



Scheme of learning – Art and Design

Cycle A Term 2 – Spring. Who were the Tudors?



Phase	UKS2 Y5 and Y6
Strand	Power, Leadership & Invasion

Subject Lead: F Parish

ART AND DESIGN

Main Strand/Concepts	Power, Leadership & Invasion – focused on drawing, painting. Linking to humanities World War II as inspiration.										
Unit overview	<div>Within this unit children will refine their drawing skills, focusing on lines and detail. They will select drawing materials based on their understanding of the possible marks that can be made.</div> <div><div><div>At the end of this block, pupils will ...</div><table><tr><td>Know:</td><td>Be able to:</td></tr><tr><td>The elements of art and design</td><td>Work artistically using: shape, line, form, texture, colour, value and space</td></tr></table></div><div><div>In this block, pupils will apply knowledge of techniques to draw in detail, using scale and proportion to modify their artwork.</div><div>They will produce portraits.</div></div></div>							Know:	Be able to:	The elements of art and design	Work artistically using: shape, line, form, texture, colour, value and space
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The elements of art and design	Work artistically using: shape, line, form, texture, colour, value and space										
	Disciplinary Knowledge – working artistically										
	<div>Shape</div> <div>Shape is a flat (2D) area surrounded by an outline or edge.</div>	<div>Line</div> <div>Lines are used to show movement and mood.</div>	<div>Colour</div> <div>Colour is used to convey atmosphere and mood.</div>	<div>Value</div> <div>Value is the intensity of colour and depends on the amount of white added.</div>	<div>Form</div> <div>Artists use form when they create sculptures. These are 3D shapes.</div>	<div>Texture</div> <div>Texture is the look and feel of a surface.</div>	<div>Space</div> <div>Space in artwork makes a flat image look like it has form.</div>				

Prior Learning Links	<ul style="list-style-type: none"> • They know about using view finders to give them greater accuracy <p>Pupils should have experienced painting and drawing to a given set of criteria in creating informal examples of art work.</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • sort, collect and compare graphic marks • compare ideas and approaches • use cross-hatching, dots and dashes to create light and shaded areas <p>select appropriate materials</p> <ul style="list-style-type: none"> • use the vocabulary of an artist • name artists and select pieces of their work that link to drawing techniques 	
Programme of Study NC Requirements	<p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. 	
Learning Objective	Pre-Learning Expectations	
Concepts – Drawing How do I draw enlarged images and scale to create abstract forms?	<p><i>From KS1 and LKS2</i></p> <p><i>pupils should have the following knowledge:</i></p> <ul style="list-style-type: none"> • Know that drawing is about making marks on paper/surfaces. • Know that marks can be made using a variety of drawing tools. • Know how to hold drawing tools correctly. • Know how to make a range of marks. • Know that pressure means how hard the tool is pressed onto the paper or canvas. • Know that the more pressure applied to a tool, the darker the shade will be. The less pressure applied to a tool, the lighter the shade will be. • Know that graphic marks to depict the line and contour of a shape • Know what is meant by still life. • Know that pattern creates texture in our drawings <p><i>In this block, pupils will apply knowledge of techniques to draw in detail, using scale and proportion to modify their artwork. They will produce portraits.</i></p>	
Subject Specific Vocabulary	Substantive/Core Knowledge - What do we want the children to know?	Suggested learning activities – What key experiences? Highlighted key disciplinary knowledge learning to be developed with pupils

