

"For we are the handiwork of God, born in Christ Jesus to do good works that God has pre-planned for us to do"  
Ephesians 2:10



St Stephen's CE Primary School

# Art Implement Statement and Schemes of Work Cycle A

# Implement Statement

At St. Stephen's, teachers teach the art curriculum discretely as well as linking to other subjects as appropriate. Children are given opportunities to experience a wide range of artists, both classical and modern, as starting points for their work. They are encouraged to express their thoughts and opinions on the artist they are studying and will learn the skills artists use to create their final pieces of work. Then, using these skills themselves, they will be able to create their own pieces of art work. Once complete the children will then evaluate their work and assess their own ability before the teacher does the same. Throughout the process of creating artwork, teachers give immediate verbal and written feedback where appropriate in line with the school's marking policy. Art work is celebrated in displays both in classrooms and corridors and special displays are often created for special events and celebrations of faith.

From EYFS onwards, children are taught to manipulate tools and other materials and this is built upon through a curriculum which is cohesive and progressive. Our impact and implementation statements for art cumulate in the following schemes of work:

## Scheme of Work for Early Years Foundation Stage

### EYFS Art Primary and Secondary Colours: Summary

The children will begin by exploring and viewing models of how to hold a paint brush correctly and the safety rules for using paint and brushes. They will then explore the primary colours, where they will practice painting with the colours and moving onto creating a Rothko style painting using primary colours. Exploring the technique of painting further, they will trial out a range of painting strokes and explore which is their favourite to use. Next, the children will begin to explore some of the secondary colours and apply them to a seasonal painting.

Using what they have learnt about primary and secondary colours, the children will create a painting of a favourite event using a range of primary and secondary colours. They will then apply their learning of brush strokes to their painting.

**Key vocabulary:** paint, paint brush, primary colours, secondary colours, brush strokes.

**Key concepts:** names of colours, identifying colours, painting, brush strokes.

### EYFS Autumn: Primary and Secondary Colours: Lessons

#### Lesson 1: To learn the names of the Primary Colours

Shared read about colours (your choice).

Explore the use of a sketchpad and show some good examples.

Learn the names of the primary colours: red, yellow and blue.

Learn how to hold a paint brush and grip it correctly. Experiment with how the paint brush moves on paper. Learn correct etiquette for painting and safety e.g. not to spray it on each other; not to put it on objects such as tress, plants and books.

In paint, spell out the names of the colours in the correct colour.

Using a template of Piet Mondrian <https://www.tes.com/teaching-resource/piet-mondrian-6024493> (or provide simple grid for lower ability children) – paint in blue, yellow and red to complete the painting.

Children to discuss as a class or in pairs what their most and least favourite primary colour is.

### **Lesson 2: To apply the primary colours in different paintings**

Revise the names of the primary colours: red, yellow and blue. Revise how to hold a paint brush.

Learn how to recognise the names of the primary colours and apply them correctly, for example; <https://www.twinkl.co.uk/resource/t-t-8939-colour-sorting-activity> or use classroom items and organise into colour groups.

Recap on Piet Mondrian painting from last lesson and explore Mark Rothko paintings as a class.

Looking at Piet Mondrian and Mark Rothko paintings, say in a sentence which colours they can see and whether they like them or not.

Use a template of a page split into 2 or 3 (ability wise) to paint a Rothko style painting using primary colours. Use large paint brushes and hold the paint brush correctly.

### **Lesson 3: To know how to apply different paint strokes**

Revise the names of the primary colours: red, yellow and blue. Revise how to hold a paint brush.

Learn how to use different brush strokes in the primary colours:

- Stripes
- Curves
- the 'comma' stroke; and the 'u' stroke
- the 's' stroke
- Blobs (brush loaded stroke)
- Spatter

Practice paint strokes in art sketch pads and say in a sentence which is their favourite and why.

### **Lesson 4: To know the names of the secondary colours.**

Revise the names of the primary colours: red, yellow and blue. Revise how to hold a paint brush.

Paint in three colours on the six-spaced colour wheel.

<https://www.pinterest.co.uk/pin/323062973239777278/>

Learn the names of the secondary colours: orange, green and purple.

Identify these and the primary colours in paintings by Rothko and Mondrian.

Apply the new colours using the brush strokes that they have learned.

Use these colours, plus the primary colours to paint a picture of a flower/plant. Link to their work in science on the seasons.

### **Lesson 5 : To apply the primary and secondary colours into a painting.**

Revise the names of the primary and secondary colours. Revise how to hold a paint brush and how to complete the basic strokes.

Apply the primary and secondary colours into a painting of a bunch of flowers or plants from the environmental area. Follow instructions and match the name of the colour to the correct word.

<https://www.twinkl.co.uk/resource/colours-interactive-matching-activity-tg-370>

Apply the brush strokes that they have learned already.

### **Lesson 6 End point, summative assessment: To know how to depict an event by using paint. Capture experiences and responses with paint. Know how to stop the paint from dripping**

Revise the names of the primary and secondary colours. Revise how to hold a paint brush and how to complete the basic strokes.

Model and show the children how to stop paint from dripping. Children to practice in art sketchpads.

Model and show the children how to put the right amount of paint onto a brush. Children to practice in art sketchpads.

Look at the difference in effect with a nearly empty brush and a loaded brush.

Learn how to use the brush strokes that they know to replicate a favourite event in their first half term such as: a winter habitat, a season etc.

### EYFS Spring: How to Draw Farm Animals - Summary

Over the course of this unit, the children will be learning how to draw and add colour to the different animals and features of a farm. They will begin by learning how to draw a pig step by step and then they will add appropriate colour to their pig using what they have learnt about colours from the previous unit. They will then repeat this process for drawing in a step by step way and add colour to a drawing of a cow and a horse. The children will explore their likes and dislikes of their drawings of the animals throughout.

Using what they have learnt about how to draw farm animals, the children will create a farm picture using oil pastels or paint including each farm animal.

**Key vocabulary:** farm, animals, colours, shapes, sizes, cow, sheep, pig, cow, horse.

**Key concepts:** shape, colour, size, oil pastel.

### EYFS Spring: How to Draw Farm Animals - Lessons

#### **Lesson 1: To know how to draw a sheep**

Revise the names of the primary and secondary colours. Revise how to hold a paint brush and how to complete the basic strokes.

Revise how to hold a pencil. Experiment with different marks in sketchpads such as:

- Stripes
- Curves
- the 'comma' stroke; and the 'u' stroke
- the 's' stroke
- Blobs (brush loaded stroke)
- Spatter

Look at images of sheep on google images.

Look at and discuss their legs, nose and eyes and body shape. Learn how to make marks that build up to a drawing of a sheep: <https://www.bforball.com/drawing-lessons-sheep.php>

Children to follow the video and complete each step in sketchpads – pause after each new step.

Children to colour/decorate their sheep in sketchpads and explore and compare others. Encourage children to use 'appropriate' colours - paint or oil pastels. There is an opportunity here for children to try using oil pastels – model how to use them first.

