### William Morris: Art: Year 3/4



	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore the artwork of William Morris	The children are introduced to William Morris and find out who he was and how he was important. They are given a brief history of his background as well as being introduced to the Arts and Crafts movement. They look in detail at his textile and wallpaper designs in order to analyse and compare each one. They then go on to use his art to create a design in a similar fashion.	<ul> <li>Can children find similarities and differences between the different works of William Morris?</li> <li>Can children recreate a wallpaper pattern in the style of William Morris?</li> <li>Can children analyse an existing piece of artwork using language associated with Art and Design?</li> </ul>	Slides Worksheets 1A/1B/1C Picture Cards Viewfinders Computers/ Laptops (FSD? activity only) Information Sheet (FSD? activity only)
Lesson 2	To explore and understand the Arts and Crafts movement	The children investigate the Arts and Crafts movement, and Morris' involvement in it, in more detail. They look at the way the industrial revolution affected the way in which things were being produced and how this affects the quality and quantity of what was produced. They then go on to test the outcome of quality vs quantity as bear makers, comparing and analysing the resulting products.	<ul> <li>Can children discuss the difference between quality and quantity?</li> <li>Can children describe what the Arts and Crafts movement was?</li> <li>Can children explain why the Arts and Crafts movement was founded?</li> </ul>	<ul> <li>Slides</li> <li>Worksheet 2A/2B/2C/2D/2E/2F</li> <li>Scissors</li> <li>Glue</li> <li>Plain or coloured paper</li> </ul>
Lesson 3	To observe and sketch natural objects	After drawing upon Morris' designs having natural inspirations, the children are given the chance to be inspired by nature and natural objects themselves. Much like Morris used sketching and drawing to gain his inspirations, the children will use their observation skills to sketch a still life of a natural object.	<ul> <li>Can children use soft, light sketching techniques to create a still life sketch?</li> <li>Can children use careful observation skills to create a still life sketch?</li> <li>Can children make observations about different mediums?</li> </ul>	Slides Picture Cards Natural objects (leaves, sticks, fruit, seeds, flowers) Sketching materials (pencils, colouring pencils, charcoal, biros) Plain paper
Lesson 4	To design a printing block inspired by William Morris	The children learn about the process in which wallpaper is printed using wooden blocks. Using inspiration from Morris' designs and their sketching from the previous lessons, children are asked to create a design for their own printing block and test it out in a repeating pattern.	<ul> <li>Can children create a design inspired by nature and William Morris?</li> <li>Can children briefly describe the process of creating a print?</li> <li>Can children compare and recognise patterns around them?</li> </ul>	Slides Worksheet 4A/4B Picture Cards Thin card String (FSD? activity only)
Lesson 5	To create and print using a printing block inspired by William Morris	Alongside a step-by-step guide on the slides, the children use their designs from the previous lesson to produce their own printing block out of cardboard. They then use this block to print a repeating pattern. The children can be challenged to create a rotating pattern or a print with a different layout. Alternatively, the children could create their printing block using string and cardboard to produce a different effect when printing.	<ul> <li>Can children use a design to guide them in making a printing block?</li> <li>Are children able to reflect on design choices?</li> <li>Can children print using a printing block?</li> </ul>	Slides Worksheet 5A (enlarged to A3) Scissors Thick, sturdy cardboard cut into 10x10cm squares (2 per child, plus spare) Glue sticks Paint Paintbrushes Rollers (optional) A3 Plain paper (optional) String (FSD? activity only)

## Famous Buildings : Art : Year 3/4



	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore and examine buildings in a range of architectural styles.	Children will be given a general overview of the role of an architect, before exploring a range of famous buildings from around the world. They will discuss which building they think looks best and why, and think about why their opinions may differ.	<ul> <li>Do children know that buildings are designed for a variety of purposes?</li> <li>Do children know that an architect is someone who designs buildings?</li> <li>Can children examine buildings and comment on what they think of them?</li> </ul>	<ul> <li>Slides</li> <li>Worksheet 1A/1B/1C/1D</li> <li>Picture Cards</li> <li>Digital cameras (FSD? activity only)</li> </ul>
Lesson 2	To explore the architecture of Sir Christopher Wren.	Children will find out who Sir Christopher Wren was and discover his role as an architect. They will look in detail at the architecture and design of St Paul's Cathedral. Children will then look at four different shading techniques - hatching, crosshatching, scumbling and stippling. They will apply these skills when shading in an outline of St Paul's Cathedral.	<ul> <li>Do children know that Christopher Wren was a famous architect?</li> <li>Can children comment on the features of St Paul's Cathedral and say what they feel about them?</li> <li>Can children identify and apply different shading techniques?</li> </ul>	Slides Worksheet 2A/2B/2C Photo Card A/B/C Shading Techniques Sheet Sketchbooks (FSD? activity only)
Lesson 3	To explore colour and pattern in the design of St Basil's Cathedral.	Children will explore the history, design and features of St Basil's Cathedral in Russia. They will study pictures of the cathedral before looking at different methods and techniques they can use to recreate the cathedral in their own artwork after learning about tints and shades.	<ul> <li>Do children know that architectural styles change over time and across different locations?</li> <li>Can children describe the main features of St Basil's Cathedral?</li> <li>Can children recreate St Basil's Cathedral using their own interpretations?</li> </ul>	<ul> <li>Slides</li> <li>Paint</li> <li>Mixing palettes</li> <li>Cathedral Outline 3A/3B</li> <li>Oil Pastels (FSD? activity only)</li> <li>Ink (FSD? activity only)</li> <li>Cocktail sticks (FSD? activity only)</li> </ul>
Lesson 4	To explore the design features of the Taj Mahal.	Children will identify lines of symmetry in the Taj Mahal and explore some of its other design features, including its reflection. They will use the Taj Mahal as the basis for their own artwork, focusing on symmetry. During the plenary, they will consider why so many architects make their creations symmetrical.	<ul> <li>Can children identify lines of symmetry in buildings?</li> <li>Can children use symmetry accurately in their artwork to create effects?</li> <li>Can children discuss why many architects choose symmetrical designs for their buildings?</li> </ul>	<ul> <li>Slides</li> <li>Picture Card</li> <li>Half Taj Mahal Card</li> <li>Tracing paper, pencils, A4 paper</li> <li>Paints/coloured pencils/crayons/fine-tip pens, etc.</li> <li>Taj Mahal Outline (FSD? activity only)</li> </ul>
Lesson 5	To examine the architecture of the Sydney Opera House.	Children will consider how and why trends in architectural styles change over time. They will find out that the Sydney Opera House was designed as part of a competition before exploring the features of this relatively modern building. They will use the opera house as the inspiration for their own artwork, where they will create a collage of the building, or experiment with making a paper sculpture.	<ul> <li>Do children know that architectural styles change over time?</li> <li>Do children know who designed the Sydney Opera House?</li> <li>Can children recreate the Sydney Opera House, making choices about colours, materials and media to use?</li> </ul>	Slides Photo Cards Shell Template Paper/thin cardboard, glue, sticky tape, scissors Collage materials (FSD? activity only) Glue, double-sided sticky foam tape, scissors (FSD? activity only)
Lesson 6	To be able to design a building for a particular purpose.	Children will draw on everything they have found out about architecture and a variety of building designs to design their own building for a particular purpose. Focusing on the exterior aesthetics, your class could design a building using their own criteria or those given to them by a 'client', thinking about colour, line, shape and features.	<ul> <li>Can children design a building for a particular purpose?</li> <li>Can children incorporate shape, line and colour into their designs?</li> <li>Can children evaluate their finished artwork fairly?</li> </ul>	<ul> <li>Slides</li> <li>Worksheet 6A/6B/6C/6D/6E/6F</li> <li>Design Brief Cards</li> <li>Variety of materials to create models (FSD? activity only)</li> </ul>