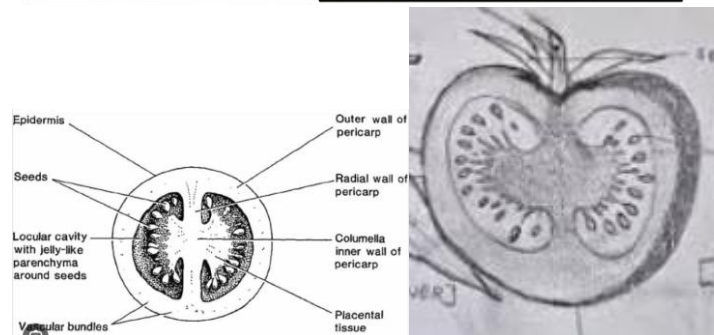
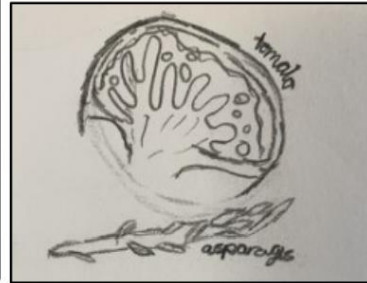
<p>Tier 2: scale, proportion, perspective, scale, figurative</p> <p>Tier 3: surreal, portraiture, symbolism</p>	<ul style="list-style-type: none"> • <i>Know how to draw enlarged images and scale to create abstract forms.</i> • <i>Know that I can use a wide range of drawing tools.</i> • <i>Know that I can enlarge an image from a sketch by increasing the scale.</i> • • <i>Additional teacher knowledge:</i> https://vimeo.com/559426254/65ba1caa5f • <p>Art History</p> <p>Frida Kahlo (1907 – 1954) Frida Kahlo was born in Mexico. As a young child, she contracted polio, a disease that meant she was in bed for many months. The illness left her with a permanent limp and one leg was weaker than the other. However, Frida was both clever and determined and at 18 she was training to be a doctor. Sadly, tragedy struck again when Frida was involved in a road accident. In fact, she almost died. She spent a long time in hospital recovering from her injuries and was in pain for the rest of her life. Frida began to paint while she was recovering as it was something she could do while lying down. Frida is known for her self-portraits and how she used strange, dreamlike scenes to symbolise her feelings. These surreal images give the viewer an insight into her emotions and thoughts at the time she was painting.</p> <p><i>Hans Holbein the younger</i></p> <p>Hans Holbein the Younger 1497^[6] – between 7 October and 29 November 1543) was a German-Swiss painter and printmaker who worked in a Northern Renaissance style, and is considered one of the greatest portraitists of the 16th century. Holbein was born in Augsburg but worked mainly in Basel as a young artist. At first, he painted murals and religious works, and designed stained glass windows and illustrations for books from the printer Johann Froben. He also painted an occasional portrait, making his international mark with portraits of humanist Desiderius Erasmus of Rotterdam. Holbein travelled to England in 1526 in search of work with a recommendation from Erasmus. He was welcomed into the humanist circle of Thomas More, where he quickly built a high reputation. He</p>	<p><i>Drawing sequence of sessions:</i></p> <ol style="list-style-type: none"> 1) Invent marks and repeat for effect. 2) Explicit teaching of techniques – using an object in the distance learn how to create perspective when drawing 3) Applying knowledge, skills and techniques <p>1)Connect: Recall from LKS2 the types of tools and grades of pencils that make marks when drawing. Introduce the Knowledge Note and discuss the technical vocabulary. As artists, pupils will reference and use technical vocabulary as they reflect on their work.</p> <p>Explain: Provide pupils with a segment of a fruit or vegetable (peppers cut in half and tomatoes. Discuss that they will enlarge the objects using magnifying glasses, use the visualiser to enlarge the object to show the shapes, lines, textures and details in the forms.</p> <p>Model: Using your teacher sketchbook pre-drawn as a model. Model using a magnifying lens to focus on the detail. Focus on elements of art and design: line, texture, shape, tone, pattern and form.</p> <p>Attempt: Select drawing materials and draw 4-5 quick sketches. Select one of the sketches and enlarge it onto A3 paper. Overwork it using paint and pastel.</p> <p>Lesson 2: Apply: Select drawing materials and draw 4-5 quick sketches. Using a range of pencils/pastels children to create a cross section drawing of the pepper or tomato. Children to add annotations and key vocabulary to their sketchbooks.</p> <p>2) Connect back – to previous lesson explored and sketching techniques from the previous session.</p> <p>Explain: Introduce and complete Vocabulary Task 1 which relates to work created in the previous lesson. Look at examples of art by Frieda Kahlo and in contrast Hans Holbein the Younger (linked to history focus). Use the KS2 investigating art for pupils to use and create artist appreciation.</p> <p>Discuss styles and media used by the artist. Use questioning to support the use of technical and artistic vocabulary.</p> <p>Model: Look at examples of portraits from a range of artists, focusing especially on the self-portraits of Frida Kahlo and ones of the Tudor royal family. Discuss styles and media used by the artists. Use questioning to support</p>

returned to Basel for four years, then resumed his career in England in 1532 under the patronage of [Anne Boleyn](#) and [Thomas Cromwell](#). By 1535, he was King's Painter to [Henry VIII of England](#). In this role, he produced portraits and festive decorations, as well as designs for jewellery, plate, and other precious objects. His portraits of the royal family and nobles are a record of the court in the years when Henry was asserting his supremacy over the [Church of England](#).

