

Art at Great Whelnetham







C of E Primary School

Year EYFS/Year 1 Larks





Cycle 1



Title Autumn	Amazing Me! Portraits!
Overview	<p>The aim of this unit is for children to explore ideas from first hand observations. Linked to our topic Amazing Me children will experiment with a variety of media; pencils, rubbers, crayons, pastels, charcoal, and chalk to create portraits of themselves. They will explore lines and marks controlling the types of marks made with a range of media. Children will ask and answer questions about the starting points for their work. They will develop their ideas, try things out and change their minds. Children will draw from observations. They will investigate tone by experimenting with light and dark lines. They will explore the work of artist Kandinsky and use techniques of pattern making, colour mixing and brush control. Children will identify primary colours by name and create textured paint by adding sand.</p>
Knowledge Acquisition	<p>This unit on sketching and then painting is linked to our Topic Amazing Me. Children will be more confident with their sketching skills as they will be more prepared to 'have a go'. They will have experienced using a wide range of media. They will understand tone and the effect of experimenting with light and dark lines. They will have produced their own self-portrait. Children will begin to develop an awareness of a range of artists looking at portraits created by Leonardo da Vinci, Henri Matisse and Andy Warhol. Children will be introduced to the painting style of artist Kandinsky and the type of work he produced. They will be able to name the primary colours and have an idea of colour mixing. Children will begin to show an awareness of brush control and the size of paint brush they should use. They will be able to use different techniques such as layering and mixing media. Children will begin to develop</p>

	the ability to reflect on, analyse and critically evaluate their own work and that of others.
Key L.Os	<p>To develop a range of sketching techniques to create a self portrait</p> <p>EYFS:</p> <ul style="list-style-type: none"> To begin to explore and control the types of marks made with a range of media <p>Year 1:</p> <ul style="list-style-type: none"> To experiment with a variety of media To improve control with the types of marks made To investigate tone by drawing light and dark lines To develop a range of art techniques To know the work of a range of artist To be able to describe similarities and differences between different practices and disciplines
Key vocabulary	Art, technique, lines, light, dark, experiment, portrait, practice, discipline, artists, tone, texture, media, primary colours, layering, Leonardo da Vinci, Henri Matisse, Andy Warhol, Kandinsky
Key learning experiences	<ul style="list-style-type: none">  To use a variety of sketching pencils  To draw a self-portrait  To experience and see a range of artists and their work  To experiment mixing colours  To use a variety of tools and media  To create and use textured paint






Title Spring	The Great Fire of London: Clay Tudor House
Overview	<p>This art unit compliments the Science and History units on Everyday Materials and The Great Fire of London. The children will experience making a 3D Tudor house made from clay. We will look at the artist Andy Goldsworthy and some of the natural found objects he made into sculptures and art. We will use combinations of shapes, lines, textures. The children will use techniques such as rolling, cutting and moulding. Children will review what they and others have done and say what they think and feel about it. They will identify what they might change in their current work or develop in future work.</p>

Knowledge Acquisition	By the end of this unit children will have experienced using clay to make a 3D house. They will be familiar of the work of Andy Goldsworthy. Children will be more confident in exploring shape, lines and textures. They will show improvement with skills such as rolling, cutting and moulding. Children will be able to review their own and others work and be able to suggest how to improve it.
Key L.Os	To use and manipulate clay in order to make a Tudor house EYFS: <ul style="list-style-type: none"> • To become familiar with moulding, cutting and rolling. • To use clay tools effectively • To listen and discuss ideas Year 1: <ul style="list-style-type: none"> • To be able to mould clay in order to design and make a Tudor house • To use a range of tools effectively and safely • To be able to evaluate • To be aware of the artist Andy Goldsworthy
Key vocabulary	Clay, mould, roll, cut, tools, techniques, evaluate, materials, safety, discuss, improvements, Andy Goldsworthy,
Key learning experiences	 To design a clay Tudor house  To experience moulding and cutting clay  To use different types of tools  To see the work of 3D clay artists Andy Goldsworthy and Richard Long
Title Summer	Victorians: Textiles Using a loom: Weaving
Overview	The aim of this unit is for children to explore a variety of textiles and learn how to weave. Children will match and sort fabrics and threads for colour, texture, length, size and shape. They will change and modify threads and fabrics by knotting, fraying, fringing, pulling, twisting and plaiting. Children will cut and shape fabric using scissors. They will apply shapes with glue or by stitching. They will apply decoration using beads, buttons or feathers. Children will learn how to apply colour with dipping or using fabric crayons. They will create and use dyes such as coffee or






	tea. Children will learn how to create a paper loom and weave strips of paper and fabric into the loom. They will learn about artists that weave around the world.
Knowledge Acquisition	By the end of this unit children will have used a variety of textiles, fabrics and threads of different texture, length, size and shape. They will begin to know how to knot, fray, pull, twist and plait various fabrics. Children will be able to apply colour to fabrics by dipping or using fabric crayons. Children will learn how to create a paper loom and weave paper and fabric. They will have an understanding of textile artists and share examples of weaving from all over the world. They will be able to talk about the materials, patterns, colours and equipment used.
Key L.Os	<p>To learn about the work of a range of artists and craft makers, making links to their own work</p> <p>EYFS:</p> <ul style="list-style-type: none"> • To use materials creatively to make a product • To use scissors to create a paper loom • To begin to learn how to weave fabric and paper <p>Year 1</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and weave a paper placemat • To use a range of fabrics • To weave strips of paper and fabric into a loom • To learn about weaving around the world • To be aware of Gunta Stolzl famous textile artist • To identify one thing from another artist's work that I could use in my own work
Key vocabulary	Textiles, fabric, weaving, woven, placemat, loom, over, under, techniques, experiment, dye, Gunta Stolzl,
Key learning experiences	<ul style="list-style-type: none"> ✚ To use a range of fabrics and materials ✚ To make a paper loom ✚ To learn how to weave ✚ To learn how to dye fabric using coffee, tea or fabric crayons ✚ To use various tools ✚ To see examples of weaving from around the world ✚ To see textile artist Gunta Stolzl and some of the products she made

