


Subject - Art 	Year 3	Topics	Pointillism	Portrait drawing	Chiaroscuro
<p>Key learning from national curriculum for year 3 – knowledge.</p> <p><b>The national curriculum for art and design aims to ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>• produce creative work, exploring their ideas and recording their experiences</li> <li>• become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• evaluate and analyse creative works using the language of art, craft and design</li> <li>• know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li> </ul>					
<p><b>intent</b></p> <p>Children at Ravensdale are taught to closely examine and explore the world around them, using artistic techniques to express emotions, interpret observations and demonstrate their own individuality. They are encouraged to be creative, imaginative and adventurous by using a range of media to represent images as well as learning about artists and their work. Children have the opportunity to use 3D, painting and drawing throughout each year as ways of communicating their thoughts and ideas</p>	<p><b>implementation</b></p> <p>Three units of Art and Design are covered across each year – typically one per alternate half term. Many of these units’ key skills are revisited in different year groups. Pupils should be taught 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.</p> <p><b>In order to implement this, pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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)</li> <li>• about great artists, architects and designers in history and those practicing today</li> </ul> <p><b>Implementation of key skills:</b></p> <ul style="list-style-type: none"> <li>• experiment, invent and create their own works of art, craft and design</li> <li>• think critically and develop a more rigorous understanding of art and design</li> </ul>			<p><b>impact</b></p> <p><b>Teachers will observe and gather evidence of:</b></p> <ul style="list-style-type: none"> <li>• children becoming creative learners who have a web of knowledge about the great artists of the world.</li> <li>• creativity and uniqueness which will be celebrated and children will become astute at editing and improving the pieces created.</li> <li>• the embedding of the key skills of art and design needed to allow them to produce inventive pieces of art.</li> </ul>	
Prior learning			Future learning		
Y2 National Curriculum			Y4 Collage and Mosaics – Matisse / Andy Goldsworthy  Printing patterns – William Morris  Drawing and painting – landscapes – John Constable		

## What pupils need to know or do to be secure

### Pointillism – George Seurat

#### Key learning / knowledge

Creating artwork in the style of George Seurat, using pen, digital and paint techniques.

1. Show a piece of Seurat’s artwork and discuss with the children what they think it is about and the techniques they think have been used (coloured dots). Watch Power point and discuss methods used by Seurat and the effect it has on them. Children to create a collage/mood board with examples of his work and their comments about the artwork and how it makes them feel.
2. Show a Seurat painting and discuss in terms of technique and style. Pupils to work in the style of Seurat using pointillism techniques. Teacher to model a range of techniques relating to colour and dots to create a desired effect. Children will experiment using felt tips on paper.
3. Provide each table with a Seurat painting that has been cut into squares. As a group they need to ‘jigsaw’ it back together (the pieces can be used later in the lesson). Children to choose a small area of their favourite G.S. picture using a small square frame and create a close observational drawing using the technique practiced in the previous session. Introduce laptops and paint package for third of class to use to produce a drawing in the style of GS. Introduce coloured paint and cotton buds, 1 group produce their square using this. All have a go at producing their part picture independently and then suggesting improvements to implement. Children will peer assess each other’s work throughout the session. 3 groups 1. Laptop/paint programme 2. Paint and cotton buds 3. Felt tips. Stick results in sketch books.
4. Teacher to show their example of a Seurat inspired artwork and children to discuss. Children to choose a GS picture to reproduce using either felt tips or paint. A very faint pencil outline may be used when using felt tips and paint as a guide. Continuous peer assessment – teacher model. Careful

### Portrait drawing - Holbein

#### Key learning /knowledge

Holbein – Renaissance style, portrait drawing skills.

- 1) Look at portrait work by Holbein and discuss.
- 2) Complete missing half of a Holbein portrait.
- 3) Portrait in the style of Holbein

(planning to follow)


### Chiaroscuro- Joseph Wright

#### Key learning / knowledge

Chiaroscuro – the treatment of light and shade in drawing and painting.

