

	Using Sketchbooks	Drawing, painting and sculpture	Study of great artists	
Key Vocabulary	Composition, harmony, mood, abstract, linear perspective, digital, creating texture, reflections, reflective.	Body language, Colour match, Colour mix, Complementary colours, contrasting colours, hatching, cross hatching, back wash, natural materials for paints, splatter, aging art, refection, mosaics, Relief, Resist, Layers, Repetition, Inks, Overlay, tints, tone and texture, cutting wire, smoothing kidney.	<p>- <b>Cycle 1 Autumn 1 Rainforests &amp; Chocolate</b> – <i>Henri Rousseau</i> - a post-impressionist painter in the naïve or primitive manner. <i>Nixiwaka Yawanawa</i> a native Amazon Indian demonstrating authentic and traditional tribal paints. <i>Mary Kate McDevitt, Jon Contino, Ged Palmer</i> (hand lettering artists)</p> <p>- <b>Cycle 1 Spring 1 Paintings, Pictures, Photographs</b> – <i>Delree Dumont</i> – pointillism. <i>Constable. O’Keefe, Gainsborough, Anna Boch</i> (landscapes). <i>Paul Cezanne, Dennis Wojtkiewicz</i> (artists using fruit)</p> <p>- <b>Cycle 2 Autumn 1 – Go with The Flow</b> – <i>Mario Simo, Phong Nguyen Thanh, Anish Kapoor Leonid Afremov, Simon Hennessy</i> artists who show reflections in their art. Use images from the internet showing reflections in water, metal, glass.</p> <p>- <b>Cycle 2 – Spring 2 - Romans -Examples of famous Roman Sculptures</b> (Augustus, The Orator, Fonseca Bust, Trajan’s Column, Equestrian Marcus Aurelius) <i>Anish Kapoor, Michelangelo, Barbara Hepworth</i> (famous sculptures artists)</p>	
Previous knowledge/ Learning	N/A	<p>In ½, our children will have:</p> <ul style="list-style-type: none"> <li>- Learnt to cut, roll, weave and coil materials</li> <li>- Learnt to use IT to create a picture.</li> <li>- Created printed art by pressing, rolling, weaving, rubbing and stamping.</li> <li>- Created a clay dipping bowl.</li> <li>- Created repeating patterns.</li> <li>- Learned to show how people feel in paintings and drawings. Case studies into: Monet, Renoir &amp; Turner will support this.</li> <li>- Created lines of different thickness, using 3 different grades of pencil.</li> <li>- Used pencil, pastel and charcoal to create art.</li> <li>- Studied the work of Goldsworthy and Nnenna Okore and create a natural sculpture.</li> <li>- Studied the food art on Bored Panda and create their own edible, artistic dish.</li> <li>- Studied and replicate art from the pointillist movement (pencil and felt tip)</li> <li>- Learned how to sell their favourite holiday destination through artistic images (Newbold)</li> <li>- Learnt to show how people create moods and feelings in paintings and drawings.</li> <li>- Named the primary and secondary colours.</li> <li>- Mixed secondary colours confidently.</li> <li>- Created brown.</li> <li>- Created tints with paint by adding white and tones by adding black.</li> <li>- Understood what is meant by ‘cubism’.</li> <li>- Described what can be seen and give an opinion about the work of an artist – <b>See artists listed above.</b></li> <li>- Asked questions about a piece of art – what would you want to ask the artist?</li> <li>- Suggested how an artist, Lowry, James, Fieber, Tinucci, has used colour, pattern and shape.</li> <li>- Learned to imitate the work of an artist.</li> </ul>	<p>In ½, our children will have:</p> <ul style="list-style-type: none"> <li>- Described what can be seen and given an opinion about the work of an artist - <b>Andy Goldsworthy (sculptor, photographer) and Nnenna Okore</b> abstract sculpturer. <b>Bored Panda</b> – using food to create pieces of art.</li> <li>- Asked questions about a piece of art – what would you want to ask the artist? <b>Giuseppe Arcimboldo</b> – Artist using food as a stimulus.</li> <li>- Suggested how an artist have used colour, pattern and shape <b>Lowry, James, Fieber, Tinucci (landscape artists). Monet, Renoir, Turner</b> (to see how they depict boats on water). Textile Artists – <b>William Morris, Cath Kidston, Alexandra Kehayoglou (weaving), Billy Zanwega).</b></li> <li>- Learnt to imitate the work of an artist – <b>Sir Alfred Sisley, Frank Newbold</b> (artists who portray holiday destinations). <b>Georges Seurat</b> Pointillism artist. Cubist artists – <b>Ang KiuKok, Piet Mondrian, Paul Klee, Maria Blanchard).</b></li> </ul>	
N.C. Objectives	1. To create sketch books to record their observations and use them to review and revisit ideas	1. Improve their mastery of art and design techniques, including sculpture with a range of materials: (for example, pencil, charcoal, paint, clay.)	1. Know of great artists, architects and designers in history.	
