

Art and Design Focus:

Drawing

Year 1

Spring Term

### Objective (project)

To use drawing skills to create a collaborative toy shop window using Sir Peter Blake as inspiration.

Children will have the opportunity to learn about Pop Art as an art movement, looking specifically at the work of artist Sir Peter Blake. They will look at his piece called "The Toy Shop" and begin to look at creating their own version, in the style of Sir Peter Blake, firstly by exploring his use of collage and finally developing their drawing skills to create a collaborative art piece inspired by the artist.

### Key Knowledge and skills

To be able to identify and describe some of the key characteristics of Pop Art.

NB: <https://www.tate.org.uk/kids/explore/what-is/pop-art>  
[Pop Art Lesson— Study.com](#)

To study the work of Sir Peter Blake and describe its key characteristics.

NB: <https://www.tate.org.uk/art/artists/peter-blake-763>  
<http://www.artnet.com/artists/peter-blake/>

To study the piece "The Toy Shop" by Sir Peter Blake in depth and make observations about the techniques used.

NB: <https://www.tate.org.uk/art/artworks/blake-the-toy-shop-t01175>

To use collaging techniques, similar to those used by Sir Peter Blake, to recreate a Toy Shop window.

To develop drawing skills to make observations that will inform sketches and designs.

To work collaboratively to construct large scale art work incorporating the sketching and drawing skills learnt.

### What? (Vocabulary)

#### Spelling

#### Definition/Sentence

#### Pop Art

Pop art is an art movement that emerged in the 1950s and flourished in the 1960s in America and Britain, drawing inspiration from sources in popular and commercial culture.  
Art based on modern popular culture and the mass media, especially as a critical or ironic comment on traditional fine art values.

#### Sketching

Traditionally a rough drawing or painting in which an artist notes down their preliminary ideas for a work that will eventually be realized with greater precision and detail.

#### Collage

A collection or combination of different things.

#### Line

A long mark which is drawn or painted on a surface.

#### Shape

The appearance of its outside edges or surfaces.

#### Observation

Drawing or painting from life. The image is not taken from either a photograph or the artist's imagination, but from real life observation.

#### Perspective

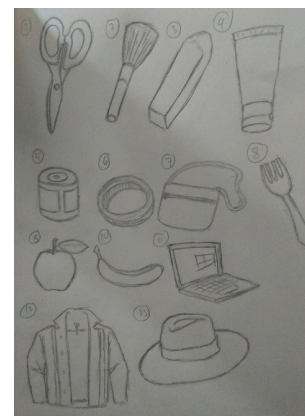
Refers to the representation of three-dimensional objects or spaces in two dimensional artworks.

### Artist/Cultural Focus

**Sir Peter Blake— The Toy Shop (1962):** Blake was interested in a wide range of cultural forms, from high art to pop music and children's toys. Like many young 'Pop' artists of the time he was fascinated by American popular culture, such as denim jeans and the music of Elvis, which arrived in Britain in the late 1950s. Alongside this, Blake retained a strong interest in English popular culture. His work suggests a sense of nostalgia for the paraphernalia of his childhood. Blake collected old toys and related imagery; this piece developed as both a work of art and a store for his collection of objects.



### Inspiration



Art and Design Focus:	Painting/Collage	Year 2	Spring Term
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### Objective (Project)

To explore the use of warm/cool colours, through the use of colour mixing and collage, and use these to create artwork that reflects a mood or event.

Children will build on their prior knowledge of colour theory (Year 1 - Summer) and look in more depth at the use of warm and cool colours in painting. Children will use mixed media (collage and paint) to recreate paintings inspired by the Great Fire of London and explore how the use of colour showed the severity of the incident. Following on from this, children will use contrasting skills to develop a coastal/seaside painting, using cool colours to reflect the mood.

### Key Knowledge and skills

To explore warm and cool colours through studying colour theory.

To explore, select and collect materials from different sources that reflect warm and/or cool colours.

To develop an understanding of tones and colour by exploring different artwork.

