





Enquiry Question


How can we show light and dark in still life?

Focus:

Drawing – still life

Be Brilliant  **CULTURAL DIVERSITY**
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.

Believe  **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.

Bebrave  **ADVENTURE**
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 still life drawing.</i> What do you like/dislike? What inspires you? What connections can you spot with other artists you have studied?	Compare still life works and explore and record likes and dislikes of this style of art.	Learn about the work of a range of artists
2	<i>As artists, we are learning to set up a still life.</i> Children take objects and set up a still life – they choose the view they want based on the likes of the first lesson	Basic shapes and position and setting up – sorting and comparing Photos in books	Evaluate and analyse creative works using the language of art, craft and design
3	<i>As artists, we are learning to explore the artist's skills needed to create a still life picture.</i> Develop skills in using dots/cross hatching to show areas of light and dark.	Create shading tonal ladders showing different shading methods.	Develop a wide range of art and design techniques
4	<i>As artists, we are learning to apply the artist's skills we have learned to still life drawings.</i> Develop skills in using dots/cross hatching to show areas of light and dark.	Practise skills and apply to small observational drawing of citrus fruit cut in half, apples, jugs etc	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
5	<i>As artists, we are learning to evaluate and improve our still life</i> Opportunities to discuss others and their work.	Set up a gallery of sketch books, children say what they like about other drawings and what could be improved before improving their own sketch.	Develop a wide range of art and design techniques
6	<i>As artists, we are learning to complete our still life.</i>	Children set up a draw a still using the skills they have developed.	Develop a wide range of art and design techniques

Composite:
Create a still life gallery for parents and carers give children give guided tours discussing each piece of art.





Enquiry Question


How do we create a simple image using printing?

Focus:

Printing – mono printing

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Sequence of lessons	Outcome - from overview	Skills used (NC)
1 <i>As artists, we are learning about artists that made monoprints</i>	Compare the work of a few artists, including Andy Warhol. Show on a timeline. Children discuss and find difference between photos and prints.	Learn about the work of great artists in history Create sketch books to record their observations and use them to review and revisit ideas
2 <i>As artists, we are learning to experiment with mono-printing and colour</i>	Children to experiment with colour to create interesting block backgrounds and marking making with line, using 2 methods: Roll the ink and draw into the surface, then print (leaving a white line) Roll the ink and place a chosen image on to the surface and experiment with mark making – different tools and methods	Improve their mastery of art and design techniques – and develop sketchbook work - experimenting
3 <i>As artists, we are learning about the mono-printing technique using line</i>	Children use ink on laminated sheet. Roll the ink and place a chosen image of Warhol. Place the portrait on to the surface. Draw on the details using the best methods they used already and recreate a portrait of Warhol	Create sketch books to record ideas and improve, evaluate creative processes
4 <i>As artists, we are learning to design an image</i>	Children will look at many images of Cornwall. They use drawing techniques from autumn to drawing a famous landmark with a border	To create sketch books to record their observations and use them to review and revisit ideas
5 <i>As artists, we are printing a final image</i>	Children apply their knowledge of mono-printing from portrait to landscape print a background (colour ideas from lesson 2) and a foreground, line drawing (lesson 3)	Improve their mastery of art and design techniques
6 <i>As artists, we are learning to print on different surfaces and evaluate our work</i>	Children share their work with the class and make a positive and constructive comment	Evaluate creative works, using the language of art, craft and design

Composite – poster of a Cornish landmark (link to Geography)




Enquiry Question

How can you create an image using clay?

Focus:

Sculpture- card/clay relief


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1

As artists, we are learning to investigate different types of sculpture and sculptors.
Study the work of a variety of sculptors (Barbara Hepworth, Richard Sweeney, Naum Gabo etc).

Discuss the use of space, lines and texture. What do you like/dislike? What connections can you spot with other artists you have studied? In sketchbook, glue in examples of sculptures that you like/dislike. Add comments/ sketches of how the sculptor may have designed them.


Learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.

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2

As artists, we are learning to study the work of Naum Gabo-paper sculpture.

Discuss the use of spaces, lines and texture. Include sketches/photos of own sculptures in sketch book.

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3

As artists, we are learning to explore and make paper sculptures.
Explore the work of Richard Sweeney, Mark Langan, Alex Uribe -paper sculpture.

Give children just card/paper - different thicknesses. Invite them to explore, what could they make?

Use sculpture to develop and share their ideas, experiences and imagination.

4

As artists, we are learning to investigate the work of Langan.
Explore building reliefs using similar techniques.

Discuss how card is used to build square reliefs. Explore building reliefs using similar techniques.

Use sculpture to develop and share their ideas, experiences and imagination.

5/
6

As artists, we are learning to investigate techniques creating clay tile reliefs.
Design and create own tile reliefs.

Model approach to create clay tile and methods that could be used to create relief and different textures. Children design and create their own tile reliefs.

Use sculpture to develop and share their ideas, experiences and imagination.

Composite: Children reflect on their finished tile reliefs, sharing what went well and what they would do differently next time.