



EYFS Art at Ashmole Primary

Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.

Examples of how we support Art at Ashmole Primary:

- Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate. Provide opportunities to work together to develop and realise creative ideas.
- Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.
- Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Provide a range of materials and tools and teach children to use them with care and precision.
- Promote independence, taking care not to introduce too many new things at once. Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words.
- Discuss children's responses to what they see. Visit galleries and museums to generate inspiration and conversation about art and artists.



Art Curriculum Map

Year Group: 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term		Portraits	Printing Wall Paper		Exploring paint through a variety of Artists	
Art Year 1		<p>Lesson 1 - The children will explore how to make paint colours lighter and darker.</p> <p>Lesson 2 - The children will select a feature and use water colour to paint the feature -Frans Hals and Tedi Lena.</p> <p>Lesson 3- The children use tempera paint to create a group painting of a portrait -Picasso</p> <p>Lesson 4 - The children will learn how to create texture in a self-portrait painting (in a group) -</p> <p>Lesson 5 - The children will draw and use paint to create a portrait.</p>	<p>Lesson 1 - Introduce Victorian prints - Explore creating a print using acrylic paint.</p> <p>Lesson 2- Create and use a polystyrene print, building repeated patterns - focus on Howard Hogkins.</p> <p>Lesson 3 - Create an outline print, using stencils.</p> <p>Lesson 4 - Print a group repeated pattern.</p> <p>Lesson 5 - Design own repeated patterns by drawing.</p> <p>Lesson 6 - Create own repeated pattern from design and print it - William Morris</p>		<p>Lesson 1 - To use a paintbrush with control (to paint a Mondrian inspired piece).</p> <p>Lesson 2 - To investigate what colours can be made by mixing primary colours.</p> <p>Lesson 3 - To mix colours and use in a Miro inspired piece.</p> <p>Lesson 4- To create a Sonia Delaunay circles group pieces.</p> <p>Lesson 5 - To create a Henri Matisse animal image using shapes.</p> <p>Lesson 6 - Pupil Voice - To share views on their</p>	



		<p>Lesson 6: Children will evaluate their final artwork.</p>	<p>Lesson 7 - Evaluate work from this unit.</p>		<p>favourite art pieces from the unit of work.</p> <p>Lesson 7: Children will evaluate their final artwork.</p>
<p>Links to National Curriculum</p>	<p>Art (Links to History, identifying types and features of houses over time, specifically Victorian)</p> <p>CCL - Computing</p> <p>Pupils are taught:</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 ♣ 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>Skills</p>	<p>Autumn Skills</p> <ul style="list-style-type: none"> • To use a variety of tools and techniques including different brush sizes and types • To experiment with tools and techniques e.g. layering • To name different types of paint and their properties • To identify primary colours by name • To create textured paint. <ul style="list-style-type: none"> • To identify and sort objects made out of wood, metal, plastic, glass, rock, brick, paper and fabric, by how they look and how they feel. • To record my sorting pictorially. • To recognise that some objects are made from more than one material. • To describe objects made from different materials. <ul style="list-style-type: none"> • To identify and describe the physical properties of different materials. • To identify materials that bend and stretch. • To explore the properties of absorbency and water proofing. • To carry out simple tests. • To compare the properties of ice and water. • To carry out a fair test. 				



Spring Skills

Printing wall paper

Drawing:

- I can use drawing to develop and share my ideas, experiences and imagination.
- I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Print Making:

- Print with a range of hard and soft materials e.g. corks, pen barrels, sponge
- Make simple marks on rollers and printing palettes
- Take simple prints i.e. mono printing
- Roll printing ink over found objects to create patterns
- Build repeating patterns and recognise pattern in the environment
- Create simple printing blocks with press print
- Design more repetitive patterns
- Experiment with overprinting motifs and colour
- Make rubbings to collect textures and patterns
- I can evaluate my work.

Summer Skills

- Exploring paint through a variety of artists
- To practise control of paint brush and to explore materials.
- To investigate what colours can be made by mixing primary colours.
- To use secondary colours to create a Miro inspired piece.
- To create a Sonia Delaunay circles design.
- To create a Henri Matisse animal image using shapes.