### Seurat and Pointillism: Art: Year 3/4



	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out who Georges Seurat was and explore his style of art.	Children will understand the term 'Neo- Impressionism' and identify that trends in art change over time. They will find out how, when and why the Pointillist movement began and explore some Impressionist and Pointillist paintings to compare and contrast the different styles. They will study a variety of Seurat's paintings, particularly 'A Sunday on the Grand Jatte'.	<ul> <li>Do children know who Georges Seurat is and why he is famous?</li> <li>Do children know what Pointillism is?</li> <li>Can children state how they think and feel about artwork?</li> </ul>	Slides Worksheet 1A/1B/1C Picture Sheet Information Sheet A/B (FSD? activity only) Fact File (FSD? activity only)
Lesson 2	To explore how to create art in the style of pointillism.	Children will recap what Pointillism is and look at some further examples of Pointillist art. They will then explore some of the different methods they could use to create an Pointillist effect in their own artwork. They will try out these different methods and consider which is most effective.	<ul> <li>Can children describe what Pointillism is?</li> <li>Can children experiment with a range of Pointillist techniques?</li> <li>Can children state which method they preferred and describe their reasons?</li> </ul>	<ul> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Colouring Sheets (FSD? activity only)</li> <li>Felt-tip pens, cotton buds, paints, paintbrushes, crayons, coloured pencils, cocktail sticks, etc.</li> </ul>
Lesson 3	To explore how Seurat used colours in his artwork.	Children will explore Seurat's interest in colour and optical mixing. They will then go on to look at primary, secondary and tertiary colours in the colour wheel and identify pairs of complementary colours. They will learn to mix colours using Pointillism.	Do children know how to mix colours to create secondary and tertiary colours? Do children know some pairs of complementary colours? Can children mix colours using Pointillism?	Slides Worksheet 3A/3B/3C Colour Wheel Challenge Sheet A/B/C (FSD? activity only)
Lesson 4	To explore Seurat's paintings and how he created effects and shading.	Children will take a closer look at some of Seurat's Pointillist paintings, looking specifically at how he used Pointillism to create shading. The slides then show children how they can use dots to create areas of light and dark, as well as how to blend colours, before children are challenged to practise their shading skills independently.	Can children discuss artwork and say what they think and feel about it? Can children use Pointillism to create effects such as shading? Can children use Pointillism to blend colours?	<ul> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Media for pointillism, e.g. felt-tips</li> <li>Challenge Cards (FSD? activity only)</li> <li>Picture Cards (FSD? activity only)</li> </ul>
Lesson 5	To explore the work of other Pointillist artists.	Children will understand that Pointillism was an art movement. They will identify some other Pointillist artists besides Seurat and examine some of their pieces, discussing what they feel about them. They can then either research a particular artist or recreate a famous piece of Pointillist artwork for themselves.	Do children understand that Pointillism was an art movement that developed over time? Can children name some Pointillism artists? Can children explore the work of Pointillism artists and comment upon their findings?	Slides Challenge Card A/B/C Artist Cards Picture Card (FSD? activity only) Worksheet 5A (FSD? activity only) Media for Pointillism, e.g. felt-tips, paints, cotton buds, etc. Cameras/printers - optional (FSD? activity only)
Lesson 6	To be able to create a piece of pointillism artwork.	Children will discuss what they have learnt about Pointillism and the Pointillist style of art. They will generate ideas for themes they could use before creating their own piece of Pointillism artwork. They will evaluate their finished pieces and say what they think and feel about them.	<ul> <li>Can children make decisions about subjects and colours for their artwork, giving reasons for their choices?</li> <li>Can children apply what they have learnt about Pointillism to create their own piece of artwork?</li> <li>Can children evaluate their finished artwork and compare it to that of their peers?</li> </ul>	Slides Idea Cards Media for Pointillism, e.g. paints, cotton buds, paintbrushes, felt-tips, straws, etc.

