

# Mark Making : Art : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To explore ways of drawing lines when joining one point to another.	In this first lesson, children will begin by listening to the story 'The Dot' by Peter H. Reynolds, learning how the smallest mark like Vashti's dot, can be a piece of art. Children will then be guided through how to hold a pencil correctly before practising drawing a range of different lines.	<ul style="list-style-type: none"> <li>• Can children hold a pencil correctly?</li> <li>• Are children able to connect one point to another?</li> <li>• Can children use pressure to change the appearance of a line?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A/1B/1C</li> <li>• Line Cards</li> <li>• <i>The Dot</i> by Peter H. Reynolds</li> <li>• Chalk (FSD? Activity only)</li> </ul>
<b>Lesson 2</b>	To create patterns using repetition.	Following on from the previous lesson, children will look in more detail at the techniques they can use to change the appearance of lines by using different grades of pencil or by using different pressure. Children will then go on to learn how to create patterns by using repetition. As an alternative activity, children will be encouraged to make magic with crayons and watercolours.	<ul style="list-style-type: none"> <li>• Are children able to use repetition to create pattern?</li> <li>• Can children make choices about which pencil to use when drawing patterns?</li> <li>• Are children beginning to have control over the marks they make?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Template 2A/2B/2C</li> <li>• Line Cards</li> <li>• Sketchbooks (Or plain paper)</li> <li>• White wax crayons (FSD? Activity only)</li> <li>• Watercolour Paints (FSD? Activity only)</li> <li>• Plain Paper (FSD? Activity only)</li> </ul>
<b>Lesson 3</b>	To understand and experiment painting with a paintbrush.	This lesson focuses on how to use a paintbrush. First, children will learn how to hold and 'load' the paintbrush before looking at what makes a good brushstroke. Your class will begin to experiment with brushstrokes to create lines and shapes.	<ul style="list-style-type: none"> <li>• Can children hold a paintbrush correctly?</li> <li>• Can children say what happens if they apply too much pressure on the brush?</li> <li>• Are children able to use different techniques when painting?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Challenge Card 3A/3B/3C</li> <li>• Paper, paint, paintbrushes</li> <li>• Painting Pictures Worksheets (FSD? Activity only)</li> <li>• Painting Technique Mat (FSD? Activity only)</li> </ul>
<b>Lesson 4</b>	To experiment with a variety of mark making and materials.	In this penultimate lesson, children will be introduced to the term 'texture' and will learn how to describe texture using adjectives, after which, children will learn how to create rubbings using materials and different mediums. Alternatively, children will go on a hunt outside for different materials to experiment making marks with.	<ul style="list-style-type: none"> <li>• Can children use a range of mediums and materials to create texture?</li> <li>• Are children able to describe texture using adjectives?</li> <li>• Can children say which medium they preferred using and why?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Station Labels</li> <li>• Medium Card Labels</li> <li>• Adjective Word Mat</li> <li>• Materials for rubbings</li> <li>• Pencils, chalks, crayons, charcoal</li> <li>• Sketchbooks</li> </ul>
<b>Lesson 5</b>	To imitate and create art in the style of Paul Klee.	In this final lesson, children will be introduced to the famous artist Paul Klee. They will look at examples of his work and think about what techniques he used in his paintings. Children will then use everything they have learnt to finish a piece of art by Paul Klee. As an alternative activity, children to be given the freedom to apply the techniques they have learnt in their own piece of art.	<ul style="list-style-type: none"> <li>• Are children able to use different techniques to complete a piece of art work?</li> <li>• Can children reflect on their learning and say what they have done well?</li> <li>• Can children imitate art by a famous artist?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 5A/5B/5C</li> <li>• Paul Klee Art</li> <li>• Paint, pencils or felt tips</li> <li>• Cartridge paper (FSD? Activity only)</li> </ul>