Art Curriculum Map

Year Group: 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	Textiles		Painting and Drawing Andy Warhol		Sculpture Christopher Columbus	
Art Year 2	<p>Lesson 1: Introduction to textiles. Children to be introduced to a range of textile artists. Children to experiment with different techniques knotting, twisting and curling. Children to evaluate the techniques explored. Children to experiment with colour (green and grey). Children to express and communicate their feelings.</p> <p>Lesson 2: CCL to history - London Children will respond to the work of textile artists such as Bethan Ash, Louise Baldwin and Jessica Grady. They will discuss artists' techniques, media and style.</p>		<p>Lesson 1: Children will use painting and to develop and share their ideas, experiences and imagination. Andy Warhol art inspired art Children will compare and contrast work - similarities/ differences of his work - Tins, cow, Marilyn Monroe</p> <p>Lesson 2: Children will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Children will use paint to explore on paper.</p> <p>Lesson 3: Children will use painting and to develop and share their ideas, experiences, and imagination. Painting. Andy Warhol style. Children will develop picture Replicate picture.</p>		<p>WoW day CCL Christopher Columbus Day activity</p> <p>Lesson 1: Children will manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>Lesson 2: Children will manipulate clay to make their Christopher Columbus clay boat</p> <p>Lesson 3: Children will use a range of tools and materials to add detail to their clay boat</p> <p>Lesson 4: Children will evaluate their completed boat</p> <p>CCL Christopher Columbus.</p> <p>Lesson 5 -Chn will present their work to</p>	



<p>Lesson 3: Children will generate design ideas for a class mural. Exploring inner and outer London landmarks (pencil)</p> <p>Lessons 4 & 5: Children will create a mixed media textile collage - London theme! (cll to History Bright lights big city) Children will create a section of the art work for the class mural. Sorting, cutting, knotting, sticking and selecting materials for collage.</p> <p>Lesson 6: Children will use joining techniques like knotting to join their pieces of art together to create a class mural.</p> <p>Lesson 7: Children will analyse and evaluate their class mural finished piece. They will express and communicate their feelings.</p>		<p>Children will use their previous colour mixing knowledge to paint and aspect of their background.</p> <p>Lesson 4: Children will sketch and paint 4 of the same fossils and stick on.</p> <p>Lesson 5: Children will present their Art pieces to the class and talk about why they choose particular colours and designs inspired by Andy Warhol.</p> <p>Lesson 6: Children will evaluate their final artwork inspired by Andy Warhol.</p>		<p>their fellow peers. Peers to provide feedback to children about what they liked about the design.</p> <p>Lesson 6: Children will evaluate their final artwork.</p>	
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Links to National Curriculum	<p>CCL - Computing, Maths and Literacy CCL to history</p> <p>Pupils are taught:</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♣ 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.
Skills	<p>Autumn Skills</p> <ul style="list-style-type: none">• I can match and sort fabrics and threads for colour, texture, length, size and shape• I can change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting• I can cut and shape fabric using scissors/snips• I can apply shapes with glue or by stitching• I can apply decoration using beads, buttons, feathers• I can create cords and plaits for decoration <p>Spring Skills</p> <p>Painting</p> <ul style="list-style-type: none">• Use a variety of tools and techniques including different brush sizes and types• Mix and match colours to artefacts and objects• Work on different scales• Experiment with tools and techniques e.g. layering, mixing media, scrapping through <p>Drawing</p> <ul style="list-style-type: none">• Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk• Control the types of marks made with the range of media• Name, match and draw lines/marks from observations• Invent new lines• Observe and draw shapes from observations



Summer Skills

Sculpture

Could pupils:

- Manipulate malleable materials in a variety of ways including rolling and kneading
- Explore sculpture with a range of malleable media
- Manipulate malleable materials for a purpose, e.g. pot, tile
- Understand the safety and basic care of materials and tools

Form

- Experiment with constructing and joining recycled, natural and manmade materials
- Use simple 2D shapes to create a 3D form

Texture

- Change the surface of a malleable material e.g. build a textured tile.



Art Curriculum Map

Year Group :3

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	Ancient Greeks		Stone Age Art		Egyptian Block Printing	
Art unit Year 3	<p>Lesson 1: Children will take inspiration from design history. Children will look at a range of ancient Greek pots and discuss the design, shape and pattern explaining what they like and dislike and similarities between them</p> <p>Lesson 2: To generate design ideas. To create a design and sketch for a Greek pot.</p> <p>Lesson 3: To understand the process of making an Ancient Greek pot.</p> <p>Lesson 4: To use playdough to experiment with making different ancient Greek pots.</p> <p>Lesson 5: To be able to use clay to make an ancient Greek pot Carry</p>		<p>Lesson 1 - To observe different cave paintings and discuss what materials would have been used to create them - Las Coux caves.</p> <p>Lesson 2 -To explore different textures and to make colour using natural materials e.g. charcoal, powders, coffee, flowers.</p> <p>Lesson 3- To experiment with different grades of pencil and other implements to draw different forms and shapes - sketching different animals from the Stone Age period.</p> <p>Lesson 4 - WOW lesson - To create a Stone Age picture using charcoal, coffee granules, powders, chalks - under the table using torches.</p> <p>Lesson 5 - To evaluate my own and other's work -</p>		<p>Lesson 1 - To explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Recap on hieroglyphic symbols and their meanings. Key focus to begin topic - observe Art artefacts with hieroglyphics on them. Investigate the purpose of the objects and the hieroglyphics on them. Where were they found.</p> <p>Lesson 2- To question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>To design my own block print using hieroglyphics symbols - try to focus on the simplest patterns to copy.</p>	



