



## Year 1 - Medium Term Planning - Art - Spring

### Architecture and Style



Prior Learning Links		Essential Knowledge & End Points		Key Vocabulary	
<p>These activities allow children to practice mixing tints, revisiting the knowledge and skills gained from the first unit in year 1. The concept of style is revisited at the end of year 1 in the unit on sculpture and again in the first unit of year 5, as well as being a recurring theme in many other units.</p> <p>In year 1 the children learn that art can tell a story by representing characters and settings, ideas which should be familiar to children from their work in English.</p>		<ul style="list-style-type: none"> <li>To use drawing and painting to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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</li> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>		<p>Architecture Architect Building Design Features Purpose Rose window Gargoyle Reason</p> <p>Style Pointillism Technique Brushstrokes</p>	
		Knowledge	As artists, we will...		
<b>Session 1:</b>	<p><b>To understand that artists can paint using different styles.</b> Style means how something looks. Artists can paint using different styles. Pointillism is a way of painting where the artists uses lots of small dots to create an image. Georges Seurat was a famous artist who painted using the technique of pointillism. To know that art can tell us about how people lived. To understand that artists can use art to give messages.</p>		<p><b>Paint a picture in a pointillist style</b> -Recognise and recreate the pointillism technique -Use cotton buds and paint to create a picture in the pointillism style</p>		<p><b>Assessment opportunity</b> Can children apply a style (pointillism) to create a picture?</p>
<b>Session 2:</b>	<p><b>To know that Van Gogh painted in different styles.</b> Van Gogh painted in different styles. Van Gogh sometimes painted using short brushstrokes and swirls. A brushstroke is the mark made by a paintbrush. Van Gogh used short brushstrokes in his painting, The Starry Night.</p>		<p><b>Practise using short brushstrokes to recreate part of Starry Night</b> -Use short brushstrokes like Van Gogh -Mix different tints -Practise mixing shades and tones, building on knowledge from EYFS -make swirls with short brushstrokes</p>		
<b>Session 3:</b>	<p><b>To understand that buildings are built for a purpose</b> Architecture is the art of designing buildings. People who design buildings are called architects. Design is planning and drawing how a building is going to look.</p>		<p><b>Make a line drawing of an important building</b> -Sketch a chosen Cathedral building -Hold the pencil using a firm but relaxed grip in order to sketch -Draw using light, fluid lines, not pressing too hard with the pencil -Use the whole space on the page to make a drawing.</p>		
<b>Session 4:</b>	<p><b>To know that architects design different features which have different purposes</b> Architects design features such as arches, pillars and domes. Features have different purposes. Westminster Abbey has a rose window.</p>		<p><b>Make a rose window using collage.</b> -Learn to fold paper with increasing accuracy -Cut with scissors with increasing accuracy -Glue with increasing accuracy -Use tissue paper creatively to create a collage</p>		
<b>Session 5:</b>	<p><b>To be able to describe different features of Southwark Cathedral.</b> To know that Southwark Cathedral is a church in London It has different features like pillars, arches, stained glass windows, a tower and gargoyles. A gargoyle is a carved face of a person or an animal which acts as a spout to take the water away from a building.</p>		<p><b>Make a pinch pot 'gargoyle' from clay</b> -To create a 'pinch pot' to act as the mouth of the gargoyle -Add features to the mouth like teeth, a tail, eyes, a tongue. -To join clay together by cross hatching both surfaces with a tool where the join will be, add slip to the cross hatched area (a small amount of clay mixed with water) and stick the parts together. -Smooth down the edges.</p>		
<b>Session 6:</b>	<p><b>To know that architects need to think about the purpose of a building when they design it.</b> Buildings are designed for a purpose. Architects need to think about the purpose of a building when they design it. The penguin house at London Zoo didn't fit the purpose for which it was designed.</p>		<p><b>Design a penguin house.</b> -Learn to fold paper with increasing accuracy -Cut with scissors with increasing accuracy -Glue with increasing accuracy -use a range of materials creatively to design and make</p>		<p><b>Assessment opportunity</b> MCQ Can children apply their skills from the unit to make and add colour to their Penguin house?</p>