#### **Lesson 2: To know how to draw a pig**

Revise the names of the primary and secondary colours. Revise how to hold a paint brush and how to complete the basic strokes. Revise how to draw a sheep.

Practise/experiment with different shapes and marks in pencil in sketchpads.

Look at pictures and images of pigs on google images. Look at the features of pigs such as the shape of their ears, trotters etc.

Learn how to draw shapes that build into making a pig. <https://www.wikihow.com/Draw-a-Pig>

Explore each step to draw a pig - learn to experiment and keep trying and understand that artists keep changing their drawings.

Children to colour/decorate the pig in sketchpads and explore and compare others. Encourage children to use 'appropriate' colours - paint or colouring pencils. There is further opportunity here for using oil pastels as appropriate to ability and developing skills from the previous session. – model how to use them first.

### **Lesson 3: To know how to draw a cow**

Revise the names of the primary and secondary colours. Revise how to hold a paint brush and how to complete the basic strokes. Revise how to draw a pig.

Use google images to look in detail at pictures of different cows. Look at their shape, ears etc. Learn how to draw shapes that make a cow.

Learn how to draw shapes that build into making a cow. <https://www.wikihow.com/Draw-a-Cow>

Experiment with different cows and learn to keep trying even though the first attempts may not be satisfying results.

Children to colour/decorate their cow in sketchpads and explore and compare others. Encourage children to use 'appropriate' colours - paint or colouring pencils. There is further opportunity here for using oil pastels as appropriate to ability and developing skills from the previous session. – model how to use them first.

### **Lesson 4: To know how to draw a horse**

Revise the names of the primary and secondary colours. Revise how to hold a paint brush and how to complete the basic strokes. Revise how to draw a cow.

Look in detail at different horses. Look at their shape, ears etc.

Learn how to draw shapes that build into making a horse. <https://www.wikihow.com/Draw-a-Horse>

Experiment with different horses and learn to keep trying even though the first attempts may not be satisfying results.

Children to colour/decorate their horse in sketchpads and explore and compare others. Encourage children to use 'appropriate' colours - paint or colouring pencils. There is further opportunity here for using oil pastels as appropriate to ability and developing skills from the session. – model how to use them first.

### **Lesson 4 and 5 : End point, summative assessment: To create a picture of a farm using and applying taught skills and shapes for drawing each farm animal**

Revise the names of the primary and secondary colours. Revise how to hold a paint brush and how to complete the basic strokes. Revise how to draw a sheep, horse, cow and pig.

Look at pictures of different but simple farms using google images.

Think about the background for a farm such as fields, trees etc. What colours will we use? What skills have we learnt before that we can use for our background?

Compose a drawing of a farm with at least one of each farm animal (cow, horse, sheep and pig) that they have learned to draw. Add colour to their farm – paint/colouring pencils or use oil pastels if chosen to use pastels throughout unit.

Children to complete a sentence about what they like about their farm. Discuss and observe other children's farms.

### **EYFS Art Summer and Seaside**

To begin with, the children will be developing their knowledge of colours by using different shades of blue to create their sky using a variety of art media Eg. Paint, tissue paper. The children will then use this knowledge of different shades of a colour to create a picture of a plant using real life resources from the environmental area. They will also use the environmental area to collect leaves in a variety of shades of green. Taking their knowledge of secondary colours a step further, they will put 2 given primary colours of tissue paper over the top of one another and see if they can create a secondary colour. They will then develop this further by mixing 2 primary colours together to create a secondary colour. Moving onto the seaside, the children will start to explore how they could create each part of their seaside using a different media or collage materials.

Using what they have learnt about colours and collage resources, the children will create a seaside picture using a different media (sand, pasta, pebbles, glitter, gems and paint/pencils/oil pastels) for each element (sky, sand, sea etc.).

### EYFS Summer: Summer and Seaside – Summary

To begin with, the children will develop their knowledge of colours by using different shades of blue to create a sky using a variety of art media e.g. paint, tissue paper. The children will then use this knowledge of different shades of a colour to create a picture of a plant using real life resources from the environmental area. They will also use the environmental area to collect leaves in a variety of shades of green. Taking their knowledge of secondary colours a step further, the children will put two given primary colours of tissue paper over the top of one another and see if they can create a secondary colour. They will then develop this further by mixing two primary colours together to create a secondary colour. Moving onto the seaside, the children will start to explore how they could create each part of their seaside using a different media or collage materials.

Using what they have learnt about colours and collage resources, the children will create a seaside picture using a different media (sand, pasta, pebbles, glitter, gems and paint/pencils/oil pastels) for each element (sky, sand, sea etc.).

**Key vocabulary:** summer, flower, petals, leaves, seaside, sand, sea, sky, fish.

**Key concepts:** different media, a range of colours, colour mixing, 3D resources.

### EYFS Summer: Summer and Seaside – Lessons

#### Lesson 1: To know what colours can be used for what purpose

Share read a book about colours e.g. 'How the birds got their colours'.

Revise the names of the primary and secondary colours. Revise how to hold a paint brush/pencil and how to complete the basic strokes/marks.

Know that mixing some colours together can be used to create a 'summer sky' rather than just a simple blue. Experiment with different colours to depict the sky overhead including using paint, paper, tissue paper, fabric. Create in sketchpads and, in a sentence, choose their favourite sky and explain why it is their favourite.

#### Lesson 2: To know how to create a picture of flowers/plants using different colours

Share read a book about colours e.g. 'How the birds got their colours' by Helen Chapman.

Revise the names of the primary and secondary colours. Revise how to hold a paint brush and how to complete the basic strokes. Revise how to draw a sheep, horse, cow and pig.

Know that some colours such as green can be used for leaves but also yellow, orange. Collect a range of leaves in the environmental area and experiment with different colours to match the colour of leaves in paint, fabric etc.

Know what colours can help to depict different things e.g. soil, water, flowers.

Learn that pictures of flowers can be made by sticking petals or leaves onto a picture, painting parts of the picture or drawing parts of the picture.

Children to use the environmental area to collect petals or leaves to add to their painting of a plant. This could be done outdoors.

#### Lesson 3 : To know what happens when colours are mixed or put on top of another colour.

Share read a book about colours e.g. 'How the birds got their colours' by Helen Chapman.

Revise the names of the primary and secondary colours. Revise how to hold a paint brush and how to complete the basic strokes. Revise how to draw a sheep and a horse.

Children to practice putting different colours of tissue paper on top of a different colour. Explore how some colours of tissue paper when put on top of each other can change the colour. Provide children with mostly primary colours to experiment with. Glue into art sketchpads and if a colour is made, write the colour next to it e.g. A blue sheet and a yellow sheet would make green.

Experiment to find out what happens when two colours are mixed in paint. Children to mix small amounts and 'mark make' using the colour in their sketchpads.

#### **Lesson 4 : To know that objects can be made to represent an image.**

Share read a book about colours e.g. 'How the birds got their colours' by Helen Chapman.

