

## Lilleshall Primary School – Progression in Art and Design KS2

Pupils will 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.

Traditional - Art that transmits the rules and conventions of skills, form and meaning. For example, Renaissance art  
Modern - (1860-1960)- Art that rejects established practices and instead values originality and self-expression, for example abstract expressionism  
Contemporary (present day) - Art that radicalises the modern, destabilising and deconstructing aspects of art; its mediums; conventions of viewing and even the boundary between art and everyday life, for example site-specific installations such as Tracey Emin's 'My Bed'.

### **Types of knowledge in art and design**

**Substantive: Observation, technique, application (discussion throughout)**

- **Practical** – knowledge about how we make art
- **Theoretical** – knowledge of art and its history

### **Disciplinary:**

- knowledge of how quality and value have been expressed by experts
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Strand	Lower Key Stage 2		Upper Key Stage 2	
	Year 3	Year 4	Year 5	Year 6
Using technology	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas. Select and record from first-hand observations, experiences and imagination and explore ideas for different purposes. Select ideas and processes to develop.</li> </ul>			
	<ul style="list-style-type: none"> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).</li> </ul>			

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Drawing</p>	<p><b>Focus:</b> Improving technique and observational skills when working with dry media.</p> <p>Dry media: graphite, oil pastels, charcoal, chalk, coloured pencil, pen. (Option to select one or more to focus on, also an option to compare/discuss different media)</p> <p><b>Techniques:</b></p> <ul style="list-style-type: none"> <li>- Mark making: variation of pressure, shape, size, perspective (drawing from different angles, heights, don-dominant hand etc.)</li> <li>- Tone: understanding the range of pencils (H,B,F), blending, dark/mid/light tones, using tools to blend (cotton buds, hands, brushes etc.)</li> <li>- Line: using line to create tone (hatching, cross-hatching)</li> <li>- 3D/Form: understanding perspective, drawing objects from different viewpoints (view finders), recognising shapes.</li> </ul> <p><b>Ideas for discussion:</b> Comparing mark making techniques – what happens when we change the height/perspective we're drawing at? Discuss how successful techniques are at creating different outcomes – smooth blending will help to create a shiny surface, cross hatching/hatching can help to create texture etc.</p> <p>Examples of activities that incorporate the above: (Could be used in projects or starter activities)</p> <p>10 Minute Drawing Activities <a href="https://www.accessart.org.uk/drawing-journey-children-7-9-exercises/">https://www.accessart.org.uk/drawing-journey-children-7-9-exercises/</a></p> <p>This link provides a 15 minute tutorial on drawing common forms (circles, squares) and adding shade. Very useful starting point, he uses different grade pens but would work well with different grade pencils. <a href="https://www.youtube.com/watch?v=pE5JqgOw7M">https://www.youtube.com/watch?v=pE5JqgOw7M</a></p> <p><b>Outcome:</b> Create observational studies in dry media that incorporate mark making, line and tone appropriately (Accurate scale/shape, range of tones, controlled mark making and line, areas of perspective) <i>Exceptional outcome:</i></p>	<p><b>Focus:</b> Building on techniques and observational skills in a range of media, to explore line, tone and texture.