# Year 2 - Medium Term Planning - Art - Spring

## Landscapes and Portraits



Prior Learning Links		Essential Knowledge & End Points		Key Vocabulary																							
<p>The landscape element of this unit gives children the opportunity to continue their exploration of how to apply paint in different ways, using sponges and large, bold brushstrokes to create a stormy sea and sky, building on skills introduced in the units on Colour and Style in year 1.</p> <p>The idea of symmetry in art is revisited in year 3 in the unit on Architecture.</p>		<ul style="list-style-type: none"> <li>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</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials               <ul style="list-style-type: none"> <li>about great artists in history</li> </ul> </li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>be taught to improve their mastery of art and design techniques, including drawing and painting</li> </ul>		<table border="1"> <tr> <td>Landscape</td> <td>Portrait</td> </tr> <tr> <td>Seascape</td> <td>Self-portrait</td> </tr> <tr> <td>Method</td> <td>Represent</td> </tr> <tr> <td>Sketch</td> <td>Facial features</td> </tr> <tr> <td>Brushstroke</td> <td>Tone</td> </tr> <tr> <td>Symmetry</td> <td>Tint</td> </tr> <tr> <td>Symmetrical</td> <td>Shade</td> </tr> <tr> <td>Nature</td> <td>Skin tone</td> </tr> <tr> <td>Natural</td> <td>Represent</td> </tr> <tr> <td>Materials</td> <td>Profile</td> </tr> <tr> <td>Temporary</td> <td>Cubist</td> </tr> </table>		Landscape	Portrait	Seascape	Self-portrait	Method	Represent	Sketch	Facial features	Brushstroke	Tone	Symmetry	Tint	Symmetrical	Shade	Nature	Skin tone	Natural	Represent	Materials	Profile	Temporary	Cubist
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<b>Session 1:</b>	<p><b>To understand what a landscape painting is</b></p> <p>A landscape is an image of the natural environment seen in one view i.e. an expanse of scenery such as mountains, fields or the sea.</p> <p>Turner and Constable were English painters who both painted landscapes</p>	<p><b>Use a sponge to paint a stormy sky</b></p> <ul style="list-style-type: none"> <li>-use different parts of the sponge to dab on colour</li> <li>-use the sponge in a variety of ways to create different textures and effects E.g. dab and pinch</li> </ul>		<p><b>Assessment opportunity</b></p> <p>Can children use materials in a variety of ways to create different textures and effects?</p>																							
<b>Session 2:</b>	<p><b>To explore different methods for painting landscapes</b></p> <p>To understand that different painters used different methods for painting landscapes</p>	<p><b>Draw a boat using pencil and oil pastels</b></p> <ul style="list-style-type: none"> <li>-use pencil and line drawing to make a boat like Turner</li> <li>-develop skills using oil pastels to add colour to a rowing or sail boat like Turner</li> </ul>																									
<b>Session 3:</b>	<p><b>To understand that Turner used bold brushstrokes</b></p> <p>Turner used bold brushstrokes</p> <p>Turner painted in a different way from other artists of his time</p>	<p><b>Paint a sea using bold brushstrokes</b></p> <ul style="list-style-type: none"> <li>-use bold brushstrokes like Turner to paint a stormy sea</li> <li>-use long and short brushstrokes to create texture and share their imagination</li> <li>-evaluate and analyse creative works using the language of art, craft and design</li> </ul>																									
<b>Session 4:</b>	<p><b>To understand that artists can represent different things through portraits.</b></p> <p>Portraits that artists create of themselves are called 'self-portraits'.</p> <p>Artists think carefully about the colour of the paints they use in self-portraits</p> <p>Artists mix different colours to represent different skin tones.</p> <p>An artist can use different skin tones to show the fall of light and shade on a face.</p> <p>Rembrandt painted many self-portraits in his life which show himself in different ways.</p>	<p><b>Create a self-portrait with facial features and skin tone</b></p> <ul style="list-style-type: none"> <li>-hold the pencil in a firm, but relaxed grip to sketch using light, fluid lines</li> <li>-mix different tones thoroughly in a mixing palette</li> <li>-add different colours gradually to create a dark shade, a mid-tone and lighter tints</li> <li>-add different skin tones to show the fall of light and shade on a face</li> <li>-Use more than one colour to show shades in hair and layer the colours on top of each other</li> <li>-Show the texture of hair with brushstrokes</li> </ul>																									
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<b>Session 6:</b>	<p><b>To know that Picasso made cubist portraits</b></p> <p>Picasso's painting style changed over time.</p> <p>Cubism is a way of painting or drawing where an artist shows more than one view of something in the same picture.</p> <p>Picasso made cubist portraits</p>	<p><b>Create a cubist portrait</b></p> <ul style="list-style-type: none"> <li>-Hold the pencil in a firm but relaxed grip</li> <li>-Draw using light, fluid lines</li> <li>-Add colour using oil pastels</li> </ul>		<p><b>Assessment opportunity</b></p> <p>MCQ</p> <p>Can children create a cubist portrait and apply</p>																							

			colour using developed skills?
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# Year 3 - Medium Term Planning - Art - Spring