	<p>out as part of WOW day.</p> <p>Lesson 6: To be able add detail to the Greek pot. To paint the Greek pot. Carry out as part of WOW day.</p> <p>Lesson 7: To analyse and evaluate their completed Greek pot. They will express and communicate their feelings.</p>		<p>annotate it using post it notes.</p> <p>Lesson 6 - Children to present their work to the class and receive feedback from their peers.</p>		<p>Lesson 3 - To create printing blocks using a relief or impressed method. To transfer designs onto a Lino print -ensuring that they print the correct way.</p> <p>Lesson 4 - To create printing blocks using a relief or impressed method and print with two colour overlays Print using block prints then move on to exploring overlays.</p> <p>Lesson 5 - To compare ideas, methods and approaches in their own describe how they might develop it further</p> <p>Lesson 6 - To explain likes and dislikes, the method they used to create the Lino block print and how they may adapt it next time.</p>	
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Links to National Curriculum	<p><i>CCL - Computing, Maths and Literacy</i> <i>CCL - Literacy - writing the diary of a stone age boy</i></p> <p>Pupils taught 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. Pupils should be taught:</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, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]♣ about great artists, architects and designers in history.
Skills	<p>Autumn Skills</p> <ul style="list-style-type: none">• I can question and make thoughtful observations about starting points and select ideas to use in my work.• I can plan, design and make models from observations or imagination.• I can join clay adequately and construct a simple base for extending and modelling other shapes.• I can create surface patterns and textures in a malleable material.• I can mix and use tints and shades <p>Spring Skills</p> <ul style="list-style-type: none">• I can question and make thoughtful observations about starting points and select ideas to use in my work.• I can plan, design and make models from observations or imagination.• I can join clay adequately and construct a simple base for extending and modelling other shapes.• I can create surface patterns and textures in a malleable material.• I can mix and use tints and shades <p>Summer Skills</p> <ul style="list-style-type: none">• To explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.• To question and make thoughtful observations about starting points and select ideas to use in their work• To create printing blocks using a relief or impressed method• To create printing blocks using a relief or impressed method and print with two colour overlays• To compare ideas, methods and approaches in their own describe how they might develop it further.



Art Curriculum Map

Year Group: 4

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term		Natural Disaster		Tudor Portraits		Imaginative Art- Anglo-Saxon
Art unit Year 4		<p>Lesson 1 - To explore the roles and purposes of artists (focusing on Robin Brooke's and comparing with Beth Neville's natural disaster art) Children to be presented with a variety of pieces focusing on volcanoes - discuss observations and likes and dislikes.</p> <p>Lesson 2 - To experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures and to annotate work in sketchbook. - introduce the idea of a collage, how it is created and the effect that can be built. Consider the colours in a Volcano. Annotate their creation -</p>		<p>Lesson 1 - To explore the roles and purposes of artists linked to portraits. Children to observe portrait artists work and different techniques used - Rembrandt and Johannes Vermeer. To discuss techniques that may have been used and media. Explain their thoughts on the different paintings presented - identify similarities and differences.</p> <p>Lesson 2 - To explore line, mark making, form, shape and tone. Children to experiment with different gradients of pencils - lines, dots, hatching, shading, light to dark using different gradient pencils extend by using pen too.</p>		<p>Lesson 1 - To explore the roles and purposes of artist designers.</p> <p>The children will investigate a variety of Batik art and select an artist's work that they feel is the most inspirational - children to explain why? Which parts of the piece they like.</p> <p>Lesson 2 - To exploring and developing idea looking at the batik method Children to learn about the Batik style of art and how it is created. Children to write about what they have learnt about this style of art and the stages of creating Batik.</p> <p>Lesson 3 - To select and record from first hand observation, experience and imagination. To annotate work in sketchbook.</p>