1. Prior to this lesson the chn should have had 1 weeks shared reading on JW. Look at ‘The orrery’ can the chn remember who produced this? Revise their knowledge from SR lessons – chn brainstorm and could produce a mind map in pairs. Discuss why we are showing you a portrait and not a photograph? Then look at chiaroscuro – what it is, famous artists that also painted in this style and modern versions of this artwork. Discuss with the chn how Wright used this technique in many of his own paintings. Activity – Display several of Wright’s paintings around the classroom - tell the chn that they are going to be art critics. Q- What is an art critic? Discuss. Play some soft music as the chn walk around the ‘exhibition’ – On the WB display the speaking frame – chn turn to a partner and discuss the painting that they are near. (See slides for the picture frame) In sketchbooks chn chose a small copy of their favourite and least favourite piece of work and using the writing frame on the WB justify their opinions.
2. Trip to see Joseph Wright art in Derby Museum.
3. Explain to the chn that they are not going to produce work identical to that of Joseph Wright but the work they will produce will contain an element of chiaroscuro – (light/dark) as well as shadows. Show chn some of the examples of the positive and negative work art work on slides. Q- What time of day will your shadows be directly below you? Explain that all these images are very wintery. They will make one to represent spring/summer. Brainstorm what features could be relevant for spring: a tree in bloom, flowers, bees etc. Then discuss relevant colours. This will need modelling by the teacher on the WB first. Chn draw what they will create in their art

<p>observation of the colours that need to be represented from the paintings.</p> <p>5. Provide pictures of rainforest animal, trees and plants. Chn will choose their preference. Children will use the techniques of George Seurat to create a picture of a rainforest animal. Children will choose their own medium and teacher will model the process.</p> <p>Create an art gallery of the children’s work and children to look at each other’s work. Children to explain their learning from across the topic.</p>		<p>books. Ensure chn draw a line down the middle of the page for the reflection.</p> <p>4.Review the work that the chn produced in their art books. Chn will use the technique of positive and negative art to create their own spring scenes using the positive and negative effect to create the illusion of a shadow.</p> <p>Children will have the opportunity to choose their own mediums and should associate these with spring colours.</p>
Key vocabulary	Key vocabulary	Key vocabulary
<ol style="list-style-type: none"> <li>1. Pointillism</li> <li>2. Technique.</li> <li>3. Dots.</li> <li>4. Layers.</li> <li>5. Image.</li> <li>6. Paint</li> </ol>		<ol style="list-style-type: none"> <li>1. Joseph Wright</li> <li>2. Chiaroscuro</li> <li>3. Portrait</li> <li>4. Landscape</li> <li>5. Mediums</li> <li>6. Colours</li> <li>7. Spring</li> <li>8. Shadow</li> <li>9. Positive and negative effect</li> </ol>
Key skills		
<ol style="list-style-type: none"> <li>1. Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision.</li> <li>2. Experiment with different effects and texture Inc.: blocking colour, washes and thickened paint creating textural effects.</li> <li>3. Work on a range of scales e.g. thin brush on small picture etc.</li> <li>4. Create different effects and textures with paint according to what they need for the task.</li> <li>5. To evaluate your own work and that of others.</li> </ol>		<ol style="list-style-type: none"> <li>1- To create images and effects with lines by controlling the scissors with increased precision.</li> <li>2- To experiment with different effects and textures including block colours, pencils and paints to create textual effects.</li> <li>3- Work with a range of scales.</li> <li>4. To evaluate your own work and that of others.</li> </ol>

Subject - Art	Year 4	Topics	Collage and mosaics	Printing	Painting and drawing
	Key learning from national curriculum. <b>The national curriculum for art and design aims to ensure that all pupils:</b> <ul style="list-style-type: none"> <li>• produce creative work, exploring their ideas and recording their experiences</li> <li>• become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• evaluate and analyse creative works using the language of art, craft and design</li> <li>• know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li> </ul>				


<b><u>intent</u></b>	<b><u>implementation</u></b>	<b><u>impact</u></b>
<p>Children at Ravensdale are taught to closely examine and explore the world around them, using artistic techniques to express emotions, interpret observations and demonstrate their own individuality. They are encouraged to be creative, imaginative and adventurous by using a range of media to represent images as well as learning about artists and their work. Children have the opportunity to use 3D, painting and drawing throughout each year as ways of communicating their thoughts and ideas</p>	<p>Three units of Art and Design are covered across each year – typically one per alternate half term. Many of these units’ key skills are revisited in different year groups.</p> <p>Pupils should be taught 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.</p> <p><b>In order to implement this, pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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)</li> <li>• about great artists, architects and designers in history and those practicing today</li> </ul> <p><b>Implementation of key skills:</b></p> <ul style="list-style-type: none"> <li>• experiment, invent and create their own works of art, craft and design</li> <li>• think critically and develop a more rigorous understanding of art and design</li> </ul>	<p><b>Teachers will observe and gather evidence of:</b></p> <ul style="list-style-type: none"> <li>• children becoming creative learners who have a web of knowledge about the great artists of the world.</li> <li>• creativity and uniqueness which will be celebrated and children will become astute at editing and improving the pieces created.</li> <li>• the embedding of the key skills of art and design needed to allow them to produce inventive pieces of art.</li> </ul>