### Plant Art : Art : Year 3/4



	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To appreciate the work of different artists	In this first lesson, children will look at and discuss a variety of different plant-themed artworks, by different artists, created in different periods of time. In their independent activities, children will choose one artwork to explore their opinion of in more detail. In the alternative activity, children will look at each artwork in pairs, expressing what they like and don't like about each one, and sharing their reasoning.	<ul> <li>Can children identify an artwork that is visually pleasing to them?</li> <li>Can children give their personal opinion of different artworks?</li> <li>Can children listen to others' opinions of artworks, and try to see their point of view?</li> </ul>	<ul> <li>Slides</li> <li>Art Cards (Teaching Input and FSD? activity)</li> <li>Worksheet 1A/1B/1C</li> <li>Mini Art Cards</li> <li>Questions Card</li> </ul>
Lesson 2	To develop observational skills	Children will find out what botanical illustrations are, and the original reasons for which they were created. They will look at the differences between these types of illustrations and other paintings of plants. Children will discuss how they can create detailed illustrations like these, by using constant observation, attention to detail, and patience. In their independent activities, they will practise these skills by drawing leaves. In the alternative activity, the children will create a class botanical diary of the plants in their school grounds or area.	<ul> <li>Do children know what a botanical illustration is and why they were first created?</li> <li>Can children use their observational skills to create a detailed sketch of part of a plant?</li> <li>Can children express their opinion about this style of drawing?</li> </ul>	<ul> <li>Slides</li> <li>Botanical Sketch Sheet</li> <li>'CAP' Reminder Cards</li> <li>Sketching pencils</li> <li>Leaves (collected from outside, or bought mixed salad leaves)</li> <li>Botanical Diary Sheets (FSD? activity only)</li> <li>Magnifying glasses (optional)</li> </ul>
Lesson 3	To know how to create tints, shades and tones of colours	In this lesson, children will examine colour more closely. They will learn how different tones of colour can be used to create different effects in an artwork, and will use the work of Georgia O'Keeffe to explore this. Children will learn how to mix tints, shades and tones of a colour. They will apply this knowledge to their independent work, where they are challenged to paint a flower from given photographs. Alternatively, as a group, children will paint separate petals and leaves, then combine them to create a large Georgia O'Keeffe-style flower painting.	<ul> <li>Do children understand the difference between tints, shades and tones?</li> <li>Can children create tints, shades and tones to match a given colour?</li> <li>Can children use tints, shades and tones to create an artwork?</li> </ul>	<ul> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Flower Cards Set A/B</li> <li>Paints (powder paints or ready-mixed paint)</li> <li>Petal and Leaf Templates (FSD? activity only)</li> <li>40cm square sheets of paper (FSD? activity only)</li> <li>Instructions Sheet (FSD? activity only)</li> </ul>

### Plant Art : Year 3/4



	Learning Objective	Overview	Assessment Questions	Resources
Lesson 4	To develop printing skills.	Children will find out about Oral Kiely and look at some examples of her artwork. They will recap what tones, tints, hues and shades are before making their own printing blocks. They will use these blocks to create their own leaf prints. The lesson ends by challenging children to name famous designers.	<ul> <li>Do children understand how to make a cardboard print board?</li> <li>Can children create designs by printing?</li> <li>Can children talk about famous designers?</li> </ul>	<ul> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Design Cards A/B/C</li> <li>Leaf Shape Templates</li> <li>Cardboard, coloured A3 sugar paper, paints</li> <li>Additional printing materials e.g. string, fruit, vegetables (FSD? activity only)</li> </ul>
Lesson 5	To know how to create depth in an artwork	Children will first learn and practise how to draw a tree, focusing on the branches. They will then explore what depth is, and how it can be created in an artwork. Children will use both their skill of how to draw a tree and their understanding of depth to create their own forest scene in the independent activity. In the alternative activity, children will use layers of coloured card to create depth in their artwork.	<ul> <li>Do children understand what depth in an artwork is?</li> <li>Do children understand how artists create the illusion of depth in their artwork?</li> <li>Can children create the illusion of depth in their artwork?</li> </ul>	<ul> <li>Slides</li> <li>A5 paper (Teaching Input)</li> <li>How to Draw a Tree Help Sheet</li> <li>Creating Depth Help Sheet</li> <li>A3 or A4 paper</li> <li>Paints and paintbrushes of different thicknesses</li> <li>Tree Templates (FSD? activity only)</li> <li>Different shades of coloured card (FSD? activity only)</li> <li>Depth by Layering Instruction Sheet (FSD? activity only)</li> <li>Scissors, double-sided sticky tape (FSD? activity only)</li> </ul>
Lesson 6	To create sculptures using clay	In this lesson, children will learn what a sculpture is, and what materials they can be made out of. They will focus on sculptures made from clay, and will find out how to add or remove bits of clay to create detail. In their independent activities, children will be challenged to make their own flower-themed artwork from clay, in the form of a flower bowl, or a 3D flower sculpture.	<ul> <li>Do children understand what a sculpture is and what different materials they can be made from?</li> <li>Do children know how to add or remove bits of clay to create detail?</li> <li>Can children make their own simple sculpture from clay?</li> </ul>	<ul> <li>Slides</li> <li>Flower Bowl Template Sheet</li> <li>Flower Bowl Instruction Sheet</li> <li>Flower Bowl Challenge Cards</li> <li>Clay, clay tools, small plastic bowls (base diameter of 8cm or less), clingfilm</li> <li>Flower Sculpture Instruction Sheet (FSD? activity only)</li> <li>3mm width wooden dowel sticks, 20-30cm in length (FSD? activity only)</li> </ul>
Lesson 7	To plan and create a piece of artwork	In this final lesson, children will use all of the skills and knowledge they have gained in the previous lessons to discuss how they might recreate pictures of different plants as artworks. In their independent lessons, children will choose one of these plants to plan and create a piece of artwork for. In the alternative activity, children are challenged to use nature itself as the media or tools with which to create a piece of art.	<ul> <li>Can children discuss how to represent a plant as a piece of art?</li> <li>Can children design their artwork and give reasons for their choices?</li> <li>Can children create their artwork from a given plan?</li> </ul>	<ul> <li>Slides</li> <li>Picture Cards (Interactive Starter)</li> <li>Question Cards (Interactive Starter)</li> <li>Worksheet 7A/7B/7C</li> <li>Selection of different media for children to choose from</li> <li>Challenge Card (FSD? activity only)</li> </ul>

