

Handford Hall Primary School

Art Curriculum: Planning for Progression

Art Curriculum: Planning for Progression Guidance

YEAR 1	<p>NC Objectives</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Research the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		<p>Key Skills</p> <ul style="list-style-type: none"> I respond to ideas I explore materials and methods I create my own work I try out my own ideas I present my work for lots of different reasons I say what I think and feel about the work of others I say what I think and feel about what I have done in my own work
Topic	Self Portraits Enrichment Day <i>Focus: painting</i>	Dinosaur Sculptures Enrichment Day <i>Focus: 3D free standing sculptures</i>	Matisse 'The Snail' Enrichment Day <i>Focus: collage – colour/texture/pattern</i>
<p>Context/Inspiration</p> <p><i>Evidence: key features of genre in books</i></p>	<p>LI: To research painted self-portraits through time and identify key features</p> <p>Look at different portraits from a range of artists. <i>Possible trip: National Portrait Gallery</i></p>	<p>LI: To research 3D animal sculptures looking at form and shape</p> <p>Look at and handle a range of small scale 3D sculptures / ornaments noting form and shape and listing key features.</p> <p>Research different dinosaurs in preparation for project.</p>	<p>LI: To research the work of Matisse</p> <p>Look at a range of work from the artist: Le grebe / Le Vegetoux / Jaz Icarus. Note similarities and differences between pieces. Look in detail at 'The Snail'. Review and name primary colours. Compare colour wheel and Matisse's colour wheel.</p>
<p>Skills: Practise / Refine</p> <p><i>Evidence: photographs to be stuck in books + green pen comment</i></p>	<p>LI: To experiment with tools and techniques</p> <p>Model and practise: Selection of different size brushes / how to hold brushes / how to select brush for a purpose / amount of paint / practise large and small movements</p>	<p>LI: To experiment with clay</p> <p>Model and practise: Manipulate malleable materials in a variety of ways including rolling and kneading. Understand the safety and basic care of materials and tools. Change the surface of a malleable material. Explore constructing and joining in relation to weight and balance.</p>	<p>LI: To experiment with strong colour, pattern and texture</p> <p>Use different textures from a range of sources – coloured paper, tissue paper, paper backed felt, shiny paper, ridged paper etc. Create different effects with layers / combinations. Use Matisse's colour wheel as a reference. Review what colours work well as a background, as bulk colour and as add on colour.</p>
<p>Planning final piece (design)</p> <p><i>Evidence: sketches / photographs to be stuck in books + green pen comment</i></p>	<p>LI: To develop technique in shape, form and space</p> <p>Model and practise: Painting of key facial features (eyes, nose, eyebrows, lips, ears) onto pre drawn faces. Refine skills from previous lesson. Use mirrors to Create SC for final product making.</p>	<p>LI: To plan final 3D sculpture</p> <p>Model and practise: sketching final design with attention to shape and form. Label detail and verbally explain how 'free standing' will be achieved. Create SC for final outcome making.</p>	<p>LI: To develop technique in shape</p> <p>Review the types of shapes Matisse used – does the shape make a difference to how we feel? Does the colour impact the shape and how we feel? Experiment in placing different shapes/colours onto background.</p>
<p>Final Product</p> <p><i>Evidence: final product to be backed, labelled and displayed / photocopy in book</i></p>	<p>LI: To create a painted self portrait</p> <p>Review SC / key vocabulary / technique / practised skills. Children to have extended working time to complete portraits.</p>	<p>LI: To create a 3D dinosaur sculpture using clay</p> <p>Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings in final outcome.</p>	<p>LI: To create a collage / montage in style of Matisse</p> <p>Collect, sort, name match colours appropriate for an image. Create and arrange shapes appropriately. Create, select and use textured paper for an image.</p>
<p>Review / Evaluate</p> <p><i>Evidence: green pen comment in book</i></p>	<p>LI: To review own work</p> <p>Review SC / key vocabulary / technique / practised skills. Children critique own work.</p>	<p>LI: To review own work</p> <p>Review SC / key vocabulary / technique / practised skills. Explain design, choices and process. Children critique own work.</p>	<p>LI: To review own work</p> <p>Review SC / key vocabulary / technique / practised skills. Explain design, choices and process. Children critique own work.</p>