Prior learning	Future learning
<p>Y3</p> <p>Pointillism – George Seurat</p> <p>Portraits - Holbein</p> <p>Chiaroscuro- Joseph Wright</p>	<p>Y5</p> <p>3D art – Space</p> <p>Painting – Lowry</p> <p>Digital media - photography - Muniz</p>

## What pupils need to know or do to be secure

Collage and Mosaics - Matisse	Printing – William Morris	Painting and drawing - Constable
Key learning / knowledge	Key learning /knowledge	Key learning / knowledge
<p>1. knowledge of work by Matisse. Watch power point and discuss. Children to stick in a copy of the Snail by Matisse and evaluate it. Do they like it? If so why? What do you think about his use of colour? Create an animal in the style of the Snail using cut paper.</p> <p>2. Show children power point of Andy Goldsworthy's work. What materials has this artist used to create these pieces of work? Take children outside and show the children the available materials and elicit suggestions as to possible uses. Using natural objects, pupils should be encouraged to 'dry' assemble the piece – that is, without fixing anything down.</p> <p>3. Children to look at a selection of Roman Mosaics and Roman artifacts and know that they can give us information about the past. Pupils to design own Roman mosaic on squared paper. Children to copy their design onto card, then rip or cut paper into similar sized pieces, so that no more card can be seen. Encourage children to select contrasting colours for the background to ensure the main object is clear.</p>	<p>1. Know what is a repeating pattern. Show children a variety of shapes and get them to identify these. Explain how simple shapes can be used to make complex patterns. Show children a selection of patterns. Analysis one of these patterns, as a class, thinking about what shapes have been used? Are they repeated? How many times does it repeat? What colours have been used? How have they been made? Is there any other information about the pattern? Give the children a printout to analyzing.</p> <p>2. Know about William Morris and a selection of his work. Show children different William Morris designs. What do they notice about the colours? (They are all natural colours). Children to create their own pattern by picking and cutting out different elements from a variety of printed designs. Ensure children are thinking about how their pattern may repeat, what is the impact of the colours and shading.</p> <p>3. Children to make a printing block. Show children different ways of making a print. (Potato, polystyrene, string on card). Children to make printed pattern and evaluate. Did they apply the ink/paint evenly? Did they apply the pressure evenly? Did they peel it off carefully? How could they improve it?</p> <p>4. Teacher to model how to sponge paint a base and how a repeating pattern can be created. Children sponge paint a base colour to print on. Using knowledge from previous lesson, children to design own print, using wooden block shapes or string and card. Children will need to think about the colours they are going to use and how much pressure to apply. Children evaluate work. What worked well? What could be improved? How would they make that improvement?</p>	<p>1. Experiment with mark making. Give each child a copy of the Matisse landscape picture for the children to extend. Teacher to model how to experiment with mark making using a variety of media and different methods e.g. cross hatching, wavy lines, lines close together/ further apart. Introduce the class to the words tone and texture and show examples how these can be created. Children to show mark making experiments in art sketch book.</p> <p>2. Know what is a landscape, learn about John Constable and a selection of his work from power point. Show the children the picture Salisbury Cathedral from the Bishop's Grounds c1825 by Constable. Ask them to recreate a section of this picture using pencil and the skills learnt during lesson one to show the skills learn about use of line, tone and texture. Then add water colour paint in the style of the original.</p> <p>3. Outdoor sketch, visit either Dovedale, Mickleover or use school fields. Give children opportunities to sketch landscapes and discuss how things appear to be different sizes according to how far in the distance they are. Encourage the children to look closely at details e.g.: the way branches and leaves grow on the trees.</p> <p>4. After the visit, give the children opportunities to use their sketches as a starting point, to make their own landscape picture using show the skills learn about use of line, tone, texture and 3D. Remind children of the mark making skills they practiced in previous lessons. Children to complete work using water colours. Children to work with their partner to be a critical friend and give each other advise as to how they could improve their work.</p>