Revise the names of the primary and secondary colours. Revise how to hold a paint brush and how to complete the basic strokes. Revise how to draw a cow and pig.

Use google images/street view to explore the seaside as class. What do you find at the seaside? What are the main features you would find there? Read a picture book all about the seaside. What The Ladybird Heard at the Seaside by Julia Donaldson.

Show image of sand being created on a picture by either pasta/pebbles stuck onto a picture; paint or pastel; sticking pictures of the same colour onto paper.

Experiment with different objects to create the sand/sea/sky for a seaside picture. Provide children with glue, sand, pasta, pebbles, glitter, gems and either paint/pencils/oil pastels. Let them sample their ideas in their art sketchpads how they could create the sand/sea/sky for their seaside picture. Some children might only create the sand in a different way and some might create the sand and sea in a different way. They can experiment.

#### **Lesson 5 and 6: End point, summative assessment: To create a picture to depict the seaside using different media.**

Share read a book about colours e.g. 'How the birds got their colours' by Helen Chapman.

Revise the names of the primary and secondary colours. Revise how to hold a paint brush and how to complete the basic strokes.

Using their findings from last lesson, children will make different parts of their seaside picture using a range of media.

Learn how to choose and use their dominant hand for painting, drawing or for using tools.

Learn how to use malleable and other materials to create a picture of summer or the seaside.

Children to build up their picture in parts using their chosen media.

When finished, exhibit the work of the children in the classroom and encourage children to identify what is good about each other's work and how they could make their work better next time.

# **Scheme of Work for Key Stage One**

## **KS1 Art Self-Portraits: Summary**

Over the course of these lessons, children will explore a range of techniques to be able draw the features of a face to create a self-portrait. To begin with, they will explore the shape and features of eyes and the drawing techniques in order to draw eyes. They will then move onto explore the features and techniques needs in order to be able to draw the ears, nose and mouth. They will evaluate their drawings throughout. The children will then apply these learn skills to a self-portrait.

Children will create a self-portrait applying the taught techniques in order to be able to draw their features on their face.

**Key vocabulary:** self-portrait, tone, eyebrow, eye lash, nose, Iris, pupil.

**Key concepts:** observational drawing, colour mixing, light and dark, tone.

## **Year 1 and 2 Cycle A Autumn: Self-Portraits - Lessons**

### **Lesson 1: To explore a range of techniques to draw eyes.**

Shared read about eyes. Could be an age appropriate non-fiction book.

As a class, discuss the idea of a sketch book and what it is for. Why do we have sketch pads for our art?

Look at images of eyes and discuss the misconception that the shape of an eye is round. Look at the different parts of the eye e.g. eyebrow, eye lash, Iris, pupil. Look at how artists have drawn eyes e.g.

<http://webneel.com/40-beautiful-and-realistic-pencil-drawings-human-eyes>

Observe their own eye carefully using mirrors, observe their partner's eyes and provide images of eyes on the whiteboard for the children to look at.

Draw their eyes or their partner's eyes using observational drawing in their art sketch pads.

Are our eyes all one colour e.g. blue? Using your mirror, what different colours can you see in your eye? You are looking for white, different shades of one colour or a few colours that make up the iris and then black in the very centre. Children to use different media (water colours, oil pastels etc.) to add colour to their eye drawings.

### **Lesson 2: To explore the parts of an eye and where they belong on the body.**

Shared read about eyes (your choice).

Look at each-others' drawings of their eyes from the previous session.

In pairs, children to give each other verbal feedback on their work - including ideas about shape and detail of each of the features.

Learn how important it is for artists to observe carefully.

Quickly draw an eye onto a head. Look at where the eyes are located on a head. Are our heads a circle shape?

Have a class discussion about the shape of a head and observe each-other's head shapes. Are they all the same?

Children draw eyes onto a template of a head using what they have learnt so far. Add a few annotations to their template including where the eyes are located, their shape etc.

### **Lesson 3: To explore the features of ears in order to be able to draw them.**

Share read about ears (your choice).

Look at each-other's ears or use a mirror to observe their own. Observe the shape of them, where they are located etc.

Ask the children to have a go at drawing two ears – one for each side of the head.

Revisit the ears to show that they do not look how they think they look. Investigate the size of the ears in relation to the head.

Look at how artists try to draw ears.

<http://rapidfireart.com/2015/04/21/how-to-draw-an-ear/>

Try drawing ears with attention to detail. Draw their own ears to match their eyes that they drew last session. Evaluate their drawing of ears – what do they like about them? What could they improve?

### **Lesson 4: To explore the features of noses in order to be able to draw them.**

Shared read about noses (your choice).

Look at each-other's noses or use a mirror to observe their own. Observe the shape of them, where they are located in relation to the rest of the facial features.

Ask children to have a go at drawing their nose.

Revisit images of noses to show that they do not look how they think they look. And look at their size in relation to the rest of the face.

Look at how artists try to draw noses.

Try drawing noses with attention to detail. Draw their own noses to match their eyes and nose that they drew last session. Evaluate their drawing of noses – what do they like about them? What could they improve?

### **Lesson 5: To explore the features of lips in order to be able to draw them.**

Shared read about mouths (your choice).

Look at each-other's mouths or use a mirror to observe their own. Observe the shape of them, where is the mouth located in relation to the other features.



Ask children to have a go at drawing their nose.

Look at how artists have drawn mouths.

<http://rapidfireart.com/2015/04/14/how-to-draw-teeth/>

Children try drawing their own mouths with attention to detail. Draw their own mouth on their template to create their face. Evaluate their drawing of their mouth – what do they like about them? What could they improve?

**End Point, Summative Assessment: : To draw a self-portrait using learnt skills**

<https://www.theguardian.com/artanddesign/jonathanjonesblog/2014/sep/04/the-top-10-self-portraits-in-art-lucian-freud-sherman-rembrandt>

Learn what the term self-portrait means.

Children to apply what they have learnt about the different facial elements to draw their final version of self-portrait. Children may choose to add colour as an extension to the task but this does not have to for all parts of the face. (Perhaps just the eyes and mouth). Write a description of their self-portrait.

Evaluate their self-portrait. What do you like about it? What do you not like about it? How could you improve it for next time?

### **KS1 Art Primary and Secondary Colours using Mixing - Summary**

Over the course of these lessons, the children will follow on from their previous learning by exploring the primary colours to create fireworks - based on their learning of bonfire night. Following on from the primary colours, the children will use trial and error to see if they can use these to create any secondary colours. Taking the mixing of colours a step further, they will use the environmental area as inspiration to see if they can spot different shades of green, orange etc. They could bring sample of colours back to class or take photographs for reference. Using the shades of the same colour, they will recall their knowledge of mixing colours to see if they can make the different shades from real life in paint.

Using their previous learning from this unit, the children will create an autumn painting using primary and secondary colours which focusses on the skill of mixing paints to create shades of the same colour.

