



Art and Design Focus:

Sculpture

Year 1

Autumn Term

## Objective (project)

To create a sculpture inspired by a range of environmental artists, craft makers and designers.

Children will have the opportunity to learn about different kinds of natural sculptures and to explore the work of environmental/earth artists: Andy Goldsworthy, Nils Udo and Richard Shilling. Children will then use a range of materials creatively to design and make their own non-permanent land art sculpture.

## Key Knowledge and skills

To study techniques of the 3 artists identified looking at how they use: colour, pattern, texture, line, shape, form and space.

NB: <https://www.britannica.com/topic/Andy-Goldsworthy>

<https://www.nils-udo.com/art-in-nature/?lang=en>

<https://www.richardshilling.co.uk/>

To be able to describe the differences and similarities between the 3 artists identified.

To be able to identify the artists they like the best and say why.

To explore the school environment, especially forest school, to inspire the children's designs.

To be taught to use their sketchbook in order to develop and share their ideas, experiences and imagination.

To use a range of natural materials creatively to design and make a non-permanent land art sculpture.

## What? (Vocabulary)

Spelling	Definition/Sentence
Sculpture	To create a 2D or 3D form by carving, casting, or other shaping techniques.
Natural	Not made or changed by humans.
Man-made	Made by people rather than nature.
Nature	All the animals, plants, and other things in the world that are not made by people.
Land art	Art that is part of the landscape and is left to erode naturally.
Collage	Type of artwork where materials are pasted onto a surface.
Artist	Someone who draws, paints or creates sculptures.
Similar/Different	When things are the same and when they are not the same.
Permanent/Temporary	When things exist for long time and when things exist for a short period of time.
Artist	Someone who draw or paint pictures or creates sculptures as a job or a hobby

## Artist/Cultural Focus

**Andy Goldsworthy** OBE is a British sculptor, photographer and environmentalist who produces site-specific sculptures and land art situated in natural and urban settings. He lives and works in Scotland.



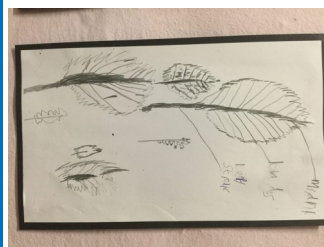
**Nils-Udo** is a German artist from Bavaria who has been creating environmental art since the 1960s when he moved away from painting and the studio and began to work with, and in, nature.



**Richard Shilling** Richard Shilling is a British artist and photographer working in the field of land art and sculpture in the North West of England. He is currently artist in residence at The Middlewood Trust, Roeburndale.



## Inspiration





Art and Design Focus:

Drawing

Year 2

Autumn Term

## Objective (Project)

To use a range of materials and techniques creatively to design, sketch and draw a flying machine in the style of Leonardo Da Vinci.

Children will explore Leonardo Da Vinci as an artist and inventor. They will observe his designs and drawings and draw the lines and shapes they can see. Children will design, sketch and then draw in the style of Da Vinci, including designing their own flying machines and include instructions to accompany the design.

## Key Knowledge and skills

To study the work of Leonardo Da Vinci when creating his "flying machines".

NB: <https://www.nationalgeographic.com/news/2017/11/leonardo-da-vinci-genius-walter-isacson/>

<https://www.leonardodavinci.net/flyingmachine.jsp>

To be able to describe what they can see and like in Da Vinci's work.

To be taught how to select appropriate materials to use in order to develop and share their ideas in their sketchbooks.

To develop their designs using marks, lines, shapes and textures to create a Da Vinci inspired flying machine.

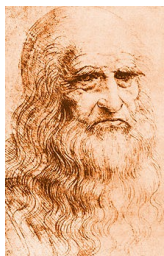
To be able to annotate work purposefully and write a set of instructions for their flying machine.

## What? (Vocabulary)

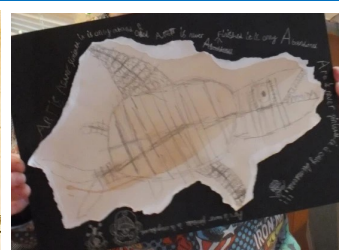
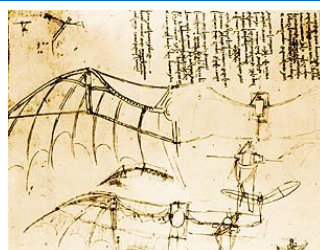
Spelling	Definition/Sentence
Sketching	Drawing that is done quickly without a lot of details. Artists use sketches as preparation for a more detailed painting or drawing.
Design	A plan or drawing of something that you intend to make.
Detailing	Adding a minor point or aspect to something.
Shape	The appearance of its outside edges or surfaces.
Line	A long mark which is drawn or painted on a surface.
Observation	To make comment or pay attention to something and notice more about it than most people do.
Renaissance	The period in Europe, especially Italy, in the 14th, 15th, and 16th centuries, when there was a new interest in art, literature, science, and learning.
Charcoal	A stick of black carbon which is used for drawing.
Anatomy	The study of the structure of people/ animals bodies.
Annotate	To add notes to or explain something.