## Egyptian and Anglo Saxon Art



Prior Learning Links		Essential Knowledge & End Points	Key Vocabulary	
<p>Last term, children studied the Anglo Saxons in history, and therefore come to this unit with historical knowledge. Children also start this unit with knowledge from their study of Ancient Egyptian History.</p> <p>The unit allows focus on accurate and detailed brushwork, building on their knowledge of how to use watercolour from the unit Paintings of Children in year 1. The unit also builds on their study of how art can tell us about the past in the unit on Paintings of Children in year 1.</p>		<ul style="list-style-type: none"> <li>to create sketch books to record their observations</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>about great artists, architects and designers in history</li> </ul>	bust Nefertiti sculpture limestone Thutmose Sphinx mythical Cairo Giza carve	Anglo- Saxon Sutton Hoo Shoulder Clasp Symmetrical Interlocking Interlace Tapestry Embroidery
	Knowledge	As artists, we will...		
<b>Session 1:</b>	<p><b>To know that the Great Sphinx is a large statue built by the Ancient Egyptians.</b>            The Ancient Egyptians created large statues.            One of the large statues the Ancient Egyptians created is called the Great Sphinx.            A sphinx is a mythical creature with a body of a lion and the head of a human.</p>	<p><b>Make a Sphinx cut out of clay.</b>            - mould different parts of the Sphinx.            -use tools to score and make marks on clay            -effectively join the different parts together smoothly            -improve our mastery of sculpture techniques with clay</p>		<p><b>Assessment opportunity</b>            Can children mould their clay to resemble each part of the Sphinx and join these parts effectively to create a statue?</p>
<b>Session 2:</b>	<p><b>To know that a bust means a sculpture of a head and shoulders.</b>            A sculpture of a person's head and shoulders is called a bust.            The bust of Nefertiti is a very famous sculpture.            The bust of Nefertiti shows her as a very beautiful and important person, metal or jewellery.</p>	<p><b>Make an Egyptian collar.</b>            - cut around a template.            -stick pasta on in a pattern            -choose colours which match my pattern</p>		
<b>Session 3:</b>	<p><b>To make papyrus.</b>            To know that the Ancient Egyptians made paper called papyrus from a plant.            The AE used papyrus for writing and drawing on.            Some of the Book of the Dead is drawn/ written on Papyrus.</p>	<p><b>Make papyrus.</b>            - follow a set of instructions            - place strips of paper close together to recreate the texture of papyrus            -use a mixture of PVA glue and water to seal</p>		
<b>Session 4:</b>	<p><b>To know that the Ancient Egyptians used art to show what they believed in.</b>            The Ancient Egyptians created art showing the gods they believed in.            Many Ancient Egyptian gods are shown with a human body and an animal head.</p>	<p><b>Draw an Ancient Egyptian god</b>            - use lines and colour to draw a god with the head of an animal and the body of a human.            -draw the god in profile.            -add detail with increasing precision</p>		
<b>Session 5:</b>	<p><b>To know the Anglo-Saxons created art from metal</b>            The Anglo-Saxons created art from metal.            A ship was found at Sutton Hoo that contained decorated metal objects.            King Raedwald's shoulder clasp is decorated with detailed, symmetrical and interlocking patterns.            Interlaced means crossed together.            The Anglo-Saxons used interlaced designs on their metal work and jewellery.            Anglo-Saxon designs often included birds and animals woven into the patterns.</p>	<p><b>Draw and paint the patterns on a shoulder clasp</b>            - create symmetrical patterns            -use a pencil with control to create line drawing patterns            - create interlocking patterns            -use brushes smoothly in order to pain neatly inside shapes            -make colours symmetrical</p>		

