



St Augustine's Long Term Plan

Art Intent Cycle A

Art and Design

EYFS Prerequisite Skills for Art and Design from Development Matters and Early Learning Goals

EYFS						
	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
F1	Me and My Family	Light and Dark (colours)	People Who Help Us	Growing	Creepy Crawlies and Minibeasts	At the Farm
F2	Myself and My Super Power	Castles and Knights (fairy tales)	Space	Dinosaurs	Transport	Animals
EYFS	Expressive arts and design: Creating with materials			Physical Development (Gross and Fine Motor)		
DM F1	<ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. 			<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. 		
DM F2	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 			<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility. 		
ELG	EAD: Creating with materials <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. 			PD: Fine motor <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 		

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Year 1/2 Cycle A	Advent 2	Lent 2	Pentecost 2
Topic	Drawing Line and Shape - Paul Klee	Painting – Printing Indian Wood Block Printing	Painting and mixed media Eric Carle - Collages
National Curriculum	<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work. 	<ul style="list-style-type: none"> To use drawing, printing, painting and sculpture to develop and share their ideas, experiences and imagination. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Core Knowledge	<p>"A line is a dot that went for a walk". Paul Klee</p> <ol style="list-style-type: none"> Know that Paul Klee was an artist. Know that Paul Klee was an abstract artist. Know what the term, abstract means. Know that Paul Klee used simple shapes and lots of colours to create his paintings. Teacher Point: Abstract art is art that does not try to look completely realistic but instead use shapes, colours, lines and marks to look similar to the object. 	<ol style="list-style-type: none"> Know that printing is to transfer a mark or image from one material to another. Know that prints can be made from ordinary objects e.g. paper, string, and cardboard. Know that prints can be made from natural block objects. Know what Indian wood block print looks like. Know how to describe what they can see in the artwork of Indian Wood block. 	<ol style="list-style-type: none"> Know how to colour mix (Ref 1). Know the name of primary and secondary colours and describe what happens two secondary colours are mixed. Know how to explain the changes they see when colours mix, using precise language. To know how texture can be created with paint (Ref 2). Know how to describe colours and textures and choose painting tools to recreate texture.