To study artwork from the Great Fire of London, including 'The Great Fire' by Jan Griffier the Elder, c1670-1678. (focus on colours used)

NB: <https://www.museumoflondon.org.uk/discover/great-fire-london-1666>

To study the work of Eileen Downes and describe it's key characteristics. (focus on techniques and colours used)

NB: <http://www.eileendownes.com/>

To use a sketchbook to experiment with techniques from the artists studied.

NB: use of colour, tone etc. collaging— ripped or cut? Laid in strips or scattered?

To combine previously taught skills to create artwork that reflects a mood or event using warm and cool colours.

### What? (Vocabulary)

Spelling	Definition/Sentence
Colour theory	A body of practical guidance to colour mixing and the visual effects of a specific colour combination.
Warm colours	Often said to be hues from red through yellow, browns, and tans included.
Cool colours	Often said to be the hues from blue-green through blue violet, most greys included.
Colour wheel	A chart that shows primary and secondary colours.
Abstract	Abstract art makes use of shapes and patterns rather than showing people or things.
Silhouette	The outline that an object or person has, which often helps you to recognize it.
Tone	One of the lighter, darker, or brighter shades of the same colour.
Texture	The way something feels to the touch or looks as if it may feel if it were touched.
Collage	Type of artwork where materials are pasted onto a surface.

### Artist/Cultural Focus

**Great Fire of London 1666:** The Great Fire, seen from Newgate. Oil on canvas, after Jan Griffier the Elder, c1670-1678. This painting creates a very dramatic impression of what the fire was like. People are running out of the gates and a woman sits in despair on the ground next to her baby in a cradle. It probably represents the fire on the night of Tuesday 4 September.

**Eileen Downes - Slinson Beach Series No 7:** Eileen is a native of California. She has developed a unique artistic style utilizing the medium of collage and specific layering techniques. Her collage artwork is composed of many layers, each significant in the process of her art making. She uses bits of torn magazine papers as her "palette of paint" working the image by adding and subtracting tonal values of this paper until she creates the effect that she desires.

### Inspiration



Art and Design Focus:	Craft	Year 3	Spring Term
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Objective (Project)
<p>To design and craft a detailed brooch, using embossing skills in the style of the Anglo-Saxons.</p> <p>Children will look in detail at the styles of Anglo-Saxon jewellery, specifically looking at their style of brooches. Children will gather inspiration, sketch patterns and designs through observational drawings of Anglo-Saxon artefacts. They will then design and make their own brooches using different embossing techniques they will have learnt.</p>

Key Knowledge and skills	What? (Vocabulary)														
<p>To be able to identify and describe some of the key characteristics of Anglo-Saxon jewellery.</p> <p>NB: <a href="https://timetrips.co.uk/as-home.htm">https://timetrips.co.uk/as-home.htm</a>  <a href="https://en.wikipedia.org/wiki/Anglo-Saxon_brooches">https://en.wikipedia.org/wiki/Anglo-Saxon_brooches</a>  <a href="https://www.metmuseum.org/art/collection/search/466157">https://www.metmuseum.org/art/collection/search/466157</a></p>	<table> <tr> <th>Spelling</th><th>Definition/Sentence</th></tr> <tr> <td><b>Anglo-Saxon</b></td><td>a member of the German people who conquered England in the fifth century.</td></tr> <tr> <td><b>Emboss</b></td><td>The art of producing raised patterns on the surface of metal, leather, textiles, paper, and other similar substances.</td></tr> <tr> <td><b>Brooch</b></td><td>An ornament fastened to clothing with a hinged pin and catch.</td></tr> <tr> <td><b>Hatching</b></td><td>Also known as hachure in French is an artistic technique used to create tonal or shading effects by drawing (or painting or scribing) closely spaced parallel lines.</td></tr> <tr> <td><b>Detailing</b></td><td>Adding a minor point or aspect to something.</td></tr> <tr> <td><b>Metal</b></td><td>A solid material which is typically hard, shiny, malleable, fusible, and ductile, with good electrical and thermal conductivity</td></tr> </table>	Spelling	Definition/Sentence	<b>Anglo-Saxon</b>	a member of the German people who conquered England in the fifth century.	<b>Emboss</b>	The art of producing raised patterns on the surface of metal, leather, textiles, paper, and other similar substances.	<b>Brooch</b>	An ornament fastened to clothing with a hinged pin and catch.	<b>Hatching</b>	Also known as hachure in French is an artistic technique used to create tonal or shading effects by drawing (or painting or scribing) closely spaced parallel lines.	<b>Detailing</b>	Adding a minor point or aspect to something.	<b>Metal</b>	A solid material which is typically hard, shiny, malleable, fusible, and ductile, with good electrical and thermal conductivity
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To study, in detail, characteristics of Anglo-Saxon brooches.															
To use their sketchbooks to develop and share their ideas, experiences and imagination.															
To use drawing materials to creatively design a brooch in the style of the Anglo-Saxons.															
To experiment with different embossing techniques for an Anglo-Saxon brooch.															
To combine previously taught skills to create an Anglo-Saxon inspired brooch.															