		<p>likes/dislikes of different media used.</p> <p>Lesson 3- To select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Children to design the three layers of a volcano (top, middle, bottom) selecting the media they would like to use in the style of Beth Neville. Each layer must be made with a different material/material.</p> <p>Lesson 4 and 5 - To experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures - Children to create their art work on volcanoes and piece the three layers together.</p> <p>Lesson 6 - To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Children to write a detailed evaluation of the work that they have</p>		<p>Annotate techniques used and which they liked.</p> <p>Lesson 3- To explore line, form and shape to create a line drawing to sketch Henry VIII to scale focusing on the detail of his key features.</p> <p>Lesson 4 + 5 - To explore tone. Children to return to their drawings and learn about adding tone. What does this mean? How is it done effectively?</p> <p>Lesson 6 - To evaluate work and describe how they might develop it further. Children to look at their own portrait and discuss thoughts. Complete an evaluation on their final piece</p>		<p>Children to design a variety of Batik patterns taking inspiration from Anglo Saxon patterns. They will then have a walking gallery - peers to tally on a post it note which design they prefer.</p> <p>Lesson 4 - To use dyeing to create different textural effects Children to make their batik material using glue (instead of hot wax) and tempera paints (instead of dye).</p> <p>Lesson 5 - To evaluate my finished product and describe how to develop it further.</p> <p>Lesson 6 - _Evaluate their material design ready to be used to create Anglo Saxon purses.</p>
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		<p>produced- create a classroom gallery and evaluate each other's work.</p>				
<p>Links to National Curriculum</p>	<p><i>CCL to Geography and Literacy.</i> <i>CCL - Computing, Maths and Literacy</i> Pupils are taught 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. Pupils should be taught:</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, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history. 					
<p>Skills</p>	<p><u>Autumn Skills</u></p> <ul style="list-style-type: none"> • Collage - focus on collage of Natural Disasters - volcanoes • To explore the roles and purposes of artists (focusing on Robin Brooke's and comparing with Beth Neville's natural disaster art) • To experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures and to annotate work in sketchbook. • To select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • To experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. • To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. <p><u>Spring Skills</u></p> <ul style="list-style-type: none"> • To explore the roles and purposes of artists linked to portraits. • To explore line, mark making, form, shape and tone. • To explore line, form and shape. • To explore tone. • To evaluate work and describe how they might develop it further. <p><u>Summer Skills</u></p> <ul style="list-style-type: none"> • To explore the roles and purposes of artists designer. • To select and record from first hand observation, experience and imagination. • To annotate work in sketchbook. • To use dyeing to create different textural effects. • To evaluate my finished product and describe how to develop it further. 					



Art Curriculum Map

Year Group: 5

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	Mayan Mosaic Masks		Space Art		Viking Art	
Art unit Year 5	<p>To make a mask in preparation for Mayan WOW day.</p> <p>Lesson 1 - To use another artists' work as a stimulus. Children to investigate the work of Dan Fenlon and describe likes and dislikes. Discuss a key theme that his art work has (faces) and the intricacy of the pattern work.</p> <p>Lesson 2 - To take inspiration from design history. Design a clay Mayan mask - using Mayan masks as inspiration for the design.</p>		<p>Lesson 1 - To incorporate visual research from sketchbooks. To explore the work of Peter Thorpe and his paintings on space art. To critique and evaluate several pieces of his work.</p> <p>Lesson 2 - To use drawing to develop alternative ideas for design. To practice sketching 4 initial design ideas of different elements of space.</p> <p>Lesson 3- To use drawing to develop a final design. To create a final design, taking inspiration from Peter Thorpe, looking closely at colours.</p> <p>Lesson 4 - To consider the effects of light on form. To record pattern &</p>		<p>Lesson 1 - To take inspiration from design throughout history - To explore Viking weaving, techniques used and garments made.</p> <p>Lesson 2 -To design using inspiration from design throughout history- design own cloth weave - considering patterns and colours they would like to use.</p> <p>Lesson 3 - To be able to weave wavy lines - Measure accurately to create a paper weave and explore the technique of weaving</p> <p>Lesson 4 and 5 - To be able to weave wavy</p>	



