



Enquiry Question

How can paint and brush techniques be used to create shapes and textures?

Focus:

Application

**Be Brilliant**  
Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.

**Possibilities**  
Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.

**Be Brave**  
Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.

Sequence of lessons	Outcome - from overview	Skills used (NC)
1 <i>As artists, we are learning to investigate texture and how painting can represent it.</i> Explore examples of texture in art and the artists who paint it.	Explore a variety of paintings and group based on texture. Find objects in the local environment that show different textures. Discuss the techniques of Pollock and Snowdon.	Learn about the work of great artists in history
2 <i>As artists, we are learning to explore how artists use different methods of application to create texture.</i> Recreate some of the examples of artist's work using paint.	Using clips, see how artists use different methods to create texture with paint. Using images of Bodmin Moor, experiment with making texture (Pollock and Van Gogh)	Create sketch books to record their observations and use them to review and revisit ideas
3 <i>As artists, we are learning to experiment with how to create texture.</i> Try different methods and tools to create texture.	Using same images as lesson 2, experiment with how to create texture using additions to paint and texturing the paper first to create texture to emulate what is in the image. Use different papers for a background to paint Evaluate which is the best representation and how to improve.	improve their mastery of art and design techniques, including drawing, painting
4 <i>As artists, we are learning to sketch for our final artwork.</i> Sketch a landscape to add texture to.	Using the school grounds or images if wet, choose different papers and tissue patterns to create a basic layout. Sketch over the top ready for the paint. Create the background using apt techniques.	improve their mastery of art and design techniques, including drawing, painting
5 <i>As artists, we are learning to add texture using a variety of techniques.</i>	Add colour to final piece using different techniques to add texture.	improve their mastery of art and design techniques, including drawing, painting
6 <i>As artists, we are learning to evaluate our artwork.</i> Evaluate final piece and discuss what they have learned.	Discuss their artwork, compare it to artists studied and how they would improve next time,	Evaluate and analyse creative works using the language of art, craft and design

Composite: Art gallery with critics from the children on the successes of the paintings.



Enquiry Question

How can you create movement in a still object?

Focus:

Sculpture - Alberto Giacometti

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CULTURAL DIVERSITY  
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**Believe**  
POSSIBILITIES  
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**Be brave**  
ADVENTURE  
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Sequence of lessons	Outcome - from overview	Skills used (NC)
<p>1</p> <p><i>As artists, we are learning to explore dynamism and proportion through different sculptors' work</i></p> <p>Observe work from a variety of sculpture artists.</p>	<p>Observe work from a variety of sculpture artists and discuss what's the same and what's different , particularly focus on Alberto Giacometti and his longer proportions. Order the images from static to most dynamic. Using the iPads, the children take images of themselves in different poses, evaluating their dynamic quality and improving. Photos are stuck in sketchbooks and annotated</p>	<p>Learn about the work of great artists in history and develop different ways of recording ideas</p>
<p>2</p> <p><i>As artists, we are learning to create a 3D maquette sculpture.</i></p> <p>Using pipe cleaners/wire and building up with Modroc, create a maquette (mini) sculpture of a part of the body.</p>	<p>Children will be making 3D maquette/sketches and their photos using pipe cleaners to develop movement in a figure, using their photos. Children sketch ideas and plan in their sketch books and take photos of their pipe cleaner figures They develop their final figure form this experimentation and feedback from each other Children draw their final figure - evaluate the process and best dynamic result afterwards.</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas</p>
<p>3</p> <p><i>As artists, we are learning to create a figure based on long proportion and dynamism</i></p> <p>Using the wire, children create the core of their figure</p>	<p>Children use their chosen maquette and create the wire, basic figure using the longer proportions of Alberto Giacometti. They contort the figure into the desired, dynamic form and use foil to build up bulk which is then taped to the wood to ensure it stands. Photos taken of each step for the sketchbooks</p>	<p>Improve their mastery of art and design techniques, including sculpture with a range of media</p>
<p>4</p> <p><i>As artists, we are learning to create a figure based on long proportion and dynamism</i></p> <p>Using Modroc, children cover the wire figure</p>	<p>Children evaluate techniques they have experimented with before creating a scaled down sculpture of a movement scene studied in lesson 1.</p>	<p>Improve their mastery of art and design techniques, including sculpture with a range of media</p>
<p>5</p> <p><i>As artists, we are learning to evaluate our artwork.</i></p> <p>Evaluate final piece and discuss what they have learned.</p>	<p>Children complete their sculpture with any details and take photos of their final image. They look at the start of the design and discuss their artwork, compare it to artists studied, which techniques they preferred and how they would improve next time,</p>	<p>Evaluate and analyse creative works using the language of art, craft and design</p>


Composite: Paint the sculpture and take photos against a green screen with the children to create a gallery scene – write an artistic review


**Enquiry Question**


How can we create a repeating pattern?

**Focus:**

Block print tessellations - Escher

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Sequence of lessons		Outcome - from overview	Skills used (NC)
1	<i>As artists, we are learning to research and explore decorated textiles.</i> Observe work from a variety of textile artists.	Explore decorated textiles around us and how textile artists like, William Morris, Zika Ascher and Lucienne Day use them in their work. Some patterns are delicate and floral, while others are bold and colourful. Textile designers are artists who create the images and patterns woven or printed on textiles.	Learn about the work of great artists in history
2	<i>As artists, we are learning to investigate how textile artists get their inspiration.</i> Compare the work of textile artists before creating own sketches	Compare the work of Angie Lewin (nature) and Lucienne Day (more repetition of shape and colour) before creating own sketches of interesting plants/seed pods in sketchbook	Create sketch books to record their observations and use them to review and revisit ideas
3	<i>As artists, we are learning to explore mono-printing.</i> Using inspiration from sketchbook, create a simple design onto paper then fabric.	Using inspiration from sketchbook create a simple design on paper then fabric.	improve their mastery of art and design techniques, with a range of materials.
4	<i>As artists, we are learning to print using styrofoam.</i>	Investigate how a repeated pattern can be created using a Styrofoam block.	improve their mastery of art and design techniques, with a range of materials.
5	<i>As artists, we are learning to investigate printing to create a layered effect.</i>	Investigate printing over previous prints from monoprinting or using Styrofoam.	improve their mastery of art and design techniques, with a range of materials.
6	<i>As artists, we are learning to evaluate our artwork.</i> Evaluate final piece and discuss what they have learned.	Discuss their artwork, compare it to artists studied, which techniques they preferred and how they would improve next time.	Evaluate and analyse creative works using the language of art, craft and design

Composite: Display in the classroom and walk around, evaluating each others.