

**Expressive Arts and Design
(Feeding into ART & DESIGN)**

Little Wrens

Whole School Theme

Around the World

Wild Isles

Peering into the Past

What does this mean to me? Why does this matter?

EYFS Curriculum

N1

Start to develop pretend play, pretending that one object represents another.
Make rhythmical and repetitive sounds.
Move and dance to music.
Express ideas and feelings through making marks, and sometimes give meaning to the marks they make.
Use their imagination as they consider what they can do with different materials.

N2

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
Explore different materials freely, in order to develop their ideas about how to use them and what to make.
Join different materials and explore different textures.
Explore colour and colour-mixing.
Develop their own ideas and then decide which materials to use to express them.
Listen with increased attention to sounds,

N1

Start to develop pretend play, pretending that one object represents another.
Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
Move and dance to music.
Express ideas and feelings through making marks, and sometimes give meaning to the marks they make.
Make simple models which express their ideas.

N2

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.
Use drawings to represent ideas like movement or loud noises.
Respond to what they have heard, expressing their thoughts and feelings.
Remember and sing entire songs.
Sing the pitch of a tune sung by another person ('pitch match').
Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

N1

Start to develop pretend play, pretending that one object represents another.
Explore a range of sound-makers and instruments and play them in different ways.
Move and dance to music.
Express ideas and feelings through making marks, and sometimes give meaning to the marks they make.
Make simple models which express their ideas.

N2

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls house, etc.
Make imaginative and complex 'small world' with blocks and construction kits, such as a city with different building and a park.
Take part in simple pretend play, using an object to represent something else even though they are not similar.
Create their own songs, or improvise a song around on they know.
Play instruments with increasing control to express their feelings and ideas.

EYFS Links	Use N1 and N2 progression documents for links with Communication and Language, PSED, Physical Development, Literacy and Maths for Autumn, Spring and Summer term.					
Books/Rhyme Links	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Dig, dig, digging Colour monster Rosie's Walk Lulu's first day Everybody has feelings	Dear Santa Christopher Pumpkin Billy's firework night Whatever next How to catch a star	Stomp Dinosaur Stomp How to spot a dinosaur Captain Flinn and the pirate's dinosaurs Stompysaurus	Jasper's beanstalk Jack and the beanstalk Oliver's vegetables Ten seeds A seed in need	The very hungry caterpillar Crunching munching caterpillar Rosa explores life cycles	
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. Through exploring emotions, linked to 'The Colour Monster' children will gain a sense of self, as well as understanding of their peers.		Our whole school theme is 'Wild Isles' and EYFS are focusing their learning on dinosaurs. This topic will provide children with a range of opportunities, within both indoor and outdoor provision to explore line drawings and expression.		Throughout the year, there has been a key focus on oracy. This term we want to consolidate children's language skills through small world and role play provision activities. Children will be encouraged to talk in longer sentences applying a wide range of new vocabulary.	
Core Learning	<p>Enquiry Question: What emotions are in your drawing?</p> <p>N1</p> <ul style="list-style-type: none"> To take on a role in the home corner. To make rhythmical and repetitive sounds using found objects. To explore music and movements from different cultures. To explore mark making materials. To explore materials and what they can be used for. <p>N2</p> <ul style="list-style-type: none"> To select materials to express ideas. To join materials using language to describe textures. To show emotions in drawings and paintings. To identify primary colours. 		<p>Enquiry Question: Can you add detail to your drawings?</p> <p>N1</p> <ul style="list-style-type: none"> To take on the role of an occupation. To sing a variety of nursery rhymes, adding actions. To observe and try a range of dance actions to songs. To explore different mediums to express thoughts and ideas. To use tools and joining methods. <p>N2</p> <ul style="list-style-type: none"> To show increasing control when holding a pencil, To use continuous lines to represent ideas. To add detail. To sing at least 5 nursery rhymes, focusing on pitch and melodic shape. 		<p>Enquiry Question: What happens in your story?</p> <p>N1</p> <ul style="list-style-type: none"> To extend their pretend play using new language. To play and perform music with different: - dynamics (loud/quiet) - tempo (fast/slow) - pitch (high/low) - rhythms (pattern of sound). To use gross motor movements to explore music and movements. To explore mark making patterns. To select resources for a purpose when creating a simple model. <p>N2</p> <ul style="list-style-type: none"> To negotiate roles in play and begin to solve simple conflicts. To develop different characters and roles. To create own stories using resources, using simple story language. 	

	To talk about new colours that are made from primary colours. To focus attentions to tun into sound.		To explore a variety of instruments and sound. To improvise using a known nursery rhyme.
Opportunities for deepening learning <i>Know more and remember more.</i>	Use N1 and N2 progression documents for opportunities for deepening learning with Communication and Language, PSED, Physical Development, Literacy and Maths for Autumn, Spring and Summer term.		
Vocabulary	<u>Concept Cat</u> <u>Word Aware</u>	<u>Concept Cat</u> <u>Word Aware</u>	<u>Concept Cat</u> <u>Word Aware</u>
Quick Quiz	How does this picture make you feel? What are the primary colours? What new colours can you make?	What is the rhyme to help us hold our pencils? What nursery rhymes do you know?	What is this instrument called? Did I play the instrument fast or slow?
Discussion question/point:	What is your favourite colour? How can we make that colour?	What is your favourite nursery rhyme?	Which instrument did you like best? Why?