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	<p>2. Know how to create different types of lines. Know how to draw straight and zig zag lines Know how to draw curved, wavy, thick and thin lines.</p> <p>3. Know there are many ways to draw lines. Know there are many different ways of drawing lines, that they feel different to make, and that they look different.</p> <p>4. Know that tinting changes a colour from bright to pale. Know that adding white to a colour can make tints and explain why.</p> <p>5. Know how to apply knowledge about tints to make own Paul Klee inspired sunset. Know why Paul Klee choose tinting for what he wanted to make. (Over 2 lessons)</p> <p>1. Know how to identify what went well in their work and what changes they would make next time. Know how to discuss own work and others' work, expressing thoughts and feelings. Know how to discuss their own work and peers work: referring to the effectiveness of simple techniques used. (KSH – Kind, specific, helpful).</p>	<p>Know how to identify the similarities and differences in selected artwork and some artists.</p> <p>3. Know that the primary colours are red, yellow and blue. Know that primary colours can be mixed to make secondary colours.</p> <p>4. Know that a pattern is shapes, colours or lines repeated. Know how to apply paint to a range of objects and experiment with printing. Know how to carry out block prints by aligning the images sequentially.</p> <p>5. Know how to design their own block print to create repeating patterns. Know how to create their own a simple design for a block print using string, card and PVA glue. Know how to design and make their own detailed relief printing block using polystyrene (printing from a block that has recessed areas).</p> <p>6. Know how to identify what went well in their work and what changes they would make next time. Know how to discuss own work and others' work, expressing thoughts and feelings. Know how to discuss their own work and peers work: referring to the effectiveness of simple techniques used. (KSH – Kind, specific, helpful).</p>	<p>Know how to describe their approach to colour mixing.</p> <p>3. Know what a collage is, being inspired by Eric Carle's illustrations in his famous texts. Know that an illustrator draws pictures for books and that Eric Carle's main media was collage. Know how to describe the effectiveness of collage in a piece of art.</p> <p>4. Know how to use paint to explore texture and pattern (Ref 3). Know which materials and tools to choose to make textures with paint. Know how to describe their thinking as they mix colours or apply paint to make texture.</p> <p>5. Know how to compose a collage in the style of Eric Carle by choosing and arranging materials for effect (Ref 4). Know how to choose materials based on colour and texture. Know how to describe how choices match ideas.</p> <p>7. Know how to identify what went well in their work and what changes they would make next time. Know how to discuss own work and others' work, expressing thoughts and feelings. Know how to discuss their own work and peers work: referring to the effectiveness of simple techniques used. (KSH – Kind, specific, helpful). Parental</p>
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			<i>engagement – art gallery showcases the collages inspired by Eric Carle – End of topic.</i>
Wider Knowledge	<ul style="list-style-type: none"> To observe different kinds of lines and shape in: <i>Temple Gardens 1920, Castle and Sun and Red Bridge.</i> Knowledge of artists: Artists choose materials that suit what they want to make. Evaluating and analysing: Art is made in different ways, Art is made by all different kinds of people and an artist is someone who creates. 	<ul style="list-style-type: none"> Know that Indian woodblock printing is a technique used for printing images, texts and patterns onto fabric. Know that it started in India around 1000 years ago and in China before this. Know the woodblock were made from trees that grow in the Indian villages where they are made. Know wood blocks are typically made from Sheesham wood, a tree native to India. Know that Indian woodblock printing can be used to decorate fabric to be made into Saree's – traditional Asian womenswear. Know that the images used e.g. birds, animals, organics patterns can be specific to the region the fabric is made in. 	<ul style="list-style-type: none"> To know that different amounts of paint and water can be used to mix hues of secondary colours. To know what hues means. To know that colours can be mixed to 'match' real life objects or to create things from your imagination. To know that 'composition' means how things are arranged on the page. To know that collage materials can be shaped to represent shapes in an image. To know that shapes can be organic (natural) and irregular. To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. To know that patterns can be used to add detail to an artwork. To know that collage materials can be chosen to represent real-life textures. To know that collage materials can be overlapped and overlaid to add texture.
Skills	<ul style="list-style-type: none"> Understand how artists choose materials based on their properties in order to achieve certain effects. Describe and compare features of their own and others' artwork. 	<ul style="list-style-type: none"> Explain that block printing is creating a design onto a wooden or other surface and using it to create a repeating pattern. Describe what they can see from the prints. Identify similarities and differences in the images used in the prints. 	<ul style="list-style-type: none"> Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques. Experimenting in sketchbooks, using drawing to record ideas; using sketchbooks to help make decisions about what to try out next.