Cycle 2






Title Autumn	We are Britain: Castles Printing
Overview	<p>This unit on printing compliments the history topic on 'Castles'. The aim of this unit is for children to experience printing using different techniques and objects. They will print with a range of hard and soft natural and man-made materials for example, corks, pen barrels, sponge, leaves and pine cones. Children will make simple marks on rollers and printing palettes. They will take simple prints for example mono-printing. They will roll printing ink over found objects to create patterns, build repeating patterns and recognise pattern in the environment. Children will create simple printing blocks. They will explore colour by experimenting with overprinting. Children will explore texture by making rubbings to collect textures and patterns.</p>
Knowledge Acquisition	<p>By the end of this unit children will have acquired the skills in order to print with a range of natural and man-made materials. Children will be confident in demonstrating how to create various patterns, build repeating patterns and recognise pattern in the environment. They will know how to create simple printing blocks. They will know how to explore colour by overprinting. They will be aware how to explore texture and collect patterns through rubbings.</p>
Key L.Os	<p>To be able to print with a range of hard and soft materials</p> <p>EYFS:</p> <ul style="list-style-type: none">• To explore different ways of printing• To use new tools carefully <p>Year 1:</p> <ul style="list-style-type: none">• To be able to make simple marks on rollers and printing palettes• To take simple prints• To be able to print using various objects• To know how to create patterns and texture• To create a simple printing block• To use new tools and techniques
Key vocabulary	<p>Print, natural, man-made, mono print, texture, pattern, repeating pattern, printing block,</p>

	environment, overprinting, experiment, explore, rubbings, technique, printing palette,
Key learning experiences	<ul style="list-style-type: none">  To use new printing tools  To create repeating patterns and recognise pattern in the environment  To create a mono print  To make a simple printing block  To do rubbings to create texture and pattern

Title Spring	Explorers: Space! Collage
Overview	This unit is linked to our History topic understanding the life and significance of Neil Armstrong. Children will use their imagination to create a rocket and fly to space! They will create a collage effect rocket from a variety of media for example photocopies, material, fabric, crepe paper, magazines. Children will use a combination of materials that are cut or torn. They will develop their ideas – try things out and change their minds. Children will arrange and glue materials to different backgrounds. They will sort and group materials for different purpose; colour and texture; fold, crumple, tear and overlap.
Knowledge Acquisition	By the end of this unit children will have acquired the skills in order to collage. They will be able to cut or tear a variety of media and then arrange and glue to show affect. Children will show improved skills in cutting techniques. They will be able to sort and group materials for different purpose. Children will be able to explain what they like and dislike about their collage and say why. They will be able to evaluate their collage and identify strengths and changes they would make.
Key L.Os	<p>To be able to use a variety of media to create a collage</p> <p>EYFS:</p> <ul style="list-style-type: none"> • To show improved control when using tools • To begin to discuss ideas • To listen to others • To use a range of materials <p>Year 1:</p>

	<ul style="list-style-type: none"> • To use a range of techniques to tear and cut a variety of media • To be able to sort and group a variety of media • To listen to feedback • To begin to be reflective and think about how to improve • To demonstrate simple finishing techniques to improve appearance
Key vocabulary	collage, techniques, media, feedback, reflective, tools, materials, appearance, evaluate, tear, fold, crumple
Key learning experiences	<ul style="list-style-type: none">  To use collage techniques to create a rocket  To use a variety of media and materials  To use different types of cutting skills  Share our collaged rockets during a 'spacewalk day'  To evaluate and find ways to improve

Title Summer	Oceans and Seas Painting
Overview	<p>This unit is linked to the Geography topic. The aim of this unit is to give children the opportunity to paint oceans, seas and boats. Share some famous seascapes paintings including Monet. Explore the work of artists from different times and cultures for differences and similarities. Children use techniques of pattern making, colour mixing and brush control. Children explore using a variety of tools and techniques. They mix and match colours to artefacts and objects. They work on different scales. Children experiment with layering and using different types of paints for creating different effects. Children identify the primary colours by name and mix primary shades and tones. They explore texture by adding sand to paint.</p>
Knowledge Acquisition	<p>By the end of this unit children will be able to explore ideas and use different techniques to create their own 'seascape' painting. They will know the primary colours and be able to explore which colours to mix in order to create different shades. Children will be able to choose which type of brush to use for best effect. Children will know how to create textured paint. They will have</p>

	<p>experience of painting on different scales. Children will be able to paint objects and add detail showing care with their work. Children will have knowledge of a variety of artists from different times and cultures.</p>
Key L.Os	<p>To be able to use a variety of tools and techniques to create a seascape painting</p> <p>EYFS:</p> <ul style="list-style-type: none"> • To show improved skill with using a paint brush • To explore using textured paint • To paint objects and add detail <p>Year 1:</p> <ul style="list-style-type: none"> • To produce a seascape painting • To explore using textured paint • To know how to layer using paint • To paint objects and add detail with care • To be aware of a variety of artists from different times and cultures
Key vocabulary	Textured, experiment, explore, layered, shades, primary colours, seascape, tones, techniques
Key learning experiences	<ul style="list-style-type: none">  To paint a seascape using a variety of paints  To layer a painting  To experience and make textured paint  To paint an object and add detail  To experience a variety of artists from different cultures

Art and Design at Great Whelnetham C of E Primary School



Year 2/3 (2-year cycle)

Cycle 1

Autumn Term	Drawing Portraits
Overview	This unit will teach children about drawing with different media, drawing portraits, and the use of different materials and techniques when making their own. The children will also have the opportunity to explore the work of Pablo Picasso, Vincent Van Gogh and Henri Matisse and create artwork inspired by them linked to the topic 'All About Me'.
Knowledge Acquisition	Children will know how to create a range of drawing techniques using line, shape, pattern and colour. Children will be able to create portraits using the key features in a range of art media. Children will know about the lives of artists such as Van Gogh, Matisse and Picasso. Children will be able to create portraits in the style of well-known artists. Children will be able to identify similarities and differences between different styles of art.
Key LOs	To develop a wide range of art and design techniques in using pattern, line and shape to create portraits. Year 2 <ul style="list-style-type: none"> ○ To use drawing materials to share their ideas and creativity. ○ To develop drawing techniques using line, shape and colour. ○ To learn about the styles of well-known portrait artists identifying differences and similarities. Year 3 <ul style="list-style-type: none"> ○ To improve drawing techniques using a range of art materials. ○ To experiment with line, pattern and colour in their designs. ○ To develop their knowledge of great artists.
Key vocabulary	Portrait, self-portrait, subject, drawing, painting, oil paint, watercolour, oil pastel, pencil, colour, materials, warm, cold, emotions, sad, happy, compare, Pablo Picasso, Vincent Van Gogh, Henri Matisse collage, abstract, cubist, cubism, realism, dab, detail, movement, unrealistic, print, photograph, eyes, ears, nose, mouth, pattern, mirror, face, hair, lips, features.
Key Learning experiences	<ul style="list-style-type: none"> - Using mirrors to create portraits of friends and themselves. - To create portraits in the style of artists, Van Gogh, Matisse, Picasso etc. - To create emotion portraits using colours to reflect feelings. - To create collage abstract portraits in the style of Picasso. - Use water colours to create backgrounds. - To create line drawings in the style of Paul Klee.