# Colour Creations : Art : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to identify colours and the objects that are associated with them.	Children to explore and find different colours. They will be challenged to express their views on their favourite colour and represent this in objects that are of the same colour.	<ul style="list-style-type: none"> <li>• Can children name a variety of colours?</li> <li>• Can children choose a favourite colour and give reasons for their choices?</li> <li>• Can children identify objects that are associated with various colours?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A/1B/1C</li> <li>• Paints/pastels (FSD? activity only)</li> <li>• Old CDs to look at</li> </ul>
<b>Lesson 2</b>	To be able to identify primary colours.	Children to learn about and identify the primary colours. They will explore works of art by artists that use primary colours, such as Piet Mondrian, and create their own versions in this artistic style.	<ul style="list-style-type: none"> <li>• Do children know what primary colours are?</li> <li>• Do children know who Piet Mondrian is?</li> <li>• Can children create artwork in the style of Mondrian using primary colours?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Help Sheet</li> <li>• Worksheet 2A</li> <li>• White A4 card</li> <li>• Masking tape</li> <li>• Red, blue and yellow paint</li> <li>• Red, yellow and blue paper (FSD? activity only)</li> <li>• Strips of black paper (FSD? activity only)</li> <li>• Glue and scissors (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To be able to mix primary colours to create secondary colours.	Children to explore mixing the primary colours together to create a secondary colour. They will learn about colour wheels and how to create different shades of one secondary colour.	<ul style="list-style-type: none"> <li>• Do children know what primary colours are?</li> <li>• Do children know what secondary colours are?</li> <li>• Can children mix primary colours to create secondary colours?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 3A/3B/3C</li> <li>• Red, yellow and blue paints</li> <li>• Flower Templates (FSD? activity only)</li> <li>• Vase Template (FSD? activity only)</li> <li>• Colour Wheel (FSD? activity only)</li> <li>• Food colouring and clear plastic containers</li> </ul>
<b>Lesson 4</b>	To be able to create light and dark shades of colour.	Children to learn about creating light and dark shades of a colour. They will then use these techniques to create their own artwork using one colour but different shade variations.	<ul style="list-style-type: none"> <li>• Do children know how to create lighter shades of a colour?</li> <li>• Do children know how to create darker shades of a colour?</li> <li>• Can children create monochrome works of art by mixing shades of one colour?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 4A/4B/4C</li> <li>• White and black paints</li> <li>• Coloured paints</li> </ul>
<b>Lesson 5</b>	To be able to produce art based on the work of Kandinsky.	Children to learn about Wassily Kandinsky and explore his different works of art. They will then create their own interpretations influenced by Kandinsky's style.	<ul style="list-style-type: none"> <li>• Do children know who Kandinsky is?</li> <li>• Can children use their knowledge of colour to create artwork in the style of Kandinsky?</li> <li>• Can children evaluate their finished artwork and state what they think and feel about it?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Picture Card</li> <li>• Paints/pastels/crayons</li> <li>• Coloured paper</li> <li>• Worksheet 5A (FSD? activity only)</li> <li>• Squares of plain paper (FSD? activity only)</li> </ul>

# Self-Portraits : Art : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To investigate famous self-portraits.	In this lesson the children will learn about the difference between portraits and self-portraits. They will discuss and evaluate different existing works of art including some by Matisse, Kahlo, Rembrandt, Van Gogh and others.	<ul style="list-style-type: none"> <li>• Can children say what they like or dislike about a portrait or self-portrait?</li> <li>• Are children able to describe a portrait or self-portrait using simple adjectives?</li> <li>• Can children describe the difference between a portrait and a self-portrait?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Portrait Cards 1A</li> <li>• Worksheet 1A/1B</li> <li>• Word Cards 1A</li> <li>• Word Bank 1A</li> <li>• Portrait Cards 1B (FSD? Activity only)</li> <li>• Scavenger Hunt Cards 1A (FSD? Activity only)</li> </ul>
<b>Lesson 2</b>	To use collage to create a self-portrait.	This lesson will focus on collage as a medium to create self-portraits in. The children will look at and discuss different forms of collage before having a go at creating a self-portrait collage themselves. In the alternative activity, children look at Julian Opie's style of portrait, and use collage to create their own versions.	<ul style="list-style-type: none"> <li>• Can children describe what a collage is?</li> <li>• Can children create a simple collage self-portrait using shapes for their features?</li> <li>• Are children able to create shadows using different shades of coloured paper?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• A4 photographs of each child</li> <li>• Magazines and newspapers</li> <li>• Collage Sheets 2A</li> <li>• Glue</li> <li>• Features Cards 2A (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To investigate the different kinds of sketching pencils.	