ART & DESIGN

Base 1 – YR/1

Whole School Theme	Around the World	Wild Isles	Peering into the Past
What does this mean to me? Why does this matter?			
Unit of Work	Drawing and Sculpture https://www.accessart.org.uk/shells-observational-and-imaginative-drawing/	Sculpture Playful making	Drawing and collage https://www.accessart.org.uk/flora-and-fauna/

<p>EYFS and National Curriculum</p>	<p style="text-align: center;">YR</p> <ul style="list-style-type: none"> • 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. <p style="text-align: center;">Y1</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • know 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. 	<p style="text-align: center;">YR</p> <ul style="list-style-type: none"> • 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. <p style="text-align: center;">Y1</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • know 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. 	<p style="text-align: center;">YR</p> <ul style="list-style-type: none"> • 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. <p style="text-align: center;">Y1</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • know 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.
<p>Prior Learning</p>	<p>New Learning for EYFS YR (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; they have explored different media including pastels and paint.</p>	<p>New Learning for EYFS YR (previously Little Wrens) In YR, the Y1 children have experienced malleable materials and model making; this unit will allow them to build on using their imaginations as well as their fine motor skills and dexterity in creating a sculpture that needs to balance and fulfil a brief.</p>	<p>New Learning for EYFS YR (Previously Little Wrens) but building on their progress within the EYFS areas of The Natural World and Creating with Materials at N2 In YR, the Y1 children have experienced making a wide range of models with a variety of materials and ways of joining and decorating them; they have explored different media including pastels and paint. They looked at the work of Henry Rousseau and painted and printed leaves.</p>

<p>Why this, why now?</p>	<p>Children are learning about 'flight' and Amelia Earhart as a significant person – story based on AE. Flying machines and their designs have been influenced by birds and flight in the natural world. Leonardo Da Vinci is famous for his ornithopter flying machine design in 1480s.</p>	<p>Children are learning about dinosaurs, fossils and Mary Anning (palaeologist) as a significant person. Many of the stories / non-fiction texts they will come across this term will have a dinosaur theme.</p>	<p>In Spring term's science, the children learned to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees and identify and describe the basic structure of a variety of common flowering plants, including trees. This term's local history / significant person is John Gerard; he famously wrote and illustrated a book of plants. The children will grow and nurture and observe plants and flowers in the outdoor setting and create their own class 'Herball'.</p>
<p>Core Learning</p>	<p>Concept: Sculpture, Drawing, Collage</p> <ul style="list-style-type: none"> I can look carefully at photos and films of birds, take in the details and overall shapes, and then made drawings of what I have noticed. I can draw from life looking closely. https://www.accessart.org.uk/drawing-source-material-birds/ I can experiment with a variety of drawing materials and test ways to make marks that describe what I see. https://www.accessart.org.uk/drawing-feathers-perfect-for-mark-making/ 	<p>Concept: 3D art</p> <ul style="list-style-type: none"> I can look carefully at images of dinosaurs, take in the details and overall shapes, and then made drawings of what I have noticed. I can draw from life looking closely and explain what I see. I can use my hands to make small sculptures out of lots of different materials. I can bend, twist, fold, cut and fasten. I can use my hands to make sculptures without designing first. I can just see what happens if... <ul style="list-style-type: none"> I can manipulate a moulding material to make my own dinosaur including joining part eg legs I can discover that sometimes working with materials is hard work – things break or my fingers hurt – but that is all ok! http://www.artforsmallhands.com/2010/12/clay-dinosaurs.html Using air dry clay or salt dough instead. <ul style="list-style-type: none"> I can paint my finished dinosaur and make it unique. 	<p>Concept: Collage</p> <ul style="list-style-type: none"> I have enjoyed looking at art made by other artists inspired by flora and fauna. https://www.accessart.org.uk/talking-points-artist-inspired-by-flora-and-fauna/ I can look closely at plants and make drawings using pen to describe what I see. I can experiment using graphite and oil pastel and make my own flowers https://www.accessart.org.uk/shells-observational-and-imaginative-drawing/ adapt to flowers Y1 <ul style="list-style-type: none"> I can cut out shapes in different colours, and use these shapes to make flower. I can think about its parts and what I would like them to look like. https://www.accessart.org.uk/the-minibeast-project/ Bees – YR and for Y1 adapt and create flowers instead

	<ul style="list-style-type: none"> I can use colour in my drawings and mix two or more different media together. I have looked at the work of other artists who have been inspired by birds and I can share my response to their work. I can fold, tear, crumple and collage paper to transform it from 2d to 3d. I can use a variety of materials to make my own sculpture, and I have taken on the challenge of making my sculpture balance and stand. <p> https://www.accessart.org.uk/what-is-sculpture/ https://www.accessart.org.uk/making-sculptural-birds/ </p> <ul style="list-style-type: none"> I have seen how my sculpture can be part of a class artwork. I can see how all our sculptures are individual. I can share my work with my classmates and teachers, and consider what was successful for me. <p>Enquiry Question: How are birds different and similar? What features of different birds would I include if I created my very own bird?</p>	<p style="text-align: center;">YR</p> <hr/> <ul style="list-style-type: none"> I can use a mouldable material and make imprints in it using real objects. <p> https://homegrownfun.com/how-to-make-homemade-fossils-classroom/ </p> <p style="text-align: center;">Y1</p> <ul style="list-style-type: none"> I can add plaster of paris to my mould and create a 3D image of my imprint. <p>Enquiry Question: Is clay/salt dough the easiest material(s) to make an imaginary dinosaur out of?</p>	<ul style="list-style-type: none"> I can work with my classmates to make a shared drawing. I can share my artwork with the class. I can listen to what my classmates like about it and I can share what I like about their work. <p>Enquiry Question: What makes a flower beautiful?</p>
<p>Opportunities for deepening learning ...</p> <p><i>Know more and remember more.</i></p>	<p>Flying machines and their designs have been influenced by birds and flight in the natural world. Leonardo Da Vinci is famous for his ornithopter flying machine design in 1480s. Study of birds is ornithology. Science–location of hot and cold areas of the world eg penguin – Antarctica (Birds and habitats) DT – making a model of a flying machine lane with a focus on wheels and axels.</p>	<p>Palaeontologist – know about Mary Anning and the area known as the Jurassic coast around Lyme Regis (UK). Understand what a fossil is and how important they are for telling us about life n the past.</p>	<p>John Gerard’s <i>Herball</i>, the most famous of all English herbals, was first published in 1597 and reprinted in 1633 and 1636. John Gerard was born in Nantwich and an original copy of his book is in Nantwich Museum. This focus on plants and flowers will consolidate their learning in Science – Spring term.</p>
<p>Opportunities for oracy and reading...</p>	<p> https://www.accessart.org.uk/talking-points-inspired-by-birds/ Images of art works with discussion questions </p>	<p>Oracy: Talking while making – explaining what they are doing, creating and how. Reflecting on each other’s work – crit feedback</p>	<p> https://www.accessart.org.uk/talking-points-artist-inspired-by-flora-and-fauna/ Images of art works with discussion questions </p>