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	<ul style="list-style-type: none"> Evaluate art with an understanding of how art can be varied and made in different ways and by different people. That a continuous line drawing is a drawing with one unbroken line. Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. How to hold and use drawing tools in different ways to create different lines and marks. How to create marks by responding to different stimulus such as music. How to overlap shapes to create new ones. How to use mark making to replicate texture. How to look carefully to make an observational drawing. How to complete a continuous line drawing. 	<ul style="list-style-type: none"> Identify which colours are primary and which are secondary colours. Choose which primary colours to mix to make a specific secondary colour e.g. blue & yellow to make green. Apply paint to the block evenly covering the whole surface of the block design. Use appropriate pressure when applying the block to the surface of the paper/fabric and hold it still when the block is applied. Make clear marks into the 'pressprint' leaving space between lines. Apply string etc securely to the base block and cover with PVA glue to ensure it is waterproof before printing. Express preferences about their own and others work. Make suggestions referring to what worked well and what could be improved. 	<ul style="list-style-type: none"> Further developing mark-making within a greater range of media, demonstrating increased control. Developing observational skills to look closely and reflect surface texture through mark-making. Beginning to develop some control when painting, applying knowledge of colour and how different media behave, e.g. adding water to thin paint. Creating a range of secondary colours by using different amounts of each starting colour or adding water. Making choices about which materials to use for collage based on colour, shape and pattern; experimenting with overlapping and layering materials to create interesting effects. Talking about art they have seen using some appropriate subject vocabulary. Making links between pieces of art. Explaining their ideas and opinions about their own and other's art work, giving reasons. Beginning to talk about how they could improve their own work.
Diversity Links	Paul Klee – Swiss born of German descent	To know that Indian woodblock printing is a technique that has been used for centuries but these techniques first originated in China. The wood blocks are typically made from Sheesham wood, a tree native to India.	Eric Carle – American Illustrator 152 million copies of his book have sold around the world. His artwork is distinctive and instantly recognisable. His artwork is created in collage technique using hand – painted papers, which he cuts and layers to form bright and cheerful images.



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		The printing can be used to decorate fabric to be made into Saree's – traditional Asian womenswear.	https://eric-carle.com/about-eric-carle/eric-carles-biography/
Vocabulary	Line – straight, zigzag, curved, wavy, thick and thin, 2D Shapes – Circle, Square, Triangle, Rectangle, Semi Circle, Free Shape, Paul Klee, Oil pastel, Pencil, Ruler, Rubber, Geometric Shape, Natural Shape, Pencil Grade, Tone, Effect	Printing, Indian woodblock printing, press, clean, image, roller, palette/tray, repeating pattern, design, primary and secondary colours, natural objects, relief printing, print making.	Collage, detail, mixing, overlap, primary colour, secondary colour, surface, texture

Year 3/4 Cycle A	Advent 2	Lent 2	Pentecost 2
Topic	Sculpture – Form Church/Castle Carvings - Faces	Drawing – Still Life Georgia O'Keeffe/Nature	Painting – Printing Elizabeth Catlett
National Curriculum	<ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] and about great artists, architects and designers in history. 	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) About great artists, architects and designers in history. 	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) Learn about great artists, architects and designers in history.
Core Knowledge	1. Know what clay is. Know that clay is a medium that can be used to make something. Know that clay is a malleable material.	1. Know that still life is a drawing or painting that focuses on still objects. Know that still life subject matter is typically everyday objects.	1. Know how to use tone to create a 3D effect (Ref 1). Know how to experiment with shading to create different tones.