Challenge your class to experiment and explore the marks they can make with different grades of pencil. Your class will explore pencils and the letters on them, defining what they mean and making links with different kinds of sketching as they explore.	<ul style="list-style-type: none"> <li>• Are children aware that there are different types of pencils?</li> <li>• Can children practise making different kinds of marks with different pencils?</li> <li>• Can children make comments on the kinds of marks they can make with different pencils?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Sketching pencils (at least 2H, HB, 4B)</li> <li>• Features Cards 3A</li> <li>• Teacher Notes 3A</li> <li>• Word Stickers 3A</li> <li>• Word Mat 3A</li> <li>• Portrait Sheet 3A (FSD? activity only)</li> <li>• Optional - Pale photographs of the children (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To investigate different paints.	In this lesson, children will explore and discuss a range of paints, and the different effects they can be used to create. In their independent activities they compare and contrast the use of watercolour paint and poster paint by completing the same picture in each type of paint, and discussing the outcome and their preferences.	<ul style="list-style-type: none"> <li>• Can children name some different kinds of paint?</li> <li>• Are children able to describe differences they notice in different paints?</li> <li>• Can children choose which paint is more suitable for a desired purpose?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 4A/4B/4C</li> <li>• Picture Card 4A</li> <li>• Watercolour &amp; poster paint</li> <li>• Paintbrushes (ideally two per pupil)</li> <li>• Word Stickers 4A (FSD? activity only)</li> <li>• Technique Sheet 4A (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To create our own self-portrait.	Children will explore their features closely in this lesson, looking at the shape of each feature, and the position on the face. They will also discuss why people create self-portraits, what they want to portray, and how they might do this using colour, poses or even objects. Children then sketch and paint their own portrait. Alternatively, the children create a silhouette profile portrait that reflects aspects of themselves.	<ul style="list-style-type: none"> <li>• Can children identify shapes in a face?</li> <li>• Are children able to place facial features fairly accurately?</li> <li>• Can children make choices about how they will create their artwork?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Mirrors</li> <li>• Plain paper</li> <li>• Template 5A</li> <li>• Sketching pencils</li> <li>• Watercolour/poster paint</li> <li>• Photographs of the children in profile</li> </ul>
<b>Lesson 6</b>	To create a self-portrait from clay.	Children will first learn how sculptures can also be a form of portrait, and will look at examples made from wood, stone and metal. After exploring some different clay-work skills, children will then create a self-portrait from clay.	<ul style="list-style-type: none"> <li>• Are children able to manipulate clay in simple ways to create desired shapes?</li> <li>• Can children use tools to help them manipulate clay in different ways?</li> <li>• Can children make appropriate choices of colour to finish their sculpture?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Clay</li> <li>• Clay tools</li> <li>• Mirrors</li> <li>• Clay Techniques Sheet 6A</li> <li>• Optional: Paperclips</li> </ul>

# Yayoi Kusama : Art : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To learn about who Yayoi Kusama is.	In this first lesson the children will be introduced to Yayoi Kusama and her artwork. They will engage in discussion about her work and the similarities and differences between each of her pieces. They will be asked to spot the key theme throughout her work... dots! As their independent work, the children will create a page in their sketchbook about Kusama and her work, including some attempts to create marks in different mediums to mimic her style.	<ul style="list-style-type: none"> <li>• Can children experiment with different materials to make marks?</li> <li>• Are children able to join in discussions about a famous artist's work?</li> <li>• Are children able to mimic the art of a famous artist?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Question Speech Bubbles 1A/1B</li> <li>• Picture Cards 1A</li> <li>• Fact Strips 1A</li> <li>• Challenge Card 1A</li> <li>• Different art materials, e.g. felt pens, coloured pencils, pastels, dot stickers, etc.</li> <li>• Worksheet 1A (optional)</li> <li>• Bob Template 1A (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To experiment with different techniques for creating polka dots.	In this lesson the children will experiment with different ways that they can create dots using different mediums and techniques. Inspired by either your class discussion, or the story of 'The Dot' by Peter H Reynolds, your class will use this time to develop their knowledge and opinions of different techniques.	