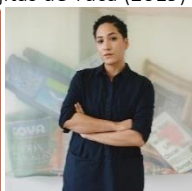


	Term 1	Term 2	Term 3
Unit of work	Public Sculpture	Still Life	Self Portraits
Key Skill(s)	Sculpture	Painting	Drawing
Key Artists/Artworks	Paul Landowski with Heitor da Silva Costa and Albert Caquot), Christ the Redeemer (1931)   Antony Gormley, Angel of the North (1998)  	Paul Cezanne, Still Life with Apples (1894)   Lucia Hierro, Torrejitas de Yuca (2019)  	Kathe Kollowitz, Self-Portrait (1933)   Sonia Boyce OBE, Rice'n'Peas (1982)  
Composite Knowledge	How do artists and engineers design and build a statue?	How can artists use paint to represent everyday objects in still life?	How do artists use drawing materials to draw themselves?
Component knowledge	What is the process of designing and making a statue? What does proportion mean? What are the key proportions of the human body? Why might a statue have distorted proportions? What is a pose?	How did Cezanne use paint to create shapes and form in his still life? How does Lucia Hierro choose objects for her still life paintings? Why has she painted these objects? How can you use perspective and proportion in your paintings to create space? How can you create a colour palette which can be used to represent a still life?	How has Kathe Kollowitz used shadow and highlights to create a self-portrait? How has Sonia Boyce used different tones of chalk and pastels to create her self-portrait? How can we use charcoal to create tone (shadow and highlights) in our own self-portraits? Can we use chalks, pastels and other drawing materials to represent ourselves through art?
National Curriculum KS2 Skills	Pupils should be taught: - 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, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history	Pupils should be taught: - 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, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history	Pupils should be taught: - 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, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history
Vocabulary	Sculpture, statue, proportion, arm span, height, realistic, distorted, pose, engineer	Still life, painting, proportion, shape, form, perspective, shades, tints.	- Drawing, tone, shadow, highlight, charcoal, chalk, pastel - Like, dislike, what went well, what could I improve, similar, different, light, dark, contrast, form

	Like, dislike, what went well, what could I improve, similar, different, model, scale, impact.	Like, dislike, what went well, what could I improve, similar, different, line, shape, colour, shade, palette.	
Links to prior knowledge	Natural Forms (Year 2)	Landscape Painting (Year 1) Portraits (Year 2) Early Painting (Year 3)	Portraits (Year 2) Printing/Elizabeth Catlett (Year 3)
Key knowledge for assessment	Children can describe the process of designing and making a statue, including the different people involved. Children know what proportion means, and the key proportions of the human body (e.g. human arm span = height). They know what a pose is. Children are able to discuss why a statue might have realistic proportions (e.g. Christ the Redeemer) and why it might have distorted proportions (e.g. Angel of the North).	Children can describe how Cezanne used paint to create shapes and form in his still life painting. They will have opinions about how Lucia Hierro chooses objects for her still life paintings, and why has she painted these objects. Children can use perspective and proportion in their own still life paintings to create objects in space. They are able to create their own colour palette to paint a still life containing objects of their choosing.	Children can describe how Kathe Kollowitz used shadow and highlights to create her self-portrait. They can describe how Sonia Boyce used chalk and pastels to create her self-portrait. They will compare and have opinions about these artists. Children can use charcoal to create tone (shadow and highlights) in their own self-portraits. Children can experiment using chalks, pastels and other drawing materials to create self-portraits.

Half Termly Planning

	Term	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
KS1 YR1	Learning Objective	LO: What is statue?		
		LO: Understand how different poses represent different emotion.		
		LO: What is proportion		
		LO: What is proportion?		
		LO: To understand distortion.		
		LO: To make a sculpture/statue.		

Key Vocabulary					
Year One	Year Two	Year Three	Year Four	Year Five	Year Six
- Op Art, straight, wavy, bumpy, zigzag, spiral - Print, printing block, symmetrical, repeat pattern - Landscape, observation, memory. - Primary colours – red, yellow, blue. - Secondary colours – green, orange, purple - Like, dislike, what went well, what could I improve.	- Pop Art, sculpture, mould, form, colour, pattern, texture - Abstract Art, painting, portrait, line, shape, collage - Cityscape, observation, memory, line, shape, light, dark, shading - Like, dislike, what went well, what could I improve, similar, different	- Illustration, character, background, design, animation, pencils, charcoal, pastels. - Public art, painting, mural, natural pigments, shades, tints. - Printing, analogue, relief, linocut, digital. - Like, dislike, what went well, what could I improve, similar, different, line, shape, colour, shade, story, texture, emotion.	- Sculpture, statue, proportion, arm span, height, realistic, distorted, pose, engineer - Still life, painting, proportion, shape, form, perspective, shades, tints. - Drawing, tone, shadow, highlight, charcoal, chalk, pastel - Like, dislike, what went well, what could I improve, similar, different, model, scale, impact, line, shape, colour, shade, palette, light, dark, contrast, form	- Architecture, architect, geometric, circle, concentric square, triangle, arch, shade, tone. - Impressionism, Post-Impressionism, natural, light, distortion, heightened, texture, mood, emotion. - Sculpture, figurative, moulding, carving, armature, assemblage. - Like, dislike, what went well, what could I improve, scale, line, perspective, tone, shade, pattern, repeat, brushstrokes, swirling, fast, energetic, frantic, pose, posture, form, procession.	- Line, tone, highlight, shading, tone, grades, observation, movement. - Printing, lino print, relief print, monoprint, collagraph, poster, mural, movement, complementary colours. - Self-portrait, symbolism, symbolic object, culture, religion, identity. - Like, dislike, what went well, what could I improve, realistic, lifelike, dynamic, message, communicate, text, design, impact, line, shape, colour, likeness, context, intention.