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YEAR 2	<p>NC Objectives</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Research the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		<p>Key Skills</p> <ul style="list-style-type: none"> I explore lots of different materials and methods I show control in the methods and materials I use in my work I have ideas and make some choices about what I do My artwork shows my ideas I describe some of the characteristics of different kinds of art, craft and design. I suggest ways to improve my own work I can describe similarities between different methods I can describe differences between different methods I can talk about the work of different artists and compare it to my own
Topic	Houses Enrichment Day <i>Focus: drawing</i>	Van Gogh – sunflowers Enrichment Day <i>Focus: painting</i>	African Landscapes Enrichment Day <i>Focus: collage – texture/form</i>
<p>Context/Inspiration</p> <p><i>Evidence: key features of genre in books</i></p>	<p>LI: To research drawings of houses and identify key features</p> <p>Look at different drawing from a range of artists, with a possible focus on how the Great Fire of London was drawn by artists.</p>	<p>LI: To research the work of Van Gogh looking at brush strokes</p> <p>Look at Van Gogh's paintings of sunflowers. <i>Possible trip: The national Gallery</i> Compare the four different paintings, looking for similarities and differences. Share observations about brush strokes.</p>	<p>LI: To research landscape collages looking at texture and form</p> <p>Research a range of landscape collages, looking at how different materials and textures are used. Focus in on African landscapes. Are some materials better than others? Which ones and why?</p>
<p>Skills: Practise / Skills Refine</p> <p><i>Evidence: photographs to be stuck in books + green pen comment</i></p>	<p>LI: to experiment with tools and techniques</p> <p>Model and practise: Selection of different types of pencils / how to use pencils / how to select thickness of line for a purpose / amount of shade / practise large and small movements</p>	<p>LI: to develop technique in brush strokes</p> <p>Model and practice: explore a variety of brush strokes and note how they create a desired affect (thick, bold). Draw sunflowers using thick, curved brush strokes and explore the order involved in adding colour to a page deciding which colours should be added last.</p>	<p>LI: To explore a range of materials</p> <p>Model and practise: Selection of different types of materials / how to join them / how to change them before sticking down/large and small pieces/colour. Be able to explain which materials join together well for a collage and why.</p>
<p>Planning final piece (design)</p> <p><i>Evidence: sketches / photographs to be stuck in books + green pen comment</i></p>	<p>LI: to develop technique in shading</p> <p>Model and practise: Painting of key house features (frame, roof, windows, door). Refine skills from previous lesson. Link to topic. Create SC for final product making.</p>	<p>LI: to draw a sunflower in the style of Van Gogh</p> <p>Using real sunflowers or prints of sunflowers, practise drawing a sunflower in sketchbooks, in preparation for painting a final piece. Note length of stem, size of leaves, shape and proportion. Be able to describe the shapes and parts of the sunflower once completed</p>	<p>LI: To develop technique in combining materials</p> <p>Model and practise: experiment with joining two different media together, painting and paper or drawing and painting to create an African landscape. Build on skills from previous lesson. Consider which materials to use for final piece and list ideas in sketch books</p>
<p>Final Product</p> <p><i>Evidence: final product to be backed, labelled and displayed / photocopy in book</i></p>	<p>LI: to create a drawing of a house</p> <p>Review SC / key vocabulary / technique / practised skills. Children to have extended working time to complete drawings.</p>	<p>LI: to create a painting of a sunflower in the style of Van Gogh</p> <p>Using skills developed in previous lessons lightly sketch a sunflower on to the appropriate art paper then paint over it, using colours in the style of Van Gogh. Pay attention to the size and types of brush strokes.</p>	<p>LI: To create a collage of an African landscape</p> <p>Using ideas developed in previous lessons create a collage of an African landscape. Review SC / key vocabulary / technique / practised skills. Children to have extended working time to complete drawings.</p>
<p>Review / Evaluate</p> <p><i>Evidence: green pen comment in book</i></p>	<p>LI: To review own work</p> <p>Review SC / key vocabulary / technique / practised skills. Children critique own work.</p>	<p>LI: To review own work</p> <p>Review SC / key vocabulary / technique / practised skills. Explain design, choices and process. Children critique own work.</p>	<p>LI: To review own work</p> <p>Review SC / key vocabulary / technique / practised skills. Explain design, choices and process. Children critique own work.</p>