Artist/Cultural Focus
<p><b>Anglo-Saxons</b> - The Anglo-Saxons were well known for their jewellery, especially their beautiful brooches. The brooches came in many different designs and shapes. Female Saxon graves present us a huge insight into Saxon society and a large part of this comes through the brooches they are buried with. There are five main types of brooches found buried in Saxon graves (Cruciform, Square-headed, Disc, Saucer and Button). Brooches of the Anglo-Saxon era were worn primarily by women. According to clothing historian, Penelope Walton-Rogers, "For the Anglo-Saxon woman, brooches, pins, clasps and buckles were as essential to her clothing as modern button and zip-fasteners. However decorative their appearance and however much they were used to express social and cultural identity, their primary role was to hold edges of garments together and to control loose flaps of clothing."</p>

Inspiration
 <p>The image shows a collection of Anglo-Saxon brooches. On the left, there is a large, ornate cruciform brooch with a central circular motif and four long, decorated arms. Below it is a smaller, circular brooch with a red and gold design. On the right, there is a collection of various brooches laid out on a red fabric. In the bottom right corner, there is a drawing of a brooch on a piece of paper, with a hand holding a red marker, suggesting a drawing activity.</p>



Art and Design Focus:	Sculpture	Year 4	Spring Term
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### Objective (Project)

To create a sculpture inspired by the work and style of local Dudley artist, Andrew Burton.

Children will explore the different sculptures that feature as part of the Dudley Millennium Sculpture Trail. They will look in depth, asking questions and making thoughtful observations about the work of sculptors. Children will then explore their ideas for a sculpture and experiment with different materials and techniques (eg. Clay, Modroc, cardboard and glue). Finally, children will combine all of their tools and techniques to create a sculpture of their own.

### Key Knowledge and skills

To study the work of Andrew Burton and other sculptors on the Millennium Sculpture Trail.

NB: [http://www.bbc.co.uk/blackcountry/culture/2003/02/sculpture\\_tour/index.shtml](http://www.bbc.co.uk/blackcountry/culture/2003/02/sculpture_tour/index.shtml)

<https://sculptors.org.uk/artists/andrew-burton>

[http://www.bbc.co.uk/blackcountry/culture/2003/02/sculpture\\_tour/](http://www.bbc.co.uk/blackcountry/culture/2003/02/sculpture_tour/)

To question and make thoughtful observations about why and how sculptors and others work to improve the quality of an environment.

To explore ideas for a site-specific sculpture inspired by the work of Andrew

To investigate and combine visual and tactile qualities of materials and processes and match these qualities to the purpose of their work.

To develop control of tools and techniques needed to create a sculpture.

To create a sculpture, inspired by the work of Andrew Burton, combining the techniques learnt.