## Sonia Delaunay : Art : Year 3/4



	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To become familiar with the early life and artwork of Sonia Delaunay	To begin, children will be given a set of picture cards and encouraged to discuss both the artwork and what they think the artist might be like, based on their work. They will then find out about the early life of Sonia Delaunay, and discuss the influence the work of other artists had on her early paintings. In their independent work, children will choose one of Delaunay's works to analyse in more detail. In the alternative activity, children will be challenged to recreate their own portrait in the style of Sonia Delaunay.	<ul> <li>Can children recall some facts about the early life of Sonia Delaunay?</li> <li>Can children express their opinion about an artist or artwork?</li> <li>Can children ask and answer questions about an artist and their artwork?</li> </ul>	<ul> <li>Slides</li> <li>Picture Cards (Teaching Input)</li> <li>Mini Picture Cards</li> <li>Worksheet 1A/1B/1C</li> <li>Worksheet 1D (FSD? activity only)</li> </ul>
Lesson 2	To learn about the Delaunays and Orphism	Children will continue to learn about the life and art of Sonia Delaunay. In particular, they will focus on her experimentation with colour using a style of art known as Orphism. Children will learn about complementary and harmonious colours, and then analyse some of Delaunay's works with this knowledge. In their independent activities, children will explore the use and effect of colour in their own artworks.	<ul> <li>Do children know what Orphism art is?</li> <li>Can children explain the difference between complementary and harmonious colours?</li> <li>Can children experiment with the use and effect of colours in their own artwork?</li> </ul>	<ul> <li>Slides</li> <li>Colour Card</li> <li>Sets of compasses (or a variety of circular objects to draw around), rulers, paints</li> <li>Worksheet 2A/2B/2C</li> <li>Art Critic Question Cards</li> <li>Selection of different coloured circles of paper, scissors, glue (FSD? activity only)</li> <li>Electric Prisms Challenge Card (FSD? activity only)</li> </ul>
Lesson 3	To explore how Sonia Delaunay created rhythm and movement in her artwork	In this lesson, children will focus on how Sonia Delaunay created a sense of rhythm and movement in her artwork. They will explore a collaborative piece of art made by Sonia and a poet, Blaise Cendrars, about a train journey across Russia. In their independent work, children will create their own visual accompaniment to a Robert Louis Stevenson poem about a train journey. In the FSD? activity, children design a piece of artwork to represent their journey to school.	<ul> <li>Can children explain how Sonia Delaunay created a feeling of movement in her artwork?</li> <li>Can children discuss and give their opinions of specific artworks?</li> <li>Can children create their own artwork to represent a journey?</li> </ul>	<ul> <li>Slides</li> <li>The Prose of the Transsiberian and the Little Jehanne of France (Teaching Input)</li> <li>'From a Railway Carriage' Poem Sheet</li> <li>Worksheet 3A/3B/3C</li> <li>Paints</li> <li>Worksheet 3D (FSD? activity only)</li> </ul>
Lesson 4	To know how Sonia Delaunay expanded her artwork to include fashion	Children will learn how Sonia Delaunay began to design clothes. They will explore how her artistic style impacted on her designs. In their independent activities, children will create their own clothes designs based on the style of Sonia Delaunay. Alternatively, children will design fabric patterns adhering to a specific client's requests.	<ul> <li>Do children know how and why Sonia Delaunay began to design clothes?</li> <li>Can children explain their opinion of Sonia Delaunay's designs?</li> <li>Can children create their own designs in the style of Sonia Delaunay?</li> </ul>	<ul> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Delaunay Designs Sheet</li> <li>Client Request Cards (FSD? activity only)</li> <li>Worksheet 4D (FSD? activity only)</li> </ul>
Lesson 5	To explore the influence and legacy of Sonia Delaunay	In this final lesson, children will begin by exploring how the work of Sonia Delaunay influenced both individual artists and the genre of modern art itself. They will discover just how wide-ranging and successful her art and fashion designs became, and how she brought art into everyday life. In their independent work, children will create a factsheet, booklet or presentation about her life and work. In the FSD? activity, children are challenged to create a piece of artwork in honour and memory of Sonia Delaunay.	<ul> <li>Can children talk about the life and work of Sonia Delaunay?</li> <li>Can children recognise the influence Sonia Delaunay's work has had on both fashion and modern art?</li> <li>Can children express their own thoughts and opinions on the work of Sonia Delaunay?</li> </ul>	<ul> <li>Slides</li> <li>Worksheet 5A/5B</li> <li>Information Sheet</li> <li>Art Cards</li> <li>Challenge Cards (FSD? activity only)</li> </ul>

# Recycled Art : Art : Year 3/4



	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore different ways to join materials.	In this initial lesson the children will explore different techniques they might use to join different materials. This will form some base knowledge as they go forward to create their own recycled art in subsequent lessons.	<ul> <li>Can children join two pieces of cardboard together securely?</li> <li>Can children identify advantages or disadvantages of a joining method?</li> <li>Are children able to suggest a suitable joining method for two pieces of material?</li> </ul>	Slides Joining Technique Cards 1A Notes Card 1A Notes Card 1A Worksheet 1A Small pieces of strong cardboard and tubes Glue stick, PVA, treasury tags/string, scissors, hole punches, sticky tape, masking tape, split pins, paper clips Other recycled materials (FSD? activity only) Notes Card 1B (FSD? activity only)
Lesson 2	To explore the texture and appearance of different junk materials.	Give your class the opportunity to explore and be inspired by the materials available to them. What could each recycled material be made into? Can they find a robot's body or an elephant's trunk in the materials given to them. Challenge them to record and reason their ideas, making notes in their sketchbook.	<ul> <li>Can children attribute adjectives to describe the properties of different junk materials?</li> <li>Are children able to generate ideas inspired by different materials and their properties?</li> <li>Can children justify their ideas?</li> </ul>	<ul> <li>Slides</li> <li>Various junk materials</li> <li>Large sugar paper</li> <li>Question Cards 2A</li> <li>Worksheet 2A (FSD? activity only)</li> <li>Glue (FSD? activity only)</li> <li>Camera (FSD? activity only)</li> </ul>
Lesson 3	To create a simple animal sculpture.	In this lesson the children will use their ideas from their inspiration lesson to create their first piece of artwork. They will focus their ideas on animals and any familiar shapes they can find in the recycled materials they have available.	<ul> <li>Can children create a recognisable creature from junk materials?</li> <li>Are children able to select suitable joining methods for their art piece?</li> <li>Can children evaluate and discuss their artwork?</li> </ul>	<ul> <li>Slides</li> <li>Junk materials</li> <li>Pictures Cards 3A</li> <li>Joining Techniques Cards 3A</li> <li>Glue stick, PVA, treasury tags/string, scissors, hole punches, sticky tape, masking tape, split pins, paper clips</li> <li>Picture Cards 3B (FSD? activity only)</li> </ul>
Lesson 4	To create a piece of art from recycled cardboard.	In this penultimate lesson, children will look at different sculptures made from cardboard, before revising their knowledge on joining materials. Children will learn how to layer cardboard to create a sculpture. Alternatively, challenge children to make a collection of animal slot-sculptures.	<ul> <li>Can children evaluate the ease of working with a material?</li> <li>Can children suggest a suitable paint to decorate their sculptures based on the material it is made from?</li> <li>Are children able to create a 3D sculpture from cardboard?</li> </ul>	<ul> <li>Slides</li> <li>Plenty of corrugated cardboard</li> <li>Cardboard Sculpture Template 4A/4B/4C</li> <li>Animal Templates 4A (FSD? activity only)</li> </ul>
Lesson 5	To create a piece of art to convey a message.	In this final lesson the children will look at some artwork by different artists who created sculptures to convey a message about pollution and how plastic affects our ocean and the environment. They will then try to emulate this in their own piece of recycled art.	<ul> <li>Are children able to understand the messages that some artwork can portray?</li> <li>Can children understand how recycled art can portray a particular message?</li> <li>Are children able to create their own piece of artwork to convey a message?</li> </ul>	<ul> <li>Slides</li> <li>Poster Template 5A - blown up to A3</li> <li>A3 paper</li> <li>Plastic recycled materials for the children to use</li> <li>Teacher Notes 5A (FSD? activity only)</li> <li>Safety Card 5A (FSD? activity only)</li> <li>Safety equipment (FSD? activity only)</li> </ul>