<p><b>Session 6:</b></p>	<p><b>To understand that the Bayeux Tapestry shows the events of 1066 and the Battle of Hastings.</b>  The Bayeux Tapestry shows the events of 1066 and the Battle of Hastings.  It is an embroidery, not a tapestry.  It was made in England but designed by a Norman.  It shows Harold dying with a spear in his eye.</p>	<p><b>Make a collage of a boat.</b></p> <ul style="list-style-type: none"> <li>- cut small pieces to keep collage shapes inside the lines</li> <li>- use colours and materials to create pattern and texture</li> <li>-develop art technique of collage</li> </ul>	<p><b>Assessment opportunity</b>  MCQ  Can children use the collage technique with increasing skill, accuracy and flair? Can they vary the material, size and shape according to the area?</p>
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## Year 4 - Medium Term Planning - Art - Spring

### Design and Monuments in Ancient Rome



Prior Learning Links		Essential Knowledge & End Points		Key Vocabulary			
<p>Children are learning about the Romans in their Spring History unit. Children therefore start with knowledge of the founding, governance and society of Ancient Rome.</p> <p>When they look at the design of the Pantheon, they revisit what they learnt in year three about architecture.</p> <p>They will revisit the unique design of the Pantheon's concrete dome in year 6 in the unit on Renaissance Architecture and Sculpture.</p> <p>In the design unit, children are introduced to the idea of analysing art by splitting it into separate constituent parts by looking at Kauffman's paintings at the Royal Academy of Art which represent colour, design, composition and invention. They learn that we now analyse art by identifying that design (or composition) in art means how the different elements of art (line, colour, shape, form, tone, space and texture) work together to make a piece of art. Children studied all of these elements separately over the course of years 1-3.</p> <p>This unit deepens their understanding of the concept of design (or composition) which they first considered by looking at Matisse's cut-outs in the unit on Colour, Shape and Texture in year 2.</p> <p>Children go on to consider how Munch uses complementary colours, first introduced to them in the unit on Colour, Shape and Texture in year 2.</p>		<ul style="list-style-type: none"> <li>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.</li> <li>They should be taught to create sketch books to record their observations and use them to review and revisit ideas</li> <li>They should be taught to improve their mastery of art and design techniques, including drawing and painting with a range of materials</li> <li>They should be taught about great artists, architects and designers in history</li> </ul>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">                     Monument Ancient Rome Amphitheatre Column Dome Portico Arch In relief In the round Frieze Pantheon Colosseum                 </td> <td style="width: 50%; text-align: center;">                     Elements of art Design Composition Collage Cut-out Expressionism Complementary colours                 </td> </tr> </table>		Monument Ancient Rome Amphitheatre Column Dome Portico Arch In relief In the round Frieze Pantheon Colosseum	Elements of art Design Composition Collage Cut-out Expressionism Complementary colours
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		Knowledge		As artists, we will...			
<b>Session 1:</b>	<p><b>To discover facts about the Pantheon.</b></p> <p>The Pantheon was built by Hadrian in 113 CE</p> <p>The dome of the Pantheon is the largest unreinforced concrete dome in the world</p> <p>The Pantheon shows us the power of Hadrian as an emperor</p> <p>The Pantheon was a temple and a place of worship dedicated to all Gods without distinction.</p>		<p><b>Sketch a Roman Pantheon</b></p> <ul style="list-style-type: none"> <li>-Hold the pencil in a firm but relaxed grip</li> <li>-use lines and shading, not pressing too hard with the pencil</li> <li>-add small details</li> <li>-begin to observe dark/light tones on the building</li> <li>-use the side point of the pencil to shade and make marks so that individual pencil marks cannot be seen</li> <li>-experiment with showing line, tone and texture with different hardness of pencils</li> <li>-use shading to show light and shadow effects</li> </ul>		<p><b>Assessment opportunity</b></p> <p>Can children use the listed skills creatively to sketch a building?</p>		
<b>Session 2:</b>	<p><b>To discover facts about the Colosseum.</b></p> <p>The Colosseum, in Rome is the largest amphitheatre in the world</p> <p>It was built by Emperor Vespasian between 72 and 80 CE</p> <p>It was used for public events such as games, plays and executions</p>		<p><b>Sketch a Roman Colosseum</b></p> <ul style="list-style-type: none"> <li>-Hold the pencil in a firm but relaxed grip</li> <li>-use lines and shading, not pressing too hard with the pencil</li> <li>-add small details</li> <li>-begin to observe dark/light tones on the building</li> <li>-use the side point of the pencil to shade and make marks so that individual pencil marks cannot be seen</li> <li>-experiment with showing line, tone and texture with different hardness of pencils</li> <li>-use shading to show light and shadow effects</li> </ul>				