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YEAR 3	<p>NC Objectives</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) Research the work of great artists, architects and designers in history, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Key Skills</p> <ul style="list-style-type: none"> I explore ideas by talking about them I collect information and practical resources in order to make choices about my work I investigate materials and methods to develop my understanding I adapt and improve my own work when making images and artefacts I talk about my ideas and meanings I describe the work of others commenting on the ideas and purposes that I encounter I record sketches of my ideas, with help I can talk about the work of more than one different artists and designer 	
Topic	Cave Drawings Enrichment Day <i>Focus: charcoal</i>	Roman Mosaics Enrichment Day <i>Focus: space/form</i>	Pottery Enrichment Day <i>Focus: clay</i>
Context/Inspiration	LI: to research cave drawings looking at line and shape	LI: to research Roman mosaics looking at space and form	LI: to investigate methods used in making clay pots
Evidence: key features of genre in books	Research cave drawings with a focus on charcoal. Look at different lines and shape and at how they are created. Possible trip: British Museum	Look at pictures of/examples of a range of mosaics and identify features, including materials, colours, design, size. Research how the Romans created and used mosaics. Decide on a mosaic ornament to be created for display (e.g. wall hanging; plate).	Research pottery in the context of the Ancient Egyptians. Possible trip: British Museum Look at shape, design, base, handles and consider how pieces are joined together. Research different uses, e.g. canopic jars
Skills: Practise / Skills Refine	LI: to explore line and shape using charcoal	LI: to explore the space and form of mosaic tesserae	LI: to explore techniques in pot making
Evidence: photographs to be stuck in books + green pen comment	Model and practise: experiment with different types of charcoal and the effect they have on the appropriate type of paper. Explore and discover how many different types of lines can be drawn (thick, thin, jagged, blurred) and what they might be used to depict	Model and practise: Cut out tesserae using coloured card/foam/modelling clay and build these into small mosaics. Experiment with different sizes, space between tesserae. Importance of not muddling colours together and keeping tesserae slightly apart using interstices.	Model and practise: Experiment with changing the shape of the clay. Pull shapes out of it, twist pieces around, press thumbs into the clay to make bowl shapes. With spare pieces that have been broken off make shapes and reattach. Talk about ideas and what final piece will be
Planning final piece (design)	LI: to create a design for a charcoal cave drawing	LI: to create a design for a mosaic	LI: to develop techniques in pot making
Evidence: sketches / photographs to be stuck in books + green pen comment	Model and practise: Children sketch their own designs for a cave drawing in their sketch books, clearly showing outlines, colours and shading to be used. Designs should be simple and reflect cave drawings explored in previous lessons/topic	Model and practise: Children sketch and colour their own designs in their sketch books, clearly showing outlines and colour blocks of tiles to be used. Designs should be simple and use a limited colour palette.	Model and practise: Use modelling tools to make sure that the clay pieces are joined together. Experiment with textures using modelling tools and with assorted junk pieces to add decoration to the clay surface. Sketch a design for a pot in sketch books and annotate.
Final Product	LI: to create a charcoal cave drawing	LI: to create a Roman mosaic	LI: create an Egyptian clay pot
Evidence: final product to be backed, labelled and displayed / photocopy in book	Using skills developed in previous lessons create a cave drawing using charcoal. Review SC / key vocabulary / technique / practised skills. Children to have extended working time to complete drawings	Transfer of design onto card base/Annotation of design with colours Application of glue and mosaic pieces (a small area at a time)/How to cut tiles to size and shape. Transfer own designs to card bases. (Allow time for children to review initial design if it is too complicated).	Using skills developed in previous lessons create an Egyptian clay pot for a purpose (e.g. canopic jars). Review SC / key vocabulary / technique / practised skills. Children to have extended working time to complete drawings
Review / Evaluate	LI: To review own work	LI: To review own work	LI: To review own work
Evidence: green pen comment in book	Review SC / key vocabulary / technique / practised skills. Children critique own work.	Review SC / key vocabulary / technique / practised skills. Explain design, choices and process. Children critique own work.	Review SC / key vocabulary / technique / practised skills. Explain design, choices and process. Children critique own work.