<ul style="list-style-type: none"> <li>• Can children experiment with different mediums to create a polka dot pattern?</li> <li>• Are children able to use different tools to experiment when making polka dot patterns?</li> <li>• Can children experiment with the kind of polka dot patterns they're making?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 2A</li> <li>• Challenge Card 2A/2B</li> <li>• Different art mediums to experiment with</li> <li>• Different tools to use e.g. brushes, bingo dabbers, bubble wrap, cotton buds, etc.</li> <li>• Title Card 2A</li> <li>• A copy of 'The Dot' by Peter H Reynolds (FSD? activity only)</li> <li>• Station Cards 2A (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To recreate a piece of artwork using collage.	In this lesson the children will explore Kusama's 'The Obliteration Room'. They will discuss how they think it was made before watching videos about the installations in various galleries. They will then use collage to recreate the artwork in different ways.	<ul style="list-style-type: none"> <li>• Can children respond to a piece of artwork appropriately?</li> <li>• Are children able to use accurate cutting skills to cut out circles?</li> <li>• Can children attempt to recreate a piece of artwork by a famous artist?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Coloured Circles 3A</li> <li>• Coloured paper</li> <li>• Coloured sticky dots (optional)</li> <li>• Plain paper</li> <li>• Pre-prepared white 3-D objects (FSD? activity only)</li> <li>• Plaque Card 3A</li> </ul>
<b>Lesson 4</b>	To create a 3-D form from clay using the rolling technique.	This lesson focuses on Kusama's pumpkin sculptures and their form. The children will explore and discuss the shape of the pumpkin sculptures and think about how they would describe this shape. They will then go on to create this shape out of clay using instructed steps, or working on the shape themselves. They will focus mainly on the 3-D shape for their sculpture.	<ul style="list-style-type: none"> <li>• Can children comment on the shape and form of 3-D objects/sculptures?</li> <li>• Are children able to use the rolling technique to manipulate clay to the desired form?</li> <li>• Can children recreate the form of a pumpkin, inspired by Kusama's sculptures?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Challenge Card 4A/4B</li> <li>• Clay</li> <li>• Clay tools to cut and roll on</li> <li>• Coloured modelling clay/plasticine in at least two colours (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To use paint to recreate a painting in the style of Kusama's pumpkins.	In this final lesson the children will draw on their earlier experimentation with creating dots using paint to recreate Kusama's pumpkins. The children will either decorate their sculptures from last lesson, or create a painting using their chosen dot techniques.	<ul style="list-style-type: none"> <li>• Can children make observations about a piece of artwork's colours and patterns?</li> <li>• Are children able to make choices about the tools and techniques they use when painting?</li> <li>• Can children recreate an effect using different-sized dots?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Paints (poster paints)</li> <li>• Paintbrushes</li> <li>• Pumpkin Template 5A</li> <li>• Picture Cards 5A</li> <li>• Challenge Card 5A</li> <li>• Individual Background Template (FSD? activity only)</li> </ul>

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To explore ways of painting on rocks.	Children will learn that different cultures painted images on rocks to tell stories. They will see examples of modern rock painting and will make their own pet rocks.	<ul style="list-style-type: none"> <li>• Can children re-create an image with paint?</li> <li>• Can children paint on a foreign surface?</li> <li>• Do children understand painted images can be used to tell stories?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Rocks/pebbles/stones</li> <li>• Craft materials and adhesive eyes</li> <li>• Image Cards A/B/C</li> <li>• Picture and Word Grids (for FSD? activity only)</li> <li>• Rock Story Example (for FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To be able to make sculptures with sticks and twigs.	Children will explore what sculptures are and will look at sculptures created from natural materials. They will learn the names of famous artists who use sticks and twigs to make sculptures. They will use collected sticks and twigs to make their own sculptures.	<ul style="list-style-type: none"> <li>• Do children understand that sculptures can be made from natural materials?</li> <li>• Can children make simple sculptures using play-dough and sticks?</li> <li>• Can children create a sculpture from provided images?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 2A/2B/2C</li> <li>• Sticks, twigs, matchsticks, cardboard squares and play-dough</li> <li>• Frame Instructions (for FSD? activity only)</li> <li>• Image Instructions (for FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To be able to make animal pictures with leaves.	