

Art and Design

Art and Design at Newtown Linford Primary School is about being expressive. They will take the knowledge, skills and artist study to create their own final pieces. Children will explore the disciplinary concepts outlined below in each unit. They will have an opportunity to work within five mediums at least one across the Key Stage. Children will learn about important artists across a range of mediums.

Disciplinary Concepts: Explore, Develop proficiency through work in sketchbooks, Express and Evaluate

Painting Sculpture Printing Collage Drawing

*Stages of learning can be whole lessons or a series of lessons based on the teacher's professional judgement

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Adult Directed Learning – Children create a collage of their own home.</p> <p>Thread and make patterns through fine motor activities. Use fabrics through role play. Make collages through continuous provision tearing paper and tissue paper. Introduction to cutting and sticking. Learning how to handle scissors.</p>	<p>Adult Directed Learning – Children create an observational drawing of a steam train.</p> <p>Can use various media to experiment with making marks and developing fine motor skills including pencils, rubbers, crayons and chalks.</p>	<p>Adult Directed Learning – Children create portraits of people who help us.</p> <p>Experiments through continuous provision, using chalk and water to explore and mix. Using paint in packets and moving them with their hands. Using coloured blocks which show colour change and uses filter paper to experiment with colour.</p>	<p>Adult Directed Learning – Children create a model of their family members using different materials.</p> <p>Explores a range of malleable materials such as Play-Doh and Kinetic Sand. Looking at balance and moving materials. Exploring Forest School and natural materials.</p>	<p>Adult Directed Learning – Children create collages with a holiday theme.</p> <p>Freely prints patterns and pictures with sponges, food items, fingers, forest school materials.</p>	<p>Adult Directed Learning – Children paint a picture of themselves on a holiday.</p> <p>Experiments through continuous provision, using chalk and water to explore and mix. Using paint in packets and moving them with their hands. Using coloured blocks which show colour change and uses filter paper to experiment with colour.</p>
Key Stage 1	<p>Artist Study – Andy Burgess</p> <p>Collage</p> <p>Leicestershire City Scape</p> <p>Children learn how to create a collage of an abstract Leicestershire city scape inspired by the work of Andy Burgess. They include key landmarks such as the National Space Centre, Umar Mosque and the clock tower.</p> <p>Children create collages and by folding, crumpling and tearing as well as cutting and becoming more accurate in this.</p>	<p>Artist Study – Sydney Smith</p> <p>Drawing</p> <p>Mine Depictions</p> <p>Children learn how to draw figures working with a coal mine through basic figures and lines. They experiment with chalk, pencil and are introduced to charcoal.</p> <p>Make decisions about when to use a variety of tools. Including pencils, rubbers, crayons and felt tips as well as being introduced to charcoal to represent objects. Can draw basic shapes and lines.</p>	<p>Artist Study – Pablo Picasso</p> <p>Painting</p> <p>Self portrait</p> <p>Children create their own self-portraits inspired by the work of Picasso. They experiment with colour when creating their piece.</p> <p>Names, describes and experiments with primary colours. Can experiment with tint to lighten and darken colours by adding white and black. Applies paint with different tools and chooses appropriately e.g. large/fine paint brushes, fingers.</p>	<p>Sculpture – Andy Goldsworthy</p> <p>Children create a whole class diorama of either a city or village landscape through contributing buildings in a range of materials e.g. clay, cardboard.</p> <p>Explores malleable materials by manipulating them for a purpose using all previous knowledge and beginning to create work in two and three dimensions.</p> <p>Explore – Children have the opportunity to explore junk modelling to create buildings in 2D and 3D. They can work individually and in pairs.</p>	<p>Printing</p> <p>Seaside print</p> <p>Children sketch and then create several sea themed images to use as prints. Children then create art through repeated patterns onto a canvas tote bags.</p> <p>Observe and recognises patterns. Can create repeating patterns. Prints using impressed images e.g. sponges, food items.</p> <p>Explore – Children explore images from the sea and beach. They discuss which images would be simplest to</p>	<p>Artist Study – Edgar Degas</p> <p>Painting</p> <p>Children share and discuss Edgar Degas' observational beach landscape art work. They then create their own beach landscapes inspired by his work using the painting skills they have rehearsed.</p> <p>Experiments with colour mixing. Applies paint with different tools e.g. large paint brushes, fingers. Starts to control the types of marks made with painting techniques such as layering paint.</p> <p>Explore – Children look at various beach scenes painted</p>

