

Art & Design



Intent,
Implementation,
Impact

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Year 1 Spring 1 Art and Design - <u>How does Andy Goldsworthy use materials to create sculptures?</u>	
1. Who is Andy Goldsworthy?	
Intent	To introduce the artist Andy Goldsworthy.
Implementation	Children will create a fact file on Andy Goldsworthy.
2. What colours and materials does Andy Goldsworthy use?	
Intent	To explore how Andy Goldsworthy uses colour. To start to sort items by material and colour.
Implementation	Children to collect different natural materials and start sort sorting their materials into groups based on colour. Children to create a colour pin wheel.
3. How does Andy Goldsworthy use walls and paths?	
Intent	To explore how Andy Goldsworthy uses natural materials to create walls and paths. To use a variety of materials to create paths and walls.
Implementation	The children will use twigs and sticks to create a path. Like Andy Goldsworthy the path should weave in and out of objects. The children will consider the length, colour and texture of their sticks.
4. How does Andy Goldsworthy create circles and spirals?	
Intent	To explore how Andy Goldsworthy uses natural materials to create circles and spirals. To select materials and make spirals or circles.
Implementation	The children will recreate one of Andy Goldsworthy's sculpture using paint. They will add detail using white oil pastels or chalk.
5. How does Andy Goldsworthy use natural materials to create sculptures?	
Intent	To manipulate materials when creating sculptures.
Implementation	Children will use either clay or salt dough to create walls, egg-like structures or arches in the style of Goldsworthy. Children will produce a final land sculpture incorporating the techniques they have learnt.
Impact	<u>How does Andy Goldsworthy use materials to create sculptures?</u> <ul style="list-style-type: none"> • Children will know who Andy Goldsworthy is and the art that he produces. • Children will understand how to create artistic effects such as circles and spirals and the impact of using different colours. • They will be able to produce sculptures using natural materials.

Year 1 Summer 2 Art and Design - What types of drawing are there?

1. What is an observational drawing?

Intent	To introduce observational drawings
Implementation	Children will use a variety of fruit and vegetables on their tables to make observational sketches of the objects. Use Vincent Van Gogh's fruit bowl as inspiration.

2. What is sketching?

Intent	To introduce the technique of sketching.
Implementation	Children will experiment making different types of line e.g. waved, curved, dashes. They will explore how to make their lines lighter and darker using pressure. Children will make a shade bar. The children will use lines to colour/shade a variety of natural objects.

3. What is cross hatching?

Intent	To explain what cross-hatching is and how to use it successfully.
Implementation	Children will sketch a variety of leaves and add tone and texture to their work by cross hatching.

4. How do I use shade and tone?

Intent	To introduce the technique of shade and tone
Implementation	Children will draw a composition of natural objects (fruit, vegetables, flowers and leaves) and add shade and tone to their sketches. They will use Sunflowers by Vincent Van Gogh as their inspiration.
Impact	<u>What types of drawing are there?</u> <ul style="list-style-type: none"> • To be able to define different types of line. • Use sketching and shading techniques in their drawings. • To be able to draw and shade in the style of Vincent Van Gogh

Year 2 - Art - HOW DO YOU CREATE DIFFERENT SHADES USING CHARCOAL?

1. Who is William Kentridge and what is his typical style?

Intent	To know key facts about William Kentridge and explore the medium he works with.
Implementation	Produce an artist study fact file showing knowledge of the key facts and work of William Kentridge.

2. How can we mark make with charcoal and use smudging techniques?

Intent	Provide children with the knowledge and skills to experiment with charcoal.
Implementation	Use smudging techniques to show light and dark and their finger to blend darker edges.

3. Can I produce a piece of art showing darker and lighter tones and blending?

Intent	Show their knowledge of working with charcoal in a piece of artwork.
Implementation	Invent and create their own works of art using charcoal.
Impact	Children will know what charcoal is and how to use it to successfully create shades, tone, light and dark. They will use these skills to create a piece of art in response to the work of William Kentridge using charcoal.