Concept 1

2 lessons:

Sketches



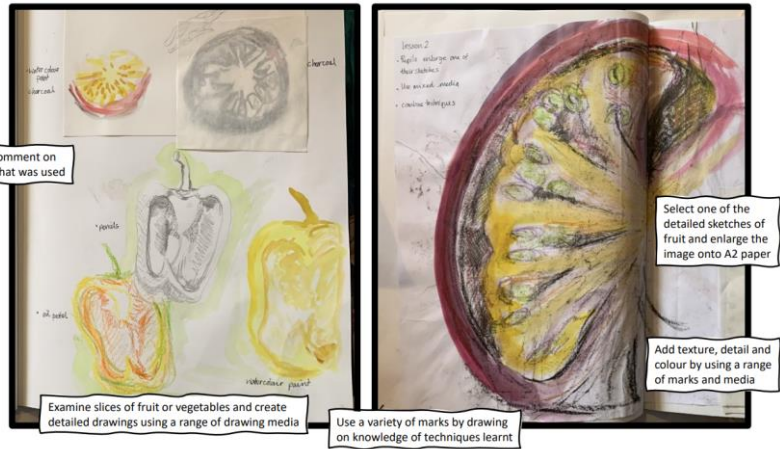
the use of technical and artistic vocabulary. Teach pupils to draw facial features in proportion and how to include details – pupils record this in their sketchbook for reference. See concept 2 sample pages.

Attempt: Pupils use mirrors to observe details in their own faces and start to make sketches of these in their notebooks.

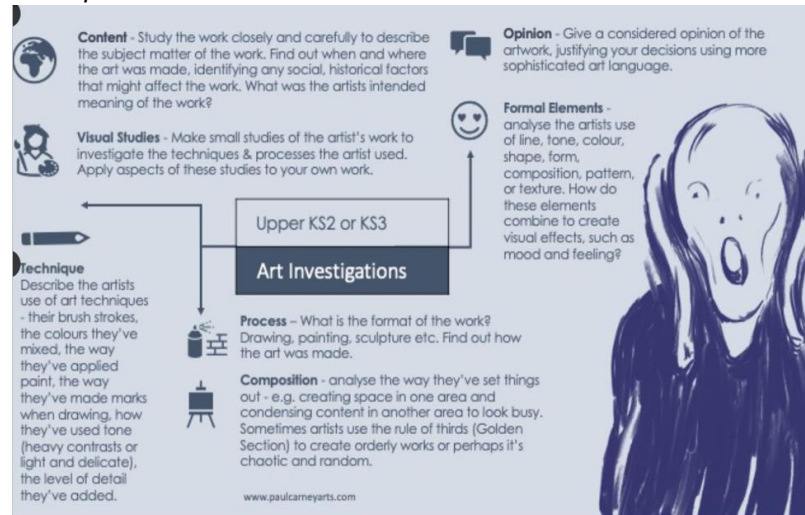
Apply: Pupils to develop self portraits having a photo image of themselves cut in half on the page and use a range of graded pencils 2H-6H, HB and 2B-6B to create a drawing to mirror their face.

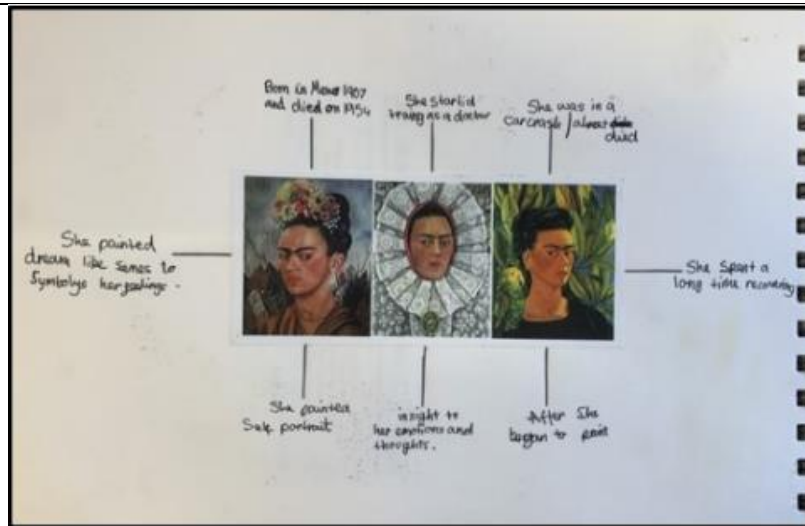
3) **Connect:** Revisit pieces by Frieda Kahlo and Hans Holbein and how to use pencils to create portraits.

