

Be Brave, Be
Curious, Be Kind

Subject Leader Summary – Art and Design



Lesson by lesson breakdown.

Autumn – Cycle A – Lower KS2

Prior Learning:

- Primary colour names
- Experimenting with colour - making hues, making secondary colours, colour wheel
- Introduced to techniques (Portraiture, self-portrait, collage, collagraph print making, motifs, relief sculpture and mural making)
- Visual elements – line and shape
- Thumbnail sketches
- Explore and compare art using similarities and differences
- Study Artist James Rizzi and his techniques

Project: Contrast and complement	Learning Objective	Skills	Knowledge
Engage: Lesson 1	Lesson: Watercolours. Create sketchbooks to record their observations and use them to review and revisit ideas.	Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.	Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil. Watercolour paint is a translucent paint, which can be made bolder and stronger by layering.
Develop: Lesson 1	Lesson: Colour theory. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Identify, mix and use contrasting coloured paints.	Examples of contrasting colours include red and green, blue and orange, and yellow and purple (violet). They are obviously different to one another and are opposite each other on the colour wheel.

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			Analogous colours are groups of colours that are next to each other on the colour wheel.
Develop: Lesson 2	Lesson: Colour in art. Learn about great artists, architects and designers in history.	Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.	<p>Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.</p> <p>Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere.</p>
Develop: Lesson 3	Lesson: Colour collectors. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Identify, mix and use contrasting coloured paints.	<p>Examples of contrasting colours include red and green, blue and orange, and yellow and purple (violet). They are obviously different to one another and are opposite each other on the colour wheel.</p> <p>Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere.</p>
Innovate	Lesson: Colour compositions. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Use and combine a range of visual elements in artwork.	Visual elements include colour, line, shape, form, pattern and tone.

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Express	Lesson: Evaluation. Evaluate and analyse creative works using the language of art, craft and design.	Make suggestions for ways to adapt and improve a piece of artwork.	Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.
Links within other projects			
Project: Prehistoric pots	Learning Objective	Skills	Knowledge
Engage: Lesson 1	Lesson: Bell Beaker pottery. Create sketchbooks to record their observations and use them to review and revisit ideas.	Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.	<p>Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.</p> <p>Around 4700 years ago, a new bell-shaped pottery style appeared in what is now Andorra, Portugal, Spain and Gibraltar. These bell beakers quickly spread across Europe, reaching Britain in around 2500 BC.</p>

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<p>Develop: Lesson 1</p>	<p>Lesson: Exploring clay. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>Create a 3-D form using malleable or rigid materials, or a combination of materials.</p>	<p>Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques.</p> <p>Coiling is a method of creating pottery. It has been used to shape clay into vessels for thousands of years. To make a clay coil, the clay is rolled gently and evenly until it forms a long roll. By placing one coil on top of another, different shapes can be formed. Slip is a slurry of clay and water, which can be used to join coils of clay.</p>
<p>Develop: Lesson 2</p>	<p>Lesson: Styles and patterns. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>Use nature and natural forms as a starting point for artwork</p>	<p>Nature and natural forms can be used as a starting point for creating artwork.</p> <p>Bell Beaker pottery was often highly decorated. Objects, such as fingernails, stones, shells, twigs, combs, rope and cord were used to create a range of patterns and marks including geometric shapes, zigzags, herringbone patterns, dots and lines.</p>
<p>Innovate</p>	<p>Lesson: Making Bell Beaker-style pots. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>Create a 3-D form using malleable or rigid materials, or a combination of materials.</p>	<p>Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and</p>

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			may need to be cut and joined together using a variety of techniques.
Express	Lesson: Evaluating our work. Evaluate and analyse creative works using the language of art, craft and design.	Make suggestions for ways to adapt and improve a piece of artwork.	Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.
Links within other projects			

Spring – Cycle A – Lower KS2

Project: Ammonite	Learning Objective	Skills	Knowledge
Engage: Lesson 1	Lesson: Exploring ammonites. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Use nature and natural forms as a starting point for artwork.	Nature and natural forms can be used as a starting point for creating artwork.
Develop: Lesson 1	Lesson: Draw it. Create sketchbooks to record their observations and use them to review and revisit ideas.	Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.	Preliminary sketches are quick drawings that can be used to inspire a final piece of

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			<p>artwork. They are often line drawings that are done in pencil.</p> <p>A motif is a symbol or shape used in printmaking. A motif can be a simplified version of a more complex object, such as a flower or shell.</p>
Develop: Lesson 2	<p>Lesson: Print it.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	Make a two-colour print.	<p>A two-colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again.</p>
Innovate	<p>Lesson: Sculpt it.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	Create a 3-D form using malleable or rigid materials, or a combination of materials.	<p>Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques.</p> <p>Contemporary sculptures based on natural forms include <i>Ammonite Slice Outside</i>, by Mark Reed; <i>Coil Shell</i>, by Lucy Unwin; <i>Dark at Heart</i>, by Peter Randall-Page; and the <i>Chintz Series</i>, by Peter Garrard.</p>