## Artist/Cultural Focus

**Leonardo Da Vinci** was an artist, scientist and inventor during the Italian Renaissance. He is considered by many to be one of the most talented and intelligent people of all time. Many of da Vinci's drawings and journals were made in his pursuit of scientific knowledge and inventions. Leonardo studied and designed a bewildering number of machines and devices. He drew their "anatomy" with unparalleled mastery, producing the first form of the modern technical drawing.



## Inspiration





Art and Design Focus:

Craft

Year 3

Autumn Term

## Objective (Project)

To produce a detailed mosaic piece taking inspiration from those seen in the Roman era.

Children will sketch patterns and ideas of mosaic patterns taking inspiration from Roman mosaic patterns and pictures. Annotate these sketches to show materials that could be used in a collage to show the mosaic skill. Design and create their own mosaic taking inspiration from the techniques and skills seen in Roman mosaic designs.

## Key Knowledge and skills

To be able to identify and describe some of the key characteristics of Roman mosaics.

NB: <https://www.english-heritage.org.uk/learn/story-of-england/romans/arts-and-invention/>

<https://www.historyextra.com/period/ishbourne-roman-palace-chedworth-roman-mosaics-visit-explore-where-in-britain/>

To be able to ask sensible questions about pieces of Roman art and artefacts.

To use drawing materials to creatively design a mosaic in the style of the Romans.

To use collage techniques to experiment with different colours and show control over their chosen design.

To create a Roman mosaic using appropriate materials to reflect the design they have created.

To use simple grouting techniques in order to complete their Roman inspired mosaic design.

## What? (Vocabulary)

Spelling	Definition/Sentence
Mosaic	Pictures and patterns made from tiny pieces of coloured stone.
Artefact	An ornament, tool or other object that is made by a human being especially one that is historically or culturally interesting.
Architecture	The art of planning, designing and constructing buildings.
Collage	A piece of art made by sticking various materials such as photographs and pieces of paper or fabric onto a backing. A collection or combination of different things.
Tesserae	Tiny stones or tiles used to make a mosaic
Pattern	A design in which lines, shapes, forms or colours are repeated. Patterns can be regular or irregular.
Motif	A decorative image or design, especially a repeated one forming a pattern.
Border	A strip forming the outer edge of something
Grout	Thin mixture of sand, water and cement which is used to fill spaces between tiles that are fixed.

## Artist/Cultural Focus

**Inspiration from Roman mosaics.** Of all the Roman remains uncovered over the years, there are more intact examples of mosaics than any other construction. Mosaics were not just random pictures that decorated a room, they were fundamentally a message to any visitor about the family or occupant of the building. Only the wealthy villa owners could afford such extravagance as a personalised design, so they were used to make a statement about the occupants and their standing in society. Most mosaics are made of small, flat, roughly square, pieces of stone or glass of different colours, known as tesserae.

## Inspiration







Art and Design Focus:	Drawing/Painting	Year 4	Autumn Term
-----------------------	------------------	--------	-------------

## Objective (Project)

To produce a Tudor style self-portrait, considering correct proportions and important elements of Tudor paintings.

Throughout this project children will explore Tudor portraits and the importance of image and power during the Tudor era. Children will learn how to appropriately structure a portrait, observe and sketch faces and learn to replicate designs from Tudor clothing. Finally putting all these skills together to create a Tudor style self-portrait.

## Key Knowledge and skills

To use a sketchbook to create a self-portrait of themselves or a friend.

To be taught how to use correct proportions, using a tracing paper overlay, and be able to sketch observations of faces using correct proportions.

To be taught about historical Tudor portraits and discuss the purpose of artwork in this time period.

NB: <http://itudors.weebly.com/tudor-portrait-art.html>

<https://www.mylearning.org/stories/tudor-clothing--dress-to-impress/406?>

<https://www.hans-holbein.org/>

To be able to organise line, tone, shape, colour and texture to represent portraits and faces.

To be able to use drawing and painting materials to produce artwork that matches their intentions of creating a Tudor style self portrait.

To compare and contrast their final self-portraits with their original attempts and comment on the skills and knowledge they have learnt.

## What? (Vocabulary)

Spelling	Definition/Sentence
Portrait	A painting photograph, sculpture or other artistic representation of a person, in which the face and its expression is predominant. The intent is to display the likeness, personality and even the mood of the person.
Self-portrait	A picture of yourself.
Proportion	The relative size and position of things.
Tone	The lightness or darkness of colours used, which can help to create a sense of depth and distance.
Texture	The way something feels to the touch or looks as if it may feel if it were touched.
Facial features	Parts of the face— eyes, eyebrows, nose, mouth and ears.
Perspective	Representation of three-dimensional objects.
Expression	The look which shows someone's thoughts and feelings.
Scale	Refers to the size ratio between everything within the image. Using a scale allows the size relationships between objects to appear real or believable.