Apply: The piece should demonstrate skills secured in drawing with this media and perspective. Get pupils to self-evaluate using prompts.



Concept 2 and 3





Drawing Y6

In lesson 2 pupils will create self-portraits using different media and materials.

Collect images of faces and expressions

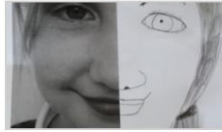
Look at the work of Frida Kahlo and consider her use of surrealism

Create a self-portrait by applying knowledge of facial proportions


Use a range of media to add colour and detail


Design and create a background for the portrait using surreal images and motifs


Follow the rules for drawing a portrait to scale so that facial features remain in proportion




Assessment	<p>Explain how you have used shape and form in your portrait work. Describe how you have used colour. Identify where you have used texture. Indicate where you have used line and intentionally changed marks. What happens if you use the mark making tools in a different way? What happens if you change the size, shape or directions of the marks you make? What happens if you use different media in the same piece? What do you like / dislike about your artwork? What did you like / dislike about the activity? Why do you feel that way? What did you find challenging / easy? How would you change or improve your work?</p>	<p>Resources:</p> <p>Art sketchbooks, Art sketchbooks, magnifying lenses, collection of faces / expressions (magazines), chalks, oil pastels, pencils (HB-6B), conte, graphite, poster paint, brushes, A3-A2 paper Lesson 1 – fruit and vegetables sliced in half Lesson 2 – examples of portraits by a range of artists, mirrors for self-portrait work.</p>

OWN-it	Analyse 
Underline the <i>root</i> word.	
surreal	
Write the root word.	
facial _____	
Write the suffix that can be added to <i>portrait</i> to change it from a noun to a verb.	

KNOW-it	Definition 
Explain, in a sentence, what the word <i>proportion</i> means.	
<hr/> <hr/>	
Tick the word that means the same as <i>figurative</i> .	
<input type="checkbox"/> realistic <input type="checkbox"/> abstract	
True or false?	
<i>Portraiture</i> is the art of drawing places.	
<input type="checkbox"/> True <input type="checkbox"/> False	

LINK-it	Connect 
Draw a line to join the word that is associated with the word <i>surreal</i> .	
<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">surreal</div>	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">imaginary</div>
<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">foolish</div>	
<i>Scale</i> means 'the size of something in relation to something else'. The word also has other meanings. Write another meaning of the word.	

List two words that contain the root word <i>figure</i> .	
1. _____	
2. _____	

USE-it	Use in context 
Use the word <i>proportion</i> in a sentence to show you understand its meaning.	
<hr/> <hr/>	
Tick the correct sentence.	
<input type="checkbox"/> I play the symbols in the band. <input type="checkbox"/> The picture had lots of symbols.	
Use the word <i>surreal</i> correctly in a sentence.	
<hr/> <hr/>	

Year 6: Drawing



Core content:

Apply knowledge and techniques to draw in detail using scale and proportion.
Use a wide variety of drawing tools.

Technical vocabulary:

Scale – the size of something in comparison to something else.



Proportion – the relationship in size between one thing and another. If things are in proportion, they are the right size and shape compared to each other.



Figurative – figurative paintings and drawings are those that show animals, people and objects as they really look.



Surreal – surreal images are ones that appear strange. They may have a dreamlike quality about them and may combine objects and people in an unusual way.



Portraiture – a portrait is a picture, painting or photograph of a person. Portraiture is the art of making portraits.



Symbolism – when symbols are used in works of art to represent ideas.