Children will explore Rangoli patterns made from flowers and leaves. They will learn how to work with leaves found in the garden to make leaf animal pictures. They will use their fine motor skills to work carefully with fragile materials.	<ul style="list-style-type: none"> <li>• Can children use leaves to create a picture?</li> <li>• Do children use layering and spatial skills to create a picture?</li> <li>• Can children use their imagination to interpret pictures made with natural materials?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Animal Stencils</li> <li>• Worksheet 3A/3B</li> <li>• Paper and pencils</li> <li>• Nature Tile Instructions (for FSD? activity only)</li> <li>• Clay (for FSD? activity only)</li> <li>• Watered-down white paint (for FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To learn how to weave with natural materials.	Children will explore the ancient art of loom weaving and how it is done. They will begin to understand how weaving works and that many fabrics they wear are woven. Children will use natural materials to make a loom frame and create their own weave.	<ul style="list-style-type: none"> <li>• Can children create a basic frame to be used for weaving?</li> <li>• Do children know how to follow instructions?</li> <li>• Can children talk about some artistic methods and techniques and explain what they are used for?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Teacher Instructions</li> <li>• Weave Challenge Cards</li> <li>• Instruction Card 4A/4B</li> <li>• Ojibwe Story (for FSD? activity only)</li> <li>• Dream Catcher Images (for FSD? activity only)</li> <li>• Dream Catcher Instructions (for FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To explore ways of making mandalas	Children will learn about the Indian mandala and why it is important to the Indian culture. They will look at mandala patterns and explore symmetrical designs. Children will use templates and colouring tools to create their own mandalas.	<ul style="list-style-type: none"> <li>• Can children recognise and create patterns?</li> <li>• Do children understand how to make a mandala?</li> <li>• Can children use their fine motor skills to produce attractive pieces of art?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Challenge Cards 5A/5B/5C</li> <li>• Coloured felts and pencils</li> <li>• Mandala Images (for FSD? activity only)</li> <li>• Plastic bags (for FSD? activity only)</li> <li>• Natural materials (for FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To be able to make a collage using natural materials.	Children will explore the collage technique and the types of materials people use to make them. Children will collect their own materials from nature and follow steps to create their own collage of a particular scene.	<ul style="list-style-type: none"> <li>• Can children re-create a scene using natural materials?</li> <li>• Do children know how to solve problems in art?</li> <li>• Can children evaluate their own art work and others?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Collage Templates</li> <li>• Scene Images</li> <li>• Worksheet 6A</li> <li>• Two Stars and a Wish Cards</li> <li>• United Kingdom Map (for FSD? activity only)</li> </ul>

# Henri Rousseau : Art : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To understand about the life of the artist Henri Rousseau	Children to learn about the life and explore works by Henri Rousseau. They will create fact booklets or create posters to explain to others the life of Rousseau.	<ul style="list-style-type: none"> <li>Can the children tell you who Henri Rousseau was?</li> <li>Can the children describe what skills he used?</li> <li>Can the children tell you about a Henri Rousseau painting?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Fact Cards</li> <li>Booklet Template A/B/C</li> <li>Henri Rousseau information books</li> <li>Plain paper (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To explore and use the skills and techniques used by Henri Rousseau.	Children to learn that Rousseau was a self trained painter and never went to a jungle, instead he studied plants in the botanical gardens in Paris. Children will enjoy exploring real plants and flowers using a skills poster to develop their sketching skills.	<ul style="list-style-type: none"> <li>Can the children talk about the artist Henri Rousseau?</li> <li>Ask the children to recall what skills Henri Rousseau used to create his art?</li> <li>Can the children tell you which skills they used to create their pieces of art?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Rousseau Key Features Poster</li> <li>Worksheet 2A/2B/2C</li> <li>A selection of plants</li> <li>Pencils, colouring pencils or paints</li> <li>Flower Print Instruction Sheet (FSD? activity only)</li> <li>Paints and printing resources (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To understand the meaning of Henri Rousseau's genre, Portrait-Landscape.	