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YEAR 4	NC Objectives <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) Research great artists, architects and designers in history 		Key Skills <ul style="list-style-type: none"> I record ideas by recording them in my sketch book I can make selective choices about my resources I investigate and use the qualities of materials and methods to develop my understanding I can evaluate my own work and make improvements as a result I communicate my ideas using technical vocabulary I describe the work of others commenting on the ideas and purposes with authority I can talk about the work of a range of different artists and designers
Topic	Still Life Drawing Enrichment Day <i>Focus: sketching</i>	Oscar Niemeyer Enrichment Day <i>Focus: photography comparison with UK structures</i>	Henri Rousseau Enrichment Day <i>Focus: collage</i>
Context/Inspiration <i>Evidence: key features of genre in books</i>	LI: to explore a range of still life drawings Explore still life drawings from a range of artists. Describe the similarities and differences between the techniques and content used. Research steps to creating a drawing, starting with the first step: drawing objects as if they were transparent wire frames and building up the skills to the outcome <i>Possible trip: national portrait gallery</i>	LI: to research and contrast the techniques of Oscar Niemeyer Look at a range of work by the photographer Oscar Niemeyer to determine the skills of an architectural photographer. How is Niemeyer's work similar to the work of UK architecture/photography? Research and analyse different photographs/buildings in preparation for the project and suggest why some techniques may be more suitable for the UK/Brazil.	To research and contrast the techniques of Henri Rousseau Look at a range of work by the artist Rousseau to determine the features of post-impressionist art. Look at the 'Surprised!' painting in detail and compare and contrast colours and content used. How did he use colour/animals in his work when he had never visited a rainforest? Generate a list of materials that could be used to re-create a piece of his work, e.g what material could be used to create the range of flora in his work?
Skills: Practise / Skills Refine <i>Evidence: photographs to be stuck in books + green pen comment</i>	LI: to investigate form and space in still life drawing Model and practise: using 2B pencils and sketch books, practise the steps to still life drawing: choosing objects/drawing outlines/overlapping objects/erasing lines/adding details/shading techniques.	LI: to explore lines and shape in photography Using Niemeyer's photography as a reference, investigate buildings/architecture in the local area that uses a range of shape, lines and form. Choose a UK structure and repeat the process, comparing and contrasting images at the end. Discuss similarities and differences between techniques. Record images on ipads.	To combine different materials Using Rousseau's' paintings as a reference experiment with combining a range of materials and tools to create a collage in the style of Rousseau. Choose appropriate ways to combine different paper, card, felt, pencils, paint, charcoal, natural materials (twigs etc). Analyse different effects with layers / combinations.
Planning final piece (design) <i>Evidence: sketches / photographs to be stuck in books + green pen comment</i>	LI: to experiment with tools and techniques Focus in on one of the skills not covered in enough depth in the previous lesson, e.g. shading techniques. Model and practise a variety of shading techniques and consider ideas for final piece	LI: to take photographs comparing Niemeyer with the UK Using Niemeyer's photography as a reference experiment with taking photographs of buildings in the local area, focusing on shots of sharp lines and curved shapes of buildings. Record examples of a range of shapes, lines and form in the style of the photographer.	To design a collage using the techniques of Rousseau Building on the skills learned in the previous lessons about Rousseau's techniques and how to combine a range of materials, plan and design a collage in the style of Rosseau. Collect pieces of materials/tools and explore arrangement of materials. Create a detailed drawing/representation of ideas, accurately labelled with measurement, where necessary.
Final Product <i>Evidence: final product to be backed, labelled and displayed / photocopy in book</i>	LI: to create a still life drawing Using techniques practised in previous lessons create a still life drawing for display, purposefully combining techniques related to drawing outlines/overlapping objects/erasing lines/adding details/shading techniques.	LI: to take photos in the style of Niemeyer Using techniques practised in previous lessons related to the style of Niemeyer, choose a final building, part of a building or a series of buildings to create a final photograph for a class exhibition. Invite parents to attend the exhibition. Children to prepare a verbal explanation of their work, drawing on the vocabulary of sharp and curved lines, as influenced by Niemeyer.	LI: To create a collage using the techniques of Rousseau Using the detailed annotated drawing from the previous lesson and the materials collected, create a final collage in the style of Rosseau. Purposefully combine elements and materials and demonstrate control of a range of tools used.