Spring Term	Painting - colour
Overview	This 'Colour' unit will teach children about choosing, using and mixing their own colours to create quality art work that shows progression in skills. The children will have the opportunity to explore the life and work of six key abstract artists and, working primarily in paint, to create pieces in a range of abstract styles.
Knowledge Acquisition	Children will know how to mix a range of secondary and tertiary colours. Children will be able to mix shades and tints of colour from palest to darkest. Children will use primary colours to create collages. Children will know which colours to mix to create secondary colours. Children will be able to create shades of one colour. Children will know which colours are warm or cool colours. Children will be able to describe the work of a range of abstract artists.
Key LOs	To know about the work of a range of artists whilst exploring and experimenting with colour, shape, pattern and texture. Year 2 <ul style="list-style-type: none"> To use a variety of tools and techniques including different brush sizes and types. To identify primary colours by name and mix shades and tones. To explore abstract artists from different cultures and create paintings in similar styles. Year 3 <ul style="list-style-type: none"> To experiment with different effects and textures including colour blocking, washes etc. To compare methods and approaches in their own and others' work. To develop their knowledge of abstract artists, questioning and making thoughtful observations.
Key vocabulary	Primary colours, secondary colours, tertiary colours, mixing colours, warm, cool, neutral colours, tints, shades, abstract art, swish, wipe, blot, palette.
Key Learning experiences	<ul style="list-style-type: none"> Create colour wheels identifying primary, secondary and tertiary colours. Experiment with colour mixing. Re-create well-known pieces of abstract art. Create captions to well-known pieces of art giving opinions. Create drip painting mural in the style of Jackson Pollack. Create Great Fire of London fire background using shades of colour. Create emotion colour pictures in the style of Robert Delaunay.

Summer Term	Collage 'Window'
Overview	In this unit pupils will focus on the text 'Window' by Jeannie Bqker to create a range of background scenery in collage form. Pupils will experience using a range of media to create different backgrounds in a range of ways, building on skills such as overlapping, tearing, crumpling. By the end of the unit pupils will have created a large scale background display representing the text whilst incorporating the skills and knowledge gained throughout the unit.
Knowledge Acquisition	Children will be able to experiment with colour and texture blocking and shape.

	<p>Children will be able to use collage techniques – folding, twisting, bending, crumpling, tearing, -overlapping, layering.</p> <p>Children will know how to re-create images using different media.</p> <p>Children will be able to select natural materials to add detail to collage images.</p> <p>Children will be able to assess collage techniques within their own and others work.</p>
Key LOs	<p>To practice and experiment with a range of collage techniques to create images and represent a variety of textures.</p> <p>Year 2</p> <ul style="list-style-type: none"> ○ To create different backgrounds using techniques, such as, overlapping, crumpling, tearing, folding. ○ To use a variety of media to create different textures. ○ To collect, sort and match colours to create textured images. <p>Year 3</p> <ul style="list-style-type: none"> ○ To experiment with a range of collage techniques such as layering, overlapping, tearing to create images. ○ To build a visual vocabulary through collage to collect ideas and information. ○ To compare ideas, methods and approaches in their own and others' work.
Key vocabulary	<p>Collage, image, background, scenery, material, colour, paper, fabric, card, newspaper, magazine, wool, fold, twist, bend, crumple, scrunch, overlap, layer, shape, texture, sort, group, scale,</p>
Key Learning experiences	<ul style="list-style-type: none"> - Sharing text 'Window' by Jeannie Baker, watch clips how backgrounds were created. - Create natural background inspired by the text. - Create collage animals. - Re-create their background on a smaller scale using natural objects to add to collage. - In groups re-create sections of a 'window' page to display on class window.

Cycle 2

	Sculptures
Overview	<p>In this unit, children will be introduced to six sculptors: Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, and Eva Rothschild. Children will make their own sculptures using a range of unusual materials: bread, recycled materials, boxes, plastic spoons, sugar cubes, and marshmallows. Children will learn about figurative and abstract sculptures, and think about shapes and materials.</p>
Knowledge Acquisition	<p>Children will have opportunities to design sculptures using different materials.</p> <p>Children will be able to create sculptures using a variety of materials.</p> <p>Children will be able to discuss the shapes they are using in their sculptures.</p> <p>Children will be able to describe their likes and dislikes for specific materials.</p> <p>Children will know about a range of sculptors who create abstract and figurative sculptures.</p>
Key LOs	<p>To select, record and explore ideas from first hand observations; asking and answering questions about the given starting points.</p> <p>Year 2</p>

	<ul style="list-style-type: none"> ○ To use a range of materials creatively to design and make products. ○ To use line, shape, form and space to develop skills in art and design techniques. ○ To explore the work of sculptors from different times and cultures for differences and similarities. <p>Year 3</p> <ul style="list-style-type: none"> ○ To explore creative and imaginative ideas and techniques from first hand observations for different purposes. ○ To select ideas and techniques to use in their sculptures. ○ To explore the roles and purposes of sculptors working in different times and cultures.
Key vocabulary	Sculpture, sculptor, sculpting, installation, figurative, abstract, wood, marble, stone, bronze, metal, casting, carve, materials, techniques, modern, minimalist, geometric, shapes, corners, lines, unusual materials, bread, recycled materials, space, outdoors, sugar cubes
Key Learning experiences	<ul style="list-style-type: none"> - Exploring a range of sculptors and learning about their creations. - Creating hand sculptures out of bread. - Using recycled materials to create monster sculptures linked to English text 'The Colour Monster'. - Create 3-d figurative sculptures in large groups. - Creating abstract sculptures out of unusual materials such as plastic spoons, elastic bands, sugar cubes and cocktail sticks.