### What? (Vocabulary)

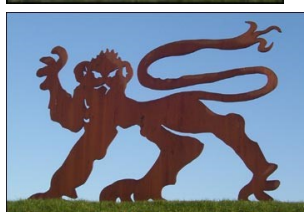
Spelling	Definition/Sentence
Sculpture	A work of art that is produced by carving or shaping stone, wood, clay or other materials. The art or craft of making statues or other objects by carving, chiselling or moulding.
Millennium	A unit of time equal to a thousand years.
Sculptor	An artist who makes sculptures.
Recycled	To put through a process that allows things to be reused.
Material	Anything used for building or making something else.
Site-specific	Refers to a work of art designed specifically for a particular location and that has an interrelationship with the location.
Perspective	In art usually refers to the representation of three-dimensional objects or spaces in two dimensional artworks.
Proportion	Refers to the dimensions of a composition and relationships between height, width and depth.

### Artist/Cultural Focus

**Dudley Millennium Sculpture Trail** - a sculpture walk in Dudley/United Kingdom. The seven part work by artist, **Andrew Burton**, is a tribute to the colourful life of Dud Dudley, the inventor, soldier and entrepreneur who was the natural son of the Earl of Dudley.

**Andrew Burton** - born in London in 1961. His work has been shown internationally since 1990. Recent projects in India, China, and Korea have focussed on the use of brick and other retrieved material in outdoor sculpture and on collaborative work. He emphasises the sculptural possibilities of everyday objects. He is Professor of Fine Art at Newcastle University. sculpture is based on his impressions of landscape and architecture. He transforms such source material through a series of forays and experiments involving process, material, and collaboration.

### Inspiration


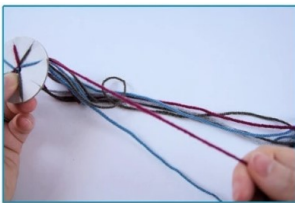


Art and Design Focus:	Craft	Year 5	Spring Term
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Objective (Project)
<p>To design and craft a detailed bracelet, using techniques similar to those once used by the Vikings</p> <p>Children will look in detail at the styles of Viking jewellery, specifically looking at their technique of wire knitting. Children will gather inspiration, sketch patterns and designs through observational drawings of Viking artefacts. They will then design and make their own Viking-inspired bracelets using techniques similar to the Viking knitting skills they will have learnt.</p>

Key Knowledge and skills	What? (Vocabulary)												
<p>To be able to identify and describe some of the key characteristics of Viking jewellery.</p> <p>NB: <a href="https://www.dkfindout.com/uk/history/vikings/viking-jewellery/">https://www.dkfindout.com/uk/history/vikings/viking-jewellery/</a></p> <p><a href="https://birnbeckblogs.wordpress.com/2015/04/05/the-history-of-viking-knit/">The history and significance of jewellery in the lives of the fierce Viking warriors</a></p> <p><a href="https://birnbeckblogs.wordpress.com/2015/04/05/the-history-of-viking-knit/">https://birnbeckblogs.wordpress.com/2015/04/05/the-history-of-viking-knit/</a></p>	<table> <tr> <th>Spelling</th><th>Definition/Sentence</th></tr> <tr> <td>Viking knit</td><td>the oldest form of jewellery making known to date. It uses a long, continuous length of wire.</td></tr> <tr> <td>Texture</td><td>The way something feels to the touch or looks as if it may feel if it were touched.</td></tr> <tr> <td>Weave</td><td>A method of textile production in which two distinct sets of yarns or threads are interlaced at right angles to form a fabric or cloth.</td></tr> <tr> <td>Loom</td><td>A device used to weave cloth and tapestry. The basic purpose of any loom is to hold the warp threads under tension to facilitate the interweaving of the weft threads.</td></tr> <tr> <td>Wool</td><td>The fine, soft curly or wavy hair forming the coat of a sheep, goat, or similar animal, especially when shorn and prepared for use in making cloth or yarn.</td></tr> </table>	Spelling	Definition/Sentence	Viking knit	the oldest form of jewellery making known to date. It uses a long, continuous length of wire.	Texture	The way something feels to the touch or looks as if it may feel if it were touched.	Weave	A method of textile production in which two distinct sets of yarns or threads are interlaced at right angles to form a fabric or cloth.	Loom	A device used to weave cloth and tapestry. The basic purpose of any loom is to hold the warp threads under tension to facilitate the interweaving of the weft threads.	Wool	The fine, soft curly or wavy hair forming the coat of a sheep, goat, or similar animal, especially when shorn and prepared for use in making cloth or yarn.
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To use their sketchbooks to develop and share their ideas, experiences and imagination.													
To use drawing materials to creatively design a bracelet in the style of the Vikings.													
To experiment with different techniques in order to produce a Viking bracelet.													
To combine previously taught skills to create an Viking inspired bracelet.													

