



Statements in black: Guidance of skills and knowledge to cover within each unit of work. Disciplinary - Understanding about how knowledge is established, verified and revised)

Statements in red: Taken directly from the National Curriculum. (Substantive - The content that is taught as fact)

KS1 needs to be on an A and B curriculum, due to mixed classes.

A curriculum - 2021 - 2022.

B curriculum - 2022 - 2023.

Our Vision:

At St Paul's, we seek to provide pupils with the essential knowledge they need to be educated citizens in tomorrow's world. It reflects our vision that every child will be supported to achieve their full potential, growing into the person God wants them to be and flourishing in His love.

Our curriculum is rooted in a rich knowledge and understanding of our history and heritage, our culture and community and our local challenges and opportunities. Our intent is to make a real difference to children's lives, raising their own and others' aspirations, securing educational success and deepening their knowledge and love of self and others around them.

We seek to develop our children's awe and wonder, their self confidence and their ability to be an 'agent of change'. We want our children to know their world, to keep themselves safe and healthy, to live economically, to 'set the world on fire'.



The intent of our Art and Design Curriculum at St Paul's

***"Art is a place for children to learn to trust their ideas, themselves and explore what is possible."* Maryann F. Kohl**

Our curriculum, driven by our gospel values, will ensure that art and design education should engage, inspire and challenge pupils and equip them with the necessary knowledge and skills to produce their own works of art, craft and design. Art and design boosts children's self-esteem, improves well-being and provides them with transferable skills that can in turn have a positive impact on academic achievement.

Pupils are given the opportunity to experiment with a variety of techniques and materials within the areas of drawing, painting, sculpture, textiles, printing and digital media and develop an understanding and appreciation of colour, tone, form, texture, pattern, shape, space and line. They will explore the works of different artists, designers and architects and apply aspects of their styles in their work to achieve a purposeful outcome that inspires and motivates them to enjoy and further their own individual accomplishments. Our pupils will be encouraged to reflect on their work and appraise the work of others.

. The new art and design scheme falls in line with elements of Rosenshine principles that are key to our whole school ethos, therefore, creating consistency for children and helping improve their long term memory. The new art curriculum will allow children to know more, remember more and enjoy more.

Year 1 and Year 2 (2021- 2022)

Over the course of the year children in Year 1 and 2 will develop the following knowledge and skills:

- Explore three of the formal elements of art: shape, line and colour, children will mix and paint with secondary colours; use circles to create abstract compositions and work collaboratively to create a class piece of art inspired by water.
- Learn and develop their skills in: design, drawing, craft, painting and art appreciation; undertaking two different printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discuss the work of artist Louis Wain.
- Learn about composition and work with different art materials to create texture.
- On the theme of the natural world, children will make sculptures, collages, 3D models of creatures and a class spider sculpture, inspired by Louise Bourgeois.

Autumn Topics: Unit 1: Formal Elements of Art Unit 2: Art and Design Skills	Spring Topic: Unit 3: Landscapes using different media	Summer Topic: Unit 4: Sculptures and collages
<p>Formal Elements of Art:</p> <ul style="list-style-type: none"> ● Children will experiment with abstract composition and create their own abstract art. ● Children will create line drawings using string to create different shapes and then draw these from observation using pencils and chalk, inspired by artist Bridget Riley. ● Build on their learning of line, children will listen to music and work expressively with different media, to create a large piece of art inspired by water, David Hockney and Vija Celmins. ● Children are introduced to the primary colours through the use of play dough with the aim of making secondary colours. ● Children will put their understanding of colour mixing into to create their own versions of Jasper Johns' '0-9' artwork. <p>Art and Design Skills:</p>	<ul style="list-style-type: none"> ● Children will identify key features of landscape compositions. ● Children will use different media from cardboard to foil to replicate textures found at the seaside. ● Using different watercolours, children will create different tints, shades and hues to paint a background for a seaside piece. ● On top of their textured background, children will add colour using poster paint to complete their pieces. ● Add to their watercolour background, by adding objects and images to improve detail and shade. 	<ul style="list-style-type: none"> ● Children will sketch from observation before making a model using clay and experiment with etching skills ● To design and create a 3D model. ● Use natural materials to create a 3D sculpture with an interesting composition. ● Children will work collaboratively to plan and design a sculpture taking inspiration from Louise Bourgeois. ● Children will finish their sculpture with paint using a method to make it look metallic.