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	<p>2. Know objects that are made out of clay. Know the properties of clay. Know why corbel heads are made out of clay.</p> <p>3. Know why clay is used as a medium for sculpture. Know art works-corbel heads- and use ideas from these to inform my own making. Know that adding clay details by joining pieces of clay together is called slip.</p> <p>4. Know about and describe corbel head designs. Know how my own design of a corbel head will become a sculpture.</p> <p>5. Know how to use some of the tools and techniques to use in the corbel head project. Know how to create basic techniques related to clay work: slabbing clay, joining and drawing into clay. Know that specific sculpture techniques are: pinching and coiling and impressing.</p> <p>6. Know how to evaluate and analyse creative works using specific language of art taught in the unit. (KSH – Kind, specific, helpful) Know which things I would change or modify on their composition. Know and give reasons for choices of colour/material/technique.</p>	<p>Know that a viewfinder is used to focus on part of an object when drawing instead of the whole still life composition.</p> <p>2. Know that the work 'Oriental Poppies' 1928, 'Jimson Weed' 1936 'Jonquils I' 1936 - O'Keeffe are still life paintings. Know how to select interesting parts of the flower and make careful drawings, using a pencil. Know that H pencils are used to create a hard line, HB creates a medium softness and B creates a softer line (H, HB, 6B).</p> <p>3. Know how to use line to create tone and texture. Using their knowledge from lesson 2, know how to use different grades of pencil H, HB, B to create tones of light and dark.</p> <p>4. Know that different materials can create different effects in drawing. E.g. pastels, chalk, felt tips. Know which techniques to use to create tone including: Hatching – Closely spaced parallel lines. Stippling – Areas of light and shadow using nothing but dots. Know how to use hatching and stippling together with different materials to show light and shadow effects.</p>	<p>Know how to describe the tones being created through observational drawing to demonstrate this.</p> <p>2. Know how to explore proportion and tone when drawing (Ref 2). Know how to use charcoal as a drawing material and look for areas of light and dark and recreate these using tone. Know how to use a rubber and charcoal effectively to create tone.</p> <p>3. Know how to plan a composition for a mixed-media drawing (Ref 3). Know how to create contrast by combining different shapes, sizes and textures. Know how to make decisions about how to place drawn elements in my composition. <i>N.B Use all collage resources inspired by Elizabeth Catlett see LB/FM in advance.</i> <i>N.B No Ref 4.</i></p> <p>4. Know about great artists focusing on Elizabeth Catlett (Teacher planning – Sketch books). Know who she is and what she's famous for. Know how to create tone and use different materials to create light and dark. Know about Elizabeth Catlett's featuring African American women which will be replicated. Know how to recreate 'Women at work' using sketching skills.</p>
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		<p>5. Know how to draw an aspect of a still life flower composition inspired by Georgia O'Keeffe. Know how to draw the still life flower and have awareness of line and space. Know how to focus on a specific area of a flower and replicate in own artwork using line and tone.</p> <p>6. Know how to evaluate and analyse creative works using specific language of art taught in the unit. (KSH – Kind, specific, helpful) Know which things they would change or modify on their composition. Know and give reasons for choices of colour/material/technique.</p>	<p>5. Know how to work collaboratively to develop drawings into prints inspired by Elizabeth Catlett (Ref 5) http://www.londoncolney.herts.sch.uk/gallery/art-week-elizabeth-catlett/ Know how to develop drawings into prints. Know which printing technique to use to add contrast and pattern.</p> <p>7. Know how to evaluate and analyse creative works using specific language of art taught in the unit. (KSH – Kind, specific, helpful) Know which things they would change or modify on their composition. Know and give reasons for choices of colour/material/technique. <i>Parental engagement – art gallery showcases the collages inspired by Elizabeth Catlett.</i></p>
Wider Knowledge	<ul style="list-style-type: none"> To know about and explore some church and castle carvings found in the local area such as: 'Southwell Minster' 'Nottingham Castle' 'Rufford Abbey' (Nottinghamshire) To know that these carvings are called corbel heads. To know that corbel heads were carved from stone. 	<ul style="list-style-type: none"> Know that Georgia O'Keeffe she lived and worked in America. Know that Georgia O'Keeffe is one of the most important female artists of the 20th century. Know Georgia O'Keeffe painted thousands of paintings in her lifetime many of them were still life flower arrangements. The Georgia O'Keeffe Museum opened in Santa Fe in America 1997; it displays over 3000 of her works. 	<ul style="list-style-type: none"> To know how to use basic shapes to form complex shapes and patterns. To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface. To know that tone can be used to create contrast in an artwork.