	Ernest Haeckel Hoang Tien Quyet John James Audubon Dusciana Bravura	Reading: finding out facts about dinosaurs, Mary Anning, fossils, maps of UK / England	Henri Rousseau Erin Anfinson Hannah Bolger Joseph Redoute
Key Figure / Artist	Ralph Steadman - illustrator– Extinct Book of Birds-Boids	Mary Anning	<i>Eric Carle, Joseph Redoute, Jan Van Kessel</i>
Vocabulary	Y1 artist, sculpture, natural, materials, shapes, patterns, design, plan, make, evaluate, primary colours, secondary colours, mix, darker, lighter, small, large, amount, cut, scissors, texture, effect, balance, attach. sculpture, sculptor, three dimensions respond, response, design through making, explore, construction, materials, invent, imagine tools, construct, structure, balance	Y1 sculpture, sculptor, three dimensions respond, response design through making, playful making, explore, construction, materials, invent, imagine tools, construct, structure, balance reflect, share, discuss	YR minibeast/Insect author, Illustrator Y1 flora, fauna line, shape, colour, tones, hues, tints observe, graphite, handwriting pen, oil pastel, collage, painted paper, cut, tear, arrange, play, composition, elements. present, reflect, share, discuss
Quick Quiz	Name different parts of bird. What materials/resources have you used to create your bird?	Are paintings and drawings of dinosaurs drawn from real life - why? What is a palaeontologist? What is a fossil? How do we know what dinosaurs looked like?	Name different parts of flower (Y1) / bee (YR).
Discussion question/point:	Display the birds as a “flock”. Talk about the different pieces within the ‘display’ – how are they same different? What do you like? Why?	Display the dinosaurs and fossils made. Talk about the different pieces within the ‘display’ – what do you like and why?	Display the flowers as a “garden”. Talk about the different pieces within the ‘display’ – how are they same different? What do you like? Why?

ART & DESIGN

Base 2 – Y1/2

Whole School Theme	Around the World	Wild Isles	Peering into the Past
What does this mean to me? Why does this matter?			
Unit of Work	Sculpture, drawing, collage Making Birds	Architecture, drawing, collage and making Be an Architect	Drawing and collage Flora and fauna
EYFS and National Curriculum	<p align="center">Y1/2</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space know 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. 	<p align="center">Y1 /2</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space know 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. 	<p align="center">Y1 /2</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space know 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.
Prior Learning	<p>In YR, the Y1 children have experienced making a wide range of models with a variety of materials and ways of joining; they have explored different media including pastels and paint.</p> <p>In Y1, the Y2 children explored a range of media including simple printing, exploring watercolours and joining a range of construction materials linked to their DT.</p>	<p>In YR/1 children explored school and local landmarks in and around school as part of their geography / history learning. In art ‘Playful Making’ unit/DT ‘Playground structures’, the children designed and constructed their own playground equipment using in YR construction kits and in Y1 both construction and a variety of paper/card materials and joining materials.</p>	<p>In YR, the Y1 children have experienced working with a variety of materials and decorating them including printing; they have explored different media including pastels and paint.</p> <p>In Y1, Y2 children have observed fish closely and made representations of them using continuous line and watercolour.</p>
Why this, why now?	<p>Children are learning about ‘flight’ and the Wright Brothers as significant people. Flying machines and their designs have been influenced by birds and flight in the natural world. Leonardo Da Vinci is famous for his ornithopter flying machine design in 1480s.</p>	<p>The children are doing a local history study with a focus on St Margaret’s Church in Wrenbury. It is unique opportunity to delve into the architecture of such an old building and the materials used to build it.</p>	<p>This term’s local history is based on the canal (Llangollen Canal in Wrenbury) – which provides a habitat for flora and fauna. In Spring term in Science, the children identified that most living things live in habitats to which they are suited and describe how different habitats provide for the</p>