**Key vocabulary:** primary colours, secondary colours, contrast, mixing colours, paint.

**Key concepts:** colour, impact of different backgrounds; colour mixing, shades of colour.

### **Year 1 and 2 cycle A Spring: Primary and Secondary Colour Mixing - Lessons**

**Lesson 1 and 2**  : **To learn and explore the primary colours.**

**Share read about colours.**

Learn about primary colours. Show them the primary colours in a paint pallet and follow up until the primary colours on this powerpoint: <https://www.tes.com/teaching-resource/colour-mixing-with-colour-wheels-6355346>

Google search fireworks for the children to see – perhaps watch a video of fireworks if children are unfamiliar with them – explain that they are usually used as a celebration.

<https://www.youtube.com/watch?v=bmZ2bpJKXUI>

How many colours can you see in a firework? Use primary colours to paint fireworks onto black paper. Use the tip of glue spreader to make the lines within the firework. Some example for how you could create them - [https://www.youtube.com/watch?v=-FsyrFQ2\\_9Q](https://www.youtube.com/watch?v=-FsyrFQ2_9Q)

Contrast with different coloured papers and describe the impact of fireworks on a black background compared to a coloured background. Link to why we have firework displays in the evening when it is dark. Children to explore what they like/dislike about their fireworks.

### **Lesson 3** : To make and explore the secondary colours.

**Shared read about colours.** We Found Brown: Primary and secondary color mixing book for children written by a professional artist and teacher: 6 (Hop-A-Log) by Karna Peck

Exploring the colour wheel: learn about mixing primary colours on this powerpoint <https://www.tes.com/teaching-resource/colour-mixing-with-colour-wheels-6355346>

Practice mixing primary colours to complete the 6 point colour wheel with secondary colours. Give children challenges – what happens when we mix blue and yellow? Can you find a way of making the colour ‘pink/brown’ etc.

Why do you think we mix paints?

Drip paint down/over paper and observe the impact of primary colours mixing. Evaluate what colours they were able to create.

### **Lesson 4 and 5** : To mix and make different shades of a primary colour.

**Shared read about colours.** The Colour Monster by Anna Llenas. <https://www.youtube.com/watch?v=Ih0iu80u04Y>

Look at the colours on leaves in our environmental area. Collect leaves of different shades.

What do you notice about our leaves? Are they all the same colour? Address misconceptions about colours in nature e.g. trees are brown, leaves are green.

Understand the idea of shades of colour e.g. shades of green.

Children to sketch the shape of each of their leaves in their sketch book whilst noting that they are different shapes and sizes.

Provide the children with a tub of green paint. How are we going to paint our leaves with only one shade of green? Adapt depending on colours of leaves at the time. Explore which other colours you could add to the green to change its shade – white to make it lighter, a little black or brown to make it darker. What happens when you add dark blue to it?

Children to create different shapes of green and paint their leaves using their created shades. Explore the different shades of green created by other children in the classroom.

### **Lesson 6 - End Point, Summative Assessment** To create a painting that requires mixing of paints to create a range of shades of secondary colours

**Shared read about colours.**

Understand the impact of different backgrounds and papers to a painting.

<https://www.theguardian.com/artanddesign/gallery/2012/oct/23/monet-constable-paintings-autumn-pictures>

Children decide on the background colour of paper/card to be used in their final piece. Also spend some time discussing with a partner how to make the different shades of orange/red/brown etc. before drawing and painting a final autumn picture. Use the environmental area as inspiration for their final painting. Go for a walk around – what can you see? What colours are in our environmental area now?

Evaluate painting. What do you like about it? What do you not like about it? What is your favourite shade of red? Etc.

### **KS1 Art – Pop Art – Summary**

Over the course of these lessons, the children will learn about the style of Bridget Riley and evaluate artwork based on likes and dislikes. They will then use their knowledge of Riley's repeating lines and shapes to create a piece of art in her style. The children will then move onto exploring and evaluating the artwork of Andy Warhol. Focussing on a famous person, the children will then create a painting in the style of Warhol. They will evaluate both pieces.

Using their previous learning about Andy Warhol and his style, the children will recreate the print of Warhol's famous can of Campbell's soup from an everyday can using observations of real cans of food. They will also use techniques from Warhol and bright, vibrant colours.

**Key vocabulary:** pop art, realism, Op Art, optical, illusion,

### **KS1 Art – Pop Art – Lessons**

#### **Lesson 1 and 2: To research about the life of an artist. To use repeating lines in optical artwork.**

Shared read about the life of Bridget Riley using key facts from this website.

<http://www.op-art.co.uk/bridget-riley/>

Children to evaluate the pieces of art from this artist. What are their opinions of her work? Complete verbally or written in art sketch pads.

Look at how an artist can use repeating lines and shapes to create an optical effect for the viewer.

Use this PowerPoint to explore Riley's artwork in detail. Use the last slide to create a piece of art in her style.

<t-ad-121-bridget-riley-powerpoint>

Use paints to replicate, through manipulating the same shape in a different position to create an optical art.

Evaluate finished piece either verbally or in sketch pads including likes/dislikes.

#### **Lesson 3 and 4 : To research about the life of an artist. To re-create a painting using paintbrush techniques.**

Shared read about Andy Warhol. <http://www.tate.org.uk/art/artists/andy-warhol-2121>

What do you notice about his artwork? What do you notice about the colours he uses?

Children to evaluate pieces of art from this artist. What are their opinions of their work? Complete verbally or write in art sketch pads.

Learn about how the artist created his famous Marilyn Monroe painting.

[https://www.youtube.com/watch?v=O8HB2cQm\\_Ag](https://www.youtube.com/watch?v=O8HB2cQm_Ag)

Use the above link to model how to manipulate colour on a painting of a famous person to create a Warhol-style picture. Children to choose their own famous person and find pictures of them to help with ideas and features.

**Lesson 5 and 6 - End Point, Summative Assessment: : To use acrylic bright paint colours using taught paintbrush techniques to recreate a painting in the style of Andy Warhol**

Shared read about Andy Warhol. <http://www.tate.org.uk/kids/explore/who-is/who-andy-warhol>

Learn about how the artist created his famous Campbell's soup can painting.

<https://uk.phaidon.com/agenda/art/articles/2013/february/22/the-fascinating-story-behind-andy-warhols-soup-cans/>

Try to recreate the painting of an everyday can using techniques from Warhol and bright, vibrant colours. Provide a selection of canned food for the children to choose from – or invite them to bring in their own favourite canned food.

Children to evaluate their final piece in art sketch pads – what do you like about it? What don't you like about it? How could you improve it for next time?

# **Scheme of Work for Lower Key**

## **Stage Two**

### **LKS2 Art Silhouettes and Reflection – Summary**

Over the course of these lessons, children will explore silhouettes and reflections. To begin with, they will explore how objects reflect in water. Focusing on; what happens to the shape, details, colour and how the movement of water effects it. They will use photography and water colours to recreate reflections. Using their knowledge of reflections, the children will then move on to exploring silhouettes, where they will consider the differences and similarities to a reflection. Linking to the science topic of the human body, the children will recreate themselves as a silhouette out of card and explore the best material for a background.