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		<ul style="list-style-type: none"> Most successful artists are men so she was a leader for women in art. Georgia O'Keeffe is known as a leader of American modernism which is a type of art. 	
Skills	<ul style="list-style-type: none"> To successfully explore and explain own methods of manipulating and shaping clay for desired effect. To successfully join different parts of their sculpture. To use different shaped carving tools to add detail to corbel head. To create a 'corbel head' representing themselves out of clay. To begin to show an awareness of perspective when creating their corbel head. To use carving equipment and clay with confidence. To work in a safe organised way, caring for equipment To try out ideas, plan colours and collect sources for future work in sketchbook. To make clear annotations about own work. To identify interesting aspects of art as a starting point for work. To describe the differences and similarities between different practices and disciplines and make links to their own work. To adapt their work where necessary. 	<ul style="list-style-type: none"> Look at part of an object when drawing rather than the whole object. Use a viewfinder to pay close attention to part of a subject being drawn. Choose an interesting part of an object to make a line drawing of with a pencil. Use observation skills to look and observe still life objects when making a line drawing with a pencil. Space lines out to create lighter areas and close together to make darker areas when adding tone to a drawing. Refine their drawing skills, know which type of pencil to use to create tone. Select drawing materials and techniques based on their understanding of the possible marks that can be made. Create own composition. Select the materials/equipment to create the effect wanted. Say what has worked well in a drawing to create line and tone. 	<ul style="list-style-type: none"> Generating ideas from a range of stimuli, using research and evaluation of techniques to develop ideas and planning more purposefully for an outcome. Using sketchbooks purposefully to improve understanding, developing ideas and planning for an outcome. Using growing knowledge of different drawing materials, combining media for effect. Demonstrating greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark marking. Evaluating their work more regularly and independently during the planning and making progress.



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	<ul style="list-style-type: none"> To discuss own work and others work, expressing thoughts and feelings. To begin to describe reasons for choices of colour/material/technique. 	<ul style="list-style-type: none"> Evaluate and analyse creative works using the language of art: tone, line, space, shade, light, dark and make reference to the effect of the different materials used. 	
Diversity Links	Local Environment Study - Nottinghamshire	Georgia O'Keeffe – American Artist	Elizabeth Catlett – African American Artist – Her work depicts Black American experience in the 20 th century, particularly that of black females. <i>'Sharecropper' 1952 – Catlett</i> <i>'Survivor' – Catlett</i>
Vocabulary	Carving, Corbel Head, Church, Castle Stone, Clay, Carve, Tool, Join, Shape, Form, Detail, sculpt	Still life, realistic, Georgia O'Keeffe, viewfinder, subject, perspective, hard pencils, soft pencils, grade, marks, line, sketching, technique, hatching, stippling, Composition, focal point, tone, contour line, H, HB, B pencils	Elizabeth Catlett, printmaker, pressure, design, roller, printing ink, tray, clean image, printing block, abstract, block print, collaborate, collage, combine, composition, gradient, mixed media, observational drawing, precision, shadow, tone

Year 5/6 Cycle A	Advent 2	Lent 2	Pentecost 2
Topic	Painting Portraits	Sculpture Interactive Installation	Drawing Landscapes and Perspective Paul Lillie
National Curriculum	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including sculpture 	<ul style="list-style-type: none"> To improve their mastery of art and design techniques, including sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. 	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and