<p><b>Session 3:</b></p>	<p><b>To discover facts about the Colosseum.</b> The Colosseum is made up of 3 tiers of 240 arches. The number of arches allows the walls of the Colosseum to be strong, even though they are very large. The number of arches meant that unskilled workers could build the Colosseum quickly and efficiently.</p>	<p><b>Add watercolour to a Roman Colosseum Sketch</b> -use brushes smoothly and different parts effectively in order to paint neatly inside lines -use varied brush techniques to create shapes, textures, patterns and lines -mix colours effectively using the correct language, e.g. tint, shade, primary and secondary -</p>	
<p><b>Session 4:</b></p>	<p><b>To understand the meaning of design in art.</b> The elements of art are colour, light, line, shape, form, space and texture. The elements of art work together to make successful design. Another word for design is composition.</p>	<p><b>Comment on the different elements of art in a picture.</b> -discuss what the elements of art are. -write sentences saying how each element of art is used in The Fall of Icarus.</p>	
<p><b>Session 5:</b></p>	<p><b>To know that expressionism is a type of art where design shows strong emotion.</b> Expressionism is a type of art where the elements of art combine to show strong emotions Munch's The Scream of Nature is an example of expressionist art. Contrasting lines and colours in The Scream of Nature provoke an emotional reaction in the viewer.</p>	<p><b>Reproduce The Scream using pencil, pen and watercolour.</b> -draw lines like Munch. -choose which lines to make stronger with a felt tip. -use contemporary colours (blue and orange) to paint between the lines. -use one colour in each 'area'. -show different tones of blue and orange by adding water to make the colours lighter. -concentrate on using smooth brushstrokes by using plenty of water with the paint.</p> <p><b>Create a marbled sheet using food colouring in blue and orange (for next lesson's activity.)</b></p>	
<p><b>Session 6:</b></p>	<p><b>To understand that lines can be used to show emotion.</b> Colour is an element of art that can affect emotion. Munch used complementary colours in The Scream to show strong emotions Expressionism is a type of art where the elements of art combine to show strong emotions Munch's The Scream of Nature is an example of expressionist art. Contrasting lines and colours in The Scream of Nature provoke an emotional reaction in the viewer.</p>	<p><b>To draw my own interpretation of a screaming face</b> -develop my ideas in my sketchbook. -use lines to show expression. -use lines to connect my face to the background.</p>	<p><b>Assessment opportunity</b> MCQ Can children create their own 'The Scream' piece, applying drawing and watercolour knowledge from this unit?</p>