	<p>Lesson 3 and 4- To manipulate the bulk of the material to explore the concept of mass, space and form children to explore clay and manipulating it correctly to create facial features. To then create their mask and use tools to add detail.</p> <p>Lesson 5- To use inspiration from Dan Fenelon's intricate designs and their own design to add colour and detail to their mask.</p> <p>Lesson 6 - To evaluate work and explain their modern-day Mayan mask. Annotate likes and what they would have done differently next time.</p>		<p>texture. Explore paint - including glow paint, different types and the effect they can create. Experiment by mixing with other mediums such as sand to create texture.</p> <p>Lesson 5 - To select and record objects - mix and match local colour, reflective colour, shadows through colour. Create space art using designs and inspiration from previous lessons.</p> <p>Lesson 6 - To evaluate my work - Create an art gallery in the dark and children circulate with troches to evaluate each other's work,</p>		<p>lines - To use skills learned in previous lesson to weave using recycled material. Use cardboard loom to support.</p> <p>Lesson 6 - To evaluate the finished product - To evaluate the work produced and critique each other's end product.</p>	
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Links to National Curriculum	<p><i>CCL - Science - Peter Thorpe</i> <i>CCL - Computing, Maths and Literacy</i></p> <p>Pupils are taught 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. Pupils should be taught:</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, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]♣ about great artists, architects and designers in history.
Skills	<p><u>Autumn Skills</u></p> <ul style="list-style-type: none">• To use another artists' work as a stimulus. Children to investigate the work of Dan Fenlon and describe likes and dislikes.• To take inspiration from design history. Design a clay Mayan mask• To manipulate the bulk of the material to explore the concept of mass, space and form• To use inspiration from Dan Fenelon's intricate designs• To evaluate work and explain their modern-day Mayan mask <p><u>Spring Skills</u></p> <ul style="list-style-type: none">• To select and record objects - mix and match local colour, reflective colour, shadows through colour. To consider the effects of light on form. To record pattern & texture.• To incorporate visual research from sketchbooks.• To examine spatial relationships of images in composition.• To select view with an awareness of foreground, midground, background.• To use drawing to develop alternative ideas for design. <p><u>Summer Skills</u></p> <ul style="list-style-type: none">• Textiles- weaving a Viking cloth• To take inspiration from design throughout history -• To be able to weave wavy lines• To evaluate the finished product



Art Curriculum Map

Year Group: 6

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	WW2 Painting - Field of Poppies		Emotions - Worry Monsters			Year 6 Leaver Project Memory Box
Art unit Year 6	<p>Lesson 1 - To use different shades of pencils to create different tones and lines</p> <p>Lesson 2 - To investigate why poppies are used to remembered the WW2 and create their own</p> <p>Lesson 3 and 4- To find out about a famous artist and his work.</p> <p>Lesson 5- To be able to I can create my own painting based on the style of an artist.</p> <p>Lesson 6 - To be able to evaluate my own drawing and say what</p>		<p>Lesson 1 - To understand what emotions are and represent two types of emotions using lines and marks.</p> <p>Lesson 2 - To be able to experiment with tone and texture to be able to represent two different types of emotions.</p> <p>Lesson 3- To design and draw a worry monster to represent the child's chosen emotion.</p> <p>Lesson 4 -. To create a prototype out of card.</p> <p>Lesson 5 and 6 - To create a worry monster using felt.</p> <p>Lesson 7 - To evaluate their work and present</p>			<p>Lesson 1 - Still life composition - using a selection of objects meaningful to them, children learn the subtle art of composition, sketching as they go.</p> <p>Lesson 2 - Charcoal still life - using the same arrangement as last lesson, pupils draw inspiration from the abstract artist Camargo and use charcoals to create a new still life piece.</p> <p>Lesson 3 - Negative medium still life - Learning to see light and shade in a new way, children pick out the shapes of their composition using erasers</p>



	I like about it and what could be better.		their worry monster to their peers explaining their chosen emotion.			on a lightly greyed out background. Lesson 4 - Still life in colour - After looking at still life paintings from Cezanne, pupils mix and use paint to bring colour to their still life with a range of tints and hues. Lesson 5 and 6 - Assembling the memory box - Children showcase their still life works by creating a box with a different piece on each face, topped with a graphic representation of the of the memories they evoke.
Links to National Curriculum	<p>Links to PSHE and wellbeing. CCL - Computing, Maths and Literacy</p> <p>Pupils are taught 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. Pupils should be taught:</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, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]♣ about great artists, architects and designers in history.					



Skills	<p>Autumn</p> <ul style="list-style-type: none">• Investigate and combine visual and tactile qualities and match them to the purpose of their work.• Apply and develop use of tools and techniques, including drawing.• Design and make images and artefacts that communicate observations, ideas and feelings by using a variety of methods. <p>Spring</p> <ul style="list-style-type: none">• Use fabrics to create 3D structures• Use different grades of threads and needles• Experiment with batik techniques• Experiment with a range of media to overlap and layer creating interesting colours and textures and effects <p>Summer</p> <ul style="list-style-type: none">• Shape, form, model and construct from observation or imagination• Use recycled, natural and man!• Made materials to create sculptures• Plan a sculpture through drawing and other preparatory work• Develop skills in using clay inc. slabs, coils, slips, etc• Produce intricate patterns and textures in a malleable media
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