

Art & Design Policy



Believe Enjoy Succeed Together
"I can do everything through God who gives me strength"
Philippians 4:13

Cronton CE Primary School

The KEYS Curriculum

Knowledge and skills

Empower

You to

Succeed

Keys To Success



Knowledge



Skills



Vocabulary



KEYS Curriculum

Curriculum Intent

Our Curriculum has been designed by Cronton CE to provide a bespoke, unique and exciting curriculum that is tailor-made to suit our children, their learning and their futures. Every child is unique and important. They are at the centre of their learning; starting as part of a class, whole school, the local community and then on to their future role in modern Britain and as a future global citizen. Our KEYS curriculum develops each child and the understanding that **Knowledge and skills Empower You to Succeed**.

We maintain a broad and balanced approach to our curriculum, which alongside English and Mathematics will provide our children with skills, knowledge and vocabulary rich experiences that excite and engage. We will foster attitudes and qualities which will enable them to become confident, caring, respectful and responsible citizens. We offer a spiritual, moral, social and cultural experience for all through our curriculum and also through extra-curricular clubs and activities, day trips and residential experiences in KS2. We use a wide variety of resources to assist us in delivering this bespoke curriculum including specialist teachers, visits and curriculum enhancements and ensure links and relationships are meaningful to the children and their learning.

Our curriculum is planned to ensure it will build upon what children already know in a sequential way to give them powerful knowledge and skills while making relevant links to secure their understanding of the world around them. We ensure that all children receive quality first teaching for every subject with high of expectations for all. We provide a quality education that is inclusive and equips our children to be lifelong learners.

Our KEYS Curriculum:

Develops each child with, **KNOWLEDGE**, **SKILLS** and **VOCABULARY**. It is broad, balanced and has clear progression which is sequential in these areas

It is filled with rich purposeful first-hand experiences and uses sourced expertise. It develops values and the learning attitudes of **INDEPENDENCE**, **PERSEVERANCE**, **CURIOSITY**, **TEAMWORK** and take **RESPONSIBILITY** to always be the **BEST** we can be.

We want our children to show **RESPECT** and have **RESPONSIBILITY** to each other and in all aspects of life. It embraces children's knowledge and understanding of the developing world we live in, from our **COMMUNITY**, modern multi-cultural Britain and as a Global Citizens of the future. **KEYS Curriculum**

"I can do everything through God who gives me strength" Philippians 4:13

Introduction

Art is a vital part of our KEYS curriculum (Knowledge and Skills Empower You to Succeed). It has a significant and valuable role in both the taught curriculum, and in the enrichment opportunities we offer our pupils. These have included activities such as working collaboratively with other schools, working with artists to create work for our school environment and focused art weeks.



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Intent

“Every child is an artist.” Pablo Picasso

At Cronton C.E. Primary School we believe that every child is indeed an artist and this underpins our Christian Vision: “I can do everything, through God who gives me strength.” The study of Art and Design is important in developing our core learning attributes. Studying Art and Design encourages the **curiosity** of children. Through learning about artists both contemporary and past, the children can explore their personal responses to works and understand that different perspectives are equally as valid and there is not a right or wrong response to what they see and feel. The exploration of different media and techniques in designing and preparatory work encourages **independence** and **perseverance**. Children learn **responsibility** when handling medium, looking after tools and equipment and understand that effort and application are as important as the finished result or piece of work.

Art and Design is a Foundation subject within the National Curriculum and as such Cronton C.E. Primary school follows the programmes of study across the school.

The National Curriculum for Art and Design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

The Art and Design curriculum at Cronton C.E. Primary contributes to the KEYS curriculum by developing:

- Children’s critical abilities
- Children’s understanding of their own and others’ cultural heritages through studying a range of artists and art forms both contemporary and from other periods in history.
- Children’s ability to use a range of materials in drawing, painting and sculpture creatively to design and make products and develop and share their ideas.
- Children’s understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form and space) with effective teaching and considered sequences of lessons and experiences.

It builds from the exploratory experiences in the Early Years Foundation Stage to enable the children to develop and refine their skills, knowledge of media and of Art and Design as they progress through their primary education.

Key Attributes of an Artist and Designer at Cronton

- Curiosity about different media and a willingness to explore the effects they can create with them.
- Confidence to draw adventurously from observation, memory and imagination.
- Knowledge and skills to select and use materials, processes and techniques they have learned and develop them further.
- Independence, initiative and originality in their approach to their work.
- Knowledge and understanding of other artists, craft makers and designers, including those from our heritage, from periods of history and those that are contemporary.
- Reflective, analytic and able to critically evaluate their own work and that of others.



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Implementation

The Primary National Curriculum sets out the following requirements.

Subject content

Key Stage 1

Pupils should be taught:

- 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
- About 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.

Key Stage 2

- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- 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 [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

At Cronton C.E. these expectations are implemented in the following ways.

