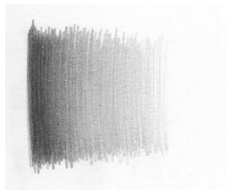



KPI Art Curriculum Plan – Cycle A

DRAWING (8 lessons)						
<p>Prior Knowledge</p>	<p>National Curriculum Objectives Covered</p>	<p>End of Unit Assessment</p>				
<p><u>EYFS:</u> Look at objects closely and sketch, using little light marks, what they can see Make line drawings to represent objects (with pencils and pens)</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<table border="1"> <thead> <tr> <th>Y1</th> <th>Y2</th> </tr> </thead> <tbody> <tr> <td data-bbox="1263 344 1639 938"> <ul style="list-style-type: none"> To draw lines of different shapes and thicknesses Begin to control the types of marks made with the range of media To sketch using light small strokes of a pencil to represent an object To develop a range of tones by shading and smudging </td> <td data-bbox="1639 344 2092 938"> <ul style="list-style-type: none"> To use pencils, pastels and charcoal in drawings To show patterns and textures in drawings by adding dots and lines To make a variety of lines of different sizes, thickness and shapes To sketch lightly (so they do not need to use a rubber) </td> </tr> </tbody> </table>	Y1	Y2	<ul style="list-style-type: none"> To draw lines of different shapes and thicknesses Begin to control the types of marks made with the range of media To sketch using light small strokes of a pencil to represent an object To develop a range of tones by shading and smudging 	<ul style="list-style-type: none"> To use pencils, pastels and charcoal in drawings To show patterns and textures in drawings by adding dots and lines To make a variety of lines of different sizes, thickness and shapes To sketch lightly (so they do not need to use a rubber)
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<p>Key Concepts</p>	<p>Links Made</p>	<p>Vocabulary</p>				
<p>KC1 - Experiment and create KC4- Develop techniques</p>		<p>Technique, sketch, line, marks, long, short, thick, thin, light, lighter, lightest, dark, darker, darkest, shading, tones, shadows, blend, observational drawing, reflect, design, plan, improve</p>				


KPI Art Curriculum Plan – Cycle A

Key Concept(s)	Learning Intention	Crucial Knowledge	Activities	Resources
DRAWING (8 lessons)				
KC4- Develop techniques	To explore sketching with pencils	<ul style="list-style-type: none"> - Know what sketching means - Hold a pencil using different grips - Explore the lines and effects that can be created by pencils 	<p>Retrieval/Warm Up: fine motor skills – Pen Disco</p> <p>Introduce sketching. Model using a pencil to explore different pencil grips (top of pencil, sideways on, bottom of pencil) and lines (long, short, thick, thin, light, dark).</p> <p>Draw basic shapes (e.g. square, circle, rectangle, diamond) to explore the lines and effects that can be created. Reflect out loud on the lines you make as you model, reinforcing vocabulary from the session.</p> <p>Put pencils and paper into provision.</p> <p>Learning challenge - children to explore pencil sketching</p>	<p>Paper and pens for pen disco</p> <p>Sketching pencils</p> <p>Vocab Technique, sketch, sketching pencils, line, marks, long, short, thick, thin, light, dark</p>
KC1 - Experiment and create KC4- Develop techniques	To develop techniques to create different tones	<ul style="list-style-type: none"> Know what shading means Understand what tones are Use B grade to pencils to create light and dark 	<p>Retrieval/Warm Up: ‘how does it sound?’ (1)</p> <p>Introduce shading using pencils. Show children different B grade pencils and the marks they produce - the higher the B grading the darker the tones that can be made (B = lightest, 6B = darkest). Children explain to a talk partner.</p> <p>Model shading to create tones from light to dark. Model shading using the side of the pencil as well as the tip to achieve different effects.</p> 	<p>How Does it Sound? sheet, printed off</p> <p>Sketching pencils</p> <p>Vocab Sketching, shading, tones, light, lighter, lightest, dark, darker, darkest, shadows</p>


KPI Art Curriculum Plan – Cycle A

		Shade using the side of the pencil	Work in guided groups to explore the different B grade pencils	
KC1 - Experiment and create KC4- Develop techniques	To develop techniques to create different tones	<p>Know what shading means</p> <p>Understand what tones are</p> <p>Use B grade to pencils to create light and dark</p> <p>Shade using the side of the pencil</p> <p>Talk about use of light and dark in artwork</p>	<p>Retrieval/Warm Up: Show children an example of gradient shading, ask them to recreate it. Stick in books for children to copy if needed</p> <p>Look at Guernica by Picasso – Discuss how the light and dark is used to create shadows. (This isn't a pencil drawing it's an oil painting - make it clear it is being used to look at light/dark not pencil techniques)</p>  <p>Model shading one of the abstract colouring sheet using light and dark tones. Children choose one to do themselves.</p>	<p>Sketching pencils Large image of Guernica on board Smaller copies of Guernica for art area Abstract colouring sheets</p> <p>Vocab Sketching, shading, tones, light, lighter, lightest, dark, darker, darkest, shadows</p>
KC1 - Experiment and create KC4- Develop techniques	To use charcoal to create light and dark tones	<p>Know the effects charcoal produces and how this is different to pencil</p>	<p>Retrieval/warm up: Look at Guernica by Picasso. Can children name the artwork and artist? Choose children to talk about the use of light and dark in the work</p> <p>Introduce children to charcoal using PowerPoint. Explain that is a good medium for creating light and dark. After each technique shown, teacher model and children practise in sketchbooks.</p>	<p>Charcoals Rubbers Charcoal PowerPoint</p> <p>Vocab</p>