	<p>Explore – Children discuss and describe the work of Andy Burgess, focusing on his cityscapes.</p> <p>Develop Proficiency – Children practice a building using collage techniques in their sketchbooks.</p> <p>Express - Children use what they have learned to create a final cityscape with at least three buildings.</p> <p>Evaluate – Children evaluate their piece considering their preferred collage techniques.</p>	<p>Explore – Children discuss and describe the work of Sydney Smith in the book ‘Town by the Sea’.</p> <p>Develop Proficiency – Children learn how to and practice sketching using charcoals. They learn how to draw basic figures.</p> <p>Express - Children use their imagination to complete a final mining scene with figures.</p> <p>Evaluate – Children compare their work to Sydney Smith and make links.</p>	<p>Explore – Children explore the work of Pablo Picasso, they discuss his use of colour and consider the tools he has used in his work.</p> <p>Develop Proficiency – Children practice creating elements of self portraits e.g. nose, using techniques used in Picasso’s work, such as shape. Children are taught to mix colours though adding black and white.</p> <p>Express – Children draw their self-portrait using mirrors. They then consider which colours they will need to mix and use. They then select appropriately sized paintbrushes to paint their drawing.</p> <p>Evaluate – Does children’s work look as they intended? Can they explain why or why not to an adult. Do they like their self-portrait? Why or why not?</p>	<p>Develop Proficiency – Children are taught techniques on how to manipulate and build 2D and 3D models. They practice these to create buildings.</p> <p>Express – Children create a final building, manipulating materials to create desired effects. This is added to a whole class diorama.</p> <p>Evaluate – Which pieces stand out most on the diorama? Why is this?</p>	<p>create in prints and which would not.</p> <p>Develop Proficiency – Children select several images to sketch. They consider how to simplify these to support their development into a printing block. Children are taught how to create a printing block. They practice this with one of their designs.</p> <p>Express – Children decide the final prints they would like to use for their tote bag and which colours will create their desired effect (bold, neutral). They create the printing blocks from multiple materials and finalise their tote bag.</p> <p>Evaluate – Children discuss with adults and one another if their printing blocks worked or did not and how they know.</p>	<p>by Edgar Degas. They discuss what is included in these landscapes and which size paintbrushes were used and why.</p> <p>Develop Proficiency – Children try to recreate an individual on the beach in a similar style to Edgar Degas. They do this more than once, to develop their painting techniques.</p> <p>Express – Children complete a final beach landscape inspired by the work of Edgar Degas.</p> <p>Evaluate – Children consider how much their work is similar to the work of Edgar Degas?</p>
Lower Key Stage 2	<p>Artist Study – Kandinsky</p> <p>Painting</p> <p>Children will develop their understanding of colour to recreate Kandinsky’s Colour Study, Squares with Concentric Circles.</p> <p>Understand and identify key aspects such as colour as tone & warm and cold colours. Mix colours with increasing confidence including adding white or black to achieve accurate colour matching. Begin to explore complementary colours. Explore shading to make different tones.</p>	<p>Collage</p> <p>Children create a collage of an element of ‘The Magic Kingdom’ using materials to create a 3D piece.</p> <p>Create a collage using overlapping and layering to make a 3D piece.</p> <p>Explore – Children look at and discuss a range of collages where overlapping and layering have been used. They consider materials that make a collage ‘3D’.</p> <p>Develop Proficiency – Children select a small cross section their desired Magic Kingdom piece and try to create this in 3D, through collage, in</p>		<p>Artist Study - Angela Haseltine Pozzi</p> <p>Sculpture – Recyclable Materials</p> <p>Children sketch and then create sculptures of ocean creatures from recyclable materials.</p> <p>Construct a structure that can stand for a purpose considering shape, form and construct malleable and rigid materials.