Resources	Selection of chocolate/sweet wrappers.	<p>Images of traditional tribal Rainforest body paintings.</p> <p>Large prints of famous, well-known paintings.</p> <p>Selection of pens, paints, water colours, pastels, crayons, charcoal, collage materials.</p> <p>Images of Guiseppe Archimboldo and Dennis Wojtkiewicz’s art work.</p> <p>Images of cave paintings</p> <p>Used teabags.</p>	<p>Clay and clay tools.</p> <p>Images of reflections in water and shiny materials.</p> <p>Images of famous Roman sculptures.</p> <p>Images of Egyptian hieroglyphics</p> <p>Needles, thread, buttons, feathers.</p> <p>Materials for mosaics – pieces of paper, card, pottery etc</p>	<p>Examples of Henri Rousseau’s and Nixiwaka Yawanawa art work.</p> <p>Examples of chocolate/sweet wrappings.</p> <p>Examples of lettering and calligraphy.</p> <p>Images of Seurat’s &amp; Delree Dumont pointillism paintings.</p> <p>Paints and cotton buds.</p>

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<p><b>Key Knowledge – what do we want our children to know before they leave our year group? How will we get them there? How is that personalised to Tranmere?</b></p>	<p><b><u>POWERFUL KNOWLEDGE:</u></b>  <b>A1</b> - Used sketches to produce a final piece of art.  <b>A2</b> - Learnt to use digital images and combine them with other media to create art that amalgamates their work with the work of others  <b>A3</b> - Experimented with texture  <b>A4</b> - Use photos to create reflections in water and other objects.</p> <p><b><u>HOW DOES THIS LOOK AT TRANMERE?</u></b>  <b>Cycle 1 Autumn Rainforest/Chocolate</b>            1. Children investigate packaging of chocolate wrappers. They will look at the first chocolate bars designed by Fry and Cadbury. The children will investigate material used to wrap the chocolate. Teachers will ask, which colours are used? What is written on the packaging? How is it written?            2. Children to investigate lettering and calligraphy (Mary Kate McDevitt, Jon Contine and Ged Palmer). To understand how you write a word or phrase can impact on what you see or feel.            3. Children will use the knowledge gained above to plan their own chocolate wrappers and design of lettering in their sketchbooks.            4. Using IT packages, children will design and create their own chocolate wrapper trying to make it 3D.</p>	<p><b><u>POWERFUL KNOWLEDGE:</u></b>  <b>A5</b> - Shown facial expressions and body language in art.  <b>A6</b> - Learnt to use different grades of pencil and charcoal to shade and to show different tones and textures using shading techniques: hatching &amp; cross hatching.  <b>A7</b> - Learnt to create a background using a wash  <b>A8</b> - Learnt to use a range of brushes to create different effects in painting: dry brush (feathery technique), paint splatter, cross hatching (applying strokes in overlapping fashion from different directions).  <b>A9</b> - Use darker/thicker paint to create depth, shadows.  <b>A10</b> - Understand how different cultures used natural materials (mud, charcoal, berries, plants) to create paints.  <b>A11</b> - Used photos to create reflections in water and other objects and learnt to show reflections.  <b>A12</b> - Learnt how to age art by using techniques like teabags.  <b>A13</b> - Know how art has been used to understand worldwide cultures and inform us of the past by viewing pictures, images, symbols found.  <b>A14</b> - Explore famous mosaics and create their own.  <b>A15</b> - Sculpted clay and other mouldable materials using cutting wire and other sculpting tools &amp; techniques.</p> <p><b><u>HOW DOES THIS LOOK AT TRANMERE?</u></b>  <b>Cycle 1 Autumn Rainforests/Chocolate</b>            - Children will look at images of traditional tribal body paints found within the rainforest using images from Nixiwaka Yawanawa. They will discuss colours and patterns used in his art and understand the meaning of the facial and body markings. Children will then design their own rainforest mask from card. They will decide which colours they need to mix, which design they want to create and if any materials need to be stuck on the mask. Designs will have features of the animals (whiskers, teeth, eyes) found in the forest as well as camouflage techniques. Children can also develop their understanding of how masks can portray a certain feeling, emotion or personality and show this in their design.            - Using 'The Great Kapok Tree' as a stimulus, children recreate the rainforest trees considering how they build up depth, size, perspective, colour. Children will add animals that would be found in each layer of the rainforest using collage materials.</p> <p><b>Cycle 1 Spring 2 Paintings, Pictures &amp; Photographs</b>            - Using famous paintings (Dumont, Constable, Gainsborough, O'Keefe, Boch, Cezanne, Wojtkiewicz) cut into jigsaw shaped pieces. Question the children about their piece - colours, shapes, patterns, parts of animals, people, buildings etc. What clues can they find about the picture from their piece of jigsaw?            - Children recreate their jigsaw piece using a range of media, (washes, digital images). Children will find children with pieces from their jigsaw, put the pieces together as a group to create their own piece of art.            - Can food be art? Recap on learning in KS1 on Guiseppe Archimboldo and Bored Panda and introduce Dennis Wojtkiewicz. View his art then children create a still-life sketch using food in the style of Wojtkiewicz. Focus on light and shade techniques.            - Children can develop their sketch of a piece of fruit to print a repeated pattern using at least 4 different colours.</p> <p><b>Cycle 1 –Spring 1- Scavengers and Settlers (Stone Age)</b>            - Investigate the first cave paintings. Where were they? What materials did they use? What were the subjects of the art? What information can you find from the past from the images?            - Using charcoal, children create their own cave paintings, utilising the techniques from the PK. Children could complete these under the tables to create a sense of being in a cave to appreciate the struggles of stone age artists.            - Age their piece of art using tea bags.            - Using clay to create a vessel, seal or figurine. Using rolling, coiling, pinching technique and slip to attach. Decorate appropriately.</p> <p><b>Cycle 2 Spring 2 Go with The Flow.</b>            - Look at photographs, artists (Anish Kapoor, Leonid Afremov &amp; Simon Hennessy ) who show images of reflections in water, metal and other objects. What do the children notice about the reflections?            - Children use an image of a reflection to recreate. It can be a face in a spoon, trees around a lake, fish under water, images in the wing mirror of a car – whatever the children choose.            - Sketch in books.</p> <p><b>Cycle 2 Summer 1 – Temples, Tombs and Treasures (Egyptians).</b>            - Investigate Egyptian hieroglyphics. What images can the children see? What do they symbolise/represent? What materials did the Egyptians use to create the art?            - Children will choose their favourite piece of Egyptian art and explain what story it is telling, cultural and historical references to be used.            - Children choose the medium they feel will represent their art the best and recreate it.</p> <p><b>Cycle 2 – Autumn - Romans</b>            - Romans were known for famous sculptures – Augustus, The Orator, Fonseca Bust, Trajan's Column, Equestrian Marcus Aurelius. Discuss why these sculptures were commissioned. Who commissioned them and why? What were they trying to portray by using these sculptures?            - Investigate the works of famous sculpture artists - Anish Kapoor, Michelangelo, Barbara Hepworth. Discuss the stories behind their pieces of art.            - Children consider a sculpture that they feel tells a story of they life (so far). What do they want others to think about when they see the sculpture? What personalities, skills or talents do they want to show off? Children design and create their sculpture using clay or mod rock.            - Investigate Roman mosaics. Recognise the geometric, repeated &amp; symmetrical patterns and children recreate their own mosaic.</p>	<p><b><u>POWERFUL KNOWLEDGE:</u></b>  <b>A16</b> - Identified the techniques used by different artists.  <b>A17</b> - Learnt to compare the work of different artists and recognised when art is from a different culture.  <b>A18</b> - Recognised which historical period art is from.  <b>A19</b> - Experimented with the styles used by other artists, Rousseau, Okore, McDevitt, Gainsborough, Wojtkiewicz, Kapoor, Hepworth.  <b>A20</b> - Explored the features of art from historical periods- Traditional Rainforest body art. Development of photography. Cave art in Scavengers &amp; Settlers.  <b>A21</b> - Learnt about how different artists have developed their specific techniques.</p> <p><b><u>HOW DOES THIS LOOK AT TRANMERE?</u></b>  <b>Cycle 1 Autumn 1 Rainforests</b>            1. Investigating the work of Henri Rousseau.            His paintings depicted human figures or wild animals in jungle-like settings. Children will discuss his paintings, spotting the features and techniques. Children will then recreate their own painting of a rainforest using varied collage materials to create the background, choosing the colour, texture and shape of the material carefully. Animals will then be placed within the picture.            2. Children will look at Nixiwaka Yawanawa, an Amazon Indian artist. They will see how he has expressed himself through body art and materials used in head pieces and clothing. Children will recreate a headdress or facial paintings. They could also replicate his jungle scenes.</p> <p><b>Cycle 1 Spring 1 Paintings, Pictures, Photographs</b>            1. Children will discuss the technique of pointillism by looking at Seurat's &amp; Delree Dumont's work. They will then use IT to take a photo of their favourite landscape, or copy a landscape, and recreate it using techniques associated with pointillism (paints using cotton buds, or finger tips).</p> <p><b>Cycle 2 Autumn 1 Go with the Flow.</b>            1. Children will view images of artists (Anish Kapoor, Leonid Afremov &amp; Simon Hennessy) Also, search for images from the internet showing reflections in water, metal, glass) showing reflections in water and other shiny materials.</p>