Children to explore famous portraits and landscapes. They will learn that Rousseau claims to have invented a new genre of 'Portrait-Landscapes'. Children to create their own Portrait-Landscape picture.	<ul style="list-style-type: none"> <li>Can the children tell you about the genre Portrait-Landscape?</li> <li>Can the children use Rousseau's skills to create a landscape portrait?</li> <li>Can the children use their knowledge to answer the questions on the final slide?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B</li> <li>Landscape Cards</li> <li>Challenge Cards</li> <li>Paper and paints</li> <li>Shoobox Model Design Sheet (FSD? activity only)</li> <li>Shoobox Model Example Sheet (FSD? activity only)</li> <li>Shooboxes, paper and collage materials (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To understand about the animals in Rousseau's paintings.	Children to explore animals in Rousseau's paintings, in particular the pouncing animals. They will then design animal masks in the style of his works.	<ul style="list-style-type: none"> <li>Can the children explain how they feel after looking at Rousseau's paintings?</li> <li>Can the children to explain why Rousseau was inspired to paint these animals?</li> <li>Can the children create an animal mask in the style of Rousseau?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Mask Design Sheet</li> <li>Evaluation Sheet 4A/4B</li> <li>Evaluation Cards</li> <li>Animals Mask Example Sheet</li> <li>Henri Rousseau Key Features</li> <li>Mask materials e.g. paper plates, paper etc</li> <li>Painting Example Sheet (FSD? activity only)</li> <li>Variety of natural objects (FSD? activity only)</li> <li>Camera (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To use their imaginations and skills to paint their own pieces of art.	Children to evaluate all they have learnt about Henri Rousseau. They will discuss some of Rousseau's paintings and the use of his imagination. The children will be challenged to imagine a place they've never been to before, re-create it in the style of Rousseau and include a portrait of themselves within the picture.	<ul style="list-style-type: none"> <li>Can the children recall the facts they have learnt about the artist Henri Rousseau?</li> <li>Can the children create a Rousseau-inspired painting using the skills and techniques they have learnt?</li> <li>Can the children tell the false statements from the true?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Rousseau Key Features Sheet</li> <li>Worksheet 5A/5B/5C</li> <li>Picture Cards A/B/C</li> <li>Paper, paints</li> <li>Categories Worksheet (FSD? activity only)</li> <li>A3 paper, paints (FSD? activity only)</li> </ul>

# William Morris : Art : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	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 style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 1A/1B/1C</li> <li>Picture Cards</li> <li>Viewfinders</li> <li>Computers/ Laptops (FSD? activity only)</li> <li>Information Sheet (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Lesson 3</b>	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 style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>Slides</li> <li>Picture Cards</li> <li>Natural objects (leaves, sticks, fruit, seeds, flowers)</li> <li>Sketching materials (pencils, colouring pencils, charcoal, biros)</li> <li>Plain paper</li> </ul>
<b>Lesson 4</b>	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 style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B</li> <li>Picture Cards</li> <li>Thin card</li> <li>String (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	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 style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A (enlarged to A3)</li> <li>Scissors</li> <li>Thick, sturdy cardboard cut into 10x10cm squares (2 per child, plus spare)</li> <li>Glue sticks</li> <li>Paint</li> <li>Paintbrushes</li> <li>Rollers (optional)</li> <li>A3 Plain paper (optional)</li> <li>String (FSD? activity only)</li> </ul>

# Famous Buildings : Art : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C/1D</li> <li>Picture Cards</li> <li>Digital cameras (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	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 style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Photo Card A/B/C</li> <li>Shading Techniques Sheet</li> <li>Sketchbooks (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Lesson 4</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Lesson 5</b>	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 style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>Slides</li> <li>Photo Cards</li> <li>Shell Template</li> <li>Paper/thin cardboard, glue, sticky tape, scissors</li> <li>Collage materials (FSD? activity only)</li> <li>Glue, double-sided sticky foam tape, scissors (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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
<b>Lesson 1</b>	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 style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Picture Sheet</li> <li>Information Sheet A/B (FSD? activity only)</li> <li>Fact File (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Lesson 3</b>	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.	