	Printing patterns
Overview	In this unit the children will learn about the art of printing using a variety of repeating patterns. We will be working with a variety of man-made and natural materials to create repetitive patterns. Pupils will use a variety of printing techniques to create repetitive patterns including, printing blocks, rollers, mono-printing. By the end of this unit pupils will have created their own printed pattern taking inspiration from Kandinsky.
Knowledge Acquisition	<p>Children will know how to create a repeating pattern considering line, shape, size and colour.</p> <p>Children will know how to create rubbings of natural materials.</p> <p>Children will know how to create printing blocks to create own printing patterns.</p> <p>Children will be able to create overlaying printing patterns using more than one colour.</p> <p>Children will have experienced using printing rollers to create repeating patterns.</p> <p>Children will be able to take inspiration from artists to create their own printing design.</p>
Key LOs	<p>To develop skills in printing using a variety of man-made and natural objects.</p> <p>Year 2</p> <ul style="list-style-type: none"> ○ To create repeating patterns with a range of hard and soft man-made and natural materials. ○ To make simple marks using rollers to create patterns. ○ To create simple printing blocks creating repeating patterns and overprinting. <p>Year 3</p> <ul style="list-style-type: none"> ○ To experiment with repeating patterns using a variety of materials.

	<ul style="list-style-type: none"> ○ To create patterns using printing blocks. ○ To print patterns with two colour overlays.
Key vocabulary	Printing, patterns, blocks, rollers, natural objects, man-made objects, leaves, corks, sponges, coins, potatoes, ink, polystyrene blocks, press, marks, repeating, repetitive, pattern making, overlaying, Kandinsky,
Key Learning experiences	<ul style="list-style-type: none"> - Select and choose natural objects for printing. - Practice creating a range of repeating patterns with a range of materials. - Create overlaying prints using two or more colours. - Experiment with roller printing techniques to create repeating patterns. - Explore Kandinsky's 'Squares with Concentric Circles' to create own printing designs.

	Textiles
Overview	<p>In this unit children will learn about 2 textiles techniques, weaving and wax-resist dyeing, making their own products using the techniques. Children will weave paper and other materials to create under the sea placemats, inspired by craft makers around the world and the textiles artist Gunta Stolzl. "</p> <p>Children will learn about the decorative art of Gustav Klimt before adding decoration to their placemats. Children will learn about the use of traditional batik in Indonesia and around the world before designing and making their own batik coasters using wax resist sticks and dye.</p>
Knowledge Acquisition	<p>Children will be able to create a paper loom to create a weaving pattern.</p> <p>Children will be able to use the terms loom, warp and weft correctly to explain the weaving process.</p> <p>Children will be able to make choices of materials to add decoration to a product.</p> <p>Children will be able to use templates to design a coaster.</p> <p>Children will be able to use wax to transfer a simple design onto fabric.</p> <p>Children will use a paintbrush to apply dye to change the colour of fabric.</p> <p>Children will be able to make suggestions as to why craft makers might have decorated their products.</p> <p>Children will know how to explain the process of batik in simple ways using the terms canting, wax-resist and dye.</p>
Key LOs	<p>To be able to use a range of materials creatively to design and make products.</p> <p>Year 2</p> <ul style="list-style-type: none"> ○ To create a product through weaving materials. ○ To be able to apply decoration using a range of joining techniques such as gluing, stitching. ○ To change and modify fabrics through creating and dying batik. <p>Year 3</p> <ul style="list-style-type: none"> ○ To use techniques to create different textural effects to create products. ○ To use varying tools and techniques to add decoration to products. ○ To experiment with wax-resistant techniques such as batik.

Key vocabulary	Fabric, textiles, design, make, weaving, paper, under, over, around, through, gift, product, batik, canting, dye, wax, wax-resist, coaster, placemat,
Key Learning experiences	<ul style="list-style-type: none"> - Share physical examples of weaving around the world, children commenting on works of art. - Link under the Sea theme with key texts 'Commotion in the Ocean', 'The Rainbow Fish'. - Creating 'Under the Sea; placemat using weaving techniques. - Add 'Sea Creature' decorations to placemats using beading, sequins. - Create a weaving bag with links to text 'The Rainbow Fish'. - Create an 'Underwater' theme batik design using wax crayons and dye.

Art at Great Whelnetham








C of E Primary School

Year 4

Cycle 1



Title	Textiles and Printing
Overview	The children will use a variety of techniques to create images and patterns on textiles – printing, dying (including experimentation with
Title	Drawing, collage and clay
Overview	Linked to their study of the Anglo Saxons and their treasures at Sutton Hoo, the children explore the purposes, techniques, materials and detail of creating the items found there. They study and replicate selected pieces - the helmet, jewellery, belt buckle, jewellery, plates and cups and what the engravings on them tell us about life then and the skills involved in making them. They develop drawing skills using different grades of pencil focussed on creating detailed line drawings to include warriors, symbols of animals and scenes drawn from the original pieces. They use light and shade to produce 3D effects. They begin to build up a sketchbook of work as they design and create their own items of Anglo Saxon treasure based on their drawings. They use collage materials and techniques – decoupage – to assimilate their images onto their treasures, cutting, tearing and arranging the images for effect. The children also develop modelling skills to create clay bowls experimenting with making pinch and coil pots from clay, adding runes as décor. They experiment with creating shades of brown to replicate natural colours available at the time and glaze their pots to strengthen them and add sheen.
Knowledge and skill acquisition	The children will learn to create a range of tones with the same and different grades of pencil, H – 6B. They will develop their observational drawing techniques, focussed on line and levels of detail. They will understand the original purposes of the treasures they are studying and their intended use and impact, including symbolic imagery. They will learn to use sketching as a means to explore and improve on ideas, as well as experiment and show ideas. They will use their sketches and inspiration from Anglo Saxon crafts to
Key LOs	<ul style="list-style-type: none"> ✚ To understand that individuals in periods of History were master craftspeople ✚ To understand that craftspeople worked with a range of materials to create objects of symbolic significance ✚ To understand that crafts are functional and based on design ✚ To create different shades and effects with pencils to add detail to drawing ✚ To create light and shadow in drawing creates 3D effects ✚ To use sketching as a means to exploring and improving ideas ✚ To add 2D designs to 3D items to decorate and add symbolic meaning ✚ To use collage techniques to add detail ✚ To use different techniques to mould clay and engrave it
Key Vocabulary	Line, tone, detail, decoration, symbol, craft, treasure, collage, decoupage, pinch pot, coil pot, mould, engrave, sketch, experiment, imagination, arts and crafts
Key learning experiences	<ul style="list-style-type: none"> ➤ The children use sketch books to develop and improve drawing skills ➤ Trip to Sutton Hoo to see and sketch Anglo Saxon treasures found there ➤ They learn about the significance of Anglo Saxon crafts and explore ways of replicating them ➤ They learn a range of techniques to create arts and crafts based on significant historic items