</p> <p>Explore – Children explore the work of Angela Haseltine Pozzi. They identify materials used and how the ocean creatures are designed.</p>	<p>Artist Study – Leonardi DaVinci</p> <p>Drawing</p> <p>Children will create self-portraits inspired by Leonardi DaVinci.</p> <p>Draws familiar objects, including drawing faces beginning to move towards more accurate proportion. Use a single focal point to develop simple perspective.</p> <p>Explore – Children explore the work of Leonardi DaVinci, focusing on self-portraits. Children are taught techniques for ensuring proportion in portraits and simple perspective.</p>	<p>Drawing</p> <p>Children create a battle scene inspired by the Bayeux Tapestry</p> <p>Is introduced to fine liners to draw outlines. Draws familiar objects with increasing accuracy and correct proportions. Creates intricate patterns and textures.</p> <p>Explore – Children explore sections of the Bayeux Tapestry. They trace figures and patterns and discuss these.</p> <p>Develop Proficiency – Children select a historical scene to recreate. They practice sketching characters and</p>

	<p>Explore – Children to sort colours by tone and into warm and cold colours. Children discuss and explore Kandinsky's work and complementary colours.</p> <p>Develop Proficiency – Children mix colours in their sketchbook to achieve accurate colour matching. They make decisions on which colours they want to use together using their knowledge of complementary colours.</p> <p>Express – Children create a whole class version of Kandinsky's Colour Study, each thinking carefully about the colours within their concentric circle.</p> <p>Evaluate – Children work with the teacher to organise the final piece so it is visually impactful. This is displayed in the school.</p>	<p>multiple ways. Then selecting a preferred style.</p> <p>Express – Children create a larger scene using overlapping and layering to create a final 3D collage piece.</p> <p>Evaluate – Children compare their work with classmates and identify techniques that were most effective.</p>		<p>Develop Proficiency – Children complete sketches of sea creatures. They then consider materials that they would use to create this as a sculpture.</p> <p>Express – Children create their sculpture.</p> <p>Evaluate – Art gallery for parents. Children write an overview for their sculpture to be displayed alongside.</p>	<p>Develop Proficiency – Children select objects, then facial features to sketch focusing on proportion and shading. Children sketch their faces focusing on proportion rather than shading. Children choose whether to use pencil or chalk after sketching with both.</p> <p>Express – Children complete a self-portrait inspired by the style of Leonardi DaVinci.</p> <p>Evaluate – Evaluate their work considering strengths and future targets.</p>	<p>consider how they will design their borders.</p> <p>Express – Children complete their section of the Bayeux tapestry (A5) over multiple sessions.</p> <p>Evaluate – A class Bayeux tapestry is created. How does this compare to the original? Is the style the same?</p>
Upper Key Stage 2	<p>Artist Study – Leonardi Da Vinci</p> <p>Drawing - Pencil</p> <p>Children will study the drawings of Leonardi Da Vinci and practice drawing in their sketch book. Children will then create detailed drawings of the heart.</p> <p>Children work independently to create a detailed drawing, developing a key element such as line, tone, pattern or texture. They create improved designs by simplifying sketchbook designs and draw for a sustained period over a number of sessions. From this they produce accurate observational drawings and create intricate final designs</p>	<p>Collage</p> <p>Children create self-portraits using collage techniques.</p> <p>Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.</p> <p>Explore – Explore a range of mixed media techniques.</p> <p>Develop Proficiency – Children to recreate their own eye using a range of mixed media and collage approaches.</p> <p>Express – Children to create a self-portrait using their desired mixed media technique.</p>	<p>Artist Study – Dennis Creffield</p> <p>Drawing – Charcoal</p> <p>Inspired by the work of Dennis Creffield children create charcoal drawings of Mayan ruins.</p> <p>Is confident using all previous tools, use it selectively depending on the piece of art and explaining why they chose it.</p> <p>Children represent things seen, remembered or imagined in three dimensions using line, tone and shading. Use simple perspective in their work using a single focal point and horizon thinking about background and foreground.</p>	<p>Artist Study – William Morris</p> <p>Printing</p> <p>To design detailed and intricate botanical prints, with multiple colours, in the style of William Morris.