<ul style="list-style-type: none"> <li>Do children know how to mix colours to create secondary and tertiary colours?</li> <li>Do children know some pairs of complementary colours?</li> <li>Can children mix colours using Pointillism?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Colour Wheel</li> <li>Challenge Sheet A/B/C (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	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.	<ul style="list-style-type: none"> <li>Can children discuss artwork and say what they think and feel about it?</li> <li>Can children use Pointillism to create effects such as shading?</li> <li>Can children use Pointillism to blend colours?</li> </ul>	<ul style="list-style-type: none"> <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>
<b>Lesson 5</b>	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.	<ul style="list-style-type: none"> <li>Do children understand that Pointillism was an art movement that developed over time?</li> <li>Can children name some Pointillism artists?</li> <li>Can children explore the work of Pointillism artists and comment upon their findings?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Challenge Card A/B/C</li> <li>Artist Cards</li> <li>Picture Card (FSD? activity only)</li> <li>Worksheet 5A (FSD? activity only)</li> <li>Media for Pointillism, e.g. felt-tips, paints, cotton buds, etc.</li> <li>Cameras/printers - optional (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	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 style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>Slides</li> <li>Idea Cards</li> <li>Media for Pointillism, e.g. paints, cotton buds, paintbrushes, felt-tips, straws, etc.</li> </ul>

# Plant Art : Art : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Lesson 2</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Lesson 3</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 : 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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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
<b>Lesson 1</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Lesson 2</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Lesson 3</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Lesson 4</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Lesson 5</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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
<b>Lesson 1</b>	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 style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Joining Technique Cards 1A</li> <li>• Notes Card 1A</li> <li>• Worksheet 1A</li> <li>• Small pieces of strong cardboard and tubes</li> <li>• Glue stick, PVA, treasury tags/string, scissors, hole punches, sticky tape, masking tape, split pins, paper clips</li> <li>• Other recycled materials (FSD? activity only)</li> <li>• Notes Card 1B (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Lesson 3</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Lesson 4</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Lesson 5</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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
<b>Lesson 1</b>	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.	<ul style="list-style-type: none"> <li>Can children identify some themes commonly used in traditional Chinese art?</li> <li>Can children identify some colours commonly used in Chinese art?</li> <li>Can children discuss traditional Chinese artwork and say what they think and feel about it?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Picture Cards</li> <li>Viewfinders</li> <li>Worksheet 1A/1B</li> <li>Timeline Cards (FSD? activity only)</li> <li>Timeline Cards Answer Sheet (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Lesson 3</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Lesson 4</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Lesson 5</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Lesson 6</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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
<b>Lesson 1</b>	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 style="list-style-type: none"> <li>Can children describe who Frida 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 to give their opinion of a painting or artist?</li> </ul>	<ul style="list-style-type: none"> <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>
<b>Lesson 2</b>	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 style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>Slides</li> <li>Mirrors/printed photographs of the children</li> <li>Worksheet 2A</li> <li>Reference Sheet 2A</li> <li>Sketching and painting resources</li> <li>Plain paper</li> </ul>