	paste resist), stitching, patchwork and tapestry. They will learn about creating images by blocking dyes on fabric using tie dye, batik and paste resist to create different effects. They will create repeated patterns using printing techniques, selecting complementary colours and shapes for effect. The children will learn that these techniques are linked to the production of fabric design for clothing, soft furnishing and decoration.
Knowledge and skill acquisition	The children will develop their fine motor skills to stitch, using a range of different stitches and coloured threads and yarns to create pattern. They will learn to keep their stitching regularly sized and spaced to create effective patterns. They will use stitching to join fabrics to create small patch work pieces, selecting fabrics and cutting them to shape using a template. The children will learn how to dye fabrics choosing colour and pattern to create their own t-shirt designs. They will apply this to other dying techniques – creating their own images and transferring them on cloth.
Key LOs	<ul style="list-style-type: none">  To learn how to create different stitches using various sized needles, and threads and yarns  To design and create patterns using stitching techniques  To use a template to cut fabric to size and shape  To be able to stitch different together to join them effectively  To be able to use different dying techniques to create patterns and images on cloth  To be able to use a range of tools and resources safely  To be able to inter-relate pattern, shape and colour on cloth
Key Vocabulary	Tie-dye, paste resist, image, pattern, stitch, running stitch, cross-stitch, back stitch, blanket stitch, cold water dye, textile, fabric, cloth
Key Learning Experiences	<ul style="list-style-type: none"> ➤ The children create different kinds of textile pieces using a variety of sewing and dying techniques ➤ They experiment with colour, shape, pattern and design on different fabrics and cloth ➤ They create their own t-shirt designs



Title	Drawing and Painting - Portraiture
Overview	The Children develop their mastery of art techniques involved in drawing and painting portraits. They learn the proportions of a face and how to sketch these out to They take inspiration from great artists to use different ideas and techniques to create their art during different historical periods. They create work in the style of various artists such as: Holbein (Tudor link), Gainsborough, Seurat, Monet, Picasso, Matisse, Warhol, Hockney and Banksy. They use a variety of materials to create line, shade, tone and light effects – different grades of pencil, charcoal, pastels, inks, water colour and acrylic based paints. They develop their best sketches to produce painted portraits, both self- portraits and portraits of others, in the style of an artist they have studied.
Knowledge and skills acquisition	The children develop their ability to draw, using pencils with different gradients to create line, tone, shadow, light and dark to create portraits. They use further drawing materials to experiment with colour to create skin and hair tones, taking inspiration to create line, form and mark making from a range of styles derived from different artists to achieve different effects. They work from life and secondary sources. They develop their use of colour, extending awareness of primary and secondary colours and variants within. They learn how to mix colour to produce light and shade, and different density or levels of opacity of paint by mixing it with varying amounts water.






	They learn how to create 3D effects by including light and shadow in their final piece, combining line, colour and the techniques of a chosen artist.
Key LOs	<ul style="list-style-type: none"> ✚ To become familiar with the work of a range of significant artists over time and the techniques they used in portraiture ✚ To learn the proportions of the face to draw features ✚ To know primary colours and how to mix them to create secondary colours ✚ To use colour to create mood and atmosphere ✚ To use different gradients of pencil to create a range of tones and shade ✚ To develop techniques in drawing and painting using a range of materials to represent faces in the styles of known artists ✚ To draw and paint from life to create self-portraits and portraits of others ✚ To use a range of drawing and painting materials to create different effects ✚ To evaluate drawn and painted works to improve them ✚ To use different sized brushes for different purposes ✚ To evaluate and make improvements to own work ✚ To build a final piece from sketches
Key Vocabulary	Portraiture, portrait, self-portrait, pencils, pastels, line, shade, tone, texture, opaque, transparent, light, shade, hue, mood, atmosphere, proportion, colour, water colour, acrylic
Key Learning Experiences	<ul style="list-style-type: none"> ➤ If possible, the children visit an art gallery or exhibition to see portraits on display ➤ The children take a virtual tour of the National Portrait Gallery to view portraiture of some significant artists and their techniques. ➤ The children experiment with the range of drawing and painting materials, creating different effects which they apply to portraiture ➤ The children continue to develop sketching techniques, drawing from life to create a final painted piece ➤ The children learn how to give and receive evaluations of their work and to use these to make adjustments and improvements











Cycle 2


Title	Rainforest Art and landscape (collaging)
Overview	Linked to their study of the Rainforests, the children use a variety of techniques to develop mastery in various elements of drawing, blending, and collaging. Artists such as Oenone Hammersley will be used as starting points and inspiration for the children's own work depicting different aspects of the rainforest. They will also explore animal paintings by Henri Matisse and Henri Rousseau, and investigate joining different materials to re-create rainforest scenes. All the techniques and information will be used to help the children develop ideas for their artwork and choose materials and art techniques, which are suitable for what they want to do.
Knowledge and skill acquisition	Children will learn to select their own equipment and techniques in order to create different effects, using the skills taught in sketching, shading, blending with pastels, colour mixing, dimension and collaging. They will research and explore the work of great artists and understand what aspects of style and genre they are known for. They will practise and develop the different types of collage, e.g. tearing, overlapping and

	layering and combine these skills with the others taught in the unit to make developed choices of technique and material to complete their final rainforest scene. When reviewing and evaluating their final pieces they will explain how they have combined and organised shape, form, and space, and applied colour, tone, pattern and texture in their artwork.
Key LOs	<ul style="list-style-type: none">  To use outline in drawing. To use line to show surface features and details of objects.  To experiment with different grades of pencil and other implements to create lines and marks.  To make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc  To develop an awareness of objects having a third dimension.  To use background and foreground to structure elements in a picture.  To experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures
Key Vocabulary	Rainforest, landscape, elements, medium, sketch, shading, blending, pastels, dimension, depth, perspective, 3-D, collage, overlapping, texture, background, foreground, layer, tear, representation
Key Learning Experiences	<ul style="list-style-type: none"> ❖ copy sections of a larger picture by a well-known landscape artist to practice sketching an outline ❖ sketch rainforest animals , such as the Iguana, from an artist's picture and use different grades of pencils to create the different shades ❖ Use pastels to recreate vivid coloured animal art inspired by Oenone Hammersley ❖ Practise techniques for adding depth and dimension to a rainforest landscape ❖ create a rainforest animal picture using overlapping ❖ create an art gallery to evaluate each other's' work

Title	Roman mosaics
Overview	Linked to their study of the Romans, the children will explore mosaics by looking at examples of Roman mosaics and reading and learning about who had these and what they indicated about the owners place in society. Techniques will be developed by thinking about printing techniques and practising these as well as investigating further the importance of Roman mosaics to historians. After studying the borders of mosaics, they will start to design a border for their own mosaic, carrying our further research into the different types of Roman mosaic and what they depicted. The unit will culminate in designing a Roman-style mosaic and using printing techniques practised earlier to create their own mosaic.
Knowledge and skill acquisition	The children will understand the historical and cultural development of art forms (mosaics) and explore ideas to improve mastery of art and design techniques (printing). They will begin to evaluate and analyse their work. They will understand how knowledge of the past is constructed from a range of sources and ask historically valid questions. They will learn about the Roman Empire and its impact/Romanisation of Britain.
Key LOs	<ul style="list-style-type: none">  To explore and discuss mosaics as an art form brought to Britain by the Romans, looking particularly at borders.  To explore and develop different border patterns to use for a large printed mosaic.