</p> <p>Dry media: graphite, pastels, charcoal, chalks, felt tips, watercolour pencils, coloured pencils, pen.</p> <p><b>Techniques:</b></p> <ul style="list-style-type: none"> <li>- Tone: using mark making and blending to create tone (hatching, cross-hatching, applying a range of tones – dark, mid, lights using H – B pencils.</li> <li>- 3D/Form: revisiting perspective, using view finders, points of measure (pencil, objects around the shape to reference scale).</li> <li>- Observation: Observing texture, using their understanding of techniques to recreate texture (variation of shape, pressure, scale etc.)</li> </ul> <p><b>Ideas for discussion:</b> Compare and contrast hyper-realistic drawings with illustrations or abstract mark-making. Why is drawing important for design and function? (Understanding a product, instructions for building/manufacturing, sign posting etc.)</p> <p>Examples of activities that incorporate the above: (Could be used in projects or starter activities)</p> <p>10 Minute Drawing Activities <a href="https://www.accessart.org.uk/drawing-journey-children-7-9-exercises/">https://www.accessart.org.uk/drawing-journey-children-7-9-exercises/</a></p> <p>Link to Thoughtful Mark Making 10-minute drawing exercise. <a href="https://www.accessart.org.uk/thoughtful-mark-making/">https://www.accessart.org.uk/thoughtful-mark-making/</a></p>	<ul style="list-style-type: none"> <li>• Use drawing to explore line, tone, texture, form and colour.</li> <li>• Select appropriate materials for a task (<i>drawing media, paper etc</i>).</li> <li>• Use drawing to plan a composition e.g. <i>painting/collage</i>.</li> <li>• Continue to practice and refine observational drawing skills.</li> <li>• 3 D</li> <li>• Form</li> <li>• Perspective</li> <li>• Observational techniques</li> <li>• To use tonal qualities when drawing developing an understanding of light and dark and mid tones on an object.</li> </ul> <p>10 Minute Drawing Activities <a href="https://www.accessart.org.uk/drawing-journey-children-9-11-exercises/">https://www.accessart.org.uk/drawing-journey-children-9-11-exercises/</a></p> <p>Link to Thoughtful Mark Making 10 minute drawing exercise, See Three Shapes <a href="https://www.accessart.org.uk/drawing-shapes-to-create-form/">https://www.accessart.org.uk/drawing-shapes-to-create-form/</a></p> <p>Link to Thoughtful Mark Making 10 minute drawing exercise, Negative Space Drawing <a href="https://www.accessart.org.uk/drawingnegative-space-2/">https://www.accessart.org.uk/drawingnegative-space-2/</a></p>	<ul style="list-style-type: none"> <li>• Learn to make a distinction between a working sketch and a drawing.</li> <li>• Can convey tonal qualities illustrating the effect of light and dark on a form and application to their own work using a range of media – pencil, pastel, pen and charcoal.</li> <li>• Investigate using a range of different media [e.g. charcoal, graphite sticks, chalks, pastels, drawing pencils, pen and ink to explore line, tone, pattern, form and texture.</li> <li>• Select the appropriate media and techniques to achieve a specific outcome.</li> <li>• Continue to refine and develop observational drawing enhancing use of proportion and perspective.</li> <li>• Introduce technical drawing techniques – grids and perspective</li> <li>• Developing creative autonomy</li> </ul> <p>10 Minute Drawing Activities <a href="https://www.accessart.org.uk/drawing-journey-children-9-11-exercises/">https://www.accessart.org.uk/drawing-journey-children-9-11-exercises/</a></p> <p>Link to Thoughtful Mark Making 10 minute drawing exercise, Show Me What You See <a href="https://www.accessart.org.uk/show-me-what-you-see/">https://www.accessart.org.uk/show-me-what-you-see/</a></p> <p>Link to Thoughtful Mark Making 10 minute drawing exercise, Simple Perspective Art Lesson <a href="https://www.accessart.org.uk/simple-perspective-forchildren-an-introduction/">https://www.accessart.org.uk/simple-perspective-forchildren-an-introduction/</a></p>