KPI Art Curriculum Plan – Cycle A

				<p>Sketching, shading, tones, light, lighter, lightest, dark, darker, darkest, shadows, charcoal, medium, blend</p>
KC4 – develop techniques	To apply charcoal techniques	<p>Use charcoal to create light and dark tones</p> <p>Use smudging to create shadows</p>	<p>Retrieval/warm up: what is charcoal? How is it different to pencil? What techniques can we use with it?</p> <p>Guided groups – children explore ways to mark make with charcoal, using charcoal sheets or create something similar in sketchbooks with teacher direction.</p> <p>Put charcoals and pictures for inspiration into the provision for children to access independently.</p>	<p>Charcoals Rubbers Charcoal mark making sheets</p> <p>Vocab Sketching, shading, tones, light, lighter, lightest, dark, darker, darkest, shadows, charcoal, medium, blend, observational drawing</p>
KC4 – develop techniques	To practise drawing techniques	<p>Recall previously taught techniques</p> <p>Choose and apply different techniques,</p>	<p>Retrieval/warm up: How does it sound? (2)</p> <p>Fold a piece of paper into 4 or 6 sections, depending on children’s ability. Children draw a simple picture and apply different techniques in each section e.g. one section light and dark with pencils, one section charcoal blending</p>	<p>Paper, folded into sections How Does it Sound? sheet, printed off</p> <p>Vocab</p>

KPI Art Curriculum Plan – Cycle A

		showing control over shading		Apply, sketch, shade, techniques
KC4 – develop techniques	To apply shading techniques	Recall and apply previously taught shading techniques – using different grade pencils to create dark and light shades, use smudging to blend, use the side of the pencil when shading	<p>Retrieval/warm up: Say different types of lines for children draw with pencil e.g., long, short, thick, thin, light, dark</p> <p>Use PowerPoint to show children different sketches within circles as inspiration and talk about the lines and shading used.</p> 	<p>Sketches PowerPoint</p> <p>Sketching pencils Charcoal Circle template (2 per child)</p> <p>Vocab Sketching, shading, tones, light, lighter, lightest, dark, darker, darkest, shadows, charcoal, reflect, design, plan, improve</p>
			<p>Children discuss own ideas for creating a simple piece of art within a circle. Share good ideas with the class. Model planning, reflecting and improving a design. Then use design to create a finished piece. Use language of sketching and shading throughout. Children work at same time as adult to plan and design an artwork, then reflect orally on it and improve and create a finished piece.</p> <p>Retrieval/warm up: Show children an example of charcoal shading, ask them to recreate it. Stick in books for children to copy if needed</p> <p>Continue previous lesson</p>	

KPI Art Curriculum Plan – Cycle A

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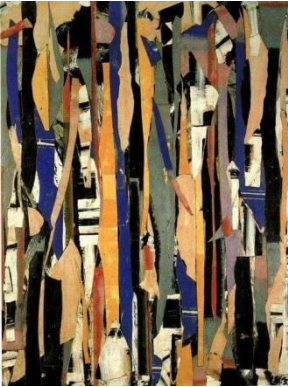
COLLAGE (6 LESSONS)

KPI Art Curriculum Plan – Cycle A


<p style="text-align: center;">Prior Knowledge</p>	<p style="text-align: center;">National Curriculum Objectives Covered</p>	<p style="text-align: center;">End of Unit Assessment</p>	
<p><u>EYFS:</u></p> <ul style="list-style-type: none"> • Use scissors safely and accurately to cut paper and card etc • Stick collage material using glue sticks • Add collage to pictures and /or paintings • Use PVA glue, applying it to specific areas to add collage • Use scissors to change the shape and size of collage material • Experiment to make different textures • Describe the texture of their collages 	<p>To use a range of materials creatively to design and make products</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Be taught 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</p>	<p>Y1</p> <ul style="list-style-type: none"> • Select and sort, cut, tear and discuss textures and materials • Mix paper and other materials with different textures and appearances • Select appropriate adhesive to stick materials down • Develop skills of overlapping and layers • Experiment with an open mind 	<p>Y2</p> <ul style="list-style-type: none"> • To mix paper and other materials with different textures and appearances • To use shapes, textures, colours and patterns in collages • Develop skills of overlapping and layers • Embellish, using a variety of techniques, including drawing, painting and printing
<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Links Made</p>	<p style="text-align: center;">Vocabulary</p>	
<p>KC1 - Experiment and create KC3 - Reflect KC4 - Develop techniques KC5 - Knowledge of artists</p>	<p>D&T – joining techniques (types of glue and best glue for different materials)</p>	<p>Collage, art form, overlapping, materials, mixed media, details, process, effects, abstract, texture, effects, layering, technique, materials, inspiration, design</p>	