Review / Evaluate <i>Evidence: green pen comment in book</i>	LI: To review own work Review SC / key vocabulary / technique / practised skills. Children critique own work. Identify strengths and weaknesses of own and others work	LI: To review own work Review SC / key vocabulary / technique / practised skills. Explain design, choices and process. Children critique own work. Identify strengths and weaknesses of own and others work	LI: To review own work Review SC / key vocabulary / technique / practised skills. Explain design, choices and process. Children critique own work. Identify strengths and weaknesses of own and others work

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YEAR 5	NC Objectives <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) Research great artists, architects and designers in history 		Key Skills <ul style="list-style-type: none"> I investigate and develop a range of practical skills I use the qualities of materials and processes to suit my aims when I design and make I think about how I might adapt and refine my ideas, skills and methods I develop my ideas by using lots of methods to explore and experiment I compare and comment on differing ideas, methods and approaches used by artists, crafts people and designers I think about artwork by relating it to the contexts in which the work was made. I discuss my own work and that of others 	
Topic	Weaving Enrichment Day <i>Focus: building technique</i>	Watercolours Enrichment Day <i>Focus: painting</i>	Masks Enrichment Day <i>Focus: creativity in mediums</i>	
Context/Inspiration <i>Evidence: key features of genre in books</i>	LI: to make observations about techniques used in weaving Research weaving techniques and examples, of different types in the context of the Anglo Saxons (Anglo Saxon clothing patterns).	LI: to make observations about techniques used in watercolour painting Explore a range of watercolour paintings, e.g. JMW Turner. Make observations about brush strokes, use of water and paint, use of perspective, tone, shadows to create depth. Compare to other known artists or watercolour painters	LI: to make observations about techniques used in mask making Research masks from around the world, moving into a focus on Mexico. Collect information about patterns, colours, materials and techniques used in mask making. Create a list of materials needed for a mask.	
Skills: Practise / Skills Refine <i>Evidence: photographs to be stuck in books + green pen comment</i>	LI: to explore Anglo Saxon weaving patterns Model and practise: experiment with creating an Anglo Saxon pattern using 3 or more coloured warp strings against a piece of card. Adapt and refine weaving skills acquired in previous years	LI: to explore the use of colour and brushstroke Model and practise: Using a particular painting or artist (e.g. Turner) as a reference, experiment with brush strokes and colour. Keep strokes very faint and watery and areas of light -white initially. Explore methods to make an area lighter/darker on the paper.	LI: to plan a design for a mask Model and practise: design a mask in sketch books, using ideas gathered in previous lesson/topic. Draw detailed, accurately labelled representations of the designs with clear and accurate measurements, where necessary. Identify the order of the processing involved in making the final piece. Consider alternative materials/techniques. Explain choices with reason.	
Planning final piece (design) <i>Evidence: sketches / photographs to be stuck in books + green pen comment</i>	LI: to design a pattern for weaving In sketch books design an Anglo Saxon pattern to be recreated with weaving. Use ideas gathered in topic research and apply to design. Consider appropriate colours for the warps strings in line with historical context. Annotate design to include list of materials	LI: to plan a watercolour painting Applying techniques explored in previous lessons, sketch a Victorian London scene or other topic related image and annotate it to present ideas for colour and strokes. Consider how to use brush strokes to reflect the mood of the painting. Choose paints and other materials in preparation for final piece. Create SC for final outcome.	LI: to create a Mexican mask Create the mold for the mask using papier mache or other previous chosen media. Adapt and refine ideas where necessary. Use design of mask and measurements from previous lesson.	
Final Product <i>Evidence: final product to be backed, labelled and displayed / photocopy in book</i>	LI: to create an Anglo Saxon weaving pattern Create a table mat, coaster, or other artefact using weaving. Use design from sketch book in previous lesson. Adapt and refine ideas as part of process.	LI: to create a watercolour painting Create a watercolour painting on watercolour paper. Choose 2 or 3 of the techniques explored in previous lessons and purposefully apply methods to the painting. Refine and review technique as painting takes shape	LI: to create a Mexican mask Create the face/decoration for the mask, using a range of materials carefully chosen. Use design of mask and measurements from planning lesson and refine and adapt where necessary.	
Review / Evaluate <i>Evidence: green pen comment in book</i>	LI: To review own work Review SC / key vocabulary / technique / practised skills. Children critique own work. Describe how well materials were used to create the final effect.	LI: To review own work Review SC / key vocabulary / technique / practised skills. Explain design, choices and process. Children critique own work. Describe how well materials were used to create the final effect.	LI: To review own work Review SC / key vocabulary / technique / practised skills. Explain design, choices and process. Children critique own work. Describe how well materials were used to create the final effect.	

