, knot, length, repeated, pattern, rhythm, dot, dash	identity, layer, constructed, portraiture layering digital art, physical
<b>Quick Quiz</b>	What is an installation? Name some artists who are well-known for their installations Choose 1 or 2 installation art works - ask children to identify the artist - their response to it	What is embroidery? What are the names of some of the stitches used? Describe some of the characteristics of Alice Kettle's textiles. Describe some of the characteristics of Hannah Rae's textiles.	Name some artists who are well-known for their self-portraits. Choose 1 or 2 self portraits - ask children to identify the artist - medium used - their response to it Revisit artworks from previous terms
<b>Discussion question/point:</b>	At end of each project: children to present, share, reflect on and review their work with their peers; Peers to articulate their feedback / crit – likes etc. On the process and outcomes. Identify similarities and differences in each other's work.		
<b>Impact</b>			