Key Concept(s)	Learning Intention	Crucial Knowledge	Activities	Resources and Vocab
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KPI Art Curriculum Plan – Cycle A

COLLAGE (6 lessons)				
<p>KC1 - Experiment and create KC5 - Knowledge of artists</p>	<p>To mix materials to create different effects</p>	<p>Know that collage is a form of art created by overlapping pieces</p> <p>Tear paper into strips</p> <ul style="list-style-type: none"> - Choose appropriate glue to stick paper 	<p>Retrieval/warm up: Pattern Making – use a selection of classroom objects for children to choose from</p> <p>Introduce term collage and explain that it is an art form that is made up of overlapping pieces of material, such as photographs, fabric, coloured and textured paper and other types of mixed media.</p> <p>Look at collages by Lee Krasner and discuss how they were created – did she draw/paint the picture? Or did she create collages using a range of materials?</p>  <p>Model experimenting with cutting and tearing, using different glues to create layering.</p> <p>Learning challenge – use cutting and tearing coloured paper to create a collage</p>	<p>Glue Paper Card Fabric Lee Krasner PowerPoint</p> <p>Vocab Collage, art form, overlapping, materials, mixed media</p>

KPI Art Curriculum Plan – Cycle A

<p>KC1 - Experiment and create KC4 - Develop techniques</p>	<p>To explore ways to mix materials to create different effects</p>	<p>Be inspired by an artist Follow steps to create a mixed material collage</p>	<p>Retrieval/warm up: Look at Lee Krasner works. Who is the artist? What type of art are these works? Choose children to talk about the artworks</p> <p>Look at a collage by Paivi Eerola – can children see where she has used pencil details in the collage? What effect does it create? (e.g. pencil background makes the colourful collage stand out, white pen added on top of the collage adds a finishing touch and adds detail to the final piece)</p>  <p>Read her step by step process for using pens to add detail to a collage. Children follow along with their own pencils and collage materials.</p>	<p>Lee Krasner Collages Glue Paper Card Fabric Drawing pencils Charcoal Pens</p> <p>Vocab Collage, details, process, effects</p>
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KPI Art Curriculum Plan – Cycle A

<p>KC3 - Reflect KC5 - Knowledge of artists</p>	<p>To understand how different artists mix materials to create different effects</p>	<p>Use knowledge of collage to talk about the work of artists</p> <p>Use vocabulary learnt when talking (collage, details, texture, abstract, layers, layering, effects, overlapping)</p> <p>-</p>	<p>Retrieval/warm up: Colour Sorting (children have different coloured strips of paper)</p> <p>Use PowerPoint to look at collage pictures by Wangechi Mutu, Peter Blake and Joseph Cornell.</p> <p>How are these different to the abstract collages of Krasner and Eerola? (are a recognizable image, carefully created using collage methods, rather than an abstract work)</p> <div data-bbox="797 512 1279 735" style="display: flex; justify-content: space-around;">   </div> <p>How has the artist used collage to create a picture? Children to discuss their thoughts about the piece. Ask the children – what can you see? Record their thoughts as appropriate.</p> <p>Discuss different methods of collage e.g. paper, textures, card, print, photographs, and sketches.</p> <p>Guided groups - children create different effects by overlapping and layering. Rest of children in continuous provision or linked provision.</p>	<p>Collages PowerPoint</p> <p>Glue Paper Card Fabric Magazines and photos Pens Paint Charcoal</p> <p>Vocab Abstract, texture, effects, overlapping, layering</p>
		<p>Recall and apply</p>	<p>Retrieval/warm up: Collage quiz to check prior learning</p>	<p>Christmas collages PowerPoint</p>

KPI Art Curriculum Plan – Cycle A

KC1 - Experiment and create KC4 - Develop techniques	To apply collage techniques	previously taught collage techniques – cutting or tearing strips/pieces, choosing appropriate glue, layering pieces, using adding detail using mixed materials	Look at images from different Christmas cards. Children discuss how they have been created (techniques, materials etc.) Guided groups - children use as inspiration to create own collage as part of their Christmas card design for their family.	Glue Paper (including Christmas wrapping paper) Card Christmas cards Fabric Vocab Technique, materials, inspiration, collage, design
			Continue previous lesson	

KPI Art Curriculum Plan – Cycle A

SCULPTURE (11 LESSONS)

Prior Knowledge
<p><u>EYFS:</u></p> <ul style="list-style-type: none"> • Use tools to change the shape of play dough • Experiment changing the shape of clay with their hands • Use clay to make simple representations of objects or living things • Use simple tools to add details and manipulate clay or dough