	<ul style="list-style-type: none">  To develop and practise the technique of printing individual small squares using a printing stick.  To finalise their chosen border design.  To perfect the technique of printing individual small squares and review progress, analysing style and technique.  To design a central motif for a printed mosaic and to evaluate the finished piece.  To review knowledge of Roman mosaics and consider their importance to historians.
Key Vocabulary	Roman, mosaic, border, theme, motif, central, design, technique, printing, artefacts, repeating pattern, grid, printing block, roller, tray
Key Learning Experiences	<ul style="list-style-type: none"> ❖ Generate a repeating mosaic style pattern of coloured squares on a grid ❖ Print a neat repeating border design with good technique ❖ Print a neat repeating border design with good technique ❖ Evaluate and analyse their work and that of others ❖ Design and finish printing a large scale mosaic style picture ❖ Evaluate the finished work and plan how to exhibit it to a wider audience

Title	Meet the Artists: Designers
Overview	<p>In this unit the children explore the designs and motifs of William Morris, Charles Rennie Mackintosh and Vivienne Westwood. They practice design techniques, including symmetry, and design a wallpaper pattern, a chair and a jacket under their inspiration. When exploring the designs and motifs of Morris, they will identify key techniques, style and influences and sketch aspects of a personal passion in order to create a motif design using Morris as an influence.</p> <p>The children will learn about different design media and how to use drawing to develop design ideas. Sketch books will be created to record their observations and use them to review and revisit ideas, and they will improve their mastery of art and design techniques, including drawing and sculpture with clay.</p>
Knowledge and skill acquisition	<p>Children will recognise and describe work, motifs and influences of various great design artists, such as William Morris, Charles Rennie Mackintosh and Vivienne Westwood. They will develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. They will improve mastery of drawing techniques and learn about great designers in history.</p>
Key LOs	<ul style="list-style-type: none">  To learn about the life, work and influences of William Morris  To sketch and create motifs of personal interest.  To create block printing tiles based on previous motif design  To print a textile or wallpaper design using the influences of William Morris.  To create patterns that use symmetry.  To learn about the life, work and influences of Charles Rennie Mackintosh; To explore designs of Charles Rennie Mackintosh chair  To design a chair inspired by Charles Rennie Mackintosh.  To learn about the work, life and influences of Vivienne Westwood  To explore the experimental designs of Vivienne Westwood  To identify key features of Vivienne Westwood designs

	 To sketch a Westwood-inspired jacket design.
Key Vocabulary	Design, influence, design media, motif, block printing, ink, roller, tray, inspired by, symmetry, patterns, sketch, tone, sketch book, record, observe, develop, sculpture,
Key Learning Experiences	<ul style="list-style-type: none"> ❖ Sketch aspects of a personal passion in order to create a motif design using Morris as an influence ❖ Explore Mackintosh's chairs and accurately draw out their own design ❖ Design and make a prototype of a chair using Mackintosh's style and techniques as an influence ❖ Identify 'classic' Westwood design features ❖ Practise the sketch techniques of fashion design ❖

Art at Great Whelnetham

C of E Primary School

Year 5 and 6



Overview	
<ul style="list-style-type: none">Art and DT will alternate on a half-termly basis across the 2-year cycle, meaning that there are 3 units of Art and 3 units of DT each school year. There is an additional Art unit planned for Christmas time in both cycles to include some work on Textiles.	
Cycle 1	
Title	Autumn 1: Pencil, Botanical Illustration
Overview	<p>During this unit, the children will study of examples of botanical illustration on great voyages of discovery in the age of exploration and the time before photography. This will link with the topic on Evolution and Inheritance, and they will imagine themselves as the botanical illustrator on Charles Darwin's voyage on the HMS Beagle to the Galapagos Islands.</p> <p>The children will begin by studying, assessing and discussing the work of famous botanical illustrators from the 18th and 19th centuries, reproducing some classic examples in their sketch books. They will then move on to their own drawings of real plants, fruit, birds (from models) or fossils, using first hand observational skills to reproduce the plant or animal as closely as possible to what they see in front of them. If possible this unit will be enhanced with a trip to Cambridge Botanical Gardens to sketch and record some of the exotic plants grown there, annotating and labelling their sketches.</p>
Knowledge Acquisition	<p>The children will know various respected botanical illustrators from its golden age and will learn about some of the voyages that were under taken. They will appreciate how important the roles of these artists were before photography was used, to record what plants and animals really looked like. They will improve their line drawing skills using pencil, experimenting with lines, patterns, textures and shapes where appropriate. They will notice and experiment with the idea that different artists will produce a different image of the same object depending on their position around it. They will understand how shading and hatching can add a 3D look to their line drawings and bring the subject to life. The children will then explore colour mixing, tonal contrast and blending techniques with coloured pencils to represent the plant and animals realistically.</p>
Key LOs	<ul style="list-style-type: none">Know some of the famous botanical illustrators from the 18th and 19th centuriesDiscuss the work of existing artists and give opinions on which are most effective and whyUse sketch books to record their observations, annotate their work and use them to review and revisit ideasLearn and use the techniques of pencil line drawing to accurately represent plants and animalsColour their drawing accurately to show the original plant or animal from a particular angle or perspective

Key Vocabulary	Botanical, illustration, recording, pencil, colour, accurate representation, line, pattern, texture, shape, shading, hatching
Key learning experiences	<ul style="list-style-type: none"> ❖ Observe and learn about actual botanical illustrations on a trip to Cambridge Museums, a Darwin Workshop and the Botanical Gardens where they will sketch real plants within the grounds and greenhouses ❖ Collect, arrange and draw real plants, animals and fossils from school grounds and home ❖ Use a collection of bird models for drawing accurate representations ❖ Create a gallery of the illustrations for a wall display.