Key Skills Progression					
Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Making:					
<u>Drawing</u> - Exploring mark-making - Drawing lines of different length, shape and thickness including spirals. - Drawing from observation by looking at line and shape.	<u>Drawing</u> - Beginning to use tone and shading to show light and dark areas of a drawing. - Using a range of drawing materials to create different effects. - Drawing more accurately from observation, looking carefully at line, shape or tone.	<u>Drawing</u> - Beginning to sketch designs, and develop them into finished pieces. - Choosing and using a range of drawing materials confidently (charcoal, different grades of pencils, pastels, colouring pencils, ink and biro). - Drawing accurately from observation, looking carefully at line, shape or tone or a combination.	<u>Drawing</u> - Beginning to use perspective in drawing to show depth and distance. - Using a range of pencils, charcoal and chalk pastels to create line, tone, shadows and highlights. - Considering positive and negative space when creating a drawing.	<u>Drawing</u> - Drawing using mathematical perspective to create architectural drawings (3D forms). - Adding detail and texture to drawings. - Creating geometric compositions using mathematical shapes – notice geometric shapes when drawing from images or observation.	<u>Drawing</u> - Quickly observing and fluently sketching key shapes of objects when drawing. - Using a range of lines to create human and animal forms considering thickness, length, and shape. - Adding detail and texture to drawings using a range of pencils. - Creating realistic three-dimensional spaces in a

					drawing, using perspective and scale. • Creating depth in drawings using tone (light and dark).
<u>Printing</u> • Making a block print with an object (cork, potato, cotton reel etc.) • Making a simple printing block • Making a symmetrical print by folding • Creating a repeat pattern	<u>Printing</u>	<u>Printing</u> • Making different types of printing block • Making a relief print using lino or Styrofoam • Making a digital print using digital media	<u>Printing</u>	<u>Printing</u>	<u>Printing</u> • Creating prints using a range of techniques (relief prints, monoprints, block prints and digital media). • Planning an artwork that communicates a strong message, through use of form, image, colour and text.
<u>Painting</u> • Mixing primary colours to make secondary colours • Mixing to match the colour of an object • Using medium-sized brushes to paint from observation. • Developing correct brush technique and cleaning between colours • Using the colour wheel to mix secondary colours.	<u>Painting</u> • Beginning to add white to create more colours and shades. • Developing skill, technique and control with brushes • Choosing the correct size of brush for a purpose. • Using the colour wheel to understand colour mixing and the effect of adding white.	<u>Painting</u> • Using a colour wheel, tints and shades (white and black) to create specific colours and shades for a purpose. • Increasing skill and control when painting using a range of different paints (watercolour, acrylic, poster paint, natural paints). • Using a range of brushes to create different effects. • Using the colour wheel to understand secondary and tertiary colours and the effect of adding white.	<u>Painting</u> • Using tone (light and dark) to create depth in painting. • Increasing skill and control when painting using a range of different paints (watercolour, acrylic, poster paint, natural paints), understanding that paints have different properties and need to be applied differently. • Painting with purpose and expression. • Use the colour wheel to understand colour and tone (light and dark).	<u>Painting</u> • Choosing and mixing colours to create a specific effect. • Using specific types of brush stroke to communicate a feeling or an idea – e.g. short, swirling, fast, energetic, frantic. • Painting with purpose and expression to show mood and emotion. • Use the colour wheel to accurately mix colour for a purpose.	<u>Painting</u> • Choosing and mixing colours using knowledge of colour theory, including harmonious and complementary colours. • Using different brushes with increasing accuracy. Choosing different brushes for different parts of a painting. • Planning and building up a painting in layers, from background to foreground. • Use the colour wheel to understand colour theory, including harmonious and complementary colours.
Sculpture and Collage • Choosing, tearing, folding and cutting materials to make collage.	Sculpture and Collage • Forming different shapes using clay for a purpose. • Form shapes based on natural forms (fruits and vegetables) • Using tools to cut, roll, coil and mark clay. • Choosing and accurately cutting materials to add to collage.	Sculpture and Collage	Sculpture and Collage • Planning and develop ideas for a sculpture before making. • Creating form using a material over a structure (clay, wire, Modroc). • Using knowledge of proportion to create plausible figurative sculptures.	Sculpture and Collage • Planning and develop ideas for a sculpture before making. • Creating sculptures using a range of materials including traditional (clay, wire, Modroc) and non-traditional materials (junk, cardboard, foil, fabric etc.) • Using understanding of the human form to show emotion through posture	Sculpture and Collage • Using collage to create or enhance an artwork that communicates a strong message. • Selectively choosing images and text from other media to create an effect.

				and distortion of proportions.	
Evaluation:					
Self-assess their own skills in making their art – say what went well, what was difficult and what they could have improved. Recognise and describe key features of their own and other's work. Describe what they feel about their work and the art of others.	Self-assess their own skills in making their art – say what went well, what was difficult and what they could have improved. Begin to compare other's artwork (peers and original artist) and identify similarities and differences. Describe choices and preferences using basic art-based vocabulary.	Discuss own and other's work using an increasingly sophisticated use of art language (focusing on the formal elements). Compare other's artwork (peers and original artist) and identify similarities and differences. Reflect on their own work in order to make improvements.	Use more complex art-based vocabulary when discussing own and others' art. Use their own and other's opinion of work to identify areas of improvement. Reflect on their own work and skills in order to make improvements.	Develop a greater understanding of vocabulary when discussing their own and others' work Regularly analyse and reflect on their purpose and choices in creating their art – skills, materials, techniques.	Use key art vocabulary with greater sophistication when discussing their own and others' art. Give reasoned evaluations of their own and others work which takes account of context and intention of their art.