Key vocabulary	Key vocabulary	Key vocabulary
<ol style="list-style-type: none"> <li>1. Collage</li> <li>2. Matisse</li> <li>3. Abstract</li> <li>4. Goldsworthy</li> <li>5. Mosaic</li> <li>6. Arrange</li> </ol>	<ol style="list-style-type: none"> <li>1. Repeating pattern</li> <li>2. Shape names</li> <li>3. Elements</li> <li>4. Printing block</li> <li>5. Relief printing</li> <li>6. Impressed method</li> <li>7. Overlays</li> <li>8. Pressure</li> </ol>	<ol style="list-style-type: none"> <li>1. Tone</li> <li>2. Texture</li> <li>3. Three dimensional- 3D</li> <li>4. Cross hatching</li> <li>5. Media</li> </ol>
Key skills		
<p><u>Collage and Mosaic</u></p> <ol style="list-style-type: none"> <li>1. Investigate how shapes can be used to create a picture.</li> <li>2. Develop cutting skills.</li> <li>3. Arrange shapes to create a picture.</li> <li>4. Select suitable materials.</li> <li>5. Evaluate their work and that of other artists.</li> </ol>	<p><u>Printing</u></p> <ol style="list-style-type: none"> <li>1. Know about the work of Matisse and Andy Goldsworthy and discuss methods used.</li> <li>2. Create printing blocks using a relief or impressed method.</li> <li>3. Create repeating patterns.</li> <li>4. Select and print with two colour overlays.</li> <li>5. To develop their techniques, including their control and their use of materials, with creativity and experimentation.</li> </ol>	<p><u>Painting and drawing</u></p> <ol style="list-style-type: none"> <li>1. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastel, pens, etc.</li> <li>2. Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.</li> <li>3. Experiment with different grades of pencil and other implement to achieve variations in tone. Apply tone in a drawing in a simple way.</li> <li>4. Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</li> <li>5. Use water colours with increased skill.</li> </ol>

Subject - Art	Year 5	Topics	3D	Painting	Digital media-photography -Muniz
	Key learning from national curriculum. <b>The national curriculum for art and design aims to ensure that all pupils:</b> <ul style="list-style-type: none"> <li>• produce creative work, exploring their ideas and recording their experiences</li> <li>• become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• evaluate and analyse creative works using the language of art, craft and design</li> <li>• know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li> </ul>				

<b>intent</b>	<b>implementation</b>	<b>impact</b>
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Prior learning	Future learning
<p style="text-align: center;">Y4</p> <p>Collage and Mosaics – Matisse / Andy Goldsworthy</p> <p>Printing patterns – William Morris</p> <p>Drawing and painting – landscapes – John Constable</p>	<p style="text-align: center;">Y6</p> <p>Painting and drawing – WWII propaganda posters</p> <p>Indian Folk art – Jamini Roy</p> <p>Tessellation -Escher</p>