Title	Autumn 2: Additional Unit: Christmas Textiles
Overview	In the run up to Christmas, the children will design and make Christmas stockings from felt and other textiles.
Knowledge Acquisition	The children will produce their own version of a Christmas stocking from an example in red felt, in two parts, stuffed with cotton wool and sewn with a choice of thread and stitching style. They will then add layers of other fabric as decoration to the stocking to enhance the 3D effect, such as ribbon, lace, applique motifs and sequins.
Key LOs	<ul style="list-style-type: none"> • Use fabrics to create 3D structures • Use different grades of threads and needles • Experiment with a range of media to overlap and layer creating interesting colours and textures and effects
Key Vocabulary	Fabric, textile, sewing, stitch, needle, thread, decoration, ribbon, lace
Key Learning Experiences	❖ Make a Christmas stocking using felt and other fabrics to take home as a gift

Title	Spring 2: Drawing with Mixed Media, Picasso Portraits
Overview	<p>During this topic, pupils will study, discuss and give opinion on the work of Pablo Picasso and learn how he looked for new ways to draw human faces in his paintings. They will experiment in reproducing his style of representing faces, first through collage from magazines using pieces of printed faces to build up an image, and then with their own drawings of classmates' faces from more than one perspective at the same time. This will develop their learning from the Botanical Illustration unit where they looked at different viewpoints of the same object, seeing how Picasso tried to include two or more viewpoints at once in his figures and faces.</p> <p>The children will then use a choice of wet media to colour their drawings from pastel, acrylic, watercolour and oil paint, using the style of Picasso as inspiration and experimenting with bold or unusual colour choices, blending and colour mixing.</p>
Knowledge	The children will be familiar with the life and work of Picasso, with a focus on 2 of his major well-known works. They will understand his reputation for controversy and

Acquisition	<p>innovation and how his style reflected attempts to show figures in a new way. They will learn collage techniques using printed media and see how this will help develop their own style of representing the human face differently, with facial features distorted from their normal positions.</p> <p>They will continue to practice line drawing techniques with patterns, textures and shapes, using a typical naïve style similar to the focus artist. They will then colour the portraits with large blocks of colour and know about primary, secondary, complementary and contrasting colours from a colour wheel.</p>
Key LOs	<ul style="list-style-type: none"> • Know the work of Picasso and his most famous paintings • Practice collage techniques with cut out face pieces from magazines • Use sketch books to record their observations and use them to review and revisit ideas • Use collage as a means of extending work from initial ideas, drawing inspiration from original paintings • Make thoughtful observations about existing works and select ideas to use in their own work • Draw in a new style, trying to ignore the normal rules for drawing people's faces • Reproduce the style of a famous artist • Colour with paint using blocks of carefully chosen colour to form faces and figures
Key Vocabulary	Pablo Picasso, painting, innovative, collage, faces, figures, line, pattern, shape, texture, colour, block, naïve, primary, secondary, complementary, contrast
Key Learning Experiences	<ul style="list-style-type: none"> ❖ Study, analyse and assess a range of Picasso's work, discussing the impact of his unusual style ❖ Use magazines and other printed media images to create collages of distorted and unusual faces ❖ Draw and colour with paint a portrait of a classmate with a 'rearranged' face ❖ Create a class display of Picasso style portraits to celebrate the children's success in adopting a new and unusual style of artwork

Title	Summer 1: Photography and Collage
Overview	<p>During this topic, children will find out about the history of photography and some of its most famous artists. The children will learn about forced perspective photography and create their own images using this visual trick. They will then focus on art and photography using nature as inspiration by looking at the work of Andrew Goldsworthy, taking photos of their temporary natural sculpture work in around the school field and wildlife area. They will then experiment with photomontage, inspired by artists such as Hannah Hoch and Barbara Kruger, using mass media for the components of their images and recording the printed versions of them in sketchbooks.</p>
Knowledge Acquisition	<p>The children will learn about the invention and long history of the camera and how photography became a recognised art form. They will first learn about the idea of perspective in drawing, practising by recreating a scene with a horizon and single focal point. They will then see how it is possible to manipulate this and understand the ideas of scale and forced perspective, learning through experimenting with their own images.</p> <p>They will know the work of Andrew Goldsworthy and how his work is often designed to be temporary within a natural environment, and how photography allows us to record these temporary works. They will then print, paste and annotate in their sketch books, explaining their choices of natural objects to create the image.</p> <p>The children will study photomontage artists and compare approaches between two focus artists, explaining which they prefer, what approach they think is most effective and why. They will understand how to develop an image using different parts of other existing or self-produced photographic images and text with an overall theme.</p>
Key LOs	<ul style="list-style-type: none"> • Understand the history of photography and its origins • Use simple perspective in their work using a single focal point and horizon. • Create a forced perspective image in the classroom or playground • Know the work of Andrew Goldsworthy and create a natural sculpture and photograph the image inspired by him • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Put together a photomontage based on the work of Hannah Hoch or Barbara Kruger
Key Vocabulary	<p>Camera, photography, perspective, focal point, horizon, foreground, middle ground, background, forced perspective, nature, temporary, image, photomontage, mass media, theme</p>
Key Learning Experiences	<ul style="list-style-type: none"> ❖ Create a forced perspective photograph ❖ Make a natural sculpture and take a photograph of it ❖ Create a photomontage using cuttings from mass media with a central theme ❖ Create a photography display for the classroom with selected, annotated works from all 3 projects

Cycle 2	
Title	Autumn 1: Printing and Painting, Hokusai
Overview	In this unit, the children will look at the work of Japanese artist Hokusai and his series of prints based around different views of Mount Fuji in Japan. They will look at various pictures in the series and choose a favourite as inspiration for their own picture, assessing the Japanese style, scenery, wildlife, human figures and the impact of the constant presence of the volcano. They will create their own image in this style in their sketchbooks. They will experiment with printing techniques – block, lino or other, depending on availability of resources at the time – trying out the effects of building up colours in layers. They will then produce their own picture using 3 different layers of coloured print to create the picture by simplifying an initial sketch book idea. The children will then add detail to the print with a range of media e.g. pens, colour pens and paints.
Knowledge Acquisition	The children will know about the Japanese style of painting and printing, common themes and subject matter, their vertical script for titles and signature and the commonly used colour schemes. They will consider the use of complementary and contrasting colours in printing. They will learn about commonly used printing techniques and use one of them to design and make a printed image, inspired by one of Hokusai's pictures. They will understand how the choice of colours for the 3 layers will create an overall effect and appreciate how the addition of further detail over the top of the printed background will enhance the image.
Key LOs	<ul style="list-style-type: none"> • Learn about the Japanese style of printed art featuring wildlife, landscape and figures in traditional dress • Know the commonly used printing techniques • Make thoughtful observations about existing works and select ideas to use in their own work • Design an image that can be simplified and created by building up 3 separate complementary or contrasting colour prints in one image • Use a printing technique to produce the design • Add detail to the print with a choice of media
Key Vocabulary	Japanese, Hokusai, printing, Mount Fuji, layers, colour, complementary, contrasting, sketch, design, block, detail, overlay
Key Learning Experiences	<ul style="list-style-type: none"> ❖ Choose a favourite scene from a selection of Hokusai prints ❖ Use printing techniques to produce their own version inspired by the image ❖ Create a class exhibition of the work for display in a corridor