Artist/Cultural Focus
<p><b>Vikings</b> - Nearly 1,300 years ago, Vikings used long pieces of silver and gold wire to weave ropes. These woven wire ropes were then stretched and made into jewellery for famous and powerful Viking leaders. This wire weaving is called Viking knit (or Trichinopoly chain). Lovely handmade chains have been found in Viking treasure troves in Scandinavia. Made from melted down coins turned into fine wire, these chains were made using a loop in loop technique.</p>

Inspiration
   

Art and Design Focus:

Sculpture

Year 6

Spring Term

### Objective (Project)

To sculpt a section from a Maya Stelae sculpture, bring these designs together and critically evaluate with peers.

Children will study the sculptures of the Mayan era, specifically focusing on the Maya Stelae sculptures. They will then explore the techniques used to create these and the symbols seen within them. Children will then go on to experiment with different techniques and tools needed to create their section of a Maya Stelae that will be brought together with their peers and allow for critical peer evaluation of art work.

### Key Knowledge and skills

To be able to identify and describe some of the key characteristics of Maya sculpture.

NB: [https://en.wikipedia.org/wiki/Maya\\_stelae](https://en.wikipedia.org/wiki/Maya_stelae)

<https://www.bl.uk/history-of-writing/articles/ancient-maya-writing>

<https://courses.lumenlearning.com/atd-sac-artappreciation/chapter/reading-classic-maya-portrait-stelae/>

To show an awareness of Mayan art through, collecting ideas and designs in a

To study, in detail, by annotating images of Maya Stelae sculptures and the inscriptions seen within them.

To design a section of a Maya Stelae, in sketchbooks, reflecting the practices used during the Mayan era.

To create and sculpt (from clay) a section of a Maya Stelae reflecting the practices used during the Mayan era.

To compare ideas, methods and approaches in their own and others work and say what we think and feel about them.

### What? (Vocabulary)

#### Spelling

#### Definition/Sentence

#### Dynamic movement

Characterized by movement of the eye that flows smoothly from one area of the composition to another, guided by continuations of line or form, and by gradations of colour or form.

#### Proportion

Refers to the dimensions of a composition and relationships between height, width and depth.

#### Relief

A wall-mounted sculpture in which the three-dimensional elements are raised from a flat base.

#### Composition

Refers to the arrangement of elements within a work of art.

#### Flexible

Capable of bending easily without breaking.

#### Pliable

Easily bent or flexible.

#### Construct

A process of assembling or building a work of art. In sculpture, the term can refer to building the piece with varying components on the premises where it is to be shown. Many of these constructions are meant to be temporary and are disassembled after the exhibition is over.

### Artist/Cultural Focus

**Mayans**— Maya stelae are monuments that were fashioned by the Maya civilization of ancient Mesoamerica. They consist of tall, sculpted stone shafts and are often associated with low circular stones referred to as altars, although their actual function is uncertain. Hundreds of stelae have been recorded in the Maya region, displaying a wide stylistic variation. Many are upright slabs of limestone sculpted on one or more faces, with available surfaces sculpted with figures carved in relief and with hieroglyphic text.

### Inspiration