## What pupils need to know or do to be secure

3D Space – Mark Garlick	Painting - Lowry	Digital media- photography - Muniz
Key learning / knowledge	Key learning /knowledge	Key learning / knowledge
<p>1. Introduce the children to the artist Mark Garlick. (<a href="http://www.space-art.co.uk/">http://www.space-art.co.uk/</a>) Explain that he creates art that mainly depicts elements of space that look 3-Dimensional. Children are to choose a selection of Garlick’s work and pull out the common features. What can they see? What techniques does Garlick use to create his art? What questions can they ask about his art? Can they find the answers through research?</p> <p>2. Refer back to previous learning. Can children think, pair and share the features they found in Mark Garlick’s work? Explain to children that they are going to use different materials and mediums to explore colour and texture. Can they use these to make elements look 3D? Allow the children to explore using the different resources to see if they can copy one of Garlick’s pieces.</p> <p>3. Looking back at previous learning and taking inspiration from Garlick’s work, children are going to design their own piece of art based on 3D properties and space. They will need to decide how they are going to create a 3D element into their design. If they are going to use a polystyrene ball, they will need to decide which size and how they are going to incorporate this into their picture. The design does not need to be completed in the actual materials they are going to use but it will need to be labelled to show the materials they will want to use on their final piece and any extras such as polystyrene balls, cardboard etc. they would like to use.</p> <p>4. Children will be using their designs to create their own 3D space art pictures. Children will need to think carefully about the order in which they do each process. Remind them to think about the techniques they have explored. Children need to complete an evaluation on their final pieces.</p>	<p>1. Go through the PowerPoint about Lowry. Make a concept map of what they know now. Create a list of questions from the children on the board, of what else they would like to research. Using the focused list, children create a fact file.</p> <p>2. Look at the ‘Britain at Play’ painting. Who is in it? What is happening in the picture? How do you know? Watch the BBC video clip. Look at pictures of the Silk Mill and Darley Mill. Compare and contrast. Sketch sections of the mills, experiment using Lowry’s 5 colours. *For best results, use acrylic paint if possible. *Talk through how to mix and match colours. Children move around the classroom, looking at one another’s sketches. Children write positive comments on a post it note.</p> <p>3. Plan a picture in the style of Lowry but set in Derby (factory, park, football stadium). The picture needs to include a crowd of people which consists of the children’s friends and family.</p> <p>4. Children paint their own Britain at Play using the 5 colours. Remembering to mix and match colours. Children carefully consider what brushes and tools they will use to get the best effect. Children evaluate own work.</p>	<p>1. Photograph nature on iPad/ cameras</p> <p>2. Look at work of Vic Muniz and discuss how he makes a picture by using lots of photographs.eg. big Tree from lots of smaller photographs.</p> <p>3. Children to produce own picture using lots of photographs working in the style of Muniz using i- movie or photo story.</p> <p>(lesson planning to follow)</p>



Key vocabulary	Key vocabulary	Key vocabulary
<ol style="list-style-type: none"> <li>1. Primary</li> <li>2. secondary</li> <li>3. complementary</li> <li>4. contrasting</li> <li>5. 3-Dimensional</li> <li>6. paint</li> <li>7. drawing</li> <li>8. Mark Garlick</li> <li>9. colour</li> <li>10. art</li> <li>11. mixing</li> <li>12. crayons</li> <li>13. pastels</li> <li>14. blending</li> <li>15. shading</li> </ol>	<ol style="list-style-type: none"> <li>1. Primary</li> <li>2. secondary</li> <li>3. complementary</li> <li>4. contrasting</li> <li>5. Lowry</li> <li>6. Tools</li> </ol>	
Key skills		
<ol style="list-style-type: none"> <li>1. Develop a piece of art from an art source</li> <li>2. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</li> <li>3. Mix and match colours to create different effects</li> <li>4. Be able to identify primary, secondary, complementary and contrasting colours</li> <li>5. Work with complementary colours</li> <li>6. Internet research</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop a painting from a drawing.</li> <li>2. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</li> <li>3. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</li> <li>4. Colour, mix and match colours to create atmosphere and light effects.</li> <li>5. Be able to identify primary secondary, complementary and contrasting colours</li> </ol>	

Subject - Art	Year 6	Topics	WWII Propaganda posters	India Folk Art	Tessellation
	<p>Key learning from national curriculum.</p> <p><b>The national curriculum for art and design aims to ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>• produce creative work, exploring their ideas and recording their experiences</li> <li>• become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• evaluate and analyse creative works using the language of art, craft and design</li> <li>• know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li> </ul>				
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<b>Prior learning</b>			<b>Future learning</b>		
<p>Y5</p> <p>3D art – Space</p> <p>Painting – Lowry</p> <p>Digital media – photography – Vic Muniz</p>			<p>Year7 National Curriculum</p>		