</p> <p>Apply more than one colour to a print thinking carefully about colour. Create more complex printing blocks using all previous knowledge. Refer to positive and negative spaces on their prints.</p> <p>Explore – To explore the work of William Morris, comparing his prints and discussing preference.</p> <p>Develop Proficiency – To sketch more intricate drawings</p>	<p>Artist Study – Darrel Wakelam</p> <p>Sculpture - Relief</p> <p>Children will create 3-Dimensional egg box or paper plate relief sculptures of rainforest animals.</p> <p>Explore different ways of finishing work such as paint or varnish. Plan and make sculpture linked to well-known artists work through drawing and other preparatory work. Compare different forms of sculpture.</p> <p>Explore – Children explore the work of Darrel Wakelam, looking at the deconstruction of the 'Egg box</p>	

	<p>by simplifying sketchbook designs.</p> <p>Explore – Children look at the sketches of Leonardi DaVinci, they compare this to his self-portraits they explored in LKS2.</p> <p>Develop Proficiency – Children create detailed drawings of intricate objects in their sketchbook using pencil.</p> <p>Express – Children create a scientific drawing of the heart.</p> <p>Evaluate – Children evaluate their use of line, tone, pattern and texture.</p>	<p>Evaluate – Art gallery created for parents.</p>	<p>Explore – Children explore various artists work using charcoal. They compare these with the work of Dennis Creffield.</p> <p>Develop Proficiency – Children sketch Mayan ruins using pencil, focusing on proportion, foreground and background. Children sketch using charcoal, they practice different ways to create lines, tones, shades and textures.</p> <p>Express – Children complete a final piece depicting a Mayan ruin in charcoal inspired by Dennis Creffield.</p> <p>Evaluate – Compare their final piece to their use of pencil in the first term. Which was their preference? Why?</p>	<p>of plants. To then transfer these elements to a printing block. To tests these blocks and make decisions on colour pairings.</p> <p>Express – To create a print using multiple colours with a complex printing block.</p> <p>Evaluate – Evaluate tools created and how close to the desired effect was created.</p>	<p>Monkey/Mouse’ and ‘Paper Plate Bird’.</p> <p>Develop Proficiency – Children select an animal and recycled material. They complete sketches, labelling how features would be created and rehearse these before their final piece.</p> <p>Express – Children create their animal 3D relief sculpture.</p> <p>Evaluate – Children compare their sculpture to the work of other animal sculpture artists who have used alternative materials. They compare their work to Angela Haseltine Possi who they explored in LKS2.</p>	
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Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Adult Directed Learning – Children draw Newtown Linford Primary School using chosen materials.</p> <p>Can use various media to experiment with making marks and developing fine motor skills including pencils, rubbers, crayons and chalks.</p>	<p>Adult Directed Learning – Children create firework prints.</p> <p>Freely prints patterns and pictures with sponges, food items, fingers, forest school materials.</p>	<p>Adult Directed Learning – Children create quadrant season paintings thinking carefully about colour.</p> <p>Experiments through continuous provision, using chalk and water to explore and mix. Using paint in packets and moving them with their hands. Using coloured blocks which show colour change and uses filter paper to experiment with colour.</p>	<p>Adult Directed Learning – Children draw traditional teddy bears.</p> <p>Can use various media to experiment with making marks and developing fine motor skills including pencils, rubbers, crayons and chalks.</p>	<p>Adult Directed Learning – Children draw pictures of castles and sculpt sandcastles out of a range of materials.</p> <p>Explores a range of malleable materials such as Play-Doh and Kinetic Sand. Looking at balance and moving materials. Exploring Forest School and natural materials.</p>	<p>Adult Directed Learning – Children create a self-portrait through collage.</p> <p>Thread and make patterns through fine motor activities. Use fabrics through role play. Make collages through continuous provision tearing paper and tissue paper. Introduction to cutting and sticking. Learning how to handle scissors.</p>