Children will create their card silhouette out of wire and tin foil using their chosen background.

**Key vocabulary: reflection, movement, silhouette, outline, wire bending**

### **Year 3 and 4 cycle A Autumn – Silhouettes and Reflection – Lessons**

**Lesson 1 and 2: To use knowledge of reflection, to draw and paint a reflection.**

Shared read about reflections. The Reflection by Helena Macalino

As a class, recap on the idea of a sketch book and what it is for. Why do we have sketch pads for our art?

Learn how to depict reflections in art: Pictures of famous reflection paintings (Venice Twilight & Water Lilies - Monet, Fighting Temeraire - Turner, Rain's Rustle - Afremov)

<https://www.metmuseum.org/art/collection/search/438008>

<https://www.aaronartprints.org/monet-twilightvenice.php>

Stick 2 chosen pieces into art sketchpads and make notes and annotations around each piece of views and opinions of the artwork.

Draw/paint/create a simple reflection in a puddle. If there are puddles outside, children could take a picture of a chosen object reflecting in a puddle and using the picture, draw and paint it into their sketch pad using inspirations from artwork looked at at the beginning of the lesson.

Make evaluations based on their reflective artwork. What do you like about it? What do you not like about it? How could you improve it?

<https://www.thoughtco.com/painting-reflections-using-watercolor-paints-2579365>

### **Lesson 3: To design a silhouette**

Show children google images of 'black silhouettes'. How are the silhouettes similar or different to the reflections in the previous lessons? Note the simple outline similarities and the lack of colour and any water movement differences.

Use these images to explore what a silhouette is. Show examples of a human silhouette. What features are not included when drawing a silhouette of a person?

Use learned knowledge to sketch themselves as a silhouette outline. Children to create 2 or 3 silhouettes of themselves in different positions e.g. Standing, star shape, arms crossed etc.

Children to annotate their silhouettes and choose a favourite.

### **Lesson 4: To create a 2D silhouette using card.**

Children to draw their favourite silhouette out of black card (make sure they are A3 size). Using scissors create the silhouette and see the impact it has on different backgrounds and using different light sources to create them. E.g. blinds, whiteboard, tissue paper. Use knowledge from shadow puppets to support this.

Take pictures of their silhouette on different backgrounds. Which background do they prefer? Why? Make notes of evaluations with explanations in art sketch pad.

### **Lesson 5 and 6 - End Point, Summative Assessment: To create a 3D final piece silhouette using taught skills.**

Using wire, practice bending it into different shapes and wrapping tin foil around it.

Using tinfoil and sticky tape to make the same silhouette of themselves from the last lesson.

Try to make it stand upright. The children will create their planned silhouette from last lesson against their chosen background.

Evaluate - Did you find the card or tin foil easier to use? Why? What do you like about your final piece? What would you improve?

Resources in one drive for this lesson.

## **LKS2 Art Bronze Age Crafts - Summary**

Over the course of these lessons, children will explore a range of styles and creations of Bronze Age crafts. To begin with, they will explore Chinese Bronze art and create their own using clay and metallic paints. They will then evaluate their design. Next, they will move on to exploring Bronze Age style hats and, using their findings, they will design their own. Using their knowledge of Bronze Age crafts so far, the children will then move into applying their knowledge to Bronze Age jewellery. They will evaluate and annotate examples and use these to design their own jewellery in preparation for their final piece.

Children will create their Bronze Age Jewellery out of paper mache and metallic paints using learned techniques and styles.

**Key vocabulary:** bronze age, design, Chinese heads, hats, jewellery, ornamental, decorative, jewelled, bronzed.

## **Year 3 and 4 cycle A Spring- Bronze Age Crafts – Lessons**

### **Lesson 1 and 2: To practice creating Chinese bronze art using clay.**

#### **Shared read about Bronze Age art and craft (your choice).**

As a class, recap the idea of a sketch book and what it is for. Why do we have sketch pads for our art?

Look at images of Chinese bronze age art.

<http://www.visual-arts-cork.com/east-asian-art/sanxingdui-bronzes.htm> relating to the Sanxing Bronzes.

Children to verbally evaluate their findings, likes/dislikes.

Focus on the Chinese heads <https://www.pinterest.co.uk/pin/456341374729071730/>

Record their evaluations of Chinese bronze art – What do you like about it? What do you not like about it?

Explain your opinions. Which is your favourite piece? Explain why.

Paying close attention to the wide facial features and the use of lines in the face, children plan their own Chinese head in art sketch pads using annotations on plan.

Children will create a clay image of a head similar to the Chinese heads. (Flat faces is fine for this – they do not need to be 360 degree sculptures).

When dry, using acrylic paint, paint the clay using metallic paints.

Evaluate Chinese bronze art in sketch pads - What do you like about it? What do you not like about it? What would you improve next time? How did you find the use of clay? Explain your opinions.

**Lesson 3 and 4: To replicate and design a bronze age style hat.**

**Share read about Bronze Age art and craft (your choice).**

Look at images of the Berlin gold hat, Golden Hat of Schifferstadt, Avanton Gold Cone, Golden Cone of Eseldorf-Buch.

<https://www.ancient-origins.net/artifacts-other-artifacts/mystery-four-golden-hats-bronze-age-002630>

Children to annotate the hats for their similarities in art sketch pads - what do they all have in common? What style is used?

Bring children's attentions to the detail within the patterns and the use of dots/circles.

Replicate the hats and cones in their sketch books coming up with their own design/pattern for this hat.

Begin to design hats in the same style. Annotate their designs and choose a favourite. Explain why it is their favourite.

**Lesson 5: To design and make bronze age jewellery out of different medias.**

**Share read about Bronze Age art and craft (your choice).**

Look at images of Bronze Age art and jewellery. <https://www.tes.com/teaching-resource/bronze-age-jewellery-6448272>

Sketch their favourites in their sketch books and make annotations based on the patterns and the use of circle shaped designs.

<https://www.bing.com/images/search?q=bronze+age+art&qpv=bronze+age+art&FORM=IGRE>

Sketch and annotate their own version of Bronze Age art or jewellery in their art sketch pads.

Create their chosen design – one version out of foil and the other paper mache.

Which would be easier to paint, the tin foil or the paper mache?

Write an evaluation on which media they preferred to use to make their Bronze Age jewellery and why.

**Lesson 6- End Point, Summative Assessment: To make a bronze age piece of jewellery using knowledge of bronze art and practice with clay.**

Using their practice samples and evaluations, plan a sketch of their final piece in their art sketch pad with annotations.

Children to make their final piece of Bronze Age jewellery out of paper mache.

When dry, children to paint their Bronze Age artefact using metallic paint.

Children to evaluate their final piece in art sketch pads e.g. What do you like about your final piece? What do you dislike about it? What would you improve if you were to make it again? What did you find easy/tricky when making it? Etc.