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	with a range of materials [for example, pencil, charcoal, paint, clay].	<ul style="list-style-type: none"> About great artists, architects and designers in history. 	sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <ul style="list-style-type: none"> To know about great artists, architects and designers in history.
Core Knowledge	<ol style="list-style-type: none"> Know what a portrait is (Ref 1). Know a portrait can be drawn using a continuous line. Know how and why a background can change the effect of a portrait. Know materials can be combined for effect (Ref 2). Know and explain the use of materials and how this has created effect in their portrait. Know and identify the features of a self portrait (Ref 3). Know and compare the features of self-portraits by different artists. Know how to plan a mixed media self-portrait inspired by Chila Kumari Singh Burman (Ref 4). Know how to plan and explain the effect chosen for their self-portrait inspired by a range of artists. Know how to create a mixed media self portrait (Ref 5). Know how to create a mixed media portrait with a strong composition that clearly represents something about them. Know how to explore and evaluate my finished product. KSH – Kind, specific, helpful. Know how to evaluate my self-portrait. 	<ol style="list-style-type: none"> Know art installations are large constructions/sculptures often made from mixed materials designed for a specific place. Know the space the installation is in is as important as the installation itself and the artists designs them to work together. Know the effect of space and scale when creating sculpture installations. Know the effect they want to create as they choose and combine materials. Know how to try alternatives and problem solve when creating installations. Know how ordinary spaces can be transformed by using everyday objects in an installation. Know the location and how they construct their installation impacts how it appears to a viewer. Know how to plan an installation that communicates a message. Know how their installation idea might make the viewer feel and how to communicate their message. Know what effect the choice of materials, arrangement, construction 	<p>UKS2 Planning</p> <ol style="list-style-type: none"> Know and explore what a landscape is and to be able to identify its key features. Look at the works of Van Gogh 'Haystacks', Matisse 'Landscape at Collioure' and Monet 'Water Lilies and Japanese Bridge'. (Powerpoint of landscapes). Know that a landscape is the visible features of an area of land. Know that some landscape includes the physical elements or geography such as mountains, hills, rivers, lakes. Know how to use line, tone and shade effectively. Know how to choose and recreate one of the three famous landscapes in sketch books. Know how to annotate their landscape and justify the selection. Know how to build on a knowledge to use tone and shade effectively. Know how to use shading techniques to create pattern and contrast. Know how to think carefully about how light travels and envisage a source of light shining from one side to each shape. 

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	<p>Know how to evaluate my self-portrait against design criteria.</p>	<p>of materials and how they plan to use space will have on the viewer.</p> <p>5. Know how to apply their knowledge of installation art and develop ideas into a finished piece.</p> <p>Know that 'interactive' means the audience can be actively involved with the installation.</p> <p>Know ways to make an installation interactive to e.g. in how to include more than one interactive element, such as sound and lighting.</p> <p>6. Enrichment Trip to Rufford Park.</p> <p>Know how an installation makes you feel and what the artist has used to make it interactive.</p> <p>Know how the artist has combined the use of space, environment and materials to communicate the intended message.</p>	<p>https://www.youtube.com/watch?v=qNawqTqUrP0</p> <p>– Use for lesson content, value scales.</p> <p>4. Know how to create perspective in my artwork.</p> <p>Know how perspective works in a picture.</p> <p>Know how horizon line and vanishing point is in every picture.</p> <p>5. Know about the great Nottingham based artist Paul Lillie.</p> <p>Know that he is famous for observational drawing of landscapes and portraits.</p> <p>https://www.paulillie.net/work/landscape</p> <p>Know how to discuss the style of Paul Lillie's artwork in particular, landscape.</p> <p>Know how to discuss and identify the techniques used.</p> <p>6. Know how to create a landscape in the style of Paul Lillie.</p> <p>Know and decide which landscape to select from Paul Lillie's collection to recreate.</p> <p>Know how to use the grid approach to draw the landscapes in sketch books.</p> <p>7. Know how to produce a final piece of artwork in the style of Paul Lillie using sketching pencils and watercolour.</p> <p>Know how to critique own artwork.</p> <p>Know how to provide constructive critique to each other's artwork.</p> <p>Parental engagement – art gallery showcases the collages inspired by Paul Lillie.</p>
Wider Knowledge	<ul style="list-style-type: none"> Know artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. 	<ul style="list-style-type: none"> Know that installation is often large in scale and can be indoors and outdoors. 	<ul style="list-style-type: none"> Know that scale is the size of one object in relation to the other objects in a design or artwork Know that composition in art is a term which refers to how the objects are arranged.