	<p>https://www.leonardodavinci.net/flyingmachine.jsp Study of birds is ornithology.</p>		<p>basic needs of different kinds of animals and plants, and how they depend on each other. They identified and named a variety of plants and animals in their habitats, including microhabitats.</p>
<p>Core Learning</p>	<p>Concept: Sculpture, Drawing, Collage</p> <ul style="list-style-type: none"> I can look carefully at photos and films of birds, take in the details and overall shapes, and then made drawings of what I have noticed. I can draw from life looking closely. <p>https://www.accessart.org.uk/drawing-source-material-birds/</p> <ul style="list-style-type: none"> I can experiment with a variety of drawing materials and test ways to make marks that describe what I see. <p>https://www.accessart.org.uk/drawing-feathers-perfect-for-mark-making/</p> <ul style="list-style-type: none"> I can use colour in my drawings and mix two or more different media together. <p>https://www.accessart.org.uk/drawing-birds-with-mixed-media-oil-pastels-crayons-and-ink-washes-2/</p> <ul style="list-style-type: none"> I have looked at the work of other artists who have been inspired by birds and I can share my response to their work. <p><i>Here children can create their own 'extinct bird' inspired by Steadman's illustrations and their own imagination</i></p> <ul style="list-style-type: none"> I can fold, tear, crumple and collage paper to transform it from 2d to 3d. I can use a variety of materials to make my own sculpture, and I have taken on the challenge of making my sculpture balance and stand. 	<p>Concept: Architecture, drawing, collage and making</p> <ul style="list-style-type: none"> I know that architecture is the design of buildings. <p>Thinking about architecture</p> <ul style="list-style-type: none"> I have explored the work of some architects. I have seen that they design buildings, and that "architecture" can be large, incredible buildings, or smaller places near where I live. I can share how architecture makes me feel, what I like and what I think is interesting. <p>Exploring architecture</p> <ul style="list-style-type: none"> I can use my sketchbook to help me look at architecture really carefully. I have used drawings and notes. I have explored line and shape. <p>Famous buildings – use link to find images https://slideplayer.com/slide/15528026/ - use parts of this – Hundertwasser</p> <p>Hundertwasser's architecture</p> <ul style="list-style-type: none"> I have seen how architects use their imaginations to try to design buildings which make people's lives better and I can use my own imagination when thinking about architecture I might design. 	<p>Concept: Drawing and Collage</p> <ul style="list-style-type: none"> I have enjoyed looking at art made by other artists inspired by flora and fauna. <p>https://www.accessart.org.uk/talking-points-artist-inspired-by-flora-and-fauna/</p> <ul style="list-style-type: none"> I can look closely at plants and make drawings using pen to describe what I see. I can experiment using graphite and oil pastel and make my own <i>flowers</i> <p>https://www.accessart.org.uk/shells-observational-and-imaginative-drawing/ adapt to flowers Y1/2</p> <ul style="list-style-type: none"> I can cut out shapes in different colours, and use these shapes to make flower I can think about its parts and what I would like them to look like. I can work with my classmates to make a shared drawing. I can share my artwork with the class. I can listen to what my classmates like about it and I can share what I like about their work. <p>Enquiry Question: What makes a flower beautiful?</p>

	<p>https://www.accessart.org.uk/making-sculptural-birds/</p> <ul style="list-style-type: none"> I have seen how my sculpture can be part of a class artwork. I can see how all our sculptures are individual. I can share my work with my classmates and teachers, and consider what was successful for me. <p>Enquiry Question:</p>	<ul style="list-style-type: none"> I can make an architectural model of a building around a theme thinking about form, structure and balance, and the way the model looks. <p>Be an architect Design through making</p> <ul style="list-style-type: none"> I can explore a variety of materials and explore how I can reshape the materials and fasten them together to make my model. I have seen that I don't need to design on paper first; that I can design as I make. I have reflected upon what I have made, share it with others, and been able to share my thoughts about my own piece and the models of my classmates. I can use digital media to document my work, including taking photographs and short videos. <p>Enquiry Question</p> <p>Are buildings designed and made with curved/non-straight walls more interesting than those with straight walls?</p>	
<p>Opportunities for deepening learning ...</p> <p><i>Know more and remember more.</i></p>	<p>Science – location of hot and cold areas of the world eg penguin – Antarctica (Birds and habitats) DT – making a model of a flying machine with a focus on wheels and axels.</p>	<p>Science – dead, living, never lived – using the church building /interiors and the exterior /cemetery to explore these concepts.</p>	<p>Science - This focus on plants and flowers will consolidate their learning in Spring term.</p>
<p>Opportunities for oracy and reading...</p>	<p>Oracy: https://www.accessart.org.uk/talking-points-inspired-by-birds/ Images of art works with discussion questions Ernest Haeckel Hoang Tien Quyet</p>	<p>Oracy: I have reflected upon what I have made, shared it with others, and been able to share my thoughts about my own piece and the models of my classmates.</p>	<p>Oracy: https://www.accessart.org.uk/talking-points-artist-inspired-by-flora-and-fauna/ Images of art works with discussion questions Henri Rousseau Erin Anfinson</p>

	John James Audubon Dusciana Bravura		Hannah Bolger Joseph Redoute
Key Figure / Artist	Ralph Steadman - illustrator– Extinct Book of Birds Boids	Hundertwasser: Hundertwasser - wiki	Eric Carle, Joseph Redoute, Jan Van Kessel
Vocabulary	Y1 /2 sculpture, sculptor, three dimensions respond, response, design through making, explore, construction, materials, invent, imagine tools, construct, structure, balance	Y1/2 architect, architecture, designer, maker, model, scale, response, imagination, experience. three-dimensional, form, structure, wall, floor, window, door, roof, relationship with area, community. response, react, colour, form, shape, line, pattern model making, design through making, balance, experience, construct, construction, tool, element	Y1/2 flora, fauna line, shape, colour, tones, hues, tints observe, graphite, handwriting pen, oil pastel, collage, painted paper, cut, tear, arrange, play, composition, elements. present, reflect, share, discuss
Quick Quiz	Name different parts of a bird. Name the different materials/resources you have used to create your bird.	Tell me three things that Hundertwasser liked to see in the designs for his buildings.	Name different flower parts. Explain / name different techniques used to create the papers for collage
Discussion question/point:	Display the birds as a “flock”. Talk about the different pieces within ‘display’ – how are they same different? Which do you like? Why?	Display the different ‘buildings’ created. Talk about the different pieces within ‘display’ – how are they same different? Which do you like? Why?	Display the different flower pictures. Talk about the different flowers - how are they same different? Which do you like? Why?