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	Observational studies that incorporate mark making, line, tone, and perspective (accurate scale/shape, range of tones, controlled mark making and line, accurate perspective)			
	<b>Drawing vocabulary:</b> tints, tones, shades, texture, perspective, horizon, composition, foreground, middle ground, background, focal point, scale, expression, viewfinder, pressure, shape, perspective.			
Painting	<ul style="list-style-type: none"> <li>Revisit colour mixing identifying primary and secondary colours with addition of black and white hues.</li> <li>Identify warm and cool colours.</li> <li>Explore blending and develop washes using watercolours.</li> <li>Use different types of brushes for specific purposes.</li> <li>Use variety of techniques such as dots, splashes and applying paint in layers.</li> <li>Introduce the colour circle and highlight contrasting and complementary colours.</li> </ul>	<ul style="list-style-type: none"> <li>Choose from a range of brush sizes and use appropriately.</li> <li>Complete watercolours refining and developing techniques.</li> <li>Confidently mix colours to make a range of tones and to create mood.</li> <li>Use black/white to make a deeper/lighter shade/tint of one colour.</li> <li>Give reasons why a colour is liked or disliked.</li> <li>Recognise and use neutral colours [black, white and grey].</li> </ul>	<ul style="list-style-type: none"> <li>Read a colour wheel and understand what it represents</li> <li>Identify and work with complimentary opposite colours/colour harmonies.</li> <li>Select and work with a limited palette.</li> <li>Work with warm and cold colours recognise/mix and use appropriately.</li> <li>How does this influence design and how we decorate our homes? The effect of colour on mood.</li> </ul>	<ul style="list-style-type: none"> <li>Use acrylic paints.</li> <li>Apply paint to board or canvas using palette knives, pieces of card, sponges and rags.</li> <li>Make informed decisions about colour.</li> <li>Select and work skilfully with a limited palette.</li> <li>Use different tones of colour and make links with space and size.</li> <li>Record the effects of light and dark in more complex situations</li> </ul>
	<b>Painting Vocabulary:</b> layering, backwash, watercolour, ratio, atmosphere, light effects, hue, neutral, complementary, contrasting, tertiary.			
Sculpture	<ul style="list-style-type: none"> <li>Explore clay slabbing and coiling.</li> <li>Build structures using paper folding techniques.</li> <li>Use papier-mâché.</li> </ul>	<ul style="list-style-type: none"> <li>Build structures using rolled or scrunched up newspaper and masking/parcel tape.</li> <li>Use papier-mâché.</li> <li>Build structures with sticks.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently build structures using rolled or scrunched up newspaper and masking/parcel tape for a specific purpose.</li> <li>Skilfully use papier-mâché.</li> </ul> <p>Build structures using withies, wire, mod-roc, and plaster of paris.</p> <p>Create Boss of Roman heads.</p>	<ul style="list-style-type: none"> <li>Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings.</li> </ul>
	<b>Sculpture:</b> kneading, pressing, joining, combining, cutting, adapting, modelling, moulding, attaching, fixing, secure.			