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	<ul style="list-style-type: none"> • Know artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. • Know tone can help show the foreground and background in an artwork. • Know artists are influenced by what is going on around them; for example, culture, politics and technology. • Know artists use self-portraits to represent important things about themselves. • Know artists can choose their medium to create a particular effect on the viewer. • Know artists can combine materials; for example, digital imagery, with paint or print. 	<ul style="list-style-type: none"> • Know that location of installation art is important and impacts the choice of materials. • Know some of the sites close to Nottingham that house installation art e.g. the Nottingham Contemporary Art Gallery, Rufford Park, Yorkshire Sculpture Park. 	
Skills	<ul style="list-style-type: none"> • Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. • Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. • Work with a range of media with control in different ways to achieve different effects, including 	<ul style="list-style-type: none"> • Define installation art. • Identify similarities and differences between art installations indoors and outdoors. • Analyse artworks and justify my opinions about how the artists' choice of materials suit the environment. • Work safely when creating my prototype installation space. • Create the effect of a large-scale space within a box. 	<ul style="list-style-type: none"> • Demonstrate consideration of composition in their own landscape sketch. • Explore scale in their own landscape sketch. • Work in a sustained and independent way to develop own style of drawing. • Demonstrate prior knowledge of how to create line, texture and tone in drawing. • Use different techniques for different purposes understanding which works well and why. • Select pencils for drawing based on prior experience and knowledge. • Develop confidence in knowing own style of drawing

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	<p>experimenting with the techniques used by other artists.</p> <ul style="list-style-type: none"> Combine a wider range of media, e.g. photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. Consider what choices can be made in their own work to impact their viewer. Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. 	<ul style="list-style-type: none"> Move objects around within a space and find the best way to display it. Adapt everyday objects and make them interesting for the viewer. Make changes and try new ideas if something doesn't work first time. Choose a clear message for the installation. Identify the intended impact of the installation on the audience's feelings. Describe how space, materials and arrangement have been considered and planned in the installation. Describe how installations can be interactive. Include interactive elements. Show new knowledge learned about installation art in final construction. Explain the choices made when displaying the final installation art. Collect the opinions of the audience. Evaluate existing installations indoors and outdoors. 	<ul style="list-style-type: none"> Continue to discuss the style and techniques with increased accuracy in technical vocab. Give detailed reasons for artists choice of medium/technique and the artistic impact. Begin to discuss how the work of specific artists was influential in both society and to other artists. Discuss the message behind the art. Identify artists who have worked in a similar way to one another. Compare and contrast different styles and approaches, referring to techniques used. Discuss and review their own and others' work, expressing their thoughts and feelings and identify changes towards how it could be developed further. Show confidence in using appropriate subject specific vocabulary. Draw links between own work and work of key artwork from unit.
Diversity Links	Chila Kumari Singh Burman combines her Indian roots with popular culture. She combines different techniques including	Guo-Qiang was born in 1957 in the Fujian Province, China. He grew up during China's Cultural Revolution, when explosions were part of	Van Gosh struggled in obscurity and financial hardship, selling only one painting in his lifetime. He never knew how successful he became.

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	<p>painting, collage and printing together, this is known as 'mixed media'.</p> <p>https://www.tate.org.uk/kids/explore/who-is/who-chila-kumari-singh-burman</p>	<p>everyday life. Guo-Qiang took part in demonstrations against political changes. He creates sculpture, drawings, installations and performance work. His art explores culture, politics and science and sometimes features explosions.</p> <p>Link: 'Netflix trailer for 'Sky Ladder' documentary 2016' *</p> <p>Link: 'White Tone' 2016 by Cai Guo-Qiang on Google Arts and Culture *</p> <p>*check the content of these external websites before sharing with children as we don't have control over their content changing overtime.</p>	<p>Van Gogh was troubled by mental illness for most of his life.</p>
Vocabulary	<p>art medium, atmosphere, background, carbon paper, collage, composition, continuous line drawing, evaluate, justify, mixed media, monoprint, multimedia, paint wash, portrait, printmaking, represent, research, self-portrait, texture, transfer</p>	<p>Installation art, sculpture, location, space, environment, atmosphere, message, concept, location, interactive, performance art, scale, viewer, analyse, annotate, display, evaluate.</p>	<p>Landscape, scale, composition, tone, line, texture, technique, effect</p>