ART & DESIGN

Base 3

Whole School Theme	Around the World	Wild Isles	Peering into the Past
What does this mean to me? Why does this matter?			
Unit of Work	Cloth, Paint, Thread Mixed media https://www.accessart.org.uk/cloth-thread-paint/	Drawing Gestural drawing with charcoal https://www.accessart.org.uk/gestural-drawing-with-charcoal/	Painting Using natural materials to make images https://www.accessart.org.uk/using-natural-materials-to-make-images/
National Curriculum	<ul style="list-style-type: none"> 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. to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing to know about great artists, architects and designers in history 	<ul style="list-style-type: none"> 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. to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing to know about great artists, architects and designers in history 	<ul style="list-style-type: none"> 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. to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing to know about great artists, architects and designers in history
Prior Learning	In Y2, the children explored the properties of watercolour painting; wet-on-dry / wet-on-wet. They also drew fish using continuous line and explored colour in printing and the effects adding / overlapping / blending different paints could make to quality of their printed image.	As Y2, children explored drawing with pen (continuous line drawing) and oil pastels and watercolours and will build on this with charcoal and exploring its properties as a tool for mark making.	As Y2, children explored drawing with pen (continuous line drawing) and oil pastels and watercolours. In the spring term, the children explored charcoal – a natural material, and made marks with it before creating images with it.
Why this, why now?	In geography, the children will learn to describe and understand key aspects of physical geography, including rivers. In history, they are focusing on Ancient Egypt; the River Nile has had a significance impact on the history and development of Egypt.	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	Children are undertaking a local history study. This invites them to understand their local area/ local environment. By foraging, collecting and experimenting with natural materials, the children can use them as a drawing/painting resource and to represent a personal response to it.

	<p>In DT, the children will design and build a working shaduf, an idea which they may incorporate in their artwork.</p>	<p>'attach the wall with a stick' and creates images on a limestone/chalk wall. Children will create a 'chalk wall canvas' on which to</p>	<p>Additionally, by experimenting with cyanotypes, they can capture natural forms eg leaves in their local environment that would not be there forever and reflect on how photographs are used to capture an event/person in time and can be used as a source to show us the past (within a photographic time scale)</p>
<p>Core Learning</p>	<p>Concept: Mixed media</p> <ul style="list-style-type: none"> I have explored how artists combine media and use them in unusual ways to make art. I can share my response to their work. <p>https://www.accessart.org.uk/talking-points-alice-kettle/ https://www.accessart.org.uk/talking-points-hannah-rae/</p> <ul style="list-style-type: none"> I can use my sketchbook to make visual notes capturing ideas that interest me. I can use my sketchbook to test ideas and explore colour and mark making. <p>https://www.accessart.org.uk/visual-notes https://www.accessart.org.uk/drawing-source-material-moving-water/</p> <ul style="list-style-type: none"> I can use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions. <p>https://www.accessart.org.uk/making-painted-sewn-landscapes/</p> <ul style="list-style-type: none"> I can use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect my response to the landscape. 	<p>Concept: Drawing</p> <ul style="list-style-type: none"> I can see how artists use sticks as a drawing tool: Matisse / Hockney / Twombly <p>https://www.accessart.org.uk/drawing-with-sticks/</p> <ul style="list-style-type: none"> I can see how artists use charcoal /chalk in their work. <p>https://www.accessart.org.uk/talking-points-cave-art/</p> <ul style="list-style-type: none"> I can talk about the marks produced, and how I feel about their work.I can experiment with the types of marks I can make with sticks and charcoal. <p>https://www.accessart.org.uk/drawing-like-a-caveman/</p> <ul style="list-style-type: none"> 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. <p>Enquiry Question: How can we use gestural drawing with charcoal to make drawings full of energy and drama?</p>	<p>Concept: Painting and/or cyanotypes</p> <ul style="list-style-type: none"> I have explored how artists make art from natural materials around them, such as pigments from plants, the ground, and sunlight. <p>https://www.accessart.org.uk/talking-points-frances-hatch/ https://www.accessart.org.uk/talking-points-anna-atkins/</p> <p><i>Watch half-way through this next video – showcasing Anna Atkins' original copy of book and her cyanotypes</i></p> <p>https://artsandculture.google.com/story/dQVhj3PkQZd1Lw</p> <ul style="list-style-type: none"> I have understood how materials can be transformed through my actions. I can reflect upon artists work, share my response and listen to the response of my classmates. I can use my sketchbook to collect ideas. I can make visual notes about how artists have made images. <p>https://www.accessart.org.uk/visual-notes/</p> <ul style="list-style-type: none"> I can use my sketchbook to try out ideas and experiment. I can make a finished piece, which might be part of a larger class artwork.