## **LKS2 Art Drawing Animals – Summary**

Over the course of these lessons, children will explore a range of techniques and styles for drawing animals. To begin with, they will explore two different styles of drawing a dog. This will include how to add fur to an animal whilst giving it the right texture. They will evaluate their drawings throughout. Children will then move on to developing their new skills to apply a human action to a dog and draw it in the style of the artist. Moving onto cats, they will learn how to draw them and apply their previously taught skills. Using their knowledge of how to draw cats, the children will choose a 'big cat' for their final piece and plan their painting in the style of one of the studied artists - either Wegman or Coolidges.

Children will create a painting of a 'big cat' from the rainforest in the style of the studied artists using their taught animal drawing skills.

**Key vocabulary:** shape, line, tone, HB, composition, perspective, directional lines.

**Key concepts:** experimenting and investigating techniques in a sketch book, using line to depict the direction of fur or movement, darker in the foreground lighter in the distance.

### Year 3 and 4 cycle A Summer – Drawing Animals – Lessons

#### **Lesson 1: To learn about the softness of pencil lines in a drawing.**

Shared read about how to draw animals. How to Draw Animals for Kids and Other Drawing Activities: Easy and Simple Step-by-Step Drawing and Activity Book for Children to Learn to Draw Paperback – 23 Oct. 2019 by Inna Perelmuter

As a class, recall why we use a sketch book, what it is for and why it is good to use one.

Children experiment with drawing dogs in their sketch books. Using google images of different pictures of dogs, focus in on the ears and attempt to replicate them using different pencils.

Use 'draw with rob' <http://www.robbiddulph.com/draw-with-rob> and draw a dachshund (sausage dog). Learn about the impact of different softness of pencil on the lines that are drawn.

Using the skills they have learnt so far, draw a picture of a dog in pencil. Annotate their sketches in their books to show how they could improve their work. Evaluate their likes and dislikes.

#### **Lesson 2: To experiment and learn how to change the direction of the pencil to draw fur.**

Shared read about how to draw animals.

Experiment in their sketch books with how to draw fur using the direction of the pencil.

<https://youtu.be/T5zk0M2qjg>

Experiment with short medium and long pencil strokes and with different hardness of pencil for fur. Annotate their sketch book with comments on the different marks made by the pencils.

Improve last week's drawing of a dog by applying new techniques for drawing fur on an animal. Evaluate their improvements to their drawing.

#### **Lesson 3: To apply taught pencil techniques to a drawing.**

Share read about how to draw animals.

Look at William Wegman's Weimaraners interpretation of a dog wearing clothes.

<https://williamwegman.com/exhibitions/>

Look at

<https://i.pinimg.com/originals/8b/d6/f6/8bd6f6ec38f12cf1a246edc46e1ebef3.jpg>,

which is Cassius Marcellus Coolidges interpretation of dogs dancing. He is famous for dogs playing poker but these images may not be appropriate. The above link is one of his painting that shows dogs doing a human activity.

<https://mymodernmet.com/dogs-playing-poker-painting/>

Children to verbally evaluate what they like/dislike about this dog artwork.

Experiment with an idea of drawing a dog in an unusual situation e.g. driving a car, throwing a toy for a man.

Children to plan their own idea for a dog painting in their sketch pad using the techniques they have learnt.

#### **Lesson 4: To apply pencil softness to a drawing of an animal.**

Shared read about how to draw animals.

Google images of cats as a class to explore their features and typical positions that cats sit and move in.

Learn the skills of drawing a cat. <https://www.creativeblog.com/how-to/draw-a-cat>

Experiment with drawing cats in their sketch books in different poses and positions using the above link for inspiration.

Six studies of a cat, Thomas Gainsborough, Between 1763 and 1770 © Rijksmuseum Amsterdam.



Using taught ideas, children to create a small drawing of a cat in their chosen positions and using their chosen colours.

Children to evaluate what they found easy/hard about drawing a cat and what they like/dislike about their drawing.

**Lesson 5: To apply taught pencil techniques to a drawing.**

Revise what composition means.

Revisit what they have written and annotated in their sketch books.

Create a spider diagram about the 'big cats' that live in a rainforest.

<https://www.tes.com/teaching-resource/animal-symmetry-art-lesson-11926839>

Provide children with half the face of their chosen big cat. Children will copy and reflect the given side of the face to draw the other side. Taking cereal care with making the face symmetrical. Children will then copy the colours of their animal's face to use oil pastels to add colour to their animals face. Experiment with drawing a big cat.

**Lesson 6 - End Point, Summative Assessment:** To draw and paint an animal in the style of studied artists using learnt techniques.

Using what the children know about drawing fur and cats, they will plan a drawing of the 'big cat' from the previous lesson in the style of either Wegman or Coolidges from the previous lessons.

Their big cat can either be wearing human clothes in a self-portrait or doing a human activity eg. Ballet, playing football, reading etc.

Children to plan and annotate their ideas in their sketch pad. Choosing a favourite, children will draw and paint their design for their big cat. Collaboratively and independently evaluate their finished piece.

# **Scheme of Work for Upper Key**

## **Stage Two**

### **UKS2 Art Emotion through Sculpture - Summary**

Over the course of these lessons, children will explore what a sculpture is, a variety of examples of sculpture and how to create emotion through sculpture. The children will start off by exploring examples of sculpture and how emotion is used within them. They will then move onto planning a sculpture of a head that portrays emotion through facial expressions. Using self and peer evaluation throughout, they will choose their favourite head sculpture and have a go at creating it using clay – making sure to evaluate throughout- including the use of clay.

Using what they have learnt about sculpture and emotions, the children will use shared examples to create a sculpture that convey an emotion or a message.

**Key vocabulary:** emotion, facial expressions, clay, sculpture, message

**Key concepts:** sculpture, emotion, message, shaping, carving.

### **Year 5 and 6 cycle A Autumn – Emotion through Sculpture – Summary**

#### **Lesson 1 – To know how to create the idea of emotion in sculpture**

Shared read, 'Sculptures' by Isobel Thomas (your choice).



As a class, recap the idea of a sketch book and what it is for. Why do we have sketch pads for our art? What is a 'sculpture?' <https://www.twinkl.co.uk/resource/t2-a-020-ks2-art-sculpture-powerpoint>  
Learn about how artists that they have studied have created emotion in their sculptures. Re-cap the idea of form and shape:

- Barbara Hepworth: 'Mother and child'; 'the artist's hand'; 'seated figure'; 'group 2, people waiting'
- Da Vinci: 'Leonardo's horse'; 'horse and rider';
- Look at the works of Michelangelo: 'David'; 'Pieta'; 'Moses'; 'Rebellious slave'; 'Head of a faun' 'St Peter'.

In sketch books, annotate what they note about shape, form, composition and how the sculptor creates emotion from 2 of the above sculptures by each above artist.

Big question: How do you think artists create emotion in a sculpture?

### **Lesson 2 – To know how to create emotion using facial expressions**

Share read, 'Sculptures' by Isobel Thomas (your choice).

Re-cap what they have learned about indent, shaping, carving, making holes etc.