National Curriculum Objectives Covered
<p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Be taught 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</p>


End of Unit Assessment	
<p>Y1</p> <ul style="list-style-type: none"> • To add texture to models using tools • Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. • Apply simple decoration techniques such as impressing and painting 	<p>Y2</p> <ul style="list-style-type: none"> • Cut, roll and coil clay • Add lines and shapes to clay work • Add texture to clay work by adding clay with tools • Be able to talk about the materials, techniques and processes they have used, using appropriate vocabulary • Be able to create a piece of work in response to another artist's work • Deliberately choose to use particular techniques for a given purpose

Key Concepts
<p>KC1 - Experiment and create</p> <p>KC2 - Think critically</p> <p>KC3 - Reflect</p> <p>KC4 - Develop techniques</p> <p>KC5 - Knowledge of artists</p>

Links Made
<p>Art – cycle b – colour mixing</p> <p>Art – following a plan</p>

Vocabulary
<p>Sculpture, 3D, three dimensional, process, carve, model, cast, construct, tools, clay, join, roll, pinch, shape, cut, slip, technique, pinch pot, vessel, shaped, round, push, pinch, turn, rim, smooth, widen, coil pot, roll, stack, base, ceramic artists, carving, surface, decorate, details, impressing, printing, complete, evaluate, inspired, scrunch, section, tight, reshape, even, observe, motion, base, large scale, sculptors, object, material, composition, reaction</p>

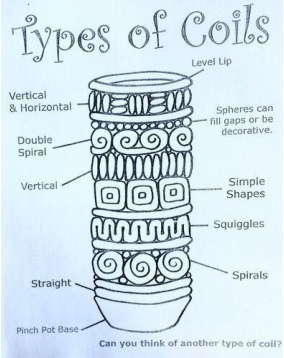
KPI Art Curriculum Plan – Cycle A

Key Concept(s)	Learning Intention	Crucial Knowledge	Activities	Resources and Vocab
SCULPTURE (11 lessons)				
<p>KC1 - Experiment and create</p>	<p>To explore different ways to shape and join clay</p>	<p>Use fingers and hands to change the shape of the clay: Pinch Roll</p> <p>Use tools to:</p> <ul style="list-style-type: none"> - Cut - Print - Carve <p>into clay</p> <p>Join clay following the 4 step process:</p> <ol style="list-style-type: none"> 1. Score 2. Slip 3. Stick 4. Smooth 	<p>Retrieval/warm up: – Colour Sorting (2)</p> <p>Use PowerPoint to introduce children to sculpture (three-dimensional art made by one of four basic processes: carving, modelling, casting, constructing).</p> <p>Children to experiment shaping clay using tools to roll, pinch, cut, print, carve.</p> <p>Watch video of clay techniques of slip, scoring and blending. Children then practise the techniques. Print off prompt image for children to use, add to art display</p> <div data-bbox="996 858 1585 1294" style="border: 1px solid black; padding: 5px;"> <p style="background-color: #92d050; color: white; padding: 2px;">4 S's: Score, Slip, Stick & Smooth</p> <p style="font-size: small;"><i>Score and slip refers to a method of joining two pieces of clay together. It is very important to always score and slip clay that is leather hard. If you do not, the pieces will likely pop apart when they are fired.</i></p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%; padding: 2px;"> <p style="font-size: x-small;">SCORE: First, score the clay. Use a feather tool or some other type of tool to make scratches in the surfaces that will be stuck together.</p> </div> <div style="width: 50%; padding: 2px;"> <p style="font-size: x-small;">SLIP: Slip is very watered down clay. Then you slip it-wet the scored surface with some slip, using it like glue.</p> </div> <div style="width: 50%; padding: 2px;"> <p style="font-size: x-small;">STICK: Join the 2 pieces of clay together by sticking (pressing) and wiggling the two pieces together.</p> </div> <div style="width: 50%; padding: 2px;"> <p style="font-size: x-small;">SMOOTH: Using a wooden modeling tool, shaper or your finger, smooth the joint of the pieces that were just scored and slipped together so they are seamless.</p> </div> </div>  </div>	<p>Objects for colour sorting and a colour wheel printed off each Sculpture PowerPoint</p> <p>Clay video Clay Clay tools Paintbrushes Pots Water Shapes/tools to print with</p> <p>Vocab Sculpture, 3D, three dimensional, process, carve, model, cast, construct, tools, clay, join, roll, pinch, shape, cut, slip, technique</p>