Y2- Summer 1
WHAT IS A PORTRAIT?

1. What does Julian Opie's art look like?

Intent	Children will be introduced to the artist Julian Opie, his art and techniques.
Implementation	Study various pieces of Julian Opie art, identify and discuss the techniques used to create the effects shown in his work.

2. Can we produce an Opie style portrait?

Intent	Children will explore different ways in which to create a portrait.
Implementation	Children will combine different facial features to produce a collage and explore mediums to create lines and dots in the style of Opie.

3. Can I produce a self-portrait?

Intent	To explore the use of simple lines and dots.
Implementation	Children will create a self-portrait in the style of Julian Opie.
Impact	Children will have a knowledge of Julian Opie and know that he is a contemporary British artist. They will develop their range of art and design techniques in using colour, line, shape, form and space. Children will have an understanding of how simple lines, dots and bright colours can be combined to create a portrait.

<p>Year 3/4 Plan A</p> <p>Andreas Lie- How can the background and foreground be created using mixed media?</p>	
<p>1- What is mixed media?</p>	
<p>Intent</p>	<p>Children will understand what is meant by mixed media- artwork that is composed from a combination of different media or materials.</p>
<p>Implementation</p>	<p>Children will have the opportunity to mix media and note which medias, when mixed together, have a better overall impact. For example mixing chalk and pastels may not be as effective as mixing watercolour paints with poster paints. Children will experiment using one medium as a background and another medium as the foreground.</p>
<p>2- How can photographs be used as the foreground?</p>	
<p>Intent</p>	<p>Children will have photographed a habitat in the style of Andreas Lie.</p>
<p>Implementation</p>	<p>Children will know how to capture habitats in a photograph considering the colours on the photograph and how to focus the camera for a sharper photo quality.</p>
<p>3- What are contrasting colours?</p>	
<p>Intent</p>	<p>Children will understand how contrasting colours can be used to create impact.</p>
<p>Implementation</p>	<p>Review the colour wheel. Children will notice the colours that stand out most from the habitat photograph they took last lesson. Using the colour wheel they will then select the contrasting colour. Using their selected medium they will create their background using a range of methods. If using paint, they may flick the paint, drip the paint and roll the paint with a ball. If using dry mediums they may use scumbling, pointillism, sketching or smudging.</p>
<p>Impact</p>	<p>Children will have produced a final piece of work using Andrea Lie as inspiration. They will have used a medium of their choice for the background and a camera/photography for the foreground. The photograph will be cut out in the shape of the animal that belongs to the photographed habitat. Children will have mixed the medias using contrasting colours to create impact.</p>

<p>Year 3/4 Plan A</p> <p>Maud Purdy- What is a botanical drawing?</p>	
<p>1- How is shape used in drawings?</p>	
Intent	Children will understand the importance of observation when drawing to ensure the shape of the real life object is accurate.
Implementation	Children will be introduced to the work of Maud Purdy a botanical artist and notice how realistic they look. Children will have the opportunity to draw real life still objects using the rule of 5 (observe then draw for no longer than 5 seconds before looking back at the object again this is to avoid guessing what shape things are). Some children may benefit from drawing from a photo/picture instead and use a view finder to focus their attention of one small area instead.
<p>2- How is shading used to create tone?</p>	
Intent	Children will know how to shade to create areas of light and dark.
Implementation	Children will recap the work they did in Year 1 'What are different drawing techniques?' and identify areas of light and dark in their work. They will notice that the darker areas had more medium than the lighter areas and this may have been achieved by applying more pressure with the medium or by shading the lines closer together etc. Children will use a range of HB pencils to create areas of light and dark by shading in circles.
<p>3- How can texture be added to drawings?</p>	
Intent	Children will take rubbings of leaves and flowers to notice the natural textures they have.
Implementation	Using leaves and flowers, children will take rubbings with pencils, wax crayons or pastels. They will notice smaller, finer details that they may have missed at first look.
Impact	Children will have knowledge of Maud Purdy and have a go at drawing either a leaf or a plant in the style of her work. It may not be the whole plant or leaf as more attention may be focused on detail and texture of an area instead. They will understand how showing light and dark can make their drawings look more realistic and that careful observation of shape can impact the final piece.