#### Chinese Art: Art: Year 5/6



	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore the themes, styles and colours of traditional Chinese art.	Children will start by recapping what they already know about China. They will then be shown a variety of artworks from different periods in Chinese history to see if they can identify common themes, colours and techniques. They will have the chance to respond to different works of art, as well as being challenged to order artworks chronologically.	Can children identify some themes commonly used in traditional Chinese art?  Can children identify some colours commonly used in Chinese art?  Can children discuss traditional Chinese artwork and say what they think and feel about it?	Slides Picture Cards Viewfinders Worksheet 1A/1B Timeline Cards (FSD? activity only) Timeline Cards Answer Sheet (FSD? activity only)
Lesson 2	To explore the theme of dragons in Chinese art.	Children will find out about the cultural significance of the dragon in traditional Chinese culture before looking at a variety of examples of dragons in Chinese art. They can then either follow step-by-step instructions to draw their own dragon, replicate a dragon from the Nine Dragons scroll or create a dragon using salt dough.	<ul> <li>Do children understand the significance of the dragon in Chinese culture?</li> <li>Can children discuss examples of dragons in traditional Chinese artwork, identifying features and explaining how they have changed over time?</li> <li>Can children use a variety of skills to create their own dragon artwork?</li> </ul>	<ul> <li>Slides</li> <li>Help Sheet 2A/2B</li> <li>Nine Dragons Picture Cards</li> <li>Pastels</li> <li>Pencils and fine-tip black pens</li> <li>Salt Dough Instruction Sheet (FSD? activity only)</li> <li>Salt dough (FSD? activity only)</li> <li>Matchsticks, water, clay tools, paints, varnish (FSD? activity only)</li> </ul>
Lesson 3	To find out about importance of brushstrokes in Chinese art.	This lesson starts by exploring what is meant when we describe an art form as being linear and explores the importance of lines in Chinese art. They will then find out about the Four Gentlemen and learn how to use brushstrokes to paint bamboo, plum blossoms, orchids and chrysanthemum in the traditional Chinese style.	<ul> <li>Can children explain the importance of lines in Chinese art in relation to the Four Gentlemen?</li> <li>Can children practise a variety of brushstrokes to improve technique?</li> <li>Can children apply their brush control when creating artwork?</li> </ul>	<ul> <li>Slides</li> <li>Paper, card, a variety of brushes</li> <li>Watercolour paints or ink</li> <li>Four Gentlemen Instructional Videos</li> <li>Four Gentlemen Picture Sheets (FSD? activity only)</li> <li>Help Sheet (FSD? activity only)</li> </ul>
Lesson 4	To find out about and replicate Chinese calligraphy.	Children will continue to think about the importance of lines and brushstrokes in Chinese art by looking at calligraphy. They will have the chance to practise using their brushes in different ways to create different lines as they learn how to write various Chinese characters using the correct stroke order.	<ul> <li>Do children understand the importance of line and brushstrokes in Chinese Art?</li> <li>Can children create Chinese calligraphy characters using the correct brushstroke sequence?</li> <li>Can children control their brushstrokes to create effects?</li> </ul>	<ul> <li>Slides</li> <li>Paper</li> <li>Black watercolour paint or ink</li> <li>Chinese Character Cards 4A/4B/4C</li> <li>Chinese Alphabet Cards (FSD? activity only)</li> </ul>
Lesson 5	To find out about the Terracotta Army.	Children will find out about the history of the Terracotta Army and look at photographs to explore the style and features of the statues. They will then either create a terracotta warrior using clay or draw warriors focusing on the shading and proportions.	<ul> <li>Do children know what the Terracotta Army is and why it is famous?</li> <li>Can children work with clay to create a detailed model?</li> <li>Can children use drawing and shading skills to recreate a terracotta warrior?</li> </ul>	<ul> <li>Slides</li> <li>Picture Cards</li> <li>Clay and clay tools</li> <li>Silver or bronze paint</li> <li>Warrior Template 4A/4B/4C (FSD? activity only)</li> <li>Terracotta Warrior Example sheet (FSD? activity only)</li> </ul>
Lesson 6	To find out about and recreate porcelain of the Ming dynasty.	Children will find out when the Ming dynasty was in power before looking at a variety of examples of Ming porcelain to establish common colours, patterns and themes. They can then recreate a Ming vase using drawing or porcelain paint.	<ul> <li>Do children know when the Ming dynasty was in power and why their porcelain is famous?</li> <li>Can children identify patterns, images and styles associated with Ming porcelain?</li> <li>Can children create artwork to reflect the style of Ming porcelain?</li> </ul>	<ul> <li>Slides</li> <li>Vase Templates 6A/6B/6C</li> <li>Picture Cards</li> <li>Worksheet 6A (FSD? activity only)</li> <li>White plates and porcelain paints/pens (FSD? activity only)</li> </ul>