- Children will be introduced to sketchbooks and their vitality.
- Children to use Lego to make prints; painting and stamping their blocks to make patterns using a variety of colours and sizes and explaining their choices.
- Children will mix different hues of blue and yellow and experiment with shades of green adding dots/zig-zags and other patterned lines.
- Children develop their printing skills using shaving foam and ink to create fire. (Links to Great Fire of London)
- Children will experiment with media using Kadinsky as inspiration.
- Children will learn about Louis Wain, explore his work, discuss his pieces and then use drama to act out his paintings.

National Curriculum coverage:

- 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.
- Evaluate and analyse creative works using the language of art, craft and design.

National Curriculum coverage:

- Use a range of materials creatively to design and make products.
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- 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.
- Develop a wide range of art and design techniques in using colour, patter, shape, form and space.

National Curriculum coverage:

- Use sculpture to develop and share their ideas.
- Develop art and design and techniques in using pattern.
- 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.
- Taught about the work of a range of artists, craft makers and designers, describing the differences and similarities

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- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.

- between different practices and disciplines, and making links to their own work.
- Use a range of materials creatively to design and make products.
- Develop a wide range of art and design techniques in using shape, form and space.
- About the work of a range of artists.
- 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.
- Taught about the work of a range of artists, craft makers and designers.
- To use their experiences and imagination.

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Year 1 and 2 (2022-2023)

Over the course of the year children in Year 1 and 2 will develop the following knowledge and skills:

- Explore the formal elements of art: pattern, texture and tone; children will create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings three dimensional.
- Learn and develop their skills in: design, drawing, craft, painting and art appreciation; replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing their skills in weaving and the manipulation of clay, experimenting with brush strokes.
- Exploring how bodies and faces are portrayed in art: looking at the work of a number of artists, using their bodies to form shapes, creating collages, drawing portraits and creating a peg figure.
- Children will create sculpture, pop art and learn how to draw facial features to portray different emotions, all through the topic of comic superheroes and with inspired by the works of Roy Lichtenstein.

Autumn Topic: Unit 1: Formal Elements of Art Unit 2: Art and Design Skills	Spring Topic: Human Form	Summer Topic: Sculpture and mixed media
Formal elements of art: <ul style="list-style-type: none"> • Looking at everyday patterns around them, they will use paint to create repeated patterns varying direction and pattern. • Using materials of their choice, children will search for textures to make rubbings. 	<ul style="list-style-type: none"> • Children will use their bodies to explore shape and position. • Children will take inspiration from Damien Hurst and create skull pieces using different mediums and patterns of their choice. • Children will create collages using magazine cuttings of facial features. 	<ul style="list-style-type: none"> • Children will make poses to create a stance for their partners to draw. They will use wire and plasticine to turn their drawings into three dimensional form. • Children study 'emojis' and experiment making slight changes to alter emotion and expression.

- Children are introduced to 'frotting', tearing their rubbings from the previous lessons to make pictures in the style of Max Ernst.
- Children complete line drawings and make them look 3D by adding tone and shade using different grades of pencil.
- Children will explore light by using pastels and chalk to create a planet style piece.

Art and Design Skills:

- Children are introduced to sketchbooks and their vitality.
- Develop their sculpture and modelling skills using interesting objects to make different textures on clay tiles.
- Children learn the art of weaving to create checkerboards.
- Children will recreate an artists' work using brightly painted circles and finishing with a straw blow effect.
- Children will use Nancy McClosky's piece 'Suite in Black, Grey and White' to explore different line patterns, tone and shading.
- Painting skills: how to hold a brush, not to use too much paint, single sweep motions etc...

National Curriculum coverage:

- Children create a line and dot portrait drawing inspired by contemporary artist Julian Opie.
- Children will create peg people with faces and clothes inspired by Edwina Bridgeman.