KPI Art Curriculum Plan – Cycle A

<p>KC4 - Develop techniques</p>	<p>To understand different ways to shape clay – pinch pots</p>	<p>Know the steps needed to make a pinch pot.</p> <p>Follow these steps, explaining and talking about each one</p>	<p>Retrieval/warm up: what are the 4Ss of clay? Show prompt image again if needed</p> <p>Look at images of clay pinch pots, and explain how they were created from a single piece of clay that has been shaped and decorated.</p> <p>Look at poster showing the steps for making a pinch pot and follow with the children, supporting as needed to make their own pinch pot from a ball of clay</p> <div data-bbox="875 627 1480 1098" data-label="Image"> <p>The image is a 3x3 grid of instructional photos for making a pinch pot. Row 1: 1. A wedge-shaped piece of clay. 2. A round ball of clay. 3. A hand pushing a thumb into the center of the ball. Row 2: 4. The thumb is being pulled out, creating a shallow bowl. 5. The rim is being pinched together. 6. The rim is being smoothed with a finger. Row 3: 7. The finished pot with 'Mr. HARRICE' written on it. 8. A hand holding the finished pot. 9. The text 'Good job!' in blue.</p> </div>	<p>Pinch pot poster Images of pinch pots Clay Clay tools Boards</p> <p>Vocab Single piece, pinch pot, pot, vessel, shaped, round, push, pinch, turn, rim, smooth, widen</p>
			<p>Retrieval/warm up: Give children one of the drawing texture strips to stick in sketchbooks and copy textures</p> <p>Continue previous lesson</p>	

KPI Art Curriculum Plan – Cycle A

<p>KC4 - Develop techniques</p>	<p>To understand different ways to shape clay – coil pots</p>	<p>Know the steps needed to make a coil pot.</p> <p>Follow these steps, explaining and talking about each one</p>	<p>Retrieval/warm up: Collage quiz</p> <p>Look at images of clay coil pots. Explain how they were created from pieces of clay that have been rolled and shaped, then stacked on a base (joined by score and slip)</p> <p>Watch video demonstrating the technique, pausing to clarify and explain where needed. Continue to reinforce vocabulary.</p> <p>Children make a simple coil pot, following the instructions from the video.</p> <p>Extension: look at decoration examples, children choose one and add to their pot</p> 	<p>Images of coil pots Types of coils (for extension), Clay, Clay tools and boards, Slip</p> <p>Vocab pot, coil pot, vessel, shape, technique, roll, stack, base, score and slip,</p>
			<p>Retrieval/warm up: How Does It sound? (3)</p> <p>Continue previous lesson</p>	



KPI Art Curriculum Plan – Cycle A

<p>KC5 - Knowledge of artists</p>	<p>To be inspired by ceramics artists</p>	<p>Talk about how artists used: Techniques Colour Pattern Shapes Audience/Purpose To make an appealing product</p> <p>Design and draw a pot by: Deciding purpose Choosing shape Choosing decoration (pattern and colour) Identifying techniques and tools needed</p>	<p>Retrieval/warm up: air painting</p> <p>Look at the work of ceramic artists e.g. Grayson Perry, Jaqui Atkin</p> <div data-bbox="878 355 1518 778" data-label="Image"> </div> <p>Children to discuss their thoughts about the pieces. Discuss how they decorated their works by carving into the surface to create different effects and painting them to complete them. Record their thoughts for floor book as appropriate.</p> <p>Introduce task to children – to design and create their own ceramic work (a pot) inspired by Jaqui Atkin.</p> <p>Children to create a design in their sketch book of what shape it will be and label how they will decorate their pot, planning how they will add details to the surface of their clay pot by impressing, carving or printing into it.</p>	<p>Ceramic artists PowerPoint Images of Jaqui Atkin works Sketchbooks</p> <p>Vocab Ceramic artists, decorate, work, carving, surface, effects, design, decorate, details, impressing, printing</p>
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KPI Art Curriculum Plan – Cycle A

<p>KC4 - Develop techniques</p>	<p>To use clay techniques</p>	<p><i>Use pinch pot, coil pot, joining SCs</i></p>	<p>Retrieval/warm up: fine motor skills – Pen Disco</p> <p>Children use their design from the previous lesson to create a pot out of clay, thinking carefully about the shape and any carving/printing/impressing they will need to do before it is dried.</p> <p>Remind children to refer back to their plans and think about how they want their pot to look when finished.</p> <hr/> <p>Retrieval/warm up: fine motor skills – lolly sticks activity</p> <p>Continue into second session, if needed</p>	<p>Designs Clay Clay tools Boards</p> <p>Vocab Ceramics, clay, pot, technique, shape, carve, print, impress, refer back, plan, design, create</p>
<p>KC4 - Develop techniques</p>	<p>To decorate a clay pot</p>	<p>Colour mixing: Mix the secondary or tertiary colour you need Create the tints or shades you need</p> <p>Block or layer your colours</p>	<p>Retrieval/warm up: look at work by Jacqui Atkin. What type of art does she create? What is her name?</p> <p>Children use their design to paint the clay pot from the previous session.</p> <p>Draw on prior learning about colour mixing and painting techniques (e.g. layering) to complete their piece.</p> <p>Children evaluate their pots against their plans – what went well? What did they find difficult? What would they do differently if they made another pot?</p> <p>Critique each others' (pairs/groups) – what do they like? Why? How could it be made even better?</p>	<p>Dried pots Paints Brushes</p> <p>Vocab Ceramics, clay, pot, technique, plan, design, create, decorate, finish, complete, evaluate, colour mixing, painting techniques</p>