### Frida Kahlo: Art: Year 5/6



	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To learn about Frida Kahlo and analyse some of her work.	Children begin the topic by studying and analysing Kahlo's artwork. This gives them the opportunity to discover who she was and the kind of artwork she is famous for creating. They are challenged to look closely at her art and answer questions about what they see and feel about them, encouraging them to express their own opinions.	<ul> <li>Can children describe who Frieda Kahlo is and give a brief summary of her work?</li> <li>Can children analyse aspects of a painting including mood and colour?</li> <li>Are children able give their opinion of a painting or artist?</li> </ul>	<ul> <li>Slides</li> <li>Picture Cards 1A</li> <li>Picture Cards 1B</li> <li>Worksheet 1A/1B/1C</li> <li>Question Cards 1A</li> <li>Worksheet 1D (FSD? activity only)</li> <li>Information Sheet 1A (FSD? activity only)</li> </ul>
Lesson 2	To study the self portraits of Frida Kahlo.	The children will study Frida Kahlo's famous self portraits and how she created them. They explore the proportions of the face and how the features are drawn into a portrait or self portrait in relation to one another. They then use this learning to sketch a proportional self portrait.	<ul> <li>Can children describe the differences between a portrait and a self-portrait?</li> <li>Can children describe the general proportions of a face?</li> <li>Can children use their knowledge of proportions to complete a self-portrait?</li> </ul>	Slides Mirrors/printed photographs of the children Worksheet 2A Reference Sheet 2A Sketching and painting resources Plain paper
Lesson 3	To explore how Kahlo drew on her cultural background for her artwork.	This lesson guides the children through Kahlo's background of Mexican art and the influences it had on her paintings. They think about cultural identity and how Kahlo expressed hers in her paintings and clothing. Using this to inspire them the children reflect on their own identity and express this in their own self portraits.	<ul> <li>Are children able to describe aspects of Mexican folk art?</li> <li>Can children identify aspects of the Mexican culture in Kahlo's artwork?</li> <li>Can children identify their own cultural background and use artwork to express this?</li> </ul>	Slides Worksheet 3A/3B Plain Paper Sketching and painting resources Picture Card 3A (FSD? activity only) Worksheet 3C (FSD? activity only)
Lesson 4	To understand what surrealism is in artwork.	In this lesson the children will compare the artwork of some surrealist artists to Kahlo's work to determine if she could be labelled as a surrealist. They then use work by Kahlo and others such as Dalí and Adnams to inspire their own surrealist work.	<ul> <li>Can children describe the aspects of the surrealist movement?</li> <li>Can children express their opinion of the surrealism in paintings?</li> <li>Are children able to apply aspects of surrealism to their own artwork?</li> </ul>	<ul> <li>Slides</li> <li>Worksheet 4A/4B</li> <li>Animal Cards 4A</li> <li>Sketching and painting resources</li> </ul>
Lesson 5	To explore how Kahlo painted moments in her life and expressed emotion through her work.	Children explore how Kahlo painted important moments throughout her life, telling a story of how she felt during these times. They have the chance to think about why she chose to paint at particular moments in her life and use this to reflect on their own lives and any memories they would like to illustrate.	<ul> <li>Can children explain what an autobiographical artist does?</li> <li>Can children identify emotions from a painting?</li> <li>Can children express emotions though their own artwork?</li> </ul>	<ul> <li>Slides</li> <li>Worksheet 5A</li> <li>Reference Sheet 5A</li> <li>Challenge Cards 5A/5B</li> <li>Challenge Cards 5C (FSD? activity only)</li> <li>Sketching and painting resources</li> </ul>

#### Street Art : Year 5/6



	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	Through sketching, to develop ideas and techniques for art work comprising stylised graffiti lettering.	Children will discuss how graffiti polarises opinion, identify distinctive features of graffiti art and consider where it is, and is not, appropriate to make graffiti art. They may then either sketch to develop designs for graffiti art, or translate given designs onto larger canvasses/sheets of paper.	<ul> <li>Can children express their own ideas, and explain the views of others, about graffiti?</li> <li>Can children use pencils and felts as instructed to create stylised text?</li> <li>Can children revise and improved their ideas through repeated sketching?</li> </ul>	<ul> <li>Slides</li> <li>Challenge Cards 1A/1B/1C</li> <li>Challenge Card 1D (FSD? activity only)</li> <li>Graffiti Designs 1A/1B cards (FSD? activity only)</li> <li>Colour Wheel Cards</li> <li>Pencils, pens, ready-mixed paints, brushes, paint pots</li> </ul>
Lesson 2	Through sketching, to develop ideas for improving a public space with street art.	Children will discover how some forms of street art became increasingly accepted over time, and consider why street artists may be commissioned to create art in neglected, or public spaces. They may then either, through sketching, develop ideas for street art to improve a public space, or improve a space in school with street art.	<ul> <li>Can children consider ways in which street art can improve public spaces?</li> <li>Can children consider reasons why graffiti and other street art is allowed in certain spaces?</li> <li>Through sketching, can children develop ideas for a work of art that would improve a space?</li> </ul>	<ul> <li>Slides</li> <li>Urban Art 2A/2B/2C sheets</li> <li>Challenge Card 2 (FSD? activity only)</li> <li>Felts, pencils, paints, chalks, wool, string, clay</li> </ul>
Lesson 3	To express ideas through a satirical work of art designed for public spaces.	Children will identify meaning in pieces of satirical street art, discover how street art can be satirical, and consider why works of art such as these provoke strong reactions. They may then either, through sketching, develop ideas for a piece of satirical street art, or create a printing tile design that can be used to make quick, repeated patterns.	<ul> <li>Can children identify and discuss the meaning of satirical works of art?</li> <li>Can children simplify a design for street art to make it immediate, recognisable and easy to replicate?</li> <li>Can some children adapt their designs so they may be reproduced in a variety of ways?</li> </ul>	<ul> <li>Slides</li> <li>Satirical Art 3A/3B sheets</li> <li>Challenge Cards 3A/3B/3C</li> <li>Challenge Card 3D (FSD? activity only)</li> <li>Teacher's Notes (FSD? activity only)</li> <li>Pencils, felts, paints, polystyrene tiles, PVA glue</li> </ul>
Lesson 4	To develop techniques for creating street art using stencils.	Children will study and respond to images of stencil street art by Banksy, and consider why art in this style is also popular with advertisers. They will go on to learn how stencils may be created, then design and make their own stencils.	<ul> <li>Can children identify features of street art which are appealing to advertisers?</li> <li>Can children visualise how images may appear when created using stencils of their own design?</li> <li>Can children turn simple images into stencil designs?</li> </ul>	<ul> <li>Slides</li> <li>Challenge Cards 4A/4B/4C</li> <li>Photo Cards 4A/4B</li> <li>Street Art Advert Challenge sheet (FSD? activity only)</li> <li>Card, paper, pencils, glue, craft knives, cutting mats, metal rulers (optional)</li> </ul>
Lesson 5	To create street art using stencils.	Children will learn how to use paint and brushes to 'stipple' paint through stencil designs. They may then either create stencil art using stencils made during the previous lesson in this Complete Series, or select, cut out and arrange given stencil designs while making stencil street art in small groups.	<ul> <li>Can children work safely as instructed while cutting out their stencils?</li> <li>Can children use a variety of painting techniques to create stencil street art?</li> <li>Can some children create more complex stencil art by moving their stencil, or using two or more stencils?</li> </ul>	<ul> <li>Slides</li> <li>Challenge Cards 5A/5B/5C</li> <li>Stencil Designs 5 (FSD? activity only)</li> <li>Challenge Card 5D (FSD? activity only)</li> <li>Paint, brushes, paper, card, masking tape, wood/ply/OSB board (optional), marker pens or felts, cutting mats, craft knives, alphabet stencils (optional)</li> </ul>