National Curriculum coverage:

- 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 line, shape, form and space

- Children study Roy Lichtenstein to create figures with composition, splashes and action words, adding texture, definition and pattern to the piece.
- Children will learn a 'dot' matrix effect.
- Children will learn to make their pieces 'pop' by adding bright pastel colours and applying black shadow highlights to make their figures stand out.

National Curriculum coverage:

- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

<ul style="list-style-type: none">● 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 line, shape, form and space● Be taught 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● Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	<ul style="list-style-type: none">● Be taught 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● Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination● To use a range of materials creatively to design and make products● To use drawing, painting and sculpture to develop their ideas, experiences and imagination●	<ul style="list-style-type: none">● To develop a wide range of art and design techniques in using line, shape, form and space● Be taught 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● Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination● To use a range of materials creatively to design and make products● To use drawing, painting and sculpture to develop their ideas, experiences and imagination
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Year 3

Over the course of the year children in Year 3 will develop the following knowledge and skills:

- Experimenting with charcoal, berries, leaves, homemade paints and more, children get a sense of what it was like to create art thousands of years ago and why these pieces were created.
- Exploring two of the formal elements of art: shape and tone; children find shapes in everyday objects; use shapes as guidelines to draw accurately from observation; create form and shape using wire and practice shading neatly and from light to dark.
- Developing skills in: design, drawing, craft, painting and art appreciation; making a variety of puppets using different materials, completing a drawing from observation, learning the difference between a tint and a shade and creating versions of a cartoon drawn by a famous illustrator.
- Exploring different techniques to be used with materials which can then be applied to any project. Learning to investigate different ideas by creating a mood board to work as a visual mind map and source of inspiration. Pupils learn to tie-dye, weave and sew to create a range of effects using fabric, culminating in a finished t-shirt which showcases these skills.

Autumn Topic: Unit 1: Prehistoric Art	Spring Topic: Unit 2: Formal Elements of Art Unit 3: Art and Design Skills	Summer Topic: Unit 4: Craft
<ul style="list-style-type: none"> • Children will be introduced to cave art and study and reflect upon their purpose before developing their sense of proportion. • Children scale up their previous lessons' drawing adding charcoal elements. • Children experiment with colour using natural materials before making their own pieces using spices and objects they find on a nature walk. • Children use their previous drawing to paint it in a prehistoric way. • Collaborative cave art hand printing. 	<p>Formal elements of art:</p> <ul style="list-style-type: none"> • Children will go on a shape hunt, identifying, labelling and drawing shapes that make up the objects they find. • Children study objects to identify simple geometric shapes that make them up before sketching out details using light guidelines. • Children use wire on a template to bend and twist into the shape of a fish and use smaller wire to create details. • Children learn the four rules of shading. • Children continue to develop their practise of tone. <p>Art and design skills:</p>	<ul style="list-style-type: none"> • Children explore and create mood boards using fabrics, colours and textures. • Children explore different effects making tie-dye patterns on materials. • Study weaving taking inspiration from Ann Roth understanding the terms warp and weft. • Using their tie-dye and the weaving skills previously learnt they create a weave using their fabric on a loom.

National Curriculum coverage:

- 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
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- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

- Looking at Carl Giles' cartoons of family the children study and then create their own drawings exploring humour with a cartoon of their own family.
- Children will explore tint and shade. Mixing colours to work from light to dark and add a contrasting background, taking inspiration from Diego Velazquez.
- Children will bring their own soft toy in to study and move into the best vantage point. They will sketch in the basic outline using the correct wrist motion.
- Using polystyrene balls, dowls and grey felt, children create their own felt mouse puppet.
- Children create a sock puppet cat using different media.
- Children create their own cat and mouse silhouettes and make a puppet theatre using cardboard ready for a performance.