KPI Art Curriculum Plan – Cycle A

<p>KC2 - Think critically KC5 - Knowledge of artists</p>	<p>To use techniques to shape materials</p>	<p>Follow the steps in the video</p> <p>Apply techniques from clay (pinch, roll, cut) to foil</p>	<p>Retrieval/warm up: Crumple up a piece of paper. Draw all the wrinkles and folds in the paper. Try to use different pencil grips and light/dark lines</p> <p>Introduce children to the work of Alberto Giacometti. Compare his sculptures to the ceramic works of artists studied earlier – what is the same? What is different? Which do you prefer? Why? Make notes and add to floor book.</p>  <p>Follow steps to create Giacometti inspired aluminium foil sculptures:</p> 	<p>Aluminium foil (12inchx16inch piece of each child)</p> <p>Rulers</p> <p>Scissors</p> <p>Sharpies/board pens</p> <p>Piece of card for a base</p> <p>Glue</p> <p>Giacometti PowerPoint</p> <p>Foil sculptures video</p> <p>Vocab</p> <p>Sculpture, prefer, inspired, scrunch, section, tight, reshape, even, observe, motion, base</p>
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KPI Art Curriculum Plan – Cycle A

<p>KC2 - Think critically KC3 - Reflect</p>	<p>To talk about the work of large scale sculptors</p>	<p>Talk and write about the sculptor's use of: Techniques Colour Pattern Shapes and the audience/purpose How it makes you feel</p>	<p>Retrieval/warm up: Look at works by Alberto Giacometti. What type of artwork are they? Who is the artist?</p> <p>Use PowerPoint to look at work of large scale sculptors e.g. Barbara Hepworth, Henry Moore, Louise Bourgeois, Claes Oldenburg, Anthony Gormley</p> <p>Ask questions e.g.</p> <ul style="list-style-type: none"> • What sort of object is this? • What do you see in this sculpture? • What else do you see? • What material(s) do you think it is made of? • What do you think is happening in this composition? Why? • How are these sculptures similar or dissimilar? • What was your first reaction to this artwork? • How would you describe this artwork to someone who has never seen it? • How do you think this artwork was made? • Why do you think this artist created this work? <p>Children choose copies of the sculptures to stick in sketchbooks and annotate with their thoughts/feelings and facts about the artwork/artist</p>	<p>Large scale sculptors PowerPoint Copies of pictures of sculptures Sketchbooks</p> <p>Vocab Large scale, sculptors, object, see, material, composition, describe, similar, dissimilar, reaction</p>
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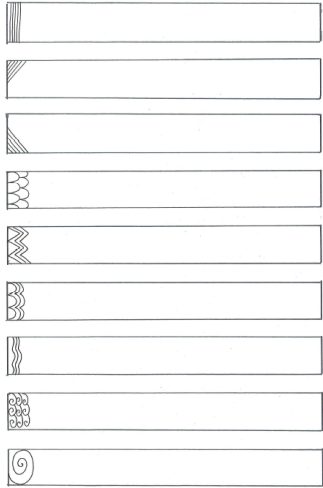
KPI Art Curriculum Plan – Cycle A

DRAWING (11 LESSONS)				
<p style="text-align: center;">Prior Knowledge</p> <p><u>EYFS:</u> Look at objects closely and sketch, using little light marks, what they can see Make line drawings to represent objects (with pencils and pens)</p> <p><u>Previous Unit:</u> Draw lines of different shapes and thicknesses Begin to control the types of marks made with the range of media Closely observe and sketch using light small strokes of a pencil, to create a recognisable representation of an object Understand how to use different B pencils to create shading</p>	<p style="text-align: center;">National Curriculum Objectives Covered</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Be taught 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</p>	<p style="text-align: center;">End of Unit Assessment</p> <table border="0"> <tr> <td data-bbox="1301 327 1668 1000"> <p>Y1</p> <ul style="list-style-type: none"> To draw lines of different shapes and thicknesses Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk Begin to control the types of marks made with the range of media To sketch using light small strokes of a pencil to represent an object </td> <td data-bbox="1675 327 2065 1000"> <p>Y2</p> <ul style="list-style-type: none"> Use pencil techniques to create light and dark in drawings Show patterns and textures in drawings by adding dots and lines Use hatching and cross hatching to show tone and texture in drawings Apply drawing techniques to observational drawings and still life Deliberately choose to use particular techniques for a given purpose </td> </tr> </table>	<p>Y1</p> <ul style="list-style-type: none"> To draw lines of different shapes and thicknesses Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk Begin to control the types of marks made with the range of media To sketch using light small strokes of a pencil to represent an object 	<p>Y2</p> <ul style="list-style-type: none"> Use pencil techniques to create light and dark in drawings Show patterns and textures in drawings by adding dots and lines Use hatching and cross hatching to show tone and texture in drawings Apply drawing techniques to observational drawings and still life Deliberately choose to use particular techniques for a given purpose
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<p style="text-align: center;">Key Concepts</p> <p>KC1 - Experiment and create KC4 – Develop Techniques KC5 – Knowledge of artists</p>	<p style="text-align: center;">Links Made</p>	<p style="text-align: center;">Vocabulary</p> <p>Sketching, shading, techniques, hatching, cross hatching, stippling, scumbling, varying pressure, gradation, layering, blending, practise, apply, effect, inspiration, looking carefully, light, dark, texture, proportion, lines, reflect, improve, still life, composition, shadows, shade, arrangement, observational drawing, observe, overlap, outline, faint, correcting errors, re-draw, depth, detail</p>		