## Landscape Art : Art : Year 5/6



	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore perspective in landscape artwork.	In this first lesson, children will explore perspective in landscape artwork. They will explore what 'perspective' means and find out how artists use vanishing points, horizon lines and construction lines to create linear perspective. They can then create their own piece of landscape artwork in perspective using the techniques shown in the teaching input.	<ul> <li>Can children identify a horizon line and vanishing points in photos and pictures of landscapes?</li> <li>Can children sketch out a landscape scene using a horizon line and vanishing point?</li> <li>Can children use construction lines to help draw objects in perspective?</li> </ul>	Slides Picture Cards A-F Picture Cards G & H (FSD? activity only) Template Sheet (FSD? activity only) Variety of art materials, e.g. paints, pastels, coloured pencils, etc.
Lesson 2	To be able to experiment with various watercolour techniques.	Children will start this lesson by considering the medium of watercolour and looking at a couple of famous watercolour landscapes. They will then learn some tips and techniques for working with watercolours, which they can test for themselves during their independent learning as they paint a simple landscape using watercolours.	<ul> <li>Can children explain what watercolours are and discuss watercolour paintings?</li> <li>Can children use watercolour paints appropriately?</li> <li>Can children experiment with different watercolour techniques?</li> </ul>	Slides Watercolour paper Watercolour paints Brushes and painting palettes Rock salt, clingfilm, bubble wrap, kitchen roll Technique Cards (FSD? activity only)
Lesson 3	To understand atmospheric perspective and use it in a piece of art.	Children will recap what they learnt in the first lesson about linear perspective and build on this by exploring atmospheric perspective in landscapes. They will be shown how to create atmospheric perspective in a simple landscape using tints and shades, and have the opportunity to test this out using different mediums, including watercolours and pastels.	<ul> <li>Do children know what atmospheric perspective is and how it is used in landscape art?</li> <li>Do children know how to create tints and shades using different mediums?</li> <li>Can children use an appropriate medium, and tints and shades, to create a piece of landscape artwork that shows atmospheric perspective?</li> </ul>	<ul> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Watercolours, oil pastels, poster paints, colouring pencils</li> <li>Tint and Shade Strips (FSD? activity only)</li> <li>Template Sheets (FSD? activity only)</li> </ul>
Lesson 4	To explore ways to create abstract landscape artwork.	Children will learn the definition of abstract art in this lesson and start by studying a couple of abstract landscapes by famous artists. They will then create their own abstract landscapes focusing on creating different patterns. They will have some time to practise creating different patterns, thinking about how to represent the element they are portraying, before creating their piece of abstract artwork.	<ul> <li>Do children know what abstract art is?</li> <li>Can children choose appropriate mediums for creating abstract patterns?</li> <li>Can children use patterns to create an abstract landscape?</li> </ul>	<ul> <li>Slides</li> <li>Worksheet 4A</li> <li>Template 4A/4B/4C/4D</li> <li>Variety of art materials, e.g. fine line pens, coloured pencils, felt tips, pastels, etc.</li> </ul>
Lesson 5	To be able to use collage to create landscape artwork.	In this lesson, children start by considering how they could create landscape artwork using collage. They will then be shown some different ideas and techniques, which they can build on in their independent learning tasks, before creating their own landscape collage using torn paper.	<ul> <li>Can children define what 'collage' is?</li> <li>Can children create a landscape using torn paper collage?</li> <li>Can children make stylistic choices about colour, size, line and placement to create effects in their collage?</li> </ul>	Slides Picture Cards A-H Variety of types of paper, e.g. coloured paper, newspaper, magazines, tissue paper, etc. Challenge Cards (FSD? activity only)
Lesson 6	To be able to create landscape artwork.	In this final lesson the children will use their knowledge of all the techniques, mediums and genres they have studied this unit to create a final piece of landscape art. They will select their materials and techniques to recreate a landscape scheme.	Can children discuss famous landscape artwork and say what they think and feel about it?  Can children make choices about methods and mediums to use in order to create a landscape work of art?  Can children evaluate the artwork of others and identify what they like, giving reasons for their choices?	Slides Variety of art materials, e.g. pastels, watercolours, poster paints, paper for collage, coloured pencils, pens, etc. Landscape Painting Cards Landscape Photograph Cards (FSD? activity only)