Vocabulary for specific areas	<b>Colour</b>	<b>Line</b>	<b>Tone</b>	<b>Shape &amp; Form</b>	<b>Pattern &amp; Texture</b>	<b>Shape &amp; Form</b>
	Warm Cold Luminous Vivid Contrasting Murky Radiant Vibrant Intense Deep	Broad Narrow Horizontal Vertical Outline Geometric Angular Fluent Confident Powerful	Sombre Bleached Powerful Dark Crisp Stark Blended	Scale Spherical Organic Positive Negative	Drop Uniform Geometric Symmetric Motif Irregular	Scale Spherical Organic Positive Negative

Artists, Craft Makers and Designers	<p><b>• To know about great artists, architects and designers in history.</b></p>					
	<ul style="list-style-type: none"> <li>What is an architect? What do they do? How do they influence our lives? When was our school built? What design is it? Good elements, weak elements. When was your house built, what style of house is in?</li> <li>What is a designer how do they influence our lives? Looking at functional design</li> <li>Discussing the ways in which things were made – colour, form, techniques</li> <li>Museums and galleries visit.</li> <li>Artists, designers and craftsmen in school.</li> <li>Link to Year 3 Talk it Art (scroll down to year group) - provides short videos based on artists or art techniques that pupils can then discuss, questions provided on link <a href="https://www.accessart.org.uk/talking-points-for-accessart-primary-art-curriculum/">https://www.accessart.org.uk/talking-points-for-accessart-primary-art-curriculum/</a></li> </ul>	<ul style="list-style-type: none"> <li>Revisit the difference between architects and designers. Identify famous architects who have influenced Telford. When was Telford built. Who is Thomas Telford - <b>Thomas Telford</b> (9 August 1757 – 2 September 1834) was a Scottish civil engineer, architect and stonemason, and road, bridge and canal builder.</li> <li>Museums and galleries visit.</li> <li>Artists, designers and craftsmen in school.</li> <li>Link to Year 4 Talk it Art (scroll down to year group) – provides short videos based on artists or art techniques that pupils can then discuss, questions provided on link <a href="https://www.accessart.org.uk/talking-points-for-accessart-primary-art-curriculum/">https://www.accessart.org.uk/talking-points-for-accessart-primary-art-curriculum/</a></li> </ul>	<p><b>How have designers influenced Telford?</b></p> <ul style="list-style-type: none"> <li>The Plaza building Telford Shropshire’s tallest office building who designed it, what is its impact on Telford?</li> <li>The Ironbridge, who built it and when? Why is it special?</li> <li>Museums and galleries visit.</li> <li>Artists, designers and craftsmen in school.</li> <li>Link to Year 5 Talk it Art (scroll down to year group) – provides short videos based on artists or art techniques that pupils can then discuss, questions provided on link <a href="https://www.accessart.org.uk/talking-points-for-accessart-primary-art-curriculum/">https://www.accessart.org.uk/talking-points-for-accessart-primary-art-curriculum/</a></li> </ul>	<ul style="list-style-type: none"> <li>6 famous buildings in Great Britain who designed them. What has been their impact?</li> <li>Which buildings strike you in Telford who designed them?</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>Museums and galleries visit.</li> <li>Artists, designers and craftsmen in school.</li> <li>Link to Year 6 Talk it Art (scroll down to year group) – provides short videos based on artists or art techniques that pupils can then discuss, questions provided on link <a href="https://www.accessart.org.uk/talking-points-for-accessart-primary-art-curriculum/">https://www.accessart.org.uk/talking-points-for-accessart-primary-art-curriculum/</a></li> </ul>		

Visit to the Sculpture Park.

Visit to an art gallery or visit from a local artist.

### Termly Artist Focus for Years A and B of the rolling programme Years 3 and 4

Artists, Craft Makers and Designers	<p><b>A</b></p> <p style="text-align: center;"><b>Autumn Term</b></p> <p><b>Giuseppe Arcimboldo - Contemporary Art (1970–present)</b> The 1970s marked the beginning of contemporary art, which extends through present day.</p>	<p style="text-align: center;"><b>Spring Term</b></p> <p><b>The Romans created painting, sculptures and mosaics.</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>	<p style="text-align: center;"><b>Summer Term</b></p> <p><b>Salvador Dali 1904 – 1989 Modern Artist</b></p> 
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Links to theme Farm to Fork.

Year 3 and Year 4

Introduction to Giuseppe Arcimboldo work

<https://www.youtube.com/watch?v=FrUbFyz7Zus>

Year 4 link, gives some valuable information

[https://www.youtube.com/watch?v=dLqwBf\\_tzWk](https://www.youtube.com/watch?v=dLqwBf_tzWk)

This link takes you to a guide on how to draw your own Giuseppe Arcimboldo composition.

<https://www.youtube.com/watch?v=5YsMCDpaUkE>

Images could also be created from actual fruit as a sculpture.

Focus on Sculpture and create boss of pupil's heads in clay.

### Georges Seurat 1859 -1891 Modern Art Pointillism

Introduce the children to who Georges Seurat was and explore his style of art.

[Art with Mati and Dada - George Seurat | Kids Animated Short Stories in English - YouTube Yr 3](#)

Children will discover why Georges Seurat's work was different to that of other impressionists. (Quite an immature link but useful for understanding how colours blend and create a secondary colour when place close together).



Artwork Le Grande Jatte.

To explore how to create art in the style of Pointillism.

[Georges Seurat and the art technique of pointillism. - YouTube Yr4](#)

Children will be reminded of Seurat's work and what Pointillism is.

This link provides a tutorial using Pointillism in sketch books, excellent resource.

[Pointillism Techniques - YouTube](#)

Children to complete colour mixing using Pointillism in their sketch books.

Colour Wheel in Pointillism

<https://www.youtube.com/watch?v=qnp1GCwr1wl>

Creating Pointillism composition – follow tutorial below.