	<ul style="list-style-type: none"> I can share my work with others and share my thoughts about the process and outcome. I can listen to their feedback and take it onboard. I can appreciate the work of my classmates enjoying the similarities and differences between our processes and outcomes. I can share my feedback on their work. <p>Enquiry Question:</p> <p>How could we present the River Nile using different art media?</p>		<ul style="list-style-type: none"> I can share my experience and artwork, talk to my classmates about what I like and what I would like to try again. I can use a camera or device to take photographs of my work. <p>Enquiry Question:</p> <p>Looking at Anna Atkins's cyanotypes, do you think they are early 'photographs' or something else?</p>
<p>Opportunities for deepening learning ...</p> <p><i>Know more and remember more.</i></p>	<p>Geography: Egypt and River Nile https://www.youtube.com/watch?v=ERbQ3GsbFxm. Journey down the River Nile</p>	<p>Science: Consolidation from previous rocks and soils learning Using 'Modroc' to create the canvas for their artwork will support a deeper understanding of chalk (limestone - rock) and its properties and uses.</p>	<p>Cyanotypes - Sun paper: first form of photography. https://parallaxphotographic.coop/shop/cyanotype-paper/ Science: Consolidation of plants and habitats</p>
<p>Opportunities for oracy and reading...</p>	<p>Oracy: I can share my work with others and share my thoughts about the process and outcome. I can listen to their feedback and take it onboard. I can share my feedback on their work. Reading: Children can read about the River Nile as part of their learning journey and share facts with the class (oracy)</p>	<p>Reading – research about cave painting as an art form in stone age and discuss as class. End of project: 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.</p>	<p>Oracy: describing the colours they have created using natural pigments after foraging. Reflecting on theirs and others' findings through their exploration of natural materials</p>
<p>Key Figure / Artist</p>	<p>Alice Kettle Hannah Rae</p>	<p>Cave painters</p>	<p>Frances Hatch, Anna Atkins – botanist and first woman to create a book of photographs (1800s)</p>
<p>Vocabulary</p>	<p>mixed media, cloth, fabric, calico, acrylic paint, thread, stitches, needle,</p>	<p>charcoal – willow, compressed, gestural, loose, expressive, wrist, elbow, shoulder, body.</p>	<p>forage, natural materials, pigment, exposure, light, cyanotype, sun paper,</p>

	test, experiment, try out, reflect, background, foreground, detail, gesture, impasto, dilute, colour mixing, loose, tight, tension, knot, length, repeated, pattern, rhythm, dot, dash present, review, reflect, process, outcome	mark making, sweeping, fast, slow, gentle, energetic. hands, handprints, tools, positive & negative shapes, silhouette,	
Quick Quiz	Describe some of the characteristics of Alice Kettle's or Hannah Rae's textiles. Describe some of the techniques used in your work?	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 is a cyanotype?
Discussion question/ point:	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.		

ART & DESIGN

Base 4 – Y4/5

Whole School Theme	Around the World	Wild Isles	Peering into the Past
What does this mean to me? Why does this matter?			
Unit of Work	Printing Stimulus – Benin bronze plaques	Drawing Mark Making to Create a Drawing Stimulus – Wrenbury Railway Station	Sculpture Anglo-Saxon architecture
National Curriculum	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing

	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing to know about great artists, architects and designers in history 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing to know about great artists, architects and designers in history 	<p>awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing to know about great artists, architects and designers in history
Prior Learning	<p>In the summer term as Y3/4, the children studied the Romans and the mosaic art form. Roman mosaic art was significant not only as art, but as evidence of where and how people lived, worked, and thought.</p> <p>Mosaic art consists of patterns and symbolism as do the Benin Bronze plaques. These, too, provide evidence of where and how people lived and thought but in a different medium, continent and period.</p>	<p>In Y3/4, children explored the technique of continuous line drawing and other drawing techniques as part of their Wind in the Willows sketch book work, prior to working with clay, and making marks into and on the clay to add detail. This unit will build on this enabling the children to create a complete piece of art solely through mark making not used as preparation for another art form / final piece.</p>	<p>As Y3/4, the Y4/5 children worked with a variety of materials and media. Through 'gestural drawing' and mark making with charcoal, they explored self-expression; they manipulated clay to create the four characters from Wind in the Willows from illustrations. They created a Modroc sculpture of their chosen character and applied painting techniques to the final pieces. In Spring as Y4/5, they have explored mark making techniques – these can be used to make experimental drawings based upon observation as part of this unit of work with confidence.</p>
Why this, why now?	<p>The children are reading 'Children of the Benin Kingdom' by Dinah Orji to complement their learning about the Kingdom of Benin in their History learning. In Geography, they will describe and understand key aspects of human geography, including the distribution of natural resources including energy, food, minerals and water by looking at the cotton trade in Benin currently. The Benin Bronzes are significant Nigerian artefacts and have controversially ended up in museums around the world because of Britain's actions during the Colonial Empire. They are wonderful sources of evidence and beautiful pieces of art</p>	<p>In Geography, the children are undertaking a village study with a particular focus on the railway. In History, the children are focussing on a turning point in UK history: the beginning of the railways and its significance to Wrenbury. Wrenbury Station is a Victorian station (1858) on the Crewe-Shrewsbury line. In English the children are using texts with reference to the age of steam railways.</p>	<p>Art: Develop their skills in drawing / mark making as well as working in 3D with a wider range of materials with a historical stimulus as their starting point: Anglo-Saxons</p>