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Express	Lesson: Photograph it. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Use and combine a range of visual elements in artwork.	Visual elements include colour, line, shape, form, pattern and tone.
Links within other projects			
Project: People and places	Learning Objective	Skills	Knowledge
Engage: Lesson 1	Lesson: Drawing figures. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay	Artists draw, paint or sculpt human forms in active poses. Figures can be drawn in detail or using simple, fluid lines and shapes.
Develop: Lesson 1	Lesson: Significant artist – LS Lowry. Learn about great artists, architects and designers in history.	Work in the style of a significant artist, architect, culture or designer.	The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used. LS Lowry (1887–1976) was a controversial artist who painted urban landscapes and the people who lived and worked there. Critics called his figures ‘matchstick men’ due to their elongated form.

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<p>Develop: Lesson 2</p>	<p>Lesson: Drawing with detail. Learn about great artists, architects and designers in history.</p>	<p>Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time. View progression</p> <p>Add tone to a drawing by using linear and cross-hatching, scumbling and stippling.</p>	<p>Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.</p> <p>Hatching, cross-hatching and shading are techniques artists use to add texture and form.</p> <p>Artists famous for their detailed figure drawings include, Leonardo da Vinci and Raffaello Sanzio da Urbino, known as Raphael.</p>
<p>Develop: Lesson 3</p>	<p>Lesson: Urban landscapes. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>Draw, collage, paint or photograph an urban landscape.</p>	<p>An urban landscape is a piece of artwork that shows a view of a town or city.</p> <p>Artists who have painted urban landscapes include, Olga Rozanova, Claude Monet, Paul Fischer and Camille Pissarro.</p>
<p>Innovate</p>	<p>Lesson: Creating LS Lowry-style artwork. Learn about great artists, architects and designers in history.</p>	<p>Work in the style of a significant artist, architect, culture or designer.</p>	<p>The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used.</p>

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Express	Lesson: Evaluation. Evaluate and analyse creative works using the language of art, craft and design.	Make suggestions for ways to adapt and improve a piece of artwork.	Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.
Links within other projects			

Summer – Cycle A – Lower KS2

Project: Beautiful Botanical	Learning Objective	Skills	Knowledge
Engage: Lesson 1	Lesson: Botanical weavers. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Weave natural or man-made materials on cardboard looms, making woven pictures or patterns. Cut and join wools, threads and other materials to a loom.	Warp and weft are terms for the two basic components used in loom weaving. The lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are

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		Decorate a loom weaving using embellishments, such as natural or silk flowers, tassels and bows.	<p>woven horizontally over and under the warp yarns.</p> <p>A loom is a piece of equipment that is used for making fabric by weaving wool or thread. Weaving involves interlacing pieces of thread or yarn.</p> <p>A loom weaving is a piece of fabric that has been woven on a loom by interlacing threads. An embellishment is a decorative detail or feature, such as a silk flower, tassel or bow, added to something to make it more attractive.</p> <p>The word 'botanical' relates to things involving plants or the study of plants.</p>
Develop: Lesson 1	Lesson: What is a botanical artist? Create sketchbooks to record their observations and use them to review and revisit ideas.	Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.	<p>Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.</p> <p>Botanical artists make accurate recordings of botanical subject matter. They use the visual elements of each form to capture their unique character.</p>
Develop: Lesson 2	Lesson: Comparing work on a theme. Learn about great artists, architects and designers in history.	Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.	Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas

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			<p>and concepts that have been explored or developed.</p> <p>Traditional approaches to botanical art are mostly accurate, illustrative and sometimes scientific in style. More contemporary botanical examples can include more simplified graphic or digital representations.</p>
Develop: Lesson 3	<p>Lesson: In the style. Learn about great artists, architects and designers in history.</p>	Work in the style of a significant artist, architect, culture or designer.	<p>The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used.</p> <p>An illustration is a visual representation of a subject matter. It can often be more graphic in style than a traditional drawing or painting.</p>
Develop: Lesson 4	<p>Lesson: Printmaking. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	Make a two-colour print.	<p>A two-colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again.</p>