## Sculpting Vases : Art : Year 5/6



	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore historical vase designs.	Children will identify what containers and vases are before examining their materials, components and uses. They will then look at historical vases and their designs, exploring and sketching different features they see.	<ul> <li>Can children describe what a container is?</li> <li>Can children identify different features of the vases' design?</li> <li>Can children sketch designs to build up a portfolio of ideas?</li> </ul>	<ul> <li>Slides</li> <li>Challenge Cards A/B/C</li> <li>Civilisation Sheets (FSD? activity only)</li> <li>A selection of vases</li> <li>Viewfinders</li> <li>Plain paper or sketchbooks</li> <li>Sketching pencils</li> <li>Access to the internet or non-fiction books</li> </ul>
Lesson 2	To find out about vase designers and begin to design your own vase.	Children will examine vases designed by a variety of artists and craftspeople. They will discuss some of the techniques used by artists when creating different types of vases, before using the designs as inspiration for their own vase designs.	designers?  • Can children gather ideas for use in their own work?	<ul> <li>Slides</li> <li>Designer Cards</li> <li>Theme Sheet (FSD? activity only)</li> <li>Plain paper or sketchbooks</li> <li>Watercolour pencils</li> </ul>
Lesson 3	To develop control of tools and techniques.	Children will practise some different techniques when working with modelling materials. They will consider how they can manipulate plasticine into different shapes and how they can add decorative features, such as plaits, imprints and other embellishments, in preparation for their work with clay.	<ul> <li>Can children use appropriate techniques in their work?</li> <li>Do children know how to develop their control of tools and techniques?</li> <li>Can children work with control and accuracy?</li> </ul>	Slides Technique Cards Task Cards (FSD? activity only) Playdough or plasticine Clay tools (rolling pins, knives, cocktail sticks etc.)
Lesson 4	To be able to make a clay vase.	Children will follow their designs to create their vases out of clay. They will think carefully about how they will go about making their vases, considering how they will deal with problems or difficulties that arise, before using clay to create the basis of their final vase. There is the option of replicating a vase from pictures if children haven't designed a vase beforehand.	<ul> <li>Can children follow a design to create a vase?</li> <li>Can children use tools and techniques appropriately?</li> <li>Can children identify ways they could improve their work?</li> </ul>	<ul> <li>Slides</li> <li>Checklist Cards</li> <li>Picture Cards (FSD? activity only)</li> <li>Vase designs</li> <li>Clay</li> <li>Clay boards</li> <li>Tools (rolling pins, knives, cocktail sticks, etc.)</li> </ul>
Lesson 5	To decorate vases.	Children will decorate their vases according to their original designs, amending if they feel the need to. They will look at some examples of decorated vases as inspiration before using a variety of materials and techniques to create different effects.	<ul> <li>Can children evaluate and adjust their designs?</li> <li>Can children make appropriate choices when decorating their vases?</li> <li>Do children understand how to create different effects using materials?</li> </ul>	<ul> <li>Slides</li> <li>Design Cards</li> <li>Decoration Cards (FSD? activity only)</li> <li>Vase designs</li> <li>Clay vases</li> <li>Plain paper or sketchbooks</li> <li>Resources for decorating vases: paints, varnish, fabric, string, wool, sequins, etc.</li> </ul>
Lesson 6	To be able to evaluate a finished product.	Children will evaluate their own finished vases, thinking about what worked well and what they would change. They will also review the work of other children and discuss what they think about different vases that have been created.	<ul> <li>Can children evaluate their own work fairly?</li> <li>Can children evaluate the work of others?</li> <li>Can children suggest ways in which they could improve their vases if they were to make them again?</li> </ul>	<ul> <li>Slides</li> <li>Finished vases</li> <li>Small cards or sticky notes</li> <li>Worksheet 6A/6B</li> <li>Worksheet 6C (FSD? activity only)</li> <li>Question Cards (FSD? activity only)</li> </ul>

## Express Yourself : Art : Year 5/6



	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore how clothing can be used express ourselves.	Children begin the topic by exploring different ways to express oneself and identifying the ways in which they express themselves. They investigate how clothing can be a means of expressing their personality and opinions, looking at other people's outfits as well as designing some of their own.	<ul> <li>Can children identify different ways they can express themselves?</li> <li>Can children identify aspects of a person's personality from their clothing?</li> <li>Can children use clothing to convey their own personality?</li> </ul>	Slides Worksheet 1A/1B/1C Colouring pencils or felt tips Challenge Cards (FSD? Activity only) Worksheet 1D (FSD? Activity only)
Lesson 2	To observe and draw different facial expressions.	In this lesson the children take on the role of cartoonists, where they observe different facial expressions and how they are conveyed. They must look carefully at each facial feature and determine how it changes to show an emotion. They will then use these emotions to sketch cartoon faces showing a variety of different emotions.	<ul> <li>Can the children identify different emotions from facial expressions?</li> <li>Can children describe how the features change for different facial expressions?</li> <li>Can children sketch a given emotion as a cartoon?</li> </ul>	<ul> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Emotion Cards</li> <li>Plenary Cards</li> <li>Mirrors</li> <li>Colouring pencils/ felt tips</li> <li>Worksheet 2D (FSD? Activity only)</li> <li>Paint (FSD? Activity only)</li> <li>Paintbrushes (FSD? Activity only)</li> <li>Paper plates (FSD? Activity only)</li> </ul>
Lesson 3	To create wire models to express body language.	Children start this lesson by creating a pipe cleaner person and manipulating them to show them being happy or sad. They then go on to explore what body language is and how bodies can portray emotions. They will then create a wire sculpture of a human and position them to show a particular emotion.	<ul> <li>Do children understand that body language can portray emotions?</li> <li>Can children describe how bodies change to portray different emotions and feelings?</li> <li>Can children manipulate wire to create sculptures to portray an emotion or an activity?</li> </ul>	<ul> <li>Slides</li> <li>Pipe cleaners (teaching input)</li> <li>Modelling wire</li> <li>Wire cutters/scissors</li> <li>Coloured Card</li> <li>Help Sheet A/B</li> <li>Picture Cards</li> </ul>
Lesson 4	To explore how lines and fonts can express ideas.	This lesson allows the children to explore how lines and fonts can express different ideas and feelings. Whilst looking at the words of Keith Haring, the children are challenged to think about what different kind of lines mean or express. The children use their understanding of fonts and lines to create calligram portraits of themselves to express their personalities.	<ul> <li>Are children able to describe how lines and fonts can express an idea?</li> <li>Can children make choices based on different lines and fonts to create a desired effect?</li> <li>Can children use different pressures and thicknesses to create a desired effect?</li> </ul>	<ul> <li>Slides</li> <li>Worksheet 4A</li> <li>Challenge Cards</li> <li>A4 photograph of each child</li> <li>Plain paper</li> <li>Colouring pencils/ felt tips</li> <li>Worksheet 4B (FSD? activity only)</li> </ul>
Lesson 5	To explore how artists use colour to express themselves in their art.	Through exploring the artwork of Picasso, Kandinsky and Munch the children discover how colour can express the emotions, thoughts and opinions of an artist. Discussing Kandinsky's colour theory allows the children to reflect on their own responses to different colours and what thoughts and emotions they think of when responding to a colour. Children use these reflections to create an emotion wheel using colour and shapes.	<ul> <li>Can children respond and comment on different pieces of artwork?</li> <li>Can children identify emotions they feel, linked to a colour?</li> <li>Can children use colour and shape to illustrate emotions?</li> </ul>	Slides Worksheet 5A/5B/5C Felt tips Digital photographs of the children (FSD? activity only) Computers or tablets (FSD? activity only)
Lesson 6	To study the artwork of Chuck Close and explore his techniques.	The children are introduced to the modern artist Chuck Close who used fingerprinting to create large-scale portraits. They explore the different techniques Close used to create his artwork, including the use of a grid to transfer a portrait from a photo to a canvas. Reflecting the style of Close's work, the children create a self-portrait using their fingerprints.	<ul> <li>Are children able to comment on an artist's work?</li> <li>Can children use techniques influenced by an artist?</li> <li>Can children use different pressures and overlaps to create a desired effect?</li> </ul>	Slides Worksheets 6A/6B/6C A4 photograph of each child Plain paper Paint/ ink pads Worksheet 6D/6E (FSD? activity only) String/wool (FSD? activity only) Glue (FSD? activity only)