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YEAR 6	NC Objectives <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) Research great artists, architects and designers in history 		Key Skills <ul style="list-style-type: none"> I experiment with a wide range of media and methods I take some creative risks with my work I adapt and refine my ideas, methods and intentions When designing and making, I control the qualities of materials and methods appropriately I consider and discuss the ideas, methods and approaches that are used by artists, crafts people and designers I relate the work of others to both context and purpose. I evaluate my own work and that of others, reflecting on my own view of its purpose and meaning
Topic	Sculptures <i>Focus: clay Enrichment Day</i>	Salvador Dali Enrichment Day <i>Focus: drawing/painting/layer</i>	Henry Moore Enrichment Day <i>Focus: drawing/painting</i>
Context/Inspiration <i>Evidence: key features of genre in books</i>	LI: to compare and contrast techniques used with sculpture Investigate techniques and materials used in sculpture. Research local sculptures and create a list of different techniques used that could be applied to clay modelling. Possible trip: www.pangolinlondon.com	LI: To research and analyse the techniques of Salvador Dali Explore the work of Salvador Dali, noting media, methods, techniques and art movement (surrealism). Focus on Dali's methods used in drawing and painting. Consider motives behind this art form (cultural/social/political) Possible trip: Dali Universe Gallery www.thedaliuniverse.com/past/the-dali-universe-london	To research and analyse the techniques of Henry Moore Research the WW2 tube shelter paintings of Henry Moore www.tate.org.uk/art/artworks/moore-tube-shelter-perspective-n05709 Does Moore's technique reflect what life was like for people during the war? How? Investigate how Moore combined media, e.g. watercolour with chalk. Look for themes in his work.
Skills: Practise / Skills Refine <i>Evidence: photographs to be stuck in books + green pen comment</i>	LI: to explore joining techniques in clay modelling Model and practise: apply skills learned in previous years with confidence including rolling, pinching, twisting. Experiment with scoring or slipping clay pieces before joining them.	LI: to explore the methods used by Salvador Dali Investigate drawing and painting everyday objects, distorted. Use pictures from magazine, internet and explore ways to draw them distorted or misshapen. Take risks by experimenting with new combinations of objects/paints/materials. How did Dali incorporate Spanish culture into his work?	LI: to explore combining different media Model and practise: using both chalk and watercolour, explore combining both materials on an appropriate paper, in the style of Moore. Experiment with adding chalk over watercolour or watercolour over chalk. Take risks by making adjustments to Moore's techniques and creating own ideas.
Planning final piece (design) <i>Evidence: sketches / photographs to be stuck in books + green pen comment</i>	LI: to design a sculpture In sketch books plan a final sculpture. Draw detailed, accurately labelled diagrams, with clear and accurate measurements, where necessary. Identify the order of the processing involved in making the final piece and consider alternative materials/techniques.	LI: to design a piece of art in the style of Salvador Dali In sketch books sketch a plan for a final piece in the style of Dali. Draw detailed, accurately labelled representations of designs, with clear and accurate measurements, where necessary. Identify the order of the processing involved in making the final piece and consider alternative materials/techniques. Explain choices with reason.	LI: to design a painting in the style of Moore In sketch books sketch a plan for a final piece in the style of Moore. Draw detailed, accurately labelled representations of designs, with clear and accurate measurements, where necessary. Identify the order of the processing involved in making the final piece and consider alternative materials/techniques. Explain choices with reason.
Final Product <i>Evidence: final product to be backed, labelled and displayed / photocopy in book</i>	LI: to create a sculpture with joins Applying the joining techniques explore in previous lessons and the design in sketch books use clay to create a sculpture. Use tools with control and confidence. Finish final piece with glaze (may take two sessions)	LI: to create a piece of work in the style of Dali. Using the skills explored in previous lessons (distorting objects) and the plan in sketch books, create a final piece of art in the style of Dali. Make and refine decisions about materials used (paint, paper, pencil) and use tools with confidence and control. Apply methods used by Dali such as symbolism and political comment and create work that can be analysed in this way.	LI: to create a WW2 painting in the style of Henry Moore Using the skills explored in previous lessons (mixing chalk and watercolour) and the plan in sketch books, create a final piece of art in the style of Moore. Make and refine decisions about materials used (paint, paper, chalk) and use tools with confidence and control. Apply methods used by Moore such as political comment and create work that can be analysed in this way.
Review / Evaluate <i>Evidence: green pen comment in book</i>	LI: To review own work Review SC / key vocabulary / technique / practised skills. Children critique own work. Make practical suggestions of how others could improve their own work.	LI: To review own work Review SC / key vocabulary / technique / practised skills. Explain design, choices and process. Children critique own work. Make practical suggestions of how others could improve their own work.	LI: To review own work Review SC / key vocabulary / technique / practised skills. Explain design, choices and process. Children critique own work. Make practical suggestions of how others could improve their own work.