	from which the children will discover a lot about the kingdom of Benin.		
Core Learning	<p style="text-align: center;">Concept: Printing</p> <p style="text-align: center;">Stimulus – Benin bronze plaques</p> <p style="text-align: center;">https://smarthistory.org/benin-mfa/</p> <p style="text-align: center;">Concept: Monotypes</p> <p style="text-align: center;">https://www.accessart.org.uk/making-monotypes/</p> <ul style="list-style-type: none"> • 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. • 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. • I can understand that monotype can be combined with other disciplines such as painting and collage. <p style="text-align: center;">https://www.accessart.org.uk/aluminium-foil-printing-by-paul-carney/</p> <p style="text-align: center;">Enquiry Question:</p> <p style="text-align: center;">How successful are we when using monotype as a creative response to a historical stimulus?</p>	<p style="text-align: center;">Concept: Drawing - Mark marking</p> <ul style="list-style-type: none"> • <i>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.</i> <p style="text-align: center;">https://www.accessart.org.uk/finding-marks-made-by-artists-zoom-recording/</p> <p style="text-align: center;">and</p> <p style="text-align: center;">https://www.accessart.org.uk/finding-marks-artists/</p> <ul style="list-style-type: none"> • <i>I can understand that marks are the component parts within drawing.</i> • <i>I can appreciate that there are an infinite number of marks possible.</i> <p style="text-align: center;">Evaluation/critical review</p> <ul style="list-style-type: none"> • <i>I can understand that everyone has a personal / subjective response to what they and others create.</i> <p style="text-align: center;">Enquiry Question:</p> <p style="text-align: center;">How does a picture created solely through mark making express the feelings of the artist towards the subject of the picture?</p>	<p style="text-align: center;">Concept: Sculpture</p> <ul style="list-style-type: none"> • I can feel safe to take creative risks when I work. I can enjoy the feeling of experimenting with materials. • I can feel ok when I am being challenged by materials and ideas. I can feel ok when I don’t know exactly what I’m doing. • I can use a variety of drawing materials to make experimental drawings based upon observation. <p style="text-align: center;">https://www.accessart.org.uk/show-me-what-you-see-drawing-inspired-by-anglo-saxon-architecture/</p> <ul style="list-style-type: none"> • I can construct with a variety of materials to make a sculpture (not a model) <p style="text-align: center;">https://www.accessart.org.uk/inspired-by-anglo-saxon-houses/</p> <ul style="list-style-type: none"> • I can see my personality in what I have made. • I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again. • I can appreciate the work of my classmates and I can share my response to their work, identifying similarities and differences in our approach and outcomes. • I can take photographs of my work thinking about presentation, focus and lighting.

			Enquiry Question: What word best sums up your response to the architectural sculpture you have created inspired by Anglo Saxon houses?
Opportunities for deepening learning ... <i>Know more and remember more.</i>	Creating monotypes that include the features of the Benin Bronze plaques and the associated vocabulary will allow the children to deepen their knowledge and understanding within their learning in history and the significance of these cultural artefacts to the Nigerian people today.	Use photographs (websites) of Wrenbury Station (historical sources) 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 history and the ‘new era’ of the Great British Railways – HS2 and Northern Powerhouse	In History the children are studying Vikings and Anglo- Saxons. This art unit will support greater understanding of archaeologists understanding of the architecture of Anglo- Saxon houses and the resources available for their construction.
Opportunities for oracy and reading...	Reading: Researching the Benin Bronzes and their history, how they were made, their symbolism and their historical significance. Oracy: Whole class – discussion – what do they notice/observe about the Benin bronze plaques? Choosing a Benin Bronze as the stimulus / inspiration for their own monotype – talk about choice and why picked. <i>I chose this particular bronze plaque because...</i>	Reading about the key artists eg Van Gogh; Wrenbury Station’s history. Oracy: Whole class – discussion – what do they notice/observe about the marks they have been able to create/tools they have been able to make and mark making explored? Asking and answering questions during the process out loud in pairs - ‘How did you create mark X?’ ‘Did you apply more or less pressure?’ ‘What do you think may happen if you...?’	Oracy and reading: prior to drawing/sketching activity, children have the opportunity to describe and discuss the images of Anglo- Saxon houses and their research reading on the subject matter as a class.
Key Figure / Artist	Kingdom of Benin – bronze plaque craftspeople Edgar Degas – monotypes Kevork Mourad Syrian artist demonstrating monotype https://www.youtube.com/watch?v=VGaTUsZTOus	Post impressionists: Van Gogh, Cezanne (and other artists) demonstrating drawings made by mark making. Additionally: David Hockney – joiner pictures / photocollages	
Vocabulary	monotype, artists book, installation poetry, evoke, response, translate, mood, sense, layer, combine, multimedia present, share, reflect, respond, articulate,	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); <i>joiner, photocollage</i>	exploration, inventive, challenge, character, personality, explore, discover, construct, experiment, imagine, rethink, stand back, reflect, understand, analyse, tools, pliers, scissors, glue guns, construction materials,

			fastening materials, structure, sculpture, balance, creative risk, present, share, reflect, respond, articulate, feedback, crit, similarities, differences, photograph, lighting, focus, composition,
Quick Quiz	What is a monotype? How do you make a monotype? Name an artist who has used monotype as an art form.	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?	
Discussion question/point	Is it right that the Benin Bronze plaques that are in museums around the world should be returned to Nigeria today?	Pictures made solely with marks – pencil / pen do not allow for the artist's technique/personality to be showcased as much as those made with paint / pastels.	Sculptures showcase more of the creator's personality than a model does.
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.			

ART & DESIGN

Base 5 – Y5/6

Whole School Theme	Around the World	Wild Isles	Peering into the Past
What does this mean to me? Why does this matter?			
Unit of Work	Clay pots	Reliefs Stimulus – Romand and Greek repousse https://www.youtube.com/watch?v=pyS1LUYSiQU	Mixed media Landscapes Stimulus – Indus Valley

<p>EYFS and National Curriculum</p>	<ul style="list-style-type: none"> 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. to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing to know about great artists, architects and designers in history 	<ul style="list-style-type: none"> 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. to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing to know about great artists, architects and designers in history 	<ul style="list-style-type: none"> 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. to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing to know about great artists, architects and designers in history
<p>Prior Learning</p>	<p>In EYFS / KS1 and KS2 children have explored and created with malleable materials. In Y4/5, the children made an air-dry arrowhead.</p>	<p>In KS1, the children created monoprints using polystyrene sheets and inscribing into it to create an image for printing.</p>	<p>In Y4/5, the Y5/6 children explored monotypes and printing and layering printed papers to create a forest scene. They also created a picture using exploratory marks only, framed by a viewfinder, of part of the railways station.</p>
<p>Why this, why now?</p>	<p>In history, the children are learning about the Romans and Greeks. Artefacts from these ancient civilisations include terracotta clay vases and containers</p>	<p>In history, the children are learning about the Romans and Greeks. An ancient art form used was repousse which is derived from French word meaning 'driven back'</p>	<p>In history, the children are learning about the Indus Valley civilisation. In geography they are learning about the River Indus and this provides the stimulus for making a mixed media landscape.</p>
<p>Core Learning</p>	<p>Concept: Sculpture and decoration The story of a Greek pot – Fitzwilliam Museum Virtual tour in British Museum</p> <ul style="list-style-type: none"> I have seen images of and watched videos about ancient Greek and Roman pottery and have an understanding of their uses, form and decoration. I have used my sketchbook to research pot and vase designs and to understand their different uses 	<p>Concept: Repousse</p> <ul style="list-style-type: none"> I know what repousse is as an art form. I know how repousse ar work is created. I have seen repousse ancient Roman art forms. <p>Ancient Rome repousse</p> <ul style="list-style-type: none"> I have seen repousse ancient Greek art forms. <p>Ancient Greek repousse</p> <ul style="list-style-type: none"> I understand the processes of embossing and chasing <p>Working with metal https://www.youtube.com/watch?v=wobJ_HgTmTk</p>	<p>Concept: Mixed media</p>