Year 3/4 Plan B: Art - Sarah Winkler: How can you create textures using painting?

1. What does Sarah Winkler's art look like?

Intent	Children will be introduced to the artist Sarah Winkler, her art and techniques.
Implementation	Study various pieces of Sarah Winkler art, identify and discuss the techniques used to create the effects shown in her work.
2. What textures can we use to create a landscape picture?	
Intent	Children will explore different ways in which to create textures in their painting work.
Implementation	To create three or four pieces of painting, each with a different texture, exploring a different technique.
Impact	Children will have knowledge of who Sarah Winkler is and recognise that many different techniques have gone into the creating of texture, within her work. Children will have an understanding of how texture can be created with painting and how those textures can be combined to create a landscape picture.

Year 3/4 Plan B: Art - Antoni Gaudi: What is a mosaic?

1. What does Antoni Gaudi's art look like?

Intent	Children will be introduced to the artist Antoni Gaudi, his art and techniques.
Implementation	Study various pieces of Antoni Gaudi art, identify and discuss the techniques used to create the effects shown in his work.

2. How do you create a picture out of mosaic tiles?

Intent	Children will explore different ways in which to create pictures from mosaic tiles.
Implementation	Children will combine mosaic tiles into different patterns and pictures.
Impact	Children will have knowledge of who Antoni Gaudi is and recognise that he used influence of Greek and Roman mosaic techniques to influence his innovative architectural work. Children will have an understanding of how mosaic can be used to create pictures and decorate architecture.

Years 5/6 Plan A - What is precisionism art?

1. What is precisionism?

Intent	Children to understand what precisionism it and the different techniques and media that are used to create it.
Implementation	Look at a variety of pieces of precisionism art and discuss the type of media and methods that have been used to create it.

2. Who is Georgia O'Keefe?

Intent	Children will know about Georgia O'Keefe, the techniques that she has used and the most important pieces of art that she has created.
Implementation	Research Georgia O'Keefe and find out about the different techniques and pieces of art that she has created and look at how the children could imitate her style and precisionism.

3. What different types of brush techniques are there?

Intent	To understand how brushes can be used in different ways and the effect this has on the stroke produced.
Implementation	Children will experiment with different brush strokes, amount of paint and mixing techniques to create different strokes in order to create different effects on the page.

4. How can I use these techniques and water colours to create my own piece of precisionism art?

Intent	Children will create their own precisionism inspired piece of art using the different techniques that they have learnt.
Implementation	Recap of the skills and techniques that the children have learnt so far and then draw their own inspiration from a variety of O'Keefe's work to create their own precisionism piece of art.
Impact	To understand how to use different brush strokes and medium to create a piece of precisionism inspired piece of art work.

Year 5/6 Art - What are the different forms of sculpture? PLAN A

1. What is sculpture?

Intent	Children to understand what sculpture is, the different types of sculpture and some famous sculpture artists/pieces.
Implementation	Look at a variety of pieces of sculpture and artists across history. From the David by Michaelangelo, Perseus with the head of Medusa by Canova (a copy of which is at Trentham Gardens, Stone) and the Terracotta Army to The Angel of the North by Gormley, Andy Warhol's Brillo Box and Bourgeois's Spider.

2. What techniques are used in sculpture?

Intent	Children to understand the different types of sculpture and different types of materials that can be used, including how to attach other materials.
Implementation	Reviewing the different sculptures already looked at and focussing on which materials the artists have used and how they go about creating the different shapes, including how they would have joined materials.

3. What are death masks used for?

Intent	Children to understand what Maya death masks are used for and the sort of designs that were often used.
Implementation	Research different types of death masks that have been created by the Maya people across history using the internet and books and create their own mood board of ideas that they wish to take inspiration from.