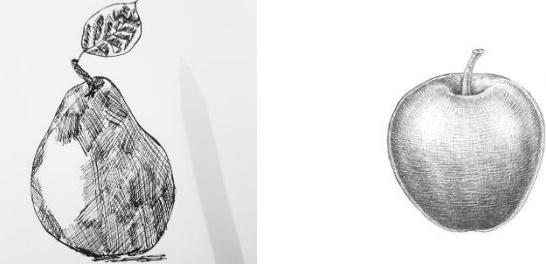
KPI Art Curriculum Plan – Cycle A

Key Concept(s)	Learning Intention	Crucial Knowledge	Activities	Resources and Vocab
DRAWING (11 lessons)				
<p>KC4 – Develop Techniques</p>	<p>To explore the ways pencils can be used make different marks</p>	<ul style="list-style-type: none"> - Name different drawing techniques - Create different effects using a range of techniques 	<p>Retrieval/warm up: Upside Down</p> <p>Recap previous unit drawing techniques – sketching and shading</p> <p>Introduce children to new pencil and crayon techniques, modelling and practising with the children to create a poster of techniques – hatching and cross hatching, stippling, scumbling/circling, varying pressure, gradation, layering, blending e.g.</p> <div data-bbox="947 676 1279 1121" data-label="Image"> <p>The image is a hand-drawn poster on a corkboard background. At the top, it says 'DRAWING TECHNIQUES' with a pencil icon. Below the title, there are several rows of small drawings demonstrating different techniques. Each drawing is labeled with its name: HATCHING, CROSS HATCHING, STIPPLING, SHADING, BLENDING, SCUMBLING, GRADATION, LAYERING, BURNISHING, TEXTURE, DIRECTIONAL LINES, and WAVY PATTERNS. The drawings use various colors and line styles to illustrate each technique.</p> </div> <p>Retrieval/warm up: what are the 4Ss of clay? Show prompt image again if needed</p> <p>Continue previous lesson</p>	<p>Drawing pencils Colouring pencils Drawing techniques example poster</p> <p>Vocab Sketching, shading, drawing techniques, hatching, cross hatching, stippling, scumbling, varying pressure, gradation, layering, blending</p>

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<p>KC4 – Develop Techniques</p>	<p>To practise drawing techniques</p>	<p>- Practise drawing techniques demonstrating increasing capability</p>	<p>Retrieval/warm up: Art types quiz</p> <p>Look at posters children made in previous session and recap different drawing techniques.</p> <p>Children use different drawing pencils and colouring pencils to practise and apply their drawing techniques, using the practise sheets. Adult model how to use, then children choose which one(s) to use</p> 	<p>Drawing pencils Colouring pencils</p> <p>Basic Sheet: Line skills</p> <p>Intermediate sheet: Shading skills</p> <p>Extension sheets: Pattern copying Line skills – own designs</p> <p>Vocab Practise, apply, drawing techniques</p>
<p>KC1 - Experiment and create KC5 – Knowledge of artists</p>	<p>To talk about artists who use different drawing techniques</p>	<p>- Talk about artists who used different drawing techniques - Create shading and texture</p>	<p>Retrieval/warm up: in sketchbooks ask children to show different sketching techniques e.g. cross hatching, stippling, gradation</p> <p>Look artists who use some of the techniques from previous lessons.</p>	<p>Drawing pencils Fruit Drawing techniques PowerPoint</p> <p>Vocab</p>