Explore emojis as a class. How do you know what emotion this emoji is showing? What clues are there? Ect. <https://unicode.org/emoji/charts/full-emoji-list.html>

Look at sculptures which show emotion such as the 'yawning man'. <https://www.independent.co.uk/arts-entertainment/art/great-works/great-works-the-yawnerc-1770-franz-xaver-messerschmidt-2100686.html> What emotion is this man showing? How do you know? What skills have been used by the artist to show this emotion?

Look at some images of emotional faces made out of clay/carved.

<https://innovativeresources.org/helping-children-express-emotions-through-art/>

Design a range of heads which shows emotion in their sketch books - such as a; laughing, crying, angry etc. Encourage 'obvious' emotions.

Discuss with their partner the emotion they are trying to get across and partner provide tips for them on how well they have shown that emotion.

### **Lesson 3 – To create emotion within a facial expression**

Share read, 'Sculptures' by Isobel Thomas (your choice).

Re-cap what they have learned about indent, shaping, carving, making holes etc.

Explore a range of children's head emotions from last lesson. Evaluate them as a class.

Using clay tools, carve, shape and mould facial features to convey emotion.

Evaluate how well their head shows the desired emotion. What they like/dislike about their head. How they would improve it and how they found using clay/what they learnt about how to use clay.

### **Lesson 4 – To explore famous American sculptures**

Shared read, 'Sculptures' by Isobel Thomas (your choice)

Share read, 'Sculptures' by Isobel Thomas.

Learn about the sculptures on Mount Rushmore. [https://kids.kiddle.co/Mount\\_Rushmore](https://kids.kiddle.co/Mount_Rushmore)

<https://www.sciencekids.co.nz/sciencefacts/engineering/mountrushmore.html> <https://www.twinkl.co.uk/imagine/sculpture-ks2/mount-rushmore>

Learn about some famous American sculptures: Google search - US marine corps at Arlington; Statue of Liberty; Totem Pole carvings; Abraham Lincoln; Pocahontas; 'The keeper of the plains';

Learn how sculptures in their composition can portray an image.

Annotate sketches in their books about some American statues and carvings. Particularly concentration on how each sculpture shows emotion and tries to get that emotion across to the viewer. Their likes/dislikes and their favourite (explain why).

### **Lesson 5 and 6 – End point, summative assessment: To create a sculpture which conveys a message or an emotion**

Shared read, 'Sculptures' by Isobel Thomas (your choice)

Sketch and evaluate the most important sculptures in the world and what emotion they think the artist is trying to convey and how they've shown that message/emotion:

Google search. - Venus de Milo; The thinker; Le Manneken Pis; Christ the Redeemer; Ecstasy of St Teresa; the little Mermaid; the Olmec heads in Mexico; The Easter island heads; The motherland calls.

Use their findings to create their own design for a sculpture. Concentrating and annotating how their sculpture is going to convey a message/emotion and how they are going to use clay to create it.

Make their own sculpture using clay.

Evaluate their own and others final sculpture. What emotion/message do you think they have tried to convey? How have they shown this message/emotion? What do you like/dislike about the sculpture? How did you find the use of clay? How would you improve the sculpture?

### UKS2 Art Tudor Portraits - Summary

To begin with, the children will explore what a portrait is, and what style of art it is, by exploring a variety of famous portraits. They will then use these explored portraits recap on the misconceptions from KS1 – that the eyes are round. Children will then use observational drawing, to sketch pairs of eyes using their choice of media to add colour. Evaluate annotations throughout. Exploring a range of Tudor portraits, the children will then move onto exploring how ears are drawn and painted in a portrait focussing on the size, form, shape and positioning of ears on a head. They will self and peer evaluate throughout. After this, the children will repeat the same steps for the drawing and painting of a nose and mouth on a Tudor portrait.

Using what they have learnt about Tudor portraits and facial features within a portrait, the children will choose a famous Tudor to create a portrait of. They will create multiple portrait designs to choose from in their sketch pads and then create their Tudor portrait using their chosen media.

**Key vocabulary:** portrait, self-portrait, tone, eyebrow, eye lash, Iris, pupil, lobe.

**Key concepts:** backgrounds, observational drawing, colour mixing, light and dark, tone, form, composition, shape.

### Year 5 and 6 cycle A Spring – Tudor Portraits – Lessons

#### Lesson 1 and 2 – To explore what a portrait is. To learn how to draw eyes for a portrait.

Share read about famous portraits and what a portrait is (your choice).

Remind the children what we use our art sketch pads for.

What is the difference between a portrait and a landscape? How are they similar? (Both observational drawing).

Understand the concept of a portrait and what it was used for.

<https://www.npg.org.uk/collections/search/person-list?firstRun=true&name=&search=aas&gender=&desc=&occ=30%3BMedicine&place=&grp=&searchCatalogue=&submitSearchTerm=Search&displayNo=40&page=0>

Address the misconception that the idea that the eye is round. Look at the eyes drawn and painted by famous artists in particular: The Mona Lisa- <https://kidzfeed.com/mona-lisa-facts-for-kids/>

Vermeer's Girl with a pearl earring - <https://study.com/academy/lesson/the-girl-with-a-pearl-earring-by-vermeer-painting-analysis-lesson-quiz.html>

They eyes look as though they are looking directly at you. Why?

Focus on the size, form, shape and positioning of eyes on a head. Replicate the eyes of these two famous paintings in their sketch books. Annotate with their findings and techniques when creating eyes. What did they learn or find tricky?

Children to create an accurate portrait picture of their partner's or their own eyes (use mirrors). Use a choice of oils pastels or acrylic paints to add colour. Evaluate their learning, likes, dislikes, improvements of eyes.

### **Lesson 3 – To learn how to draw ears for a portrait.**

Share read about famous portraits and what a portrait is (your choice).

Revisit, shape, form, and the positioning of ears on a person. Look in detail at the shape and form. Verbally explore how famous artists that we explored last lesson have painted ears.

The Mona Lisa- <https://kidzfeed.com/mona-lisa-facts-for-kids/>

Vermeer's Girl with a pearl earring - <https://study.com/academy/lesson/the-girl-with-a-pearl-earring-by-vermeer-painting-analysis-lesson-quiz.html>

Holbein's Henry viii - <https://www.npg.org.uk/collections/search/person/mp02145/king-henry-viii> ; Holbein's paintings of Henry's wives - <https://www.dailyartmagazine.com/six-wives-henry-viii-portraits/>

Choose a few Tudor portraits from the above links and ask children to evaluate the drawing/painting of ears in Tudor portraits in the sketch pads. Focus on the size, form, shape and positioning of ears on a head in relation to other features.

Replicate the ears of these two Tudor portraits in their sketch books. Add ears to a basic head shape. Use choice of oils pastels or acrylic paints to add colour. Annotate with their findings and techniques when drawing/painting ears. What did they learn/find tricky?

Children to create an accurate portrait picture of their partner's or own ears (use mirrors). Evaluate their learning, likes, dislikes, improvements of ears.