## Artist/Cultural Focus

In the Tudor era, only the very rich could afford to have their portraits painted. Paintings of poorer people from this time are rare. In the past, people used portraits as a way of showing their wealth, status and power. They displayed the portraits in the same way that people post photographs of themselves on social media today.

## Inspiration





Art and Design Focus:

Painting

Year 5

Autumn Term

## Objective (Project)

To produce primal cave art by making their own tools and paints out of everyday objects and ingredients.

Pupils will be given the opportunity to examine pictures of cave art from the Stone Age. Pupils will identify common images in the cave paintings and consider what they tell us about life in the Stone Age. After learning about how Stone Age artists created their cave paintings, pupils will have the chance to get creative with their own versions of prehistoric cave art, creating their own tools/brushes from natural materials.

## Key Knowledge and skills

To be able to identify and describe some of the key characteristics of Stone Age cave paintings.

NB: <http://www.lascaux-dordogne.com/en/lascaux-cave>

<http://www.bradshawfoundation.com/chauvet/>

<https://www.atlasobscura.com/places/la-cueva-de-las-manos-cave-of-hands>

To be carefully use line, shapes and colours to depict images seen in cave art.

To show an awareness of primitive art through collecting ideas and designs in a sketchbook.

To make tools from everyday materials in order to experiment with marks and create a piece of artwork.

To make paints from everyday materials in order to experiment with marks and create a piece of artwork.

To create a large scale cave art painting on paper with their peers.

## What? (Vocabulary)

Spelling	Definition/Sentence
Cave painting	A painting done by prehistoric people in caves.
Depictions	A picture or written description of something.
Primitive art	The cultural artefacts of primitive people.
Prehistoric art	A term that refers to Stone Age, Palaeolithic, and Neolithic art and artefacts, literally referring to the time before recorded history.
Tools	An instrument or simple piece of equipment you hold in your hands and use to do a particular kind of work.
Pigment	The part of the paint that gives it colour
Stencil	A device for applying a pattern or design to a surface.

## Artist/Cultural Focus

**Stone age cave paintings**— Most cave paintings were of animals or hunters. A cave could be full of many paintings by many different painters. Many hand stencils have also been discovered. They used natural colours from mineral pigments. Some of the most impressive cave paintings have only been found in the last 100 years.

## Inspiration





Art and Design Focus:

Drawing

Year 6

Autumn Term

## Objective (Project)

To create a self-portrait in profile format linking their skills to Egyptian art.

Throughout this project children will learn about Egyptian portraiture and how they were drawn in profile. They will explore the significance of different types of headdresses worn in Egyptian times and use these to influence their own designs. Children will create their own self-portraits of themselves by using a photograph, taken in profile, as a starting point. They will add tone, shapes and colour using oil pastels and finally design their own cartouche using hieroglyphics.

## Key Knowledge and skills

To be able to identify and describe, in detail, some of the key characteristics of Egyptian portraits.

NB: <https://www.procafoundation.com/egyptian-paintings/>

<https://www.khanacademy.org/humanities/ap-art-history/ancient-mediterranean>

To compare and contrast the similarities and differences between various Egyptian headdresses.

To be able to test and plan out designs for a self-portrait using their sketchbook.

To experiment with the style of Egyptian art, selecting appropriate materials to draw with and demonstrate an awareness of purpose.

To use digital media as a starting point for their self-portrait.

To be able to draw and sketch line, tone, shapes and colour with confidence in order to communicate meaning in their artwork.

## What? (Vocabulary)

Spelling	Definition/Sentence
Portrait	A painting photograph, sculpture or other artistic representation of a person, in which the face and its expression is predominant. The intent is to display the likeness, personality and even the mood of the person.
Headdress	Something worn on a person's head for decoration.
Profile	The outline of your face as it is seen when someone is looking at you from the side.
Cartouche	From the French word scroll or cartridge. A carved or cast ornament tablet or panel in the form of a scroll, sometimes having an inscription. An oblong figure enclosing characters expressing royal or divine names in Egyptian hieroglyphics.
Hieroglyph	Symbols in the form of pictures, which were used in writing systems of ancient Egypt.
Pectoral decoration	Large ornamental necklaces which are worn over the chest.

## Artist/Cultural Focus

Ancient Egyptians were famous for creating different types of artwork. Religion influenced many forms of Egyptian art, and ancient Egyptians used natural materials to create pottery, paintings, and impressive architecture. The Egyptians believed in an afterlife, much of the art they created was meant to travel with someone into the afterlife. The tombs where people were buried were themselves works of art.

## Inspiration