- Skills and knowledge are developed throughout each art topic and are mapped across the school to ensure progression. (See **Appendix 1**).
- Across Key Stage One, Lower Key Stage Two and Upper Key Stage Two, the children will have the opportunity to develop their creative knowledge and skills across a variety of art disciplines: drawing, painting, textiles, printing, collage and sculpture.

Medium Term Planning (See Appendix 2 for an example)

Medium Term plans are produced for each unit. They outline:

- Links to our Christian Values
- Starting questions for the unit.
- Key assessment objectives
- Key skills
- Key vocabulary
- Key knowledge
- Resources needed for the unit.

Short Term Planning

Units in Art and Design are taught through a sequence of six hourly discreet lessons over half a term.

The sequence of lessons will include:

- An introduction to the artist or art form to be studied.



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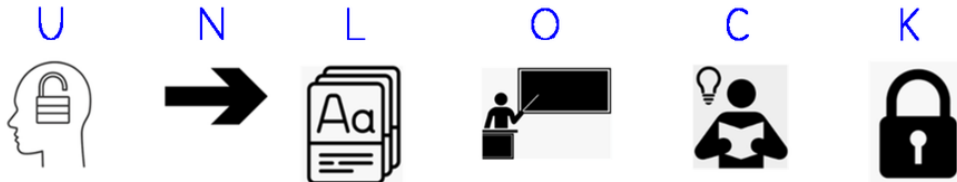
- Key knowledge on the background of the artist or art form to be studied, which provides context of the artwork, as well as the artists and times that they are learning about and being inspired by. This enables links to other curriculum areas, such as history and geography, with children developing their knowledge of art from different historical periods and individual artists as well as individual works and art movements.
- Key vocabulary related to the art forms studied.
- The use of a range of materials and media to explore and develop art and design techniques and skills necessary for the art forms.
- Production of a piece of children’s own work in the style of the art form studied
- Evaluating work, making links and comparisons between their own and others’ work. Writing an evaluation of their work.

Lesson Format



Art lessons have a set format that is followed to maintain consistency, progression and allow for all the knowledge and skills being implemented.

The lesson structure has been designed to ensure the children learn more and remember more, combining recapping with learning new knowledge and allowing children to make links across skills and knowledge.



	Understand Previous Learning
	New Learning
	Let's Look at Vocabulary
	Open Minds and engage (Teaching Focus)
	Can I apply it? (Independent Learning)
	Keep It!

Notes on Open Minds and Engage:

This will depend on where in the sequence of lessons the class is up to.

It may need:

Model research techniques

Looking at a good design example.



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Discussing a work of art

Modelling techniques – videos can be used from you tube etc.

Trouble shoot – what might go wrong and how to avoid it.

Setting a criteria.

If the focus of the lesson is practical – a quick recap on techniques and how to use resources safely and correctly should be all that is needed (5-10 minutes) as practical work takes time to undertake and will need more lesson time.

The children practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture and develop their confidence in the use of different media.

- Teachers will use a variety of modes of working depending on the task - independent, group or class.
- There is no specialist teaching as art is taught by class teachers.
- Classroom assistants are used to assist teachers where available, having had training and briefing by the individual teacher prior to the lesson.
- Art is a subject that lends itself easily to equal opportunities and children with special needs are catered for by the adaptation of the work when necessary, to ensure full participation. Reference may also be made to the Equal Opportunities and Special Needs policies.
- The children's knowledge and understanding of some other cultures is enhanced through some aspects of the Art Curriculum, linking where possible to other aspects of their studies.
- Where possible enhancements to enrich the children's cultural capital, such as visits and visitors e.g. a trip to The Lowry Centre in Salford will be undertaken where it is relevant to the unit.
- Art is not generally given as a homework subject, but there may be occasions when the class teacher feels it is appropriate. (Refer to Homework Policy.)
- The emphasis on art teaching is on first-hand experience and we encourage children to increasingly take responsibility for and control of their own learning.
- It is the responsibility of the classroom teacher to ensure the correct procedures with regard to health and safety with the children and equipment.
- Health and safety should be taught to the children as an integrated part of their learning.
(See Risk Assessment for Art and Design)
- Resources are either stored in the individual classrooms or in the Art and Design cupboards in the Infant Area. Resources such as pencils, paints, paper are ordered by the individual classes. More specialised resources such as printing tiles, pastels, dyes and inks are provided from the Art and Design budget.

Impact

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Impact at Cronton C.E. Primary

Assessment in Art and Design pays regard to:

- Children's progress in knowledge and vocabulary
- The use of materials and tools using correct techniques
- The application of techniques in their own work
- Evaluation of their own work as well as others.



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- Within each unit, each lesson has clear objectives which are shared with the children and are assessed against through observation, evaluation of work in books or against pieces of art work.
- Marking of children's work is essential to ensure they make further progress. Work is marked in line with the school marking policy. Children are given time to read teachers' comments and make corrections or improvements in the review section. Responses to marking are made as close to the work as possible, ideally at the start of the next lesson. Some pieces of work in Art and Design can be marked by children themselves, with support and guidance from the teacher.