Key Stage 1	<p>Drawing</p> <p>Children complete an observational drawing of a building or selected focal point in Newtown Linford village.</p> <p>Make decisions about when to use a variety of tools, including pencils, rubbers, crayons and felt tips to represent objects. Know the names of tools and techniques that they use and why they are using it. Use artwork to record ideas, observations and experiences and discuss meaning. Can draw basic shapes and lines.</p> <p>Explore – Children look at and discuss some drawings of Newtown Linford Village. They trace key lines of buildings in felt tips.</p> <p>Develop Proficiency – Children are taught and practice drawing buildings using a range of tools.</p> <p>Express – Children select a tool and complete an</p>	<p>Artist Study – Alma Thomas</p> <p>Printing</p> <p>Children create a London landscape through print, using shapes to create buildings and landmarks.</p> <p>Observe and recognises patterns. Can create repeating patterns. Prints using impressed images e.g. sponges, food items.</p> <p>Explore – Children explore the work of Alma Thomas, particularly landscapes. They identify repeated patterns and shapes in her work. Children sketch a London landmark in the style of Alma Thomas.</p> <p>Develop Proficiency – Children have the opportunity to create multiple prints using a variety of items e.g. food, sponges, cardboard. Children decide which shapes they prefer for their final piece.</p>	<p>Artist Study – Frank Bowling</p> <p>Painting – Colour Work</p> <p>Children add paint effects to maps as they learn about different climates around the world.</p> <p>Describes, sorts and match colours. Can experiment with tint to lighten and darken colours by adding white and black. Applies paint with different tools and chooses appropriately e.g. large/fine paint brushes, fingers.</p> <p>Explore – Children explore the work of Frank Bowling, discussing his use of colours. Children sort and match colours.</p> <p>Develop Proficiency – Children create a range of tints of chosen colours.</p> <p>Express – Children complete a painting on a map, using colours to reflect climate. They</p>	<p>Drawing</p> <p>Children create observational drawings of toys using art pencils and developing their drawing skills.</p> <p>Make decisions about when to use a variety of tools. Including pencils, rubbers, crayons and felt tips as well as being introduced to charcoal to represent objects. Can draw basic shapes and lines.</p> <p>Explore – Children look at the observational work of a range of artists who have used different tools. They experiment drawing with a range of tools, including charcoal.</p> <p>Develop Proficiency – Children select a toy to observe and draw. They use different tools to draw all or part of this toy, resulting in multiple sketches.</p> <p>Express – Children create a final observational piece using their chosen tool.</p>	<p>Sculpture</p> <p>Children use clay to create reliefs of a brooch or coin embossed with Queen Victoria.</p> <p>Explores malleable materials by manipulating them for a purpose using all previous knowledge and beginning to create work in two and three dimensions.</p> <p>Explore – Children look at reliefs, such as coins and brooches. Children experiment with playdough to recreate these.</p> <p>Develop Proficiency – Children sketch their designs.</p> <p>Express – Children use clay to create their final relief.</p> <p>Evaluate – Children compare their work to the original reliefs they explored. They identify similarities and differences.</p>	<p>Collage</p> <p>Children complete a collage of a space scene or an element of space, the moon for example.</p> <p>Create collages and by folding, crumpling and tearing as well as cutting and becoming more accurate in this.</p> <p>Explore – Children explore collage work that uses folding, crumpling and cutting. They discuss what they would want to be in their own space piece.</p> <p>Develop Proficiency – Children choose an object to collage e.g. an apple. Children try to incorporate a range of collage skills in their practice.</p> <p>Express – Children complete their final work using the collage techniques they have rehearsed demonstrating increasing accuracy.</p> <p>Evaluate – Children discuss with their teacher which collage</p>

	<p>observational drawing within Newtown Linford Village.</p> <p>Evaluate – Children consider if they selected the best tool for the task. They record why or why not.</p>	<p>Express – Children sketch their London landscape. They then fill this in with a repeated pattern print using colours they have selected.</p> <p>Evaluate – Children compare their work to Alma Thomas. Have they been able to create a repeated pattern print? How could their work be improved?</p>	<p>make tints and colours using the skills they have learnt.</p> <p>Evaluate – Children present their work to peers, discussing decisions on colour and articulate how they created different tints.</p>	<p>Evaluate – Children consider if they selected the best tool for the task. They record why or why not.</p>		<p>techniques were most effective and why.</p>