Art

Year 5

# Year 5 - Medium Term Planning - Art - Spring

## West African and Chinese Art



Prior Learning Links		Essential Knowledge & End Points	Key Vocabulary	
<p>In the Architecture unit in year 3, children looked at a similar debate to that of the Benin plaques and Western museums: the Parthenon Marbles. The children also studied the British Empire in the history curriculum in Autumn B, giving the knowledge in this area.</p>		<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>To improve their mastery of art and design techniques, including painting with a range of materials</li> <li>About great artists, architects and designers in history</li> </ul>	<p>Mali Bamana ceremony headdress antelope Chiwara Plaque Relief Cast Brass ivory</p>	<p>Calligraphy Character Rice paper Ink stick Ink stone Design Asymmetrical Brushstroke Dynasty Scroll Ink stick Ink stone Ceramic Ming ware</p>
	Knowledge	As artists, we will...		
<b>Session 1:</b>	<p><b>To know that the Bamana people from Mali carve antelope headdresses to use in the Chiwara ceremony</b></p> <p>Mali is a country in West Africa. It is known for carved, wooden antelope headdresses made by the Bamana peoples. The headdresses are used in a ceremony to honour the spirit, Chiwara.</p>	<p><b>Sketch Malian antelope headdresses.</b></p> <ul style="list-style-type: none"> <li>-Hold the pencil in a firm but relaxed grip</li> <li>-use lines and shading, not pressing too hard with the pencil</li> <li>-add small details</li> <li>-observe dark/light tones on the object we are observing</li> <li>-use the side point of the pencil to shade and make marks so that individual pencil marks cannot be seen</li> <li>-press harder with our pencils to create a dark shade</li> <li>-press lightly when wanting a light shade</li> <li>-leave highlights unshaded</li> </ul>		<p><b>Assessment opportunity</b></p> <p>Can the children sketch and create shades and tones by using their pencil in different ways?</p>
<b>Session 2:</b>	<p><b>To understand that Malian antelope headdresses represent different animals revered by the Bamana peoples.</b></p> <p>Malian antelope headdresses show shapes which represent the antelope, aardvark and pangolin.</p> <p>The antelope, aardvark and pangolin are revered by the Bamana culture as examples of animals who demonstrate skills relating to farming.</p> <p>The shapes of the animals are simplified in the headdresses.</p>	<p><b>To sketch an insect.</b></p> <ul style="list-style-type: none"> <li>-Hold the pencil in a firm but relaxed grip</li> <li>-use lines and shading, not pressing too hard with the pencil</li> <li>-add small details</li> <li>-observe dark/light tones on the object we are observing</li> <li>-use the side point of the pencil to shade and make marks so that individual pencil marks cannot be seen</li> <li>-press harder with our pencils to create a dark shade</li> <li>-press lightly when wanting a light shade</li> <li>-leave highlights unshaded</li> </ul>		
<b>Session 3:</b>	<p><b>To know that trade between the Edo peoples and the Portuguese is shown in Benin art.</b></p> <p>The Portuguese started trading with the Edo peoples of Benin City from the 15th century.</p> <p>The Edo peoples traded brass with the Portuguese.</p> <p>Images of the Portuguese are found in brass and ivory artworks made in Benin City.</p>	<p><b>Design and build a cardboard relief representing an insect.</b></p> <ul style="list-style-type: none"> <li>-Hold the pencil in a firm but relaxed grip to sketch and replicates insect layer shapes from our design</li> <li>-Think carefully about the layers and how each shape will build up our relief model</li> <li>-Use glue and scissors to develop our sculpture skills with a range of cardboard thicknesses</li> </ul>		



<p><b>Session 4:</b></p>	<p><b>To understand the importance of calligraphy in Chinese art.</b>          There are many spoken Chinese languages, but only 1 written language.          Written Chinese symbols are called characters.          Chinese writing is done in columns, from the right-hand side of the page.          Calligraphy is a very important form of Chinese art and uses the same materials as Chinese painting.          Chinese calligraphy takes practise and control.</p>	<p><b>Paint Chinese characters</b>          -Paint 3 different Chinese characters          -use Chinese ink sticks and stones to paint          -vary the width of our lines          -vary the density of the ink we use</p>	
<p><b>Session 5:</b></p>	<p><b>To understand what makes up Chinese painting style.</b>          Chinese paintings often use only black ink and are usually of things found in nature          They often do not show anything in the background and include lots of space.          They often have an asymmetrical design and are not supposed to look real, but ideal and simplified.          Clear and simple brushstrokes are very important in Chinese painting.          Landscape and flower and bird paintings are two important types of Chinese painting.          Animals on the plaques have symbolic importance, often showing the power of the King</p>	<p><b>Paint a bamboo picture.</b>          -vary the width of our lines          -vary the density of ink we use          -use Chinese ink sticks and stones to paint</p>	
<p><b>Session 6:</b></p>	<p><b>To understand the importance of Ming ware in Chinese porcelain production</b>          Porcelain is a white, translucent ceramic, fired a high temperature.          It is often decorated with cobalt blue.          Porcelain was first made in China about 2000 years ago.          During the Ming dynasty porcelain production increased.</p>	<p><b>Paint a flower picture.</b>          -plan what to paint using lines          -use 2 colours only, black and another colour          -vary the width of lines and use one brush stroke per leaf/petal          -vary the density of the ink          -Make sure that the painting is asymmetrical          -Use different sized brushes depending on the shape we want to create and vary the width of the brushstrokes.          -Use single brushstrokes for leaves/petals i.e. don't draw an outline and then fill it in.</p>	<p><b>Assessment opportunity</b>          MCQ          Can children create a Chinese flower picture using developed skills and Chinese ink sticks and stones?</p>