(See Appendix 3)

- An assessment lesson at the end of each unit provides information for teachers to use alongside Formative assessment from the topic. This information is recorded on an Excel sheet which indicates the KEY learning for each topic. An assessment of WT – working towards, WAT working at or WAB working above the expected level is given and an overall judgement is given at the end of the year based on the units across the year.

The subject lead will use this information to:

- Gain an understanding of progress and attainment across year groups and each Key Stage.
- Any needs for further resourcing.
- Identify any staff CPD requirements.

Children's progress is reported to parents twice annually through the parent teacher meetings and the written report.

Classroom displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum.

The wider school environment also celebrates children's achievements in art and demonstrates the subject's high status in the school, with outcomes, including sculptures, enhancing the environment.

The art curriculum at Cronton C.E. contributes to children's personal development in creativity, independence, judgement and self-reflection.

Further Subject Lead Responsibilities

- Monitor continuity and progression. This will be achieved through classroom observation, reading planning files and looking at work produced by the children in accordance with the school's monitoring cycle.
- Ensuring the stocks of both consumables and non- consumables are replenished as necessary. Class teachers are responsible for ordering those that will remain in their own classrooms.
- Ensure they have an up to date knowledge of art education and disseminate information to colleagues as necessary.





Appendix

1. Long term Art Plan
2. Medium Term and Short Term Plan Example



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Appendix 1

 Knowledge and Skills Empower You to Succeed		Cronton CE Primary School Art and Design Long Term Plan				 Knowledge  Skills  Vocabulary	
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Nursery	Focus artist: Matisse Collage Printing -Leaf printing Collage -Noah's ark	Printing -Firework printing 3D/Sculpture -Christmas Decoration Drawing -Rangoli chalk patterns outside	3D/Sculpture - Make The Three Little Pigs houses Make story puppets	Printing/Painting/ Drawing -Easter Art Mother's Day card	3D/Sculpture - making vehicles	Collage -Beach collages - cutting and sticking Drawing/Painting - sunflowers and other summer flowers	
Reception	Printing Autumn Leaves Drawing Self Portraits Family Colour mixing	Drawing and Collage Divali - Rangoli patterns & Diya lamps Collage/Loose Parts Art Remembrance Day - Make a poppy Observational drawing Pumpkins Focus Artist -Arcimboldo	Drawing Drawing maps - Goldilocks	Textiles - Sewing Easter Egg Sewing Card	3D/Sculpture - Model making Mini-beasts Observational drawing Mini-beasts	Collage Transient art using objects from summer walk Painting Seaside pictures using watercolours Focus Artist - Olivia Pilling (local artist)	
Year 1	Self Portrait Drawing Painting		Mono Printing Picture Study The Great Wave off Kanagawa - Hokusai		Clay Relief Tiles Animals		
Year 2	Weaving Textiles		Artist Study Maeve Wright Drawing/Painting		Collage Plants & Flowers		
Year 3		String Printing Printing	3D Clay Pinch Pots Roman Amphorae		Artist Study- Jessica Arrow-Smith Stanley Drawing/Painting		
Year 4	Artist Study Picasso Drawing Painting			Anglo-Saxon Brooches Art 3D		Tie Dye Textiles	
Year 5	Clay Coil Pots 3D		Viking Long Ship/Art Collage		Artist Study William Morris Printing		
Year 6	Artist Study Lowry Drawing Painting		Mayan Art Drawing Painting		Batik Textiles		