4. How can I use sculpture techniques to create my own Maya death mask?

Intent	Children to design their own Maya death mask from inspiration that they have gathered from Maya designs over history. They will then use this design to sculpt their own mask from a range of available materials as well as attaching any extra details they may have chosen
Implementation	After having used their mood board ideas, the children will create their final design and then use the range of materials available to sculpt their own design for a Maya death mask.
Impact	To used various sculpture techniques to create their own Maya death mask using the skills and techniques that have been taught.

Years 5/6 Plan B
Various Chinese Artists- How can art be linear?

1- What does linear artwork look like?

Intent	Children will be able to define linear as an extending straight or nearly straight line. It may progress from one stage to another. Children will have explored a range of brushes and media including- poster, watercolour and acrylic paint
Implementation	Children will be introduced to linear art before using brushes of a range of thicknesses and different media to practise painting straight, or near straight lines, horizontal, portrait and parallel too. Children should begin to gain more control over the brush: do they find it easier holding the brush close to the bristles or towards the end of the brush? Children can also practise painting a line that breaks into two lines etc.

2- What is Chinese calligraphy?

Intent	Children will know that calligraphy is decorative handwriting and that in China the lettering is called Hanzi which is also a decorative writing.
Implementation	Using the skills developed in last lesson, children will practise writing Hanzi with paint and fine liner pens too.

3- How can watercolours be used with linear art?

Intent	Children will have used watercolours and linear art to recreate the Chinese art: The Four Gentlemen.
Implementation	Building on their knowledge of watercolours in year 4, children will blot, drip and lift watercolours to create flower heads of a range of colours. Once dry, children will use a fine liner pen to draw outlines of petals etc. Children will then layer on top of these flowers with the linear art skills they have developed. They will then add the Hanzi writing to their final product.
Impact	Children will have gained an understanding of what linear art is and what it looks like. They will have explored and have the knowledge to decide for themselves which brushes and media work best for the desired outcome. They will use their prior knowledge of watercolours to create flowers with the linear art as the stems. They will use the Chinese artwork: The Four Gentlemen as inspiration.

Years 5/6 Plan B – What is scientific illustration?

1. What is scientific illustration?

Intent	Children to understand what scientific illustration is and the different techniques and media that are used to create it.
Implementation	Look at a variety of pieces of precisionism art and discuss the type of medium and methods that have been used to create it.

2. Who is David Goodsell?

Intent	Children will know about David Goodsell, the techniques that he has used and the most important pieces of art that he has created.
Implementation	Research David Goodsell and find out about the different techniques and pieces of art that he has created. Children to then choose 4 of his pieces of work to create their own mood board of ideas that they would like to try to recreate or imitate the style of.

3. What are complimentary and harmonious colours?

Intent	Children to understand the different types of colours and those that compliment and are harmonious with each other.
Implementation	Recap of primary, secondary and tertiary colours. Children to create their own colour wheel using primary, secondary and tertiary colours and then be able to match harmonious and complimentary colours together using their wheel.

4. What media can be used to create primary, secondary and tertiary colours?

Intent	Children will be able to use a range of medium to create primary, secondary and tertiary colours and experiment to find their preference/most successful for their final piece.
Implementation	Have a range of medium for the children to use to colour mix/blend to create secondary and tertiary colours. For example: watercolour, pastels, pencils, chalk & pens.

5. How can I use my knowledge of different media and colours to create my own piece of scientific illustration?

Intent	Children to produce their own simple version of scientific illustration and then be able to make the best choice of medium to create their own complimentary or harmonious colour combinations.
Implementation	Children to be given a range of simple scientific illustration templates in order to independently sketch their own outline. Children will then choose their preferred medium and colours (complimentary or harmonious) to add detail to their sketch.
Impact	To create their own piece of scientific illustration and be able to use the colours and techniques taught in order to add harmonious and complimentary colours successfully.