<https://www.youtube.com/watch?v=mdlJs2ZOqe4>

Second option for composition – could be linked to theme for subject of composition

<https://www.youtube.com/watch?v=liVL0Nox6T0>

The use of colour (only complete the work on colour not shape)

<https://www.tate.org.uk/art/teaching-resource/colour-and-shape>

Patrick Heron 1920–1999 Abstract Artists



**B** Linked to Victorians, their most famous paintings

Sir John Everett Millais Bt–, Traditional or



Ophelia 1851–2

William Waterhours Traditional or Modern?

### Cave Paintings



### Neanderthals

In 2018, researched announced the discovery of the oldest known cave paintings, made by **Neanderthals** at least 64,000 years ago, in the Spanish caves of La Pasiega, Maltravieso and Ardales

Link to Tate Gallery and video's and discussion based on Cave Paintings – Talk Art. Very informative and useful.

<https://www.accessart.org.uk/talking-points-cave-art/>

### Pop Art

Roy Lichtenstein 1923-1997 Modern Artist



Link to information about Roy Lichtenstein

<https://www.tate.org.uk/kids/explore/who-is/who-roylichtenstein>



**The Lady of Shalott 1888**

**Traditional - Based on people as a subject or places or events – There were no cameras so artists recorded real life. The use of a pyramid structure in the composition.**

**Modern – started to experiment with composition, colour and subject – Monet creating colour and movement through brush stroke. Unrealistic colours used, more vibrant.**

**The Arts and Craft movement focusing on William Morris Designer and Craftsman**



Press prints linked to William Morris wallpaper designs or William Morris style clay tiles (Maws Craft Centre Tile Workshop). Completing observational drawings of plants that are developed into repeating patterns to generate a design in the style of William Morris, (See CC for guidance).



**Xgaoc'o X'are Naïve Artist**

*Two Giraffe and Two Birds II- Botswanan Printmaker Xgaoc'o X'are*

The link below takes you to Talking Points and this is in the Year 2 section but very useful for Years 3 and 4 focus on cave art.

<https://www.accessart.org.uk/talking-points-xgaoco-xare/>

**Jackson Pollock 1912-1956- Modern Artists Abstract Expressionist**

It is believed that Jackson Pollock was inspired by Cave Painting.

**Number 1A, 1948**



In 1948 Jackson Pollock re-enacted the making of hand prints and hand stencils deep inside caves by people 12,000 years ago by leaving hand prints along the top edge of his painting Number 1A, 1948

While the style of "drip" painting has become synonymous with the name Jackson Pollock, here the artist has autographed the work even more directly, with several handprints found at the composition's upper right. "Sometimes I use a brush but often prefer using a stick. Sometimes I pour the paint straight out of the can. I like to use a dripping, fluid paint." Working on the floor in a spacious converted barn on Long Island, Pollock moved away from traditional artist's oil paints and embraced lower viscosity commercial enamel paints. The fluidity of this paint allowed him to directly capture the movements of his entire body over the canvas. Around the same time, Pollock stopped giving his paintings evocative titles and began instead to number them. His wife, artist Lee Krasner, later explained, "Numbers are neutral. They make people look at a painting for what it is—pure painting."

A link to Jackson Pollock creating his work:

<https://www.youtube.com/watch?v=JZ3glUYHa3Q>

**Andy Warhol 1928 -1987 Modern Artist**



**Who is Andy Warhol?**

<https://www.tate.org.uk/kids/explore/who-is/who-andywarhol>

An introductory video to Pop Art

<https://www.tate.org.uk/kids/explore/what-is/pop-art>

Ideas for pupils to create their own Pop Art

<https://www.tate.org.uk/kids/make/paint-draw/make-pop-art-warhol>

**Termly Artist Focus for Years A and B of the rolling programme  
Years 5 and 6**

**A**

**Autumn Term**

**Henri Rousseau - Impressionist painter (1844-1910)**



'Tiger in a Tropical Storm (Surprised!), 1891; A Lion Devouring its Prey, 1905; The Equatorial Jungle, 1909; Exotic Landscape, 1910. Rousseau claimed that his jungle paintings were based on things he had seen in Mexico, but it is now believed that they were actually inspired by what he saw at the Paris zoo, botanical gardens and in illustrated books.'

Links with Geography and the study of Rainforests.