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Appendix 2



Cronton C.E. Primary School Subject Medium Term Plan- Art & Design

Theme: Artist Study: Pablo Picasso				Hours 6	Year Group Four	Term Autumn
Learning Attitudes Links		Christian Value Links			British Value Links	
Curiosity Independence Perseverance Responsibility Team Work		Generosity Hope Service Justice Friendship Humility Perseverance Creativity Compassion Responsibility Courage Forgiveness Truthfulness Respect Trust Thankfulness Peace Wisdom			Mutual Respect Rule of Law Individual Liberty Democracy Tolerance of Different Cultures and Religions	
Drawing						
PRIOR LEARNING EYFS	PRIOR LEARNING KS1 Specific Units: Self Portrait Y1 Maeve Wright Y2	PRIOR LEARNING LKS2 Specific Units: Jessica AS Y3 (Hist/Geog Link: Local Area studies)	FUTURE LEARNING UKS2 Specific Units: Mayan Art Y6 L.S. Lowry Y6 (History Link)			
I can make marks on in variety of contexts and environments I can be spontaneously expressive using marks, lines and curves using different media. I can make marks to represent things I see e.g. a circle for a face.	I can try out tools and techniques, for drawing using a variety of pencils including charcoal pencils. I can use lines, shape and colour to represent objects seen, remembered or imagined I can explore techniques such as shading, stippling, crosshatching and can name them. I can ask and answer questions about starting points for work I can record from first-hand observation. I can draw a preparatory self-portrait as a design for their finished piece. I can draw from observation. I can use proportion in my work. I can look for detail. I can add texture, light and dark. I know language to do with drawing: line, pattern, shape,	I can control more the range of marks, lines, tones and shading when drawing and representing shape. I can draw from observation. I can use further developed proportion in my work. I can identify shape, form, line, pattern in a piece of work and know how to use some of these in my own work. I can use a viewfinder to select a part of a piece of work they would like to look at in more detail. I understand and can explain what a landscape/townscape is and draw a townscape of my own.	I can create a piece of work using a photograph as inspiration. I can use line and drawing techniques to indicate shade, texture, light and dark in my work. I can use elements of drawing/painting such as line, form, texture etc. in my work. I can use perspective in my work.			
		shade, shading, tone, texture.				
Painting						
PRIOR LEARNING EYFS	PRIOR LEARNING KS1 Specific Units: Self Portrait Y1 Maeve Wright Y2	PRIOR LEARNING LKS2 Specific Units: Jessica AS Y3 (Link to Geography)	FUTURE LEARNING UKS2 Specific Units: Lowry Y6 (Link to History: Britain at War)			
I can explore making marks in a variety of contexts and environments I can use a range of materials to spread paint in addition to brushes e.g. straws, matchsticks I can explore what happens when I mix colours together.	I can mix powder paints using the correct technique. I can try out tools and techniques, using powder paints. I know the names of the three primary colours and three secondary colours. I know that the three primary colours can be used to mix secondary colours and which ones make which colour. I know and can explain the term shade. I can make shades of a colour by adding black. I can make tints of a colour by adding white. I know how to create light and shade using tints or shades of a colour.	I can use elements of shape, line, pattern and form in their own work. I can use appropriate media to achieve desired effects e.g. stippling, layering. I can use colour theory and other appropriate knowledge to help me produce a finished piece of work. I can choose a particular colour for a purpose. I can create a monochrome painting. I can create tones of a colour. I can create shades of a colour.	I can apply my knowledge to choose an appropriate medium to create a piece of work and explain why I chose it. I can use elements of drawing/painting such as line, form, texture etc. in my work. I can use colour theory and other appropriate knowledge to help them produce a finished piece of work. I can make a wash for larger areas of my painting. I can use sponges and brushes to add texture to my work. I can apply their experience of materials and media. E.g. mixing colours, using the correct technique for mixing powder paint. I can make choices about colour, line, form and shape in my work. I can work towards a final desired effect. I know how to use techniques to achieve the finished effect I want in my work.			