# Year 6 - Medium Term Planning - Art - Spring

## William Morris and Victorian Art and Architecture



Prior Learning Links		Essential Knowledge & End Points	Key Vocabulary	
<p>This unit is a continuation of the previous unit, looking in detail at the work of the Victorian designer William Morris.</p> <p>Children learn how William Morris wallpaper was produced by block printing and create their own Morris inspired designs printed using the reduction method (essentially the opposite of block printing) on polystyrene tiles. This is an extension of the relief printing skills they learnt in year 2 and 3.</p> <p>The Architecture element of this unit builds on the children's knowledge of the Victorians studied in history in Summer B of year 5.</p> <p>Architecture was also studied in year 1, year 3 and year 5.</p> <p>Children studied Islamic Art in year 5.</p>		<ul style="list-style-type: none"> <li>To create sketch books to record observations and use them to review and revisit ideas</li> <li>To improve mastery of art and design techniques, including painting with a range of materials for example, pencils and paint</li> <li>About great artists, architects and designers in history</li> </ul>	designer decorative arts textiles stylized woodblock printing block printing reduction printing Medieval Gothic Decorative arts Arts and Crafts movement	Victorian Classical Neo classical Gothic Revival Medieval Gothic Revival Pre- Raphaelite realism watercolour wet-on-dry wet-on-wet
	Knowledge	As artists, we will...		
<b>Session 1:</b>	<p><b>To understand William Morris was a Victorian designer.</b>            William Morris was a Victorian designer.            He was friends with artists associated with the Pre Raphaelite brotherhood.            His designs include designs for wallpaper, textiles, embroidery, stained-glass windows and books.            His designs often showed observation of nature, in a stylized form            His designs were influenced by Islamic art</p>	<p><b>Create a design for a polytile.</b>            -use single lines and fill the space with my design.            -add details using lines for textures or patterns.</p>		<p><b>Assessment opportunity</b>            Can children create a polytile design in the style of William Morris and his inspirations?</p>
<b>Session 2:</b>	<p><b>To understand how William Morris' wallpapers were printed.</b>            Morris' wallpaper was made by block printing.            Block printing is where multiple separate woodblocks can be used to print onto the same design.            Reduction printing is a multi-coloured print where the separate colours are printed from the same block, which is reduced each time the block is used to print.</p>	<p><b>Transfer a design onto a polytile.</b>            -trace the design in order to transfer it.            -push holes through the tracing paper into the polytile to follow the lines of a design.            -join up the dots on a polytile to reveal a design.            -ensure that the lines are deep enough by feeling them.</p>		
<b>Session 3:</b>	<p><b>To understand William Morris was a key figure in the Arts and Crafts movement.</b>            Morris was a key figure in the Arts and Crafts movement.            The Art and Crafts movement placed value on traditional craftsmanship and rejected Victorian industrialization.            The Arts and Crafts Movement elevated the status of the decorative arts.</p>	<p><b>Create 'Wallpaper' inspired by William Morris using a polytile design.</b>            -roller on a layer of ink in yellow or light blue.            -make 6 clear prints.            -make sure the prints are next to each other on the paper in 2 rows of 3.</p>		
<b>Session 4:</b>	<p><b>To understand that Victorian architecture used architectural styles from the past.</b>            The Houses of Parliament are an important example of Victorian architecture.            The style of the Houses of Parliament is influenced by classical and gothic architecture.            Characteristics of classical architecture are pillars, porticos, sculptures and symmetry.            In many towns/cities in Britain there are examples of Victorian architecture            This Victorian architecture can show both gothic and classical influences</p>	<p><b>To draw one of 3 important London buildings using lines.</b>            -copy shapes accurately            -vary the weight of my line            -decide which details to include</p>		
<b>Session 5:</b>	<p><b>To understand who the Pre-Raphaelites were and what they stood for.</b>            The Pre-Raphaelites were a group of young artists founded in London in 1848.            They were against the promotion of paintings that showed ideal human forms and settings, as shown in the work of Raphael.            They wanted to make what they painted look real.</p>	<p><b>To practise using different watercolour techniques.</b>            -paint using the wet-on-dry technique            -paint using the wet-on-wet technique            -paint with watercolour over wax resist            -painting with watercolour over oil pastel to see how this resists the paint.</p>		

	Millais made his painting of Ophelia look real by careful observation.		
<b>Session 6:</b>	<p><b>To understand the PreRaphaelites wanted to make what they painted look real.</b>  Rossetti painted The Annunciation showing a realistic depiction of Gabriel and Mary.  Rossetti's painting was different to traditional depictions of the same scene.</p>	<p><b>To paint a flower using watercolour.</b>  -sketch the flower lightly in pencil  -add water to each petal and use the wet in wet technique  -work from light to dark</p>	<p><b>Assessment opportunity</b>  MCQ  Can children create a flower sketch and use watercolour with increasing skill?</p>