Link to video discussing Henri Rousseau's work and providing tuition on creating a picture (if required).  
<https://www.youtube.com/watch?v=w15zPkNw10A>

Link to video discussing Henri Rousseau's work  
[https://www.youtube.com/watch?v=NFoYl\\_E2juE](https://www.youtube.com/watch?v=NFoYl_E2juE)

**Spring Term**

**Art Deco 1920-1960 Modern Art and Design**

Linked to Ancient Egyptians.

**Most Art Deco draws inspiration from the art and architecture of ancient Egypt.** During the 1920s, when the Art Deco style emerged, the world was abuzz with excitement over a stunning archaeological find in Luxor. Archaeologists opened the tomb of the ancient King Tut and discovered dazzling artifacts inside.

**The Characteristics of Art Deco**

- Heavy geometric influences.
- Triangular shapes.
- Zigzags.
- Trapezoidal shapes.
- Straight and smooth lines.
- Loud, vibrant, and even kitschy colours.
- Streamlined and sleek forms.
- Sunburst or sunrise motifs.

What are the common motifs of Egyptian architectures?

Many motifs of Egyptian ornamentation are symbolic, such as **the scarab, or sacred beetle, the solar disk, and the vulture.** Other common motifs include palm leaves, the papyrus plant, and the buds and flowers of the lotus. Hieroglyphs were inscribed for decorative purposes as well as to record historic events or spells.

**Observation knowledge focus:**

Take examples from Egyptian Motifs in the Art Deco Style Book and identify the Characteristics identified above using different coloured pens.

**Pupils create their own examples of different characteristic and use these to generate a design, they will have observed, tested and created designs.**

What is an example of Art Deco style?

**Empire State Building, New York City**

The most prominent art deco structure in the world is Manhattan's Empire State Building, which took just over a year to complete. The 102-story skyscraper, conceived by architects Shreve, Lamb, and Harmon, has a steel frame covered in granite and limestone

Eiffel tower is a classic example of Art Deco

**Summer Term**

**Andy Goldsworthy 1956 - ? English Sculpture, Photographer and environmentalist**

**Contemporary Artist**  
<https://www.accessart.org.uk/talking-points-artists-as-collectors-explorers/>

**Autumn Leaves Art**







**The following work will also be reinforced for Year 6 pupils at Arthog during the summer term with a day of beach art based around the work of Andy Goldsworthy.**

Andy Goldsworthy is a British artist. He is known for his work in sculpture and photography. Andy is an environmentalist and this is reflected in the nature-based aspect of much of his work. Andy describes his art as working "with nature as a whole". His sculptures are often made up of stones, twigs, flowers, mud, snow and icicles. Many of Andy's sculptures are created on the site where the objects are found. This is called land art or environmental art.

Art Ideas for all Children

- Andy has made rock balancing popular. Rock balancing is a form of art where rocks and pebbles are balanced on each other without using glue, wires or anything else to keep them together. Children can try out the art of rock/pebble balancing with resources found on the school site.
- Children to explore how many colours they can find using natural objects.
- Can children make a line of stones, pebbles, twigs, and leaves so that each object in the line is smaller than the last one.
- Can children make a spiral out of natural objects found on the school site. Children to think about use of colour and pattern.
- Can children make an arch or tunnel from natural materials.
- Can children create a sculpture using natural objects. Are they able to tie parts together using natural materials e.g. two sticks together using flexible twigs.
- Can children make a sculpture from sticks and hang from a tree.