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<p>Year One</p> <p>Art & Design: Self Portraits</p> <p>Knowledge</p> <p>A portrait is a picture of a person, or people or animal. A self-portrait is a picture taken or painted by the person in it of themselves. Portraits were used before cameras or phones to show other people what someone looked like. Portraits were usually of rich or important people. They were used to celebrate important achievements or events. They can be used to tell people things about the artist. Know the names of their facial features. Most human beings have the same features e.g. a nose, eyes etc, but they are all unique to each person. There are different types of pencils that make different types of marks and can be used in different ways. Paint can have detail added to it after it is dry using other art materials such as pens, oil pastels etc.</p> <p>Knowledge and skills Enhance and empower you to succeed</p> <p>Year One Autumn</p> <p>Keys to Success</p> <p>Vocabulary</p> <p>Primary colours: red, blue, yellow.</p> <p>Secondary colours: Orange, purple, green.</p> <p>Powder paints need to be mixed in a palette before being used on paper. Powder paint can be mixed to be thick or thin, dark or light.</p> <p>Wet + moist + palette + paper</p> <p>Shading</p> <p>Tint - colour + white</p> <p>Shade - colour + black</p> <p>Pastels</p> <p>Stroke of colour</p> <p>Can be either chalk or oil</p> <p>Cross Hatching - using lines that go across each other to show texture or light or dark.</p> <p>Stipple - dots placed to make texture or light or dark.</p>	<p>Art & Design: Elsie Wright</p> <p>Knowledge</p> <p>Key Facts about Elsie Wright: Lived in London, Cornwall, Yorkshire, Scotland, New York and now lives in Nottingham. Loved painting and drawing when she was a child. Her mother gave her her first sketchbook and she filled it and still has it. She likes looking for shapes and patterns in what she sees. She was a teacher and she has painted scenery for stage, made jewellery and pots but likes painting and drawing best. She has three cats. She enjoys gardening but likes it to be kept a bit wild so that the insects and animals can live in it and she can sketch them and use them for ideas in her work.</p> <p>Knowledge and skills Enhance and empower you to succeed</p> <p>Year One Spring</p> <p>Keys to Success</p> <p>Vocabulary</p> <p>Contemporary</p> <p>Alive and working today</p> <p>Landscape</p> <p>A picture of part of the surroundings - usually countryside</p> <p>Townscape</p> <p>A picture of a town and buildings</p> <p>Primary Colours</p> <p>Shading</p> <p>Secondary Colours</p> <p>Stippling</p> <p>Palette</p> <p>Cross-hatching</p> <p>Wet paper makes the paint spread out.</p> <p>Dry paper helps keep the paint where you want it to go.</p>
<p>Art & Design: Jessica Anne Smith Stanley</p> <p>Knowledge</p> <p>Key Facts about Jessica Anne-Smith Stanley: Artist name: Jazz Stan Art Born and lived in Suffolk. Studied Art a fine art degree at Westminster University. Lives in Liverpool. Always been crafty and her mum still has bags of glitter and stick-on jewels from when she used to make her own birthday cards. Encouraged with painting by her family. Likes to make people happy by creating art. Makes lots of different types of art: pictures for someone's wedding or nursery or a mural for a bar she wants people to enjoy art daily and for it to be more accessible. A mural is a large piece of art work on a wall either inside or outside. That shape, line, form, tone, pattern and feature are all important in making a piece of art. To know what shape, line, form, tone, pattern and feature mean when we talk about a picture or piece of art. The three primary colours are red, blue and yellow. (Revisited knowledge) That primary colours can be mixed to create secondary colours.</p> <p>Knowledge and skills Enhance and empower you to succeed</p> <p>Year Three Summer</p> <p>Keys to Success</p> <p>Vocabulary</p> <p>Contemporary</p> <p>Alive and working today</p> <p>Landscape</p> <p>A picture of part of the surroundings - usually countryside</p> <p>Townscape</p> <p>A picture of a town and buildings</p> <p>Mural - a large painting on a wall or ceiling</p> <p>Canvas - a stretched piece of material for painting on</p> <p>Shading</p> <p>Cross Hatching - using lines that go across each other to show texture or light or dark.</p> <p>Stipple - dots placed to make texture or light or dark.</p>	<p>Art & Design: L.S. Lowry</p> <p>Knowledge</p> <p>L.S. Lowry is known as a 'matchstick' artist. He was born in Manchester in 1887 and left school at 16 to go to sea. His day job was as a fleet collector and he painted in the evenings and at weekends. He took evening classes in painting and drawing at the Salford School of Art and Municipal College of Art, where he studied under the French Impressionist Auguste Renoir. He often claimed to use just five colours: vermilion, navy blue, Prussian blue, yellow ochre and flesh white. He is best remembered for his busy scenes of England's industrial north. Lowry's cityscapes are populated by tiny, stylised figures often referred to as 'matchstick men', but in the mid-1950s, he took to painting portraits of people. He served as a 'firewatcher' in Manchester during the Second World War and supported the Manchester City football team. Lowry loved the sea and he began visiting the seaside as a boy, on family holidays to spots such as Rhyl in North Wales. His favourite artist was Denis Gustaf Rossetti. He turned down a knighthood. L.S. Lowry died in 1976 (at the age of 88 in October). The Lowry is a theatre and gallery complex at Salford Quays, Salford, Greater Manchester. It is named after L.S. Lowry. It was opened on 22th October 2000.</p> <p>Knowledge and skills Enhance and empower you to succeed</p> <p>Year Six Autumn</p> <p>Keys to Success</p> <p>Vocabulary</p> <p>"My ambition was to put the industrial scene on the map because nobody had seriously done it."</p> <p>Modernist</p> <p>Artists working between roughly 1880-1970s</p> <p>Shading</p> <p>Townscape/Cityscape</p> <p>A picture of a town and buildings</p> <p>Primary and Secondary Colours</p> <p>Stipple - dots placed to make texture or light or dark.</p> <p>Rule + pure colour Tint + rule + white Shade + rule + black Tone + rule + grey</p> <p>Proportion - make our image appear as though it is three dimensional</p> <p>Proportion - Making sure a person or object is the right size compared to other objects in the picture</p> <p>Vanishing point - the point at which receding parallel lines appear to meet.</p>

NC Links

In this unit the children will look at the work of the artist Pablo Picasso. They will learn the basic features of cubism. They will learn about the style of an artist and how to use different media to recreate them. They will draw from observation and use their observations in their work.

At the end of the unit:
most children will be able to: explore and investigate painting and other drawing materials to produce a piece of art work using the work of an artist as a stimulus; say what they think and feel about their own and others work; suggest ways of improving or changing their work.
Some children will not have made so much progress, they will be able to: use the basic techniques with media. Say what they think and feel about their own work.
Some children will have progressed further. They will be able to: collect visual and other information to help them develop in their own work; investigate other means of adding texture and movement to their work; comment on similarities and differences in their own and others work; adapt and improve their work.

Starting Questions for Unit:
Who do you think this man is?
What do you think he is famous for?