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- About great artists, architects and designers in history
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
- Create sketchbooks to record their observations and use them to review and revisit ideas

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- Create sketchbooks to record their observations and use them to review and revisit ideas

Year 4

Over the course of the year children in Year 4 will develop the following knowledge and skills:

- Exploring two of the formal elements of art: texture and pattern; pupils develop a range of mark-making techniques, make and use their own textured stamps for printing; draw a 'flip' pattern and recreate a famous and ancient geometric pattern.
- Learn and develop their skills in: design, drawing, craft, painting and art appreciation; creating an optical illusion print, replicating a plate in the famous willow pattern, carving sculptures out of soap, drawing a collection of still life objects, painting and mixing colours like Paul Cézanne and learning about the role of a 'curator'.
- Develop children's ability to analyse, unpick and understand works of art, using inference to suggest what different subjects may be thinking or feeling and predicting what might be happening in a scene and would could happen next. They also have the opportunity to create their own photo collages and abstract art inspired by the work explored.
- In this topic, children's work is influenced by a range of inspirational sculptors as they explore and use unusual objects to create their own 3D works of art. As well as having the opportunity to create drums and maracas from recycled materials, pupils also look at different techniques, such as wax resist and collages to create different effects.

Autumn Topic: Unit 1: Formal Elements of Art
Unit 2: Art and Design Skills

Spring Term: Unit 3: Every picture tells a story

Summer Topic: Sculpture and media

Formal Elements of Art:

- Children will experiment with charcoal and then are challenged to represent the meaning of given words in an abstract way.
- Children imprint texture and pattern into playdough using a selection of clay tools and objects, then create prints using ink.
- Drawing around geometric shapes onto polystyrene foam and securing to a cork or lego brick, children make a stamp to create repeating patterns, varying configurations and their use of colour.
- Children draw an image and then select a small section to trace into one square of a quadrant, they continue flipping and

- Children analyse David Hockney's, 'My Parents', describing the piece, including the formal elements (shape, form, tone, texture, pattern, colour) to someone who can't see the painting before acting out the scene within it.
- Unpicking and analysing Paula Rego's 'The Dance' and discussing the formal elements of the piece, children learn to justify their opinion by referencing specific aspects of the painting.
- To help understand the story behind this Edward Hopper painting, children create a role-play to view the work from another perspective.

- Using Stomp as inspiration, children create maracas using plastic bottles and decorate with West African patterns.
- Pupils recycle metal tins, turning them into drums and use wax resist techniques to decorate them in original ways.
- Inspired by the work of Archimboldo and using the idea of turning other objects into something new, pupils create a fruity face collage.
- Exploring the work of this talented sculptor, pupils use themselves as an active part of their own sculptures.

tracing into the next square of the quadrant until the 'flip pattern' is complete.

- Using a compass and following precise instructions, children make an image of overlapping and interconnected circles to recreate the sacred geometric symbol, 'the flower of life'.

Art and Design Skills:

- After learning about the role of a 'curator', children curate an exhibition of their own based on either a collection of their most recently created art works or an exhibition designed for aliens, showcasing examples of objects commonly found on planet Earth.
- Referring to the works of Barbara Hepworth, children use a variety of tools to carve a piece of soap into a sculpture.
- Children design their own willow pattern style plate based on a tale of their choice, first drawing three key characters, then going over the details with ink, before finally using a wash in lighter tones of blue.
- Inspired by the 'lenticular prints' of Luz Perez Ojeda, children carefully cut two images into strips and by alternating them side by side, in sequential order, and then folding, they create an optical illusion piece of art.
- Children look at the still life artworks of Giorgio Morandi and then arrange a collection of objects in an interesting way to sketch, drawing the outlines of the objects before adding in light, medium and

- Pupils explore Brueghel's painting, 'Children's Games' before recreating it as a photo collage, but with a modern twist.
- Developing their understanding of abstract art, children discuss the story behind Fiona Rae's work and create their own piece to represent the same themes.

- Drawing once more on the idea of recycled materials, pupils look at the beautiful work of El Anatsui, using the same themes to create their own sculpture.

dark tones to their work.

- Learning about how Cézanne influenced the shift to modern art, children work in his style, mixing colours using short, angular strokes and painting in various directions.

National Curriculum coverage:

- To create sketchbooks 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 [for example, pencil, charcoal, paint, clay].
- To develop a wide range of Art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Produce creative work, exploring their ideas and recording their experiences.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art form.
- About great artists, architects and designers in history.
- To develop their techniques, including their control and their use of materials,

National Curriculum coverage:

- 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.