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Innovate	Lesson: Botanical exhibition. Create sketchbooks to record their observations and use them to review and revisit ideas.	Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.	Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil. Fruit is a popular subject matter for botanical artists and illustrators. It can be drawn and painted in different ways, including in its whole form, halved and sliced.
Express	Lesson: Evaluation. Evaluate and analyse creative works using the language of art, craft and design.	Make suggestions for ways to adapt and improve a piece of artwork.	Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.
Links within other projects			
Project: Mosaic Masters	Learning Objective	Skills	Knowledge
Engage: Lesson 1	Lesson: Exploring Mosaics. Learn about great artists, architects and designers in history.	Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.	Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas

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			<p>and concepts that have been explored or developed.</p> <p>A mosaic is a piece of art or an image made by assembling small pieces of coloured tile, glass, stone, pebbles or other materials. It is often used in decorative art or as interior decoration. The small pieces are known as tesserae.</p>
Develop: Lesson 1	<p>Lesson: Gathering ideas. Create sketchbooks to record their observations and use them to review and revisit ideas.</p>	Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.	<p>Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.</p> <p>Roman mosaics were made up of hundreds, sometimes thousands, of tiny coloured stones and gems called tesserae.</p>
Develop: Lesson 2	<p>Lesson: Practising techniques. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	Use and combine a range of visual elements in artwork.	<p>Visual elements include colour, line, shape, form, pattern and tone.</p> <p>Making a mosaic involves putting mosaic pieces, or tesserae, onto a base, such as wood, stone, concrete or clay. The artist then uses grout to fill the spaces, or interstices, around the tesserae.</p>
Innovate	<p>Lesson: Mosaic masters. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	Use and combine a range of visual elements in artwork.	<p>Visual elements include colour, line, shape, form, pattern and tone.</p> <p>Making a mosaic involves putting mosaic pieces, or tesserae, onto a base, such as</p>

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			wood, stone, concrete or clay. The artist then uses grout to fill the spaces, or interstices, around the tesserae.
Express	Lesson: Evaluation. Evaluate and analyse creative works using the language of art, craft and design.	Make suggestions for ways to adapt and improve a piece of artwork.	Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.
Links within other projects			

GAPS:

- Knowledge of Primary colours and how to make secondary colours
- Understanding the colour wheel
- Colour related vocabulary
- Knowledge of urban and rural landscapes
- Knowledge of visual elements (line and shape)
- Use of different techniques
- Knowledge of significant artists

Key Vocabulary:

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Creation – base colour, colour, composition, fine detail, pattern, shape, space, template, visual element, form, sculpt, sketch, motif, position, imagination, observation, photograph, preliminary sketch, scene, simple sketch, visual element, angle, botanical art, detail, illustration, line, size, technique, texture, design, mosaic, tesserae.

Evaluation – discussion, evaluate, feedback, improve, written review, technique, adapt, discuss, review, aspect, finished piece, successful, talk, evaluation, improvement, success, examine,

Generation of ideas – colour mixing, layering, palette, sketchbook, watercolour paint, translucency, observe, sketch, describe, motif, colour swatch, information, observation, observational drawing, perspective, study, viewpoint, design, swatch.

Malleable materials – clay, 3-D, coil, form, roll, sculpture, slip.

Pencil, ink, charcoal and pen – cross-hatch, hatch, line, sketch, shade, charcoal, detail, figure drawing, light, scribble, shading, shadow, sketchbook, smudge, technique.

Printing – block, carve, ink, one-colour, reduction, relief, two colour, design, ink tray, lino, lino print, print making, roller, tool, single-unit print, two-unit print.

Natural art – imprint, pattern, colour, form, nature, botanical, fern, frond, fruit, natural form, plant.

Compare and contrast – colour, colour family, colour theory, comparison, different, effect, evaluate, mood, similar, contrast, detail, style, accurate, bold, botanical art, bright, characteristic, compare, complementary, contemporary, digital, graphic, harmonious, illustrative, line drawing, palette, ridged, rough, same, scientific, simplified, smooth, spiky, texture, traditional, vintage, watercolour.

Significant people, artwork and movements – Beaker culture, Coming Out of School by LS Lowry, Coming from the Mill by LS Lowry, Family Group by LS Lowry, Going to Work by LS Lowry, The Arrest by LS Lowry, LS Lowry, artist, industrial urban landscape, Katie Scott, botanical art, contemporary, illustrate, illustrator, traditional, mosaic, Roman mosaic.

Paint – analogous colour, colour family, colour theory, colour wheel, cool colour, complementary colour, feeling, hue, mood, primary colour, secondary colour, warm colour, tertiary colour.

Human form – abstract, figurative, human figure, human form, manikin, photography, pose, sculpture, unposed.

Landscapes – city, cityscape, town, urban landscape.

Paper and fabric – cloth, craft, fabric, interlace, loom, man-made, material, natural, pattern, thread, warp, weave, weaving, weft, woven, yarn.

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