ASSESSMENT
 To know that Pablo Picasso is a famous artist and know key facts about his life and works.
 I know that Pablo Picasso had different periods in his life where he worked in certain styles and with certain colours and can name some of them.
 I can create a painting in the style of Picasso to create a monochrome painting using tones and shades of a colour.
 I know that Pablo Picasso became famous for cubism and understand what that means and create a piece of work in the same style.
 I can identify line, shape, form and colour in a picture and talk about how they are used.
 I can use the style and techniques of an artist to produce their own work, applying their experience of materials and develop their control.
 I can evaluate the success of a technique and say what went well and what they would do differently next time.
 I can compare ideas and methods in their own and others work and say what I might think and feel about them.

<p>National Curriculum</p> <p>Using materials to use a range of materials creatively to design and make products</p>	<p>Disciplinary Knowledge: Key Skills</p> <p>Use paints, pens, pencils, pastels, paint and inks to produce designs and images.</p>
<p>Using drawing, painting and sculpture to develop and share their ideas, experiences and imagination + Developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Use drawing and painting to develop techniques and ideas Use the technique of colour mixing to make shades and tones. Use observational drawing to record what I see, using proportion and plan a piece of work. Use materials and techniques to put colour, shape, line, texture and pattern in my work. Understand the form of a piece of art work and apply it to their own work. Use line in to create shapes in a style similar to cubism. Know that shape, line, form, tone, pattern and texture are all important in making a piece of art. Know what shape, line, form, tone, pattern and texture mean when we talk about a picture or piece of art. Know the three primary colours are red, blue and yellow. (Revisited knowledge) Know that different medium create different effects on paper and can talk about how they are different.</p>
<p>National Curriculum</p> <p>Learning about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and</p>	<p>Substantive Knowledge</p> <p>Use the work of Pablo Picasso as starting point for their own. Become familiar with some famous works of Pablo Picasso. Learn about some of Pablo Picasso's periods of work.</p>



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<p>disciplines, and making links to their own work.</p>	<p>Look for and identify similarities and differences between the <u>style</u> of pieces from different periods in Picasso's work.</p> <p>Key Facts about Pablo Picasso: Picasso was born on October 25, 1881 in the city of Malaga, Spain. Picasso has 23 words in his name! Picasso was baptized Pablo Diego José Francisco de Paula Juan Nepomuceno <u>María de los Remedios Cipriano de la Santísima</u> Trinidad Martyr <u>Patricio Clito Ruiz</u> y Picasso. Picasso's dad, Ruiz, decided to start teaching him art at the young age of 7. However, by the time Picasso was 13 years old, his dad decided to give up painting for good as he thought that Picasso was a far better painter than he was. Picasso completed his first painting of a bull fighter when he was 9. In between his Blue and Rose Periods, Pablo Picasso moved to France. Picasso's first job was with an art dealer named Pere <u>Menach</u>. He started the type of art work called cubism with another artist. He had periods of time when he worked in a certain way. Cubism – is a type of art that began in France in 1907 that is characterized by the use of geometric shapes. Works of Pablo Picasso that consist of interlocking shapes are examples of cubism. Blue Period - The Blue Period of Picasso is the period between 1900 and 1904, when he painted essentially paintings in shades of blue and blue-green, only occasionally warmed by other colours. Rose Period - Picasso's painting used cheerful orange and pink colours in contrast to the cool, <u>somber</u> tones of the previous Blue Period. African Art period or Black period – Picasso was interested in African masks and used these as a stimulus for his work. He died on 8 April 1973.</p>
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<p>Key vocabulary for Artist Study: Pablo Picasso</p>	
<p>General Art Terms</p>	
<p>Artist – a person who creates things.</p>	
<p>Colour – primary: red, blue, yellow and secondary: green, orange, purple.</p>	
<p>Form – the artist's way of seeing things and how they present that way of seeing.</p>	
<p>Line – <u>lines</u> create shapes, forms and spaces. They can be thick, thin, curved, straight, long, short or broken.</p>	
<p>Medium - The materials used in creating a piece of artwork such as paint, marble, clay, or pastels.</p>	
<p>Observational/Real Life Drawing – to draw directly from what you see.</p>	
<p>Pattern - shapes, lines, <u>colours</u> or pictures that are repeated over and over again.</p>	
<p>Shape – a flat, enclosed area made using lines.</p>	
<p>Shade – is a mixture with black, which increases darkness</p>	
<p>Technique – a method of producing something.</p>	
<p>Texture – the appearance of different surfaces or the adding of different surfaces to a work.</p>	