### **Lesson 4 – To learn how to draw a nose and mouth for a portrait.**

Shared read about famous portraits and what a portrait is (your choice).

Revisit, shape, form, positioning of nose and mouth on a person. Look in detail at the shape and form. Verbally explore how famous artists that we explored have painted nose and mouth.

The Mona Lisa- <https://kidzfeed.com/mona-lisa-facts-for-kids/>

Vermeer's Girl with a pearl earring - <https://study.com/academy/lesson/the-girl-with-a-pearl-earring-by-vermeer-painting-analysis-lesson-quiz.html>

Holbein's Henry viii - <https://www.npg.org.uk/collections/search/person/mp02145/king-henry-viii> ; Holbein's paintings of Henry's wives - <https://www.dailyartmagazine.com/six-wives-henry-viii-portraits/>

Choose a few Tudor portraits from the above links and children to evaluate the drawing/painting of nose and mouth in Tudor portraits in the sketch pads. Focus on the size, form, shape and positioning of mouth and nose on a head in relation to the other features.

Replicate the nose and mouth of these two Tudor portraits in their sketch books. Add nose and mouth to a basic head shape. Use choice of oils pastels or acrylic paints to add colour. Annotate with their findings and techniques when drawing/painting ears. What did they learn or find tricky?

Children to create an accurate portrait picture of their partner's or own nose and mouth (use mirrors) . Evaluate their learnings, likes, dislikes, improvements of nose and mouth.

### **Lesson 5 and 6 – End of unit – summative assessment: To use knowledge of facial features to create a Tudor portrait.**

Share read about famous portraits and what a portrait is (your choice).

Children to research famous Tudors or use their knowledge from Tudor lessons to choose a famous Tudor to create a portrait of.

In art sketch pads, they should use online images to plan out their portrait of their chosen Tudor. Children to create a portrait from the shoulders up, thinking about the head position of their Tudor, applying the taught facial features to the face and adding hair, jewellery etc. Children might need to plan a couple of portraits and choose the favourites. Add colour to test out different areas of the portrait – skin tone, hair, shadow, shine etc. Children to use their plan, to draw and acrylic paint/oil pastel a Tudor portrait – preferably A3 size. Evaluate their own and other's portraits – likes, dislikes, improvements, facial features, application of paint/pastels etc.

### UKS2 Art Propaganda WW2 Posters – Summary

To begin with, the children will investigate what propaganda posters were and the reasoning for them, using their knowledge from History lessons. They will then explore a variety of posters focussing on; colour psychology, composition, focal point, visual path and their message and impact on the viewer – making sure to evaluate through annotations throughout. The children will then begin the design process behind a propaganda poster. They will be given slogans and have to use their knowledge to design an image for the poster. Children will then choose their topic for their final propaganda poster. In art sketch pads, they will plan different slogans and images for their propaganda poster, add some colour to posters and annotate as they develop their ideas.

Using what they have learnt about WW2 propaganda posters, the children will create their final poster based on their plans. Children to use A3 cartridge paper and their chosen paint for their poster. They will then self and peer evaluate.

**Key vocabulary:** colours, impact, slogan, image, propaganda, war.

**Key concepts:** slogan, image, colours, impact, painting, drawing.

### Year 5 and 6 cycle A Summer – Propaganda WW2 Posters – Lessons

#### Lesson 1 – To know about the art nouveau movement and how it was the movement of persuasive advertising

Shared read about Second World War Posters (your choice).

Re-cap what they have already learned about the arts and crafts movement.

Learn that the first movement of the 20th century was the art nouveau movement. Look at some designs from the period: <https://www.vam.ac.uk/collections/art-nouveau>

Explore how this was the movement of persuasive advertising, influence the use of persuading people to join the war in WW1. [https://kids.kiddle.co/Art\\_Nouveau](https://kids.kiddle.co/Art_Nouveau)

Look at some art nouveau posters and identify:

How and why colour is used: colour psychology, composition, focal point and visual path

<https://visme.co/blog/visual-advertising-techniques/>

Make sketches and annotate the art in sketch pads – what do they all have in common? What skills do they use?

What impact do they have on people? What is it trying to get across to the viewer?

#### Lesson 2 – To know how designers used posters as propaganda to get people to 'do their bit' during WW2

Shared read about Second World War Posters (your choice).

Re-cap what they have already learned about slogans, composition, the choice of fonts and size of the print and images.

Learn about the posters that the government used to get people to 'do their bit' during World War 2 and keep up the war efforts, in some cases they told you what to do to support our country.

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-how-propaganda-was-used-during-world-war-two/zr77wtv>

Learn about colour psychology, composition, focal point and visual path and also about repetition, body language, direct gaze, point of view, behind the scenes and association.

Annotate WW2 propaganda posters in art sketch pads. Identify what the poster is trying to get across to the people of Britain, who it was aimed at, identify the slogan, focal point, use of colours.

Explore and explain what they like/dislike about each poster and why.

Use PowerPoint for example posters and questions to help explore the meanings behind them.

<https://www.tes.com/teaching-resource/world-war-2-propaganda-posters-6400600>

### **Lesson 3 – To create and design propaganda WW2 images**

Shared read about Second World War Posters (your choice). Re-cap what propaganda is and why it was used during WW2.

Provide children with a class slogan for a propaganda poster. Children to discuss in pairs what they think this slogan is saying without the use of an image to help them.

As a class generate ideas for what the image to this propaganda poster could be. How would you want the image to make the reader feel? What colours, focal point would you use?

Plan an image as a class.

In art sketchpads, children to be given, or generate their own, new propaganda poster slogan and they need to create an image for this slogan. Annotate image for feelings, focal point, use of colours etc. In their sketch pads.

Repeat with a couple slogans if time.

### **Lesson 4 – To plan a WW2 propaganda poster**

Shared read about Second World War Posters (your choice).

Re-cap what propaganda is and why it was used during WW2.

Look and explore some propaganda posters as a class

<https://www.tes.com/teaching-resource/propaganda-powerpoint-6108770>

Make a list of the different topics from the propaganda posters.

Children to choose their topic for their propaganda poster.

In art sketch pads, children will plan different slogans and images for their propaganda poster. Add some colour to posters and annotate as they develop their ideas. They should use acrylic paint or water colours for their posters – try both out and allow children to choose which they prefer for their final piece.

Children to choose their favourite slogan and image and explain why they like them the most.

### **Lesson 5 and 6 – End point, summative assessment: To create and design a persuasive propaganda poster for WW2**

Shared read about Second World War Posters (your choice). Re-cap what propaganda is and why it was used during WW2

Re-cap what they have already learned about visual imagery in posters.

Create their final poster based on their plans from last lesson. Children to use A3 cartridge paper and their chosen paint for their poster.

Explore other children's posters in the room and add a post-it note of what they think is good and how they could improve next time to the poster.

Evaluate their final propaganda poster exploring - likes/dislikes, improvements. Which features of a propaganda poster are included, their use on imagination, colour, impact and feelings of the reader etc..