	<ul style="list-style-type: none"> I have used my sketchbook to replicate ancient Greek and Roman designs. https://www.accessart.org.uk/decorative-clay-coil-pots/ <ul style="list-style-type: none"> I can use (air dry) clay to create a small bowl or pot (with or without handles) using the technique of coiling. I can smooth the outer edge to provide a surface for design – either engraving (Roman) or painting (Greek). I can decorate my pot/bowl / vase I can reflect on my work and share with my peers. <p>Enquiry Question: How did the artists' choices relate to the purpose and context of the artwork.</p>	<ul style="list-style-type: none"> I can use my sketchbook to explore ideas to create a simple design a picture influenced by ancient Greek design or Roman design or gods eg sun (Helios); Demeter (corn – harvest) I can re-create my design on sheet metal using embossing and chasing techniques. I can reflect on my final piece of repousse artwork and share with my peers. <p>Enquiry Question: How relevant will this art form of repousse be in the future?</p>	<ul style="list-style-type: none"> I have seen how artists respond to land and city scapes in various ways by using inventive mixed media combinations I have seen how artists work outside amongst the land and city scapes which inspire them, and how they use all their senses to capture the spirit of the place. I have been able to share my response to their work. <p>*https://www.accessart.org.uk/talking-points-vanessa-gardiner/ *https://www.accessart.org.uk/talking-points-shoreditch-sketcher/ *https://www.accessart.org.uk/talking-points-kittie-jones/ https://www.accessart.org.uk/talking-points-saoirse-morgan/ *Key artist videos to use</p> <ul style="list-style-type: none"> I can extend my sketchbook thinking creatively about how I can change the pages giving myself different sizes and shapes of paper to work on. I can use my sketchbook to explore and experiment. I have taken creative risks and been able to reflect upon what worked and what didn't work. <p>https://www.accessart.org.uk/mixed-media-landscape-challenges/ - DO</p>
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			<ul style="list-style-type: none"> I have continued my exploratory work outside the sketchbooks, bringing my “sketchbook way of thinking” to larger sheets of paper. I can share my journey and discoveries with others and am able to reflect upon what I have learnt. <p><i>Share images from Google search ‘Indus Valley landscapes’ – children to create own mixed media image. Then go on to explore landscape outside the classroom and use the skills and exploratory work undertaken to create their own ‘sketchbook journey’.</i></p> <ul style="list-style-type: none"> I can appreciate and be inspired by the work of my classmates, and I can share my response to their work. <p style="text-align: center;">Enquiry Question: <i>If art could talk, what would it say?</i></p>
Opportunities for deepening learning ... <i>Know more and remember more.</i>	History: Ancient Roman and Greek pottery design, uses and decoration	History: Ancient Roman and Greek repousse – used in weapons, jewelry,	Geography / History - A deeper sense and understanding of the landscape in which the Indus society developed.
Opportunities for oracy and reading...	Oracy: Having reflected upon what they have made, to share it with others, and be able to share thoughts about own pieces of artwork. Reading: Research Greek and Roman patterns, gods online / books to gain understanding and find a stimulus for the artwork	Oracy: Having reflected upon what they have made, to share it with others, and be able to share thoughts about own pieces of artwork. Reading: Research Greek and Roman patterns, gods online / books to gain understanding and find a stimulus for the artwork	Oracy: Talking points – range of artists and their work to discuss.
Key Figure / Artist	Ancient Roman and Greek pottery – images * Ancient Greek vases shapes - silhouettes Greek pottery painter: Sophilos	Ancient Roman and Greek artefacts – images David Bigazzi – (modern artist using same technique) video	Vanessa Gardiner Shoreditch Sketcher Kittie Jones Saoirse Morgan

Vocabulary	clay, malleable, material coils, coiling, slip engrave, Greek vessels : kylix, krater, amphora, skyphos Greek design: geometric, Corinthian, red-figure, black-figure Greek key / meander Roman vessels: Types: coarse-ware, fine-ware. amphora; urn – cineraria	geometric, organic, freeform emboss, press, chase, engrave, repousse, hammer, push forward, recede	landscape, cityscape, working from Life, mixed media, senses, spirit, energy, capture, composition, format present, share, reflect, respond, articulate, feedback, crit, similarities, differences,
Quick Quiz	Name 3 types of Greek vases and uses. What are the two forms of Roman pottery called? Describe the technique used for making your pot/vase/bowl. What is the clay 'glue' called?	What is repousse? What is the embossing? Explain this technique What is chasing? Explain this technique	Name 2 of the landscape artists discussed in and explain what you like or dislike about their artwork and the techniques they have used. Describe how you have created your own artwork – methods / techniques used
Discussion question/point:	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.		