			<ul style="list-style-type: none"> <li>• Create a temporary art walk on your school field</li> </ul> <p>Links to Website</p> <p><a href="http://www.leaningintothewind.com/">http://www.leaningintothewind.com/</a> (Short video with Andy Goldsworthy)</p> <p><b>Vikings</b> <b>Viking Knot Brooch</b></p>  <p>Explore the use of continuous lines to create a brooch design, considering appropriate design and related pattern creation.</p> <p><b>Continuous line drawing tutorial for pupils and teacher notes.</b> <a href="https://www.accessart.org.uk/continuous-line-drawing-exercise/">https://www.accessart.org.uk/continuous-line-drawing-exercise/</a></p> <p><b>Continuous line drawing in modern designs/products</b></p> 
<p><b>B</b></p>	<p>Linked to Exploring the Americas including the Maya culture.</p> <p><b>Mayan iHeroglyphics</b> The link below provides information on signs and what they represented. <a href="https://www.omniglot.com/writing/mayan.htm">https://www.omniglot.com/writing/mayan.htm</a></p> <p>Scroll down to the video at the bottom for video's on:</p> <ul style="list-style-type: none"> <li>• Decipherment of script 22 minutes</li> <li>• Maya Writing 2 mins is informative</li> </ul>	<p><b>Matisse 1869 – 1954 Modern Artist. Modern Artist</b></p> <p><b>Matisse Cut Outs.</b></p> <p>The link below takes you to two video explaining how Matisse's work developed <a href="https://www.accessart.org.uk/talking-points-matisse-cut-outs/">https://www.accessart.org.uk/talking-points-matisse-cut-outs/</a></p> <p>Talking Point Paper Cut Outs by a range of artists <a href="https://www.accessart.org.uk/talking-points-paper-cut-outs/">https://www.accessart.org.uk/talking-points-paper-cut-outs/</a></p> <p>Link to creating a Matisse with cut out, too young but he concept could be developed scroll to the bottom. They pupils could represent Lilleshall ( nature and</p>	<p>Linked to Ancient Greek theme When did Greek art start and end? <b>480–323 B.C</b> The art of the ancient Greeks and Romans is called <b>classical art</b>. This name is used also to describe later periods in which artists looked for their inspiration to this ancient style.</p> <p>What is the most famous Greek art? <b>Parthenon Frieze</b> Ancient Greek art / Artwork</p>

	<p><b>Mona Lisa</b> 1503 By Leonardo Da Vinci Traditional Artist. Probably the most famous painting in the world.</p>  <p>Begin by asking the children why they think the painting is so famous? What mood is the Mona Lisa in? Why do they think this?</p> <p>The Mona Lisa is a hot topic in the art world. The expression on her face has been the subject of debate for many years. Her expression is generally neutral but debates over the emotions behind her expression have suggested she is happy, disgusted, fearful, or angry.</p> <p>There are lots of interesting facts if you google Fun Facts for Kids.</p>	<p>monument) as Matisse would. <a href="https://www.tate.org.uk/kids/make/cut-paste/collage-matisse-snail">https://www.tate.org.uk/kids/make/cut-paste/collage-matisse-snail</a></p> <p>The use of shape by a range of artists (ignore colour already covered in Year scroll down to shape) links well to Matisse and his use of bold shapes. <a href="https://www.tate.org.uk/art/teaching-resource/colour-and-shape">https://www.tate.org.uk/art/teaching-resource/colour-and-shape</a></p>	 <p>The Parthenon frieze is the high-relief Pentelic marble sculpture created to adorn the upper part of the Parthenon's naos. It was sculpted between c. 443 and 437 BC, most likely under the direction of Pheidias. Of the 160 meters of the original frieze, 128 meters survives—some 80 percent.</p> <p><a href="https://www.youtube.com/watch?v=tWdfikBZC6U">https://www.youtube.com/watch?v=tWdfikBZC6U</a> This is 16 minutes long and discuss the building and the architecture.</p> <p>Greek art is all about images: images of gods, images of heroes, and images of humans.</p> <p>What type of art are the ancient Greeks most known for? Classical Greek pottery was perhaps the most utilitarian of the era's art forms.</p> <p><b>Sculpture</b> creating a: Parthenon frieze using clay or paper mache or card relief or Greek pottery depicting Greek Gods.</p>
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The art & design curriculum as a progression model:

- give organised and sequenced attention to substantive and disciplinary knowledge
- put knowledge and learning before activity
- develop knowledge of elements: how artists have used them and how they can use them
- involve routine use of sketchbooks and focused visits to galleries when possible
- focus on process and progress more than performance
- build fluency, experimentation and authenticity
- enable assessment through process and discussion
- enable pupils to know about, appreciate and talk about the nature of art.