Title	Autumn 2: Additional Unit: Christmas Textiles
Overview	In the run up to Christmas, the children will design and make Christmas cards with a fabric panel decorated with a festive design using batik techniques with melted wax.
Knowledge Acquisition	The children will produce their own version of a Christmas card from an example where the main design is created from a piece of fabric decorated with their own design. They will learn about batik techniques - the fabric panel will be produced by dyeing the fabric

	and blocking key design elements from taking on the coloured dye using melted wax. They will repeat the process for a second colour, blocking different design elements.
Key LOs	<ul style="list-style-type: none"> • Design a simple image that can be recreated on fabric using dyes and wax • Experiment with batik techniques
Key Vocabulary	Fabric, textile, wax, batik, card, panel
Key Learning Experiences	❖ Make a Christmas card using fabric, dyes and batik techniques

Title	Spring 2: Mixed Media, L.S. Lowry
Overview	<p>This unit will focus on the work of L.S. Lowry, taking the children on a journey through his work and giving them an appreciation of his most famous paintings and his distinctive style. They will look at, in sequence, his landscapes, his pencil drawings, his portraits and some of his industrial scenes. They will look at the use of composition, scale and proportion in his industrial scenes and compare one of them to a modern day view of the city from a photograph.</p> <p>To end the unit they will hear the popular song written about him, and make a 'matchstalk' figure in the style of Lowry from clay or wood.</p>
Knowledge Acquisition	<p>The children will know that L.S. Lowry painted landscapes as well as other scenes, but was most famous for his industrial, urban scenes. They will learn about perspective and understand how Lowry's scenes often had a clear foreground, middle ground and background. When recreating one of his landscapes, they will explore colour mixing and blending techniques with coloured pencils.</p> <p>They will understand his colour choices and tonal contrast using less vibrant, complementary colours going backwards through the layers in the scene. They will see how he worked in a sustained, repetitive way to build up detail in his images, with multiple, similar human figures and industrial buildings with many windows.</p> <p>They will improve their line drawing skills using pencil, experimenting with lines, patterns, textures and shapes where appropriate. They will know about the changing industrial landscapes in Britain by comparing his scenes to those of the modern city landscape. They will revisit clay and wood work by creating a 3D figure in the style of Lowry, inspired by the song and his paintings.</p>
Key LOs	<ul style="list-style-type: none"> • To consider and compare a variety of Lowry's work, discuss them and express opinions about them • To create a pencil drawing of a landscape, based on 'On the Sands' • Learn and use the techniques of pencil line drawing to accurately represent plants and animals • Create a self-portrait inspired by Lowry's early example, using their own choice of media • Draw and paint an industrial scene inspired by Lowry's most famous style • Use tonal contrast to enhance composition by using diluted complementary colours through layers of a scene • Work in a sustained and independent way to create a detailed drawing • Create a 3D figure from clay or wood inspired by Lowry and the song 'Matchstalk Men and Matchstalk Cats and Dogs'
Key Vocabulary	L.S. Lowry, landscape, portrait, pencil drawing, self-portrait, industrial scene, perspective, foreground, background

Key Learning Experiences	<ul style="list-style-type: none"> ❖ Know and appreciate the work of a famous British artist and understand the time at which he was working ❖ Draw a landscape scene inspired by 'On The Sands' ❖ Draw a self-portrait in the style of L.S. Lowry's early work ❖ Paint an industrial scene in the style of L.S. Lowry's later work ❖ Create a 3D figure from clay or wood to represent the artist's style
--------------------------	---

Title	Summer 1: Collage and Paint, Pop Art
Overview	<p>This half term we will look at Pop Art and the work of Andy Warhol. Famous artists from the Pop Art world will be looked at, including Roy Lichtenstein, and the children will start with a comic book style collage inspired by his work, using onomatopoeia – such as Bang! or Splat! using bold colours.</p> <p>They will then look at Warhol's famous pieces including the Campbell's Soup and Marilyn Monroe coloured prints. The main piece of artwork they produce this unit will be based these repetitive images, using distinct areas of bold colours. The children will first create an image from popular culture, then insert photocopies of this image into a framework of boxes, colouring each repeated section in contrasting primary and secondary colours.</p>
Knowledge Acquisition	<p>The children will know about Pop Art and its origins in the popular culture of the 1950s and 60s. They will know the major artists of the genre and their famous works. They will learn about onomatopoeia in a cross curricular link with English Grammar. They will know how collage can be used to build up layers of an image to create a finished effect. They will understand how Andy Warhol selected iconic images from popular culture and used them to produce simple, repetitive images. They will learn about the visual impact of these repetitive images and the contrast of only a few bold colours used in large areas on the picture.</p>
Key LOs	<ul style="list-style-type: none"> • Know the origins of the Pop Art movement in the mid-20th century • Be familiar with the works of Roy Lichtenstein and Andy Warhol and their defining styles • Explore the roles and purposes of artists and designers working in different times and cultures • Understand the impact of combining text and bold colours by creating a comic book style picture in the style of Lichtenstein • Make thoughtful observations about existing works and select ideas to use in their own work • Understand the impact of combining repetitive, iconic images from popular culture with contrasting colours by creating a picture in the style of Warhol
Key Vocabulary	Pop Art, Lichtenstein, Warhol, onomatopoeia, Campbell's Soup, Marilyn Monroe, popular culture, repetitive, bold, contrasting
Key Learning Experiences	<ul style="list-style-type: none"> ❖ Study and discuss major works of the Pop Art movement ❖ Produce a comic book style picture using words and bold colours ❖ Produce a Warhol style picture using contrasting colours and repetitive images