<p>tone – whether a colour is seen as warm or cold, bright or dull, light or dark</p>	
<p>Design Vocabulary</p>	
<p>Design - a plan or drawing to show the look of an object or picture before it is made.</p>	
<p>Label – give information about or name a part of something.</p>	
<p>Effectiveness – did your finished tile look how you wanted it to?</p>	
<p>Evaluate –How well did the project go?</p>	
<p>Stimulus - A stimulus is something which interests an artist or designer and gives them new ideas.</p>	
<p>Medium Vocabulary</p>	
<p>Palette – a tray used by artists to mix their paints on. (Revisited vocab from Y1)</p>	
<p>Paint mixing - thick, thin, watery, blending.</p>	
<p>Pastels - sticks of colour used for drawing. Pastels can be chalky or oily depending on what the pigment is mixed with. They are bright, portable colours with no drying time.</p>	
<p>Technique Vocabulary</p>	
<p>Wash – a paint mixed with lots of water to make a thin, pale consistency.</p>	
<p>Unit Vocabulary</p>	
<p>Cubism – is a type of art that began in France in 1907 that is characterized by the use of geometric shapes. Works of Pablo Picasso that consist of interlocking shapes are examples of cubism.</p>	
<p>Blue Period - The Blue Period of Picasso is the period between 1900 and 1904, when he painted in shades of blue and blue-green, only occasionally warmed by other colours.</p>	
<p>Rose Period - Picasso's painting used cheerful orange and pink colours in contrast to the cool, <u>somber</u> tones of the previous Blue Period.</p>	
<p>African Art period or Black period – Picasso was interested in African masks and used these as a stimulus for his work.</p>	
<p>Modernist - Artists working between roughly 1860s -1970s,</p>	
<p>Monochrome – a picture made using one colour.</p>	
<p>Resources: Pablo Picasso fact file, examples of his work, paints – either ready mixed or powder, palettes, pens, oil pastels.</p>	

<p>Enrichment ideas</p>	
<p>Lesson planning</p>	
<p>Lesson 1</p>	<ul style="list-style-type: none"> Can I say what Pablo Picasso is famous for and can I recall key facts about his life and works?
<p>Unlock Previous Learning</p>	<p>Line and pressure drawing.</p>
<p>New Learning</p>	<p>Who was Pablo Picasso?</p>















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 Let's Look at Vocabulary	Research Modernist Fact Picasso Cubism
 Open Minds and Engage	Display a picture of Picasso. What sort of person do you think he was? Where was he born? Where did he live? What sort of life do you think he had? What else do we know about him? See if we were correct by looking at story/ Powerpoint of his life.
 Can I Apply It?	Activity for sketch books: Leave portrait displayed on IWB Design a Wanted poster for Picasso. Can we include answers to the key questions above?
 Keep It	Quick quiz on the life and work of Pablo Picasso.
Resources	Picasso information, fact sheet with picture of Pablo Picasso.
Lesson 2	<ul style="list-style-type: none"> Can I name the main Pablo Picasso different periods in his life where he worked in certain styles and with certain colours?
 Unlock Previous Learning	Revise key facts about Pablo Picasso. Do a single line drawing of a face. (See Activity Resource booklet)
 New Learning	What was Picasso's Blue Period?
 Let's Look at Vocabulary	Blue Period Rose Period Black period Cubism Tone Primary colour Shade Somber Stimulus Observational
 Open Minds and Engage	Explain that throughout his life Pablo Picasso changed the style of his art work and went through different periods Explore the Blue period, Rose period, Black period and Cubism. Discuss the way that styles can change over time, for example fashions or even your own handwriting style. How do colours make us feel? How did he feel in his Blue period? Etc. Discuss the colour wheel and mixing colours. How would we be able to change shades of blue to create the same effects
	in our work? What is a shade?
 Can I Apply It?	Give the chm mirrors. In black felt pen draw a self portrait on paper in the style of Picasso. (Photocopy for next week ready to do a wash over)
 Keep It	Compare their sketches to one of Picasso's faces. What is a shade? What does somber mean?
Resources	Sketch books, pens, pictures of works from Picasso's Blue Period.
Lesson 3	<ul style="list-style-type: none"> Can I create a painting in the style of Picasso to create a monochrome painting using tones and shades of a colour.
 Unlock Previous Learning	Using a coloured pencil (chm to choose colour) shade different boxes on a strip of paper light to dark (See Resource booklet)
 New Learning	What does monochrome mean?
 Let's Look at Vocabulary	Light Dark Tone Wash Palette Shade Paint Mix
 Open Minds and Engage	Refer back to last week. Discuss light and tone, dark and light and how to achieve these effects when painting. Demonstrate to the chm how to apply a wash of one colour and show light and shade using different shades of the same colour (more or less water, addition of adjacent colour from colour, adding white)
 Can I Apply It?	Children to choose a colour which reflects their mood from the primary colours (recap) and apply a wash. Then add details using different tones of that colour. Discuss each other's work using 3 stars and wish. Which paintings were most successful? Why was this?
 Keep It	How successful has your painting been? What is tone? What is a wash?
Resources	Resources: photocopied sketched from last week. Paints. Coloured pencils.
Lesson 4	<ul style="list-style-type: none"> Can I explain cubism and understand what that means and create a piece of work in the same style? Can I identify line, shape, form and colour in a picture and talk about how they are used?