<b>Lesson 3</b>	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 style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B</li> <li>Plain Paper</li> <li>Sketching and painting resources</li> <li>Picture Card 3A (FSD? activity only)</li> <li>Worksheet 3C (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B</li> <li>Animal Cards 4A</li> <li>Sketching and painting resources</li> </ul>
<b>Lesson 5</b>	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 style="list-style-type: none"> <li>Can children explain what an autobiographical artist does?</li> <li>Can children identify emotions from a painting?</li> <li>Can children express emotions through their own artwork?</li> </ul>	<ul style="list-style-type: none"> <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 : Art : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Lesson 2</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Lesson 3</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Lesson 4</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Lesson 5</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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
<b>Lesson 1</b>	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 style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Picture Cards A-F</li> <li>• Picture Cards G &amp; H (FSD? activity only)</li> <li>• Template Sheet (FSD? activity only)</li> <li>• Variety of art materials, e.g. paints, pastels, coloured pencils, etc.</li> </ul>
<b>Lesson 2</b>	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 style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Watercolour paper</li> <li>• Watercolour paints</li> <li>• Brushes and painting palettes</li> <li>• Rock salt, clingfilm, bubble wrap, kitchen roll</li> <li>• Technique Cards (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Lesson 4</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Lesson 5</b>	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 style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Picture Cards A-H</li> <li>• Variety of types of paper, e.g. coloured paper, newspaper, magazines, tissue paper, etc.</li> <li>• Challenge Cards (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	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.	<ul style="list-style-type: none"> <li>• Can children discuss famous landscape artwork and say what they think and feel about it?</li> <li>• Can children make choices about methods and mediums to use in order to create a landscape work of art?</li> <li>• Can children evaluate the artwork of others and identify what they like, giving reasons for their choices?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Variety of art materials, e.g. pastels, watercolours, poster paints, paper for collage, coloured pencils, pens, etc.</li> <li>• Landscape Painting Cards</li> <li>• Landscape Photograph Cards (FSD? activity only)</li> </ul>

# Sculpting Vases : Art : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Lesson 2</b>	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.	<ul style="list-style-type: none"> <li>• Can children describe and assess vases made by designers?</li> <li>• Can children gather ideas for use in their own work?</li> <li>• Can children incorporate design ideas or themes into their own designs?</li> </ul>	<ul style="list-style-type: none"> <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>
<b>Lesson 3</b>	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 style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Technique Cards</li> <li>• Task Cards (FSD? activity only)</li> <li>• Playdough or plasticine</li> <li>• Clay tools (rolling pins, knives, cocktail sticks etc.)</li> </ul>
<b>Lesson 4</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Lesson 5</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Lesson 6</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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
<b>Lesson 1</b>	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 style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Colouring pencils or felt tips</li> <li>Challenge Cards (FSD? Activity only)</li> <li>Worksheet 1D (FSD? Activity only)</li> </ul>
<b>Lesson 2</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Lesson 3</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Lesson 4</b>	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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Lesson 5</b>	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 style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Felt tips</li> <li>Digital photographs of the children (FSD? activity only)</li> <li>Computers or tablets (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	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 style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 6A/6B/6C</li> <li>A4 photograph of each child</li> <li>Plain paper</li> <li>Paint/ ink pads</li> <li>Worksheet 6D/6E (FSD? activity only)</li> <li>String/wool (FSD? activity only)</li> <li>Glue (FSD? activity only)</li> </ul>