<p>Lower Key Stage 2</p>	<p>Artist Study – Henri Rousseau</p> <p>Painting</p> <p>Children create landscapes of Bradgate Park inspired by Henri Rousseau.</p> <p>Uses increasingly specific colour language and vocabulary. Can confidently name primary colours and mix them to make secondary colours. Explores colour mixing and blending using watercolour paint.</p> <p>Demonstrate increasing control over the marks made when painting and begins to choose the tools appropriately.</p> <p>Explore – Children explore the work of Henri Rousseau, they name colours within his work and try to recreate these with watercolour.</p> <p>Develop Proficiency – Within their sketchbooks children experiment with watercolour to paint elements of natural landscapes within Henri Rousseau's work and from their observations within Bradgate Park e.g. flower, leaf. They mix colours and can confidently use the correct language around colour.</p>	<p>Sculpture - Clay</p> <p>Coil Pots</p> <p>Children create clay pots, joining clay adding patterns and textures.</p> <p>Recreate the form of manmade objects e.g. Clay pot/bowl. Explore cutting, shaping and impressing patterns into clay. Use scoring, blending and slip to join basic decoration to clay.</p> <p>Explore – Children look at examples of historical pottery, they label and identify how patterns and textures were created and the impact of these.</p> <p>Develop Proficiency – Children are taught, then practice joining clay in a range of ways. They add pattern and texture to small sections of clay to decide on their favourite designs.</p> <p>Express – Children create a coiled clay pot with some form of decoration through impressing or scoring.</p> <p>Evaluate – Children create a museum exhibit for parents of their pots. They briefly write the techniques used and which time period this emulated.</p>		<p>Collage</p> <p>Children use tissue paper to create a collage of a river landscape.</p> <p>Consolidates all previous collage skills uses overlapping and layering for effect.</p> <p>Explore – Children look at photos of rivers and label the range of colours within these.</p> <p>Develop Proficiency – Children consider and experiment how different tones and colours can be made through the use of tissue paper e.g. overlapping, layering, over paint. They create a range of river shades using collage in their sketchbooks.</p> <p>Express – Children create a final river collage multicoloured in collage.</p> <p>Evaluate – Children compare their work to photographs and paintings. They discuss how effective collage was in creating tone.</p>	<p>Artist Study – John Dyer</p> <p>Printing</p> <p>Children design their own printing blocks, identify positive and negative space to create jungle artworks.</p> <p>Create printing blocks using relief or impressed block with polystyrene, vegetables or lino. Work into prints once they are dry. Begin to understand what negative and positive shapes are.</p> <p>Explore – Children discuss John Dyer's use of colour and shape.</p> <p>Develop Proficiency – Children create their own printing blocks inspired by the jungle and the shapes in John Dyer's work. They consider how larger and smaller prints could be combined to create a jungle scene. They work in pairs to create larger printing blocks.</p> <p>Express – Children create a large final piece as a whole class. They consider mix bright and bold colours. They first work with large prints, then add in smaller prints when dry. They consider which colours will be most impactful combined.</p>	<p>Artist Study – JMW Turner</p> <p>Drawing</p> <p>Children will create pastel drawings of castles.</p> <p>Makes informed decisions about using all previous tools. Is introduced to pastels to explore shading and texture.</p> <p>Explore – Children discuss the work of JMW Turner, specifically his landscapes with castles. They discuss use of colour and try to create similar effects themselves using pastels.</p> <p>Develop Proficiency – Children complete pastel sketches of Old John, experimenting with shade and texture.</p> <p>Express – Children complete a final piece of a Norman castle in pastel.</p> <p>Evaluate – Children consider how their work has been influenced by JMW Turner. What are the similarities in their work?</p>

	<p>Express – Children create a landscape scene of Bradgate Park in Watercolour.</p> <p>Evaluate – Children share their work with one another. They identify strengths and next steps in their drawing technique and use of colour.</p>				<p>Evaluate – Children evaluate the effectiveness of their printing blocks. They explain how they know.</p>	