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		<p>using pencil techniques</p>	<p>Children to discuss their thoughts about the pieces: what can you see? What techniques have they used? What is the effect of that technique? Record their thoughts as appropriate.</p>  <p>Children use inspiration from the art works to draw a piece of fruit using the techniques from previous drawing sessions. Model expectations – looking carefully at the fruit, looking for light and dark, areas where shading or texture needs to be e.g.</p> 	<p>Techniques, effect, inspiration, looking carefully, light, dark, shading, texture</p>
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<p>KC4 – Develop Techniques</p>	<p>To know how to draw a person</p>	<ul style="list-style-type: none"> - Draw a person with accurate proportions - Reflect on own learning 	<p>Retrieval/warm up: Draw a scribble and colour in different sections (example)</p> <p>Ask children to draw a picture of a person – give no additional input, except to clarify the task. Keep this as their ‘before’ picture</p> <p>Watch the drawing people (proportion) video, pausing to model/clarify and for children to follow.</p> <p>Compare children’s before and after pictures. Children reflect on the improvements and progress they have made. Children write their reflections on speech bubbles and stick in books with before and after pictures.</p> <p>Share link to the artist’s YouTube channel on dojo so children can practise other drawing skills at home: https://www.youtube.com/c/PaulPriestleyart/featured</p>	<p>Video Drawing pencils</p> <p>Vocab Proportion, lines, reflect, improve</p>
<p>KC4 – Develop Techniques</p>	<p>To know how to draw a face</p>	<ul style="list-style-type: none"> - Draw a face with accurate proportions - Show understanding of positioning of eyes, nose, ears and mouth 	<p>Retrieval/warm up: Show gradation example. Children recreate in books. Stick in and copy if needed.</p> <p>Recap how to draw a person, looking at work from previous lesson</p> <p>Watch how to draw a face video, pausing to follow instructions as a class</p>	<p>Video Drawing pencils</p> <p>Vocab Proportion, lines, positioning,</p>

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<p>KC1 - Experiment and create KC4 - Develop techniques</p>	<p>To know how to draw a still life</p>	<ul style="list-style-type: none"> - To understand the term 'still life' - Explain the process an artist goes through to create a still life - To arrange objects for a still life drawing 	<p>Retrieval/warm up: give children shading sheet and complete together</p> <p>Introduce children to still life drawing – observational drawing of everyday items, as placed in front of you. Use still life PowerPoint to explain the process an artist goes through when creating a still life, pausing to clarify and explain.</p> <p>Children look for objects they could draw as a still life, and work on arrangement (leave arrangement slide on the board as a reminder). When children are happy with their arrangement, take a photo so they can set up again when drawing (with name or face in shot)</p> <p><i>*Print photos for children to use in next lesson*</i></p>	<p>Shading sheet Still Life PowerPoint</p> <p>Cameras/ipads Everyday objects in classroom</p> <p>Vocab Still life, composition, shadows, shade, arrangement</p>
<p>KC4 - Develop techniques</p>	<p>To use drawing techniques</p>	<ul style="list-style-type: none"> - Create a faint outline - Apply pencil techniques to create add depth and detail - Use shading techniques to add shadows 	<p>Retrieval/warm up: what is still life? What did they learn last lesson about the process an artist goes through when creating still life?</p> <p>Model creating an observational drawing using an arrangement from last lesson. Talk through the process of observing the objects – how close to each other they are, if any overlap – and the lines of the objects.</p> <p>In sketchbooks, create outline in faint pencil, modelling correcting errors by re-drawing or rubbing out. Once outline is complete, re-draw with a darker line and model using shading techniques to add depth and detail</p> <p>After adding depth and detail, model adding shadows, looking carefully at where the light falls and the shape of the shadow.</p>	<p>Photos of arrangements Everyday objects in classroom Drawing pencils</p> <p>Vocab Still life, observational drawing, observe, line, overlap, outline, faint, correcting errors, re-draw, dark, shading techniques, depth, detail, shadows</p>

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			<p>Children work in stages, straight after adult has modelled each part.</p> <p>Retrieval/warm up: draw a picture of a flower, as a continuous line drawing (not allowed to take the pencil off the paper)</p> <p>Continue from previous lesson</p>	
<p>KC1 - Experiment and create KC5 – Knowledge of artists</p>	<p>To explore new drawing techniques</p>	<ul style="list-style-type: none"> - Share thoughts about artwork by Nicola McBride - Explore ways to create shading using different coloured bios 	<p>Retrieval/warm up: Look at Lee Krasner works. Who is the artist? What type of art are these works? Choose children to talk about the artworks</p> <p>Introduce children to biro artwork by Nicola McBride using PowerPoint. Show close up details of her artwork to see the shading work done in biro</p>  <p>Children practise using bios to create light and dark and different shading effects</p>	<p>Biros (range of colours) Nicola McBride PowerPoint Works by Nicola McBride (printed from PowerPoint)</p> <p>Vocab Range of techniques, shading, biro, light and dark, effects</p>

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<p>KC4 - Develop techniques KC5 – Knowledge of artists</p>	<p>To be inspired by an artist</p>	<ul style="list-style-type: none"> - Create an artwork inspired by Nicola McBride - Use biros to create shades of colour and light and dark - Evaluate work and improve as they go 	<p>Retrieval/warm up: Art types quiz</p> <p>Look at Nicola McBride’s step by step example of a drawing.</p> <p>Children choose an artwork on Nicola McBride’s to recreate, or plan their own inspired by her. Children draw outlines of their piece and begin work shading, using different colour biros</p> <hr/> <p>Retrieval/warm up: Colour Sorting (children have different coloured strips of paper)</p> <p>Continue from previous lesson</p>	<p>Biros (range of colours) Works by Nicola McBride (printed from PowerPoint)</p> <p>Vocab Range of techniques, shading, biro, light and dark, effects, inspire</p>
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