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 Unlock Previous Learning	What is a tone of a colour? Draw cubes. (Art resource Booklet)
 New Learning	What is cubism?
 Let's Look at Vocabulary	Cubism Shape Form Colour Line
 Open Minds and Engage	Look at the top section of Picasso's 'Girl in the Mirror' (http://www.pablocassano.org/girl-before-mirror.jsp for background. http://www.princetonol.com/groups/iad/files/picasso.htm gives examples of children's work) Look closely at the picture and the face of the girl looking in the mirror? What do you notice? Is her reflection a true reflection? Why might this be? Discuss. Discuss then look at how Picasso's style then developed from this to become more 3D. What 3D shapes can you see?
 Can I Apply It?	Begin by drawing an oval shape for the face, then divided it by drawing profile first then adding details to show front view (model on board) Ch should then draw their features in the style of Picasso. Once the faces are done, add the hair to create flowing movement. Colour using bright pastels to show 2 sides to face.
 Keep It	Looking at your drawing: Can you identify line, shape, form and colour in a picture and talk about how they are used?
Resources	Paper, pencils, colours, examples of cubist faces by Picasso.
Lesson 5 EXIT TASK	Can I use the style and techniques of an artist to produce their own work, applying their experience of materials and develop their control?
 Unlock Previous Learning	Use oil pastels to create different effects in boxes: heavy, light, lines with different pressure etc. Using the end, using the side to rub. Quick quiz: line, form, shape, vocab.
 New Learning	What type of picture is this?
 Let's Look at Vocabulary	Cubism Shape Form Colour Line Texture
 Open Minds and Engage	<div style="display: flex; align-items: flex-start;">  <div> <p>Put up the portrait of Dora Maar who was one of Picasso's girlfriends. Ask the chn to look carefully. What can you see in the picture? What colours can you see? What shapes can you see? What textures can you see? What do you think about the picture?</p> </div> </div>
	<p>Points to discuss: Hands like flowers – crocus' Stamens (parts of a flower on hr bodice.) Eyes – show his style very clearly – the eye lashes extending from the eyeball. Hair – streaks of colour Whole portrait outlined in black. Explain that they are going to draw their own self portrait in this style. Talk the chn through the steps below and demonstrate.</p> <p>Step 1: With a black oil pastel, draw a profile of a face down the middle of the paper (forehead, nose, mouth, chin). Start just below the top so you can leave room for hair. Instruct the children to think about the placement of the first line (middle of paper). Since this is a lesson in cubism, it's best not to be perfect. Leave the neck for now then draw an eye looking to the side. To the right of the profile, draw a curved line from the top side of the head to the chin of the other face. On this face the kids draw an eye facing towards them. The mouth is where the kids join the two faces. This is also where they see how the two faces fit together. Draw hair, neck and shoulders on the other side. - See more at: http://www.deepspaceparkle.com/2007/12/19/picasso-faces/#sthash.MZ6luX12.dpuf</p> <p>Step 2: Colour one side of the face one colour and then chose a different colour for the other side. Show the children how to layer oil pastel; colour with a light coloured pastel first then cover with a dark pastel. Using the wooden end of a paint brush or wooden dowel, children can scratch off the top layer of oil pastel to reveal the under layer later if they like.</p> <div style="text-align: right;">  </div>



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	<p>Some children will create some very intricate patterns. The oil pastel should be applied heavily. This is where you need to encourage the chn to put in their best effort. A lightly coloured rendering will not work as well. This works in their favour so if they want to scratch off the top layer later on, they can.</p> <p>Step 3: For the final step, ask the children to trace over all the black oil pastel lines with a black oil pastel. This is a good time to add small details like eyelashes. - See more at: http://www.deepspaceparkle.com/2007/12/19/picasso-faces/#sthash.MZ6luX12.dpuf</p>
 Can I Apply It?	<p>chn to make their own picture in this style, following the steps based on their own faces.</p>
 Keep It	<p>Ask chn to identify aspects of: Shape Form Colour Line Texture in their work.</p>
Resources	See above.
Lesson 6	<p>Can I evaluate the success of a technique and say what went well and what I would do differently next time? Can I compare ideas and methods in my own and others work and say what I might think and feel about them?</p>
 Unlock Previous Learning	EXIT QUIZ
 New Learning	How do we evaluate our pictures?
 Let's Look at Vocabulary	<p>Shape Form Colour Line Texture Exhibition Evaluate</p>
 Open Minds and Engage	<p>When the children have completed the finished pieces – hold an exhibition and show the original Picasso painting. Ask the children to evaluate their pieces against Picasso's. - have they achieved a similar effect? Ask specific questions around: line, shapes, tone, form etc.</p>
 Can I Apply It?	<p>chn to complete their evaluation sheets. Take a photo of their finished pieces.</p>
 Keep It	Share some of the evaluations from the children.
Resources	<p>End of unit quiz and evaluation sheets Children's finished pictures.</p>