Upper Key Stage 2	<p>Artist Study - Lowry</p> <p>Drawing</p> <p>Victorian Landscapes</p> <p>Is confident using all previous tools and can use it selectively depending on the piece of art. Use line, tone and shading to represent things seen, remembered or imagined. Begin to understand perspective in their work using a single focal point and horizon.</p> <p>Explore – Children make comparisons between Lowry's landscapes and the landscapes of other artists. They consider the similarities and differences. They discuss how Lowry uses line, tone and shading to create his own personal style.</p> <p>Develop Proficiency – Children are taught how to create perspective when drawing buildings. Children replicate cross sections of Lowry's work working carefully on line, tone and shade.</p> <p>Express – Children complete their own sketches of a Victorian landscape. They then create a final piece, considering colours used carefully, inspired by Lowry.</p>		<p>Artist Study - Shepherd Fairey</p> <p>Painting – Colour Work</p> <p>The children will conceive their own Battle of Britain propaganda poster, using real WW2 propaganda posters as a stimulus and inspiration for use of colour, e.g. We Can Do It!</p> <p>Mix colour, creating various shades and tones with increasing confidence. Uses complementary and contrasting colours. Begin to create mood and atmosphere through colour. Use different techniques, colours and textures when designing and making pieces of work and compare their choices to famous artists work.</p> <p>Explore – Children look at a range of historical propaganda posters. They compare these to the work of Shephard Fairey. Children discuss colour use.</p> <p>Develop Proficiency – Children experiment with wording and colour combinations in preparatory work for their final poster.</p> <p>Express – Children complete their own propaganda work in the style of a historical work or the work of Stephen Fairey.</p> <p>Evaluate – Have children been successful in conveying the</p>	<p>Artist Study – Megan Coyle</p> <p>Collage</p> <p>Children will create a collage of Bradgate Park, carefully representing tones in nature.</p> <p>Identify how other artists use collage and are able to create a collage based on the suitability of colour, shape, texture and pattern. Experiment with using layers and overlays to create new colours and textures. Decides how to arrange materials in order to create a desired outcome.</p> <p>Explore – Children review their knowledge of collage from previous phases. They explore the work of Megan Coyle, considering her use of colour, shape, texture and pattern.</p> <p>Develop Proficiency – Children sketch Bradgate Park landscapes, labelling the range of colours they would like to recreate. They experiment with small cross sections using a range of taught collage techniques.</p> <p>Express – Children complete a final collage of Bradgate Park.</p> <p>Evaluate – Children consider the most impactful use of collage technique and consider the challenges and benefits of this medium.</p>	<p>Printing</p> <p>Children create self portraits using the technique of mono-printing.</p> <p>Create more complex printing blocks using all previous knowledge and develop mono-printing techniques. Children refer to positive and negative spaces on their prints.</p> <p>Explore – Children explore the term 'mono-printing' and how to create positive and negative spaces. They label these on a work of another artist.</p> <p>Develop Proficiency – Children sketch and design print ideas for a self-portrait and are taught how to use lino printing as a medium.</p> <p>Express – Children use lino printing to create a mono print self-portrait. They make decisions on colour.</p> <p>Evaluate – Children evaluate if their mono print worked as they had planned. They consider if they enjoyed this medium of printing and explain why or why not.</p>	<p>Artist Study - Henri Moore</p> <p>Sculpture – Clay 3D Modelling</p> <p>The class will create their own sculptures of the human body inspired by Henri Moore in clay.</p> <p>Plan and make sculpture linked to well-known artists work through drawing and other preparatory work. Compare different forms of sculpture clay and papier Mache. Model and develop clay work through a combination of pinch, slab and coil techniques. Join clay for a purpose using known techniques. Explore intricate designs when working with clay.</p> <p>Explore – Children explore a range of modern art sculptures and finally share the work of Henri Moore's humans.</p> <p>Develop Proficiency – Children experiment with clay to create human figures using taught clay skills.</p> <p>Express – Children complete a final sculpture of the human body. They use either wooden models or photographs to copy poses.</p>



	Evaluate – Children review how much their final piece is similar to the artist study.		message they had intended? Discuss with peers.			Evaluate – Children prepare an exhibit to share their work considering how best to display their sculpture.
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