## What pupils need to know or do to be secure

Painting and drawing – WWII propaganda posters	Indian Folk Art – Jamini Roy	Tessellation - Escher
Key learning / knowledge	Key learning /knowledge	Key learning / knowledge
<p>1. watch power point and discuss purposes and techniques of propaganda posters. In pairs, look at a series of posters and answer questions on them to help understand the messages the posters were trying to convey. Discuss the different artistic techniques used in each and their effectiveness. Individually, evaluate one specific poster from historical and artistic viewpoints.</p> <p>2. Explore making lines of different thickness and tone using a variety of art pencils. Using How To Draw People. Follow the instructions in the book sketch out two different poses in their art books. Ask the children to consider what the characters are doing, thinking or feeling when they draw their own. Choose the one they feel needs the most improvement. Ask a partner to give advice as to how improve it. Split the page into quarters and sketch it out again in one of the quarters. Repeat so that there is a total of four of the same pose.</p> <p>3. Revisit examples of propaganda posters. Look specifically at the lettering used in each one. Similarities and differences? How important is it and why? Discuss different techniques that the children may already know about how to draw lettering. Watch <a href="https://www.youtube.com/watch?v=FWMjxBqC1hk">https://www.youtube.com/watch?v=FWMjxBqC1hk</a> Is this a good tutorial for us to use? Why? Can we take away any of the suggestions? Go through the tips outlined on the website, <a href="https://www.buzzfeed.com/nataliebrown/easy-hand-letter-tutorial-ideas-journal-notes-calligraphy">https://www.buzzfeed.com/nataliebrown/easy-hand-letter-tutorial-ideas-journal-notes-calligraphy</a> and ask the children to practice each technique. Evaluate each one for simplicity and appropriateness for this style of poster. Is it just the drawing that is important or is colour and size significant too?</p>	<p>1 Look at the slides and show a sample of artwork by Jamini Roy and discuss the features and techniques used. Children given selection of Jamini Roy’s artwork to create a mood board of his work, annotations with thoughts and opinions on the artwork. Explain that they will be creating some artwork in the style of Jamini Roy using oil pastels.</p> <p>2. Focus on using oil pastels to create specific effects. Use <a href="https://www.youtube.com/watch?v=jm6wo-8rJD0">https://www.youtube.com/watch?v=jm6wo-8rJD0</a> to support the teaching of skills. Children will set our their page as stated in the video. Teacher to model some of the skills shown.</p> <p>3. Show the first slide of other artists work as well as Jamini Roy’s, children to compare the pictures and choose their favourite, giving reasons. Explain to the children that they will be working with a partner and will be using their oil pastel techniques to create a piece of work in the style of Jamini Roy. In pairs, children will choose a piece artwork. They will then split the picture in half. Each partner, will draw their half and then at the end of the lesson put the two halves together to make one complete image.</p> <p>4. Explain to create a piece of artwork inspired by the animal’s artwork of Jamini Roy. Show some examples of this type of artwork. Explain that they can use an animal of their own (it does need to be typical to India) or do a picture in the style of one of Jamini Roy’s pieces of artwork. Discuss the colors that could be used and pastel techniques which could be employed. They will evaluate their work by using a series of prompt questions to help support their thoughts and the choices they made.</p>	<p>1. Look for tessellation around us. 2. Study work by Escher 3. Make shapes which tessellate 4. Animals which tessellate</p> <p>(lesson plans to follow)</p>

<p>4. Complete an incomplete propaganda picture. Stick in the given incomplete picture in the middle of the page. Children extend this picture, using the same style, colour theme and lettering.</p> <p>5. Discuss posters looked at so far and techniques used. Which have been most effective and why? How have they been achieved? Differentiated: 1) Give a copy of a piece of artwork to be copied – stick copy on one page and complete artwork on the next, side-by-side sheets to make it easier to use and to compare when complete OR 2) Children create their poster based on a slogan provided. Photos of poses may be used to support (use laptops and ipads).</p>		
Key vocabulary	Key vocabulary	Key vocabulary
<ol style="list-style-type: none"> <li>1. contrasts</li> <li>2. colour scheme</li> <li>3. perspective</li> <li>4. outlines</li> <li>5. lettering</li> <li>6. foreground</li> <li>7. background</li> <li>8. detail</li> <li>9. Lettering</li> </ol>	<ol style="list-style-type: none"> <li>1. Bold colours.</li> <li>2. Technique.</li> <li>3. Sweeping strokes.</li> </ol>	
Key skills		
<ol style="list-style-type: none"> <li>1. To research and organise information.</li> <li>2. Be able to critically comment on pieces of artwork</li> <li>3. To be able to describe the techniques used in art.</li> <li>4. To be able to create different lines of tone and size for an intended effect.</li> <li>5. To replicate a style of art with some degree of success.</li> <li>6. To give a personal response to a piece of artwork and expand on/explain their reactions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use different techniques, colours and textures etc. when designing and making pieces of work.</li> <li>2. Explain and justify reasons for choices made.</li> </ol>	