National Curriculum coverage:

- 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.
- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques.
- Learn about great artists, architects and designers in history.

with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Year 5

Over the course of the year children in Year 5 will develop the following knowledge and skills:

- Children learn how to draw from observation, create a print and draw from different perspectives. They learn about the role of an architect and are challenged to consider why houses look the way they do and if there is scope to change and improve them.
- Children learn and develop their skills in: design, drawing, craft, painting and art appreciation by designing their own invention, expanding on an observational drawing, using a poem to create a portrait, painting an enlarged section of a drawn collage and learning to 'think' like an artist.
- Looking at the meaning behind art, children: analyse the intentions of Banksy; make ink symmetry prints inspired by psychologist Rorschach; tell a story using emojis; use drama to recreate a poignant war scene and are inspired by the ceramic work of Magdalene Odundo, to work expressively outside.
- Children are faced with the challenge of having to design to a specific criteria or specification, developing design ideas for a room interior, a coat of arms and product to fit a given name, children learn to draw inspiration from different sources and use a range of techniques to experiment with their different concepts

Autumn topic: Unit 1: Formal Elements of Art
Unit 2: Art and Design Skills

Spring Topic: Unit 3: Every Picture Tells a Story

Summer Topic: Design for a Purpose

Formal Elements of Art:

- Children draw a house from observation; interpreting the details accurately and drawing what they see rather than what they think it looks like.

- Every Picture Tells A Story: Looking past the seemingly discriminatory tone of Banksy's Clacton Pigeon Mural, children consider what message he was really trying to convey and alter the image to reflect British Values.
- Children learn that the inkblots which inspired Andy Warhol's 'Rorschach, 1984'

- After learning about how the coat of arms originated and how they are used today, children create a design of their own.
- Working to a specific brief, children work collaboratively to create a design for an empty room.
- Children use cut out shapes to help them experiment and develop their design ideas.

- Based on a section of their drawing from Lesson 1, children create a dramatic monoprint using ink.
- Inspired by the work of Hundertwasser, children add vibrant colours to an image of a house.
- Children design a building, choosing whether to draw either a perspective view, plan view or a front elevation of their original house design.
- After learning about what monuments are, children design their own to reflect something they want to commemorate.

Art and Design Skills:

- After learning about how the coat of arms originated and how they are used today, children create a design of their own.
- Working to a specific brief, children work collaboratively to create a design for an empty room.
- Children use cut out shapes to help them experiment and develop their design ideas.
- Pupils are given a word as a product name, which they then devise a product idea for.
- Children create and then present a pitch to sell their product.

National Curriculum coverage:

were a set of psychological tests designed by the Swiss psychologist himself, and that the message of the inkblot really comes from how it is interpreted by the viewer.

- Pictographs existed even before language did and children use the everprevalent pictogram of the 21st century, the emoji, to create sentences and convey meaning.
- Through the piece 'Gassed' by John Singer Sargent, pupils explore the human side of the image and work in groups to re-enact the scene from World War 1, positioning themselves like the soldiers in the piece and taking a photo of the final composition.
- By loosely playing around with shapes, Kenyan artist Magdalene Odundo creates ideas for her ceramic pots, and children work in the same way, with space around them, using two different colours of chalk and their whole bodies to make long sweeping arm movements.

National Curriculum coverage:

- Pupils are given a word as a product name, which they then devise a product idea for.
- Children create and then present a pitch to sell their product.

National Curriculum coverage:

- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- To improve their mastery of art and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design to improve their mastery of art and design techniques.
- Design purposeful, functional, appealing products for themselves and other users.
 - Based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
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- To create sketchbooks 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].
- A three-dimensional piece of artwork with a range of materials [for example, pencil, charcoal, paint, clay].

- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- To improve their mastery of art and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design to improve their mastery of art and design techniques.
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Year 6

Over the course of the year children in Year 6 will develop the following knowledge and skills:

- Children learn and develop their skills in: design, drawing, craft, painting and art appreciation; working as a group to design a hat, creating zentangle patterns and subsequent prints, painting in the style of impressionist painters and exploring the piece 'Nighthawks' by Edward Hopper
- Exploring art with a message, children look at the famous 'Guernica' by Picasso and the confronting works of Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, pupils create their own artworks that speak to the viewer.
- Through developing their photography skills, children cover useful artistic concepts in a new context, looking at: composition, colour, light, abstract images and underlying messages. Familiarising themselves with new photography artists, children gain a new perspective on the way they look at the people and objects around them, capturing and presenting images in different ways.
- Pupils revisit their still life skills, creating a variety of pieces influenced by different artists and using a range of mediums. They use charcoal, erasers and paint to depict their chosen composition of special objects before using them to construct a memory box to showcase their work.

Autumn Topic: Unit 1: Art and Design Skills Unit 2: Make My Voice Heard	Spring Topic: Photography	Summer Topic: Still Life
<p>Art and Design Skills:</p> <ul style="list-style-type: none">• In the first of two lessons children listen to ambient music while creating small squares of 'zentangle' patterns; an abstract drawing created using repetitive patterns.• Working in groups children design and make a prototype hat for a specific purpose, sharing ideas, making sketches and finally constructing their design.• Children are given one sixth of 'The Japanese Footbridge' by Claude Monet as a vertical strip, to accurately draw what they see on their fraction of the painting and then practise mixing and applying paint to match the original.	<ul style="list-style-type: none">• Pupils are shown the work of different photomontage artists to see the effects that can be created before then crafting their own• After exploring the idea of truisms, children create their own piece of art by matching a truism with a powerful photography to mirror its message and learn about the artist Jenny Holzer• Focusing on the work of Edward Weston, children observe the abstract-looking images created through macro photography• By looking at the many different examples of self portraits over time, children use photography to create their own	<ul style="list-style-type: none">• Using a selection of objects meaningful to them, children learn the subtle art of composition, sketching as they go.• Using the same arrangement as last lesson, pupils draw inspiration from the abstract artist Camargo and use charcoals to create a new still life piece.• Learning to see light and shade in a new way, children pick out the shapes of their composition using erasers on a lightly greyed out background.• After looking at still life paintings from Cezanne, pupils mix and use paint to bring colour to their still life with a range of tints and hues.

- Aimed to empower children to discuss and explore works of art, children analyse, among others, Edward Hopper's 'Nighthawks' answering questions on some of the fundamental elements of art, including; scene, technique, form and shape, colour and light.
- Using a chosen zentangle pattern from last lesson, children create a reverse system print process by transferring their design onto a polyprint tile, using a pen to create a deep line and then printing onto fabric, repeating the print process to create a pattern.

Make My Voice Heard:

- Children express their personality, transforming their names into graffiti tags, using block lettering, serifs contrasting colours and shadow
- After viewing the emotive works of Käthe Kollwitz, children draw their own portraits using a series of lines and experiment with 'halo' and 'chiaroscuro' techniques.
- Having learned about the symbolism used in Picasso's 'Guernica', children plan their own composition based upon this famous piece, using symbols reflective of the First World War and plotting contrasting areas of black and white.
- Continuing with their 'Guernica' inspired compositions from last lesson, children apply paint in tones of black, white and grey, standing back from their work at

- Looking at The Scream by Edvard Munch, children recreate the image adding an expressive photo self portrait to a background created in another medium
- In the first of two lessons children listen to ambient music while creating small squares of 'zentangle' patterns; an abstract drawing created using repetitive patterns
- Using a chosen zentangle pattern from last lesson, children create a reverse system print process by transferring their design onto a polyprint tile, using a pen to create a deep line and then printing onto fabric, repeating the print process to create a pattern

- Children showcase their still life works by creating a box with a different piece on each face, topped with a graphic representation of the memories they evoke

regular intervals to ensure that they maintain balance in their piece.

- Children turn their Käthe Kollwitz inspired drawings from Lesson 2 into sculptures fit for the Fourth Plinth in Trafalgar Square, being aware of the message their sculpture portrays through its expression and looking at sculptors such as Mark Wallinger.

National Curriculum coverage:

- 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.
- 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.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design

National Curriculum coverage:

- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- To improve their mastery of art and design techniques
- 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]
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National Curriculum coverage:

- 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.
- Use the sketchbook to make observations and preparatory drawings
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- Improve their mastery of art and design technique of a painting.