Connections:

Frida Kahlo (1907 – 1954)
Mexican painter



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PAINTING

Learning Objective	Pre-Learning Expectations	
Concepts – Drawing and painting Creating drawings and paintings of industrial landscapes from one point perspectives.	<p>From KS1 and LKS2 <i>pupils should have the following knowledge:</i></p> <ul style="list-style-type: none"> • Drawings of people are proportioned well and in line with the expectations outlined in ‘Goodenough’ • They use pencil, charcoal and pastels to create continuing patterns to create effect in a piece of work 	
Subject Specific Vocabulary	Substantive/Core Knowledge - What do we want the children to know?	Suggested learning activities – What key experiences? (Highlighted key disciplinary knowledge learning to be developed with pupils)
<p>Tier 2: proportion, perspective, composition, form</p> <p>Tier 3: scale, positive/negative space</p>	<ul style="list-style-type: none"> • <i>Know how to use one point perspective when drawing or painting cityscapes.</i> • <i>Know how to create foreground and background shapes and form considering size.</i> • <i>Know what is meant by proportion and features in pieces of artwork</i> • <i>Know how to draw features in proportion and include details</i> • <i>Additional teacher knowledge:</i> <p>Art History</p> <ul style="list-style-type: none"> • <i>LS Lowry</i> • <i>L S Lowry (Laurence Stephen Lowry) Born on 1st November 1887. Died on 23rd February 1976. He lived in Lancashire. He became an official war artist in 1943. He was the official artist for the Queen’s coronation in 1953.</i> • <i>https://www.bbc.co.uk/education/clips/z987tfr</i> • <i>Using video link, be knowledgeable about how to create cityscapes from one point perspective.</i> <p><i>https://www.youtube.com/watch?v=GVKSVMsWXrI</i></p>	<p><i>Drawing sequence of sessions:</i></p> <ol style="list-style-type: none"> 4) Sketch sections of cityscapes from one point perspectives 5) Artist study 6) Section artwork – mirroring forms and shapes of buildings, streets, people. <p>Lesson 1) Connect: Recall from LKS2 the types of paintings pupils have studied and any artists.</p> <p>Introduce the artist being studied and how this captures the period being studied in history in northern Britain.</p> <p>Explore pieces of the artist LS Lowry – can pupils pick out and make reference to the marks made?</p> <p>Explain: That the focus of drawing and painting this half term will be linked to this artist to create cityscapes with perspectives that show foregrounds and backgrounds.</p> <p>https://www.youtube.com/watch?app=desktop&v=v06ydwRkYvY</p> <p>Model: How to mirror a given image – use a Lowry image in back and white, cut up into strips and remove one strip. Talk about shapes and forms in the background, the size of these and then in the foreground and the comparison in size, model using a H/2H pencil to lightly sketch the shapes and then a HB and 2B-6B pencil to add shading and then detail.</p> <p>Attempt: Children to use an image they choose and again draw ruler lines to create 4-5 cm strips, cutting one full strip from the image, sticking into their</p>

Lesson 1 sketchbook models for artist links

Session 1;



Session2: Artist study – creative responses to artists works



sketchbooks and some pupils onto cartridge paper for display pieces, pupils attempt to use their observation skills and modelled example from the teacher to complete the drawing starting with a central point to work from, starting with forms and building shapes, then adding foreground people/smaller details once shading has been completed.

Lesson 2: Connect: Pupils use hexagons to recall key information about the artist LS Lowry. Quick quiz check children match the correct pencil grade to a shaded grid to recap which grades make light marks/shades/tones and which make darker from autumn 1.

Explain: Use the video to explore how to create a cityscape and start from one point perspective to develop background to foreground and to get the proportions/sizing correct.

Model use the video and then a Lowry image, model how to find the one point perspective and then use a rule to draw the lines coming from that point. Pinpoint the shapes of buildings, roads, pavements, railway lines/crossings as key forms and shapes on the landscape image and then the details in the foreground.

Attempt: Pupils use the same steps as modelled, and label these in their sketchbooks.

Apply: Pupils choose an image to re-create and begin simple sketches to practice the forms.

Lesson 3:

Connect: Children use a simple quiz to recap on the artist and key vocabulary.

Explain: Look at the images chosen, model how to use a wash for the land/sky backgrounds and then define the forms/building shapes from the perspective point and using mixed powder paint begin to capture a landscape in the style of Lowry.

Apply: Pupils have the time to work on individual or joint pieces small scale to a maximum of A4 sketched scale/shape, adding details and then shading to define tone and details in paint over time.

Evaluate: Children to evaluate their learning, new knowledge and feedback one aspect of their artwork they are proud of and an area they wish to further develop in the future.

LS Lowry!

the Lowry person!

Lawrence Stephen Lowry was a northern artist who is famous for his oil paintings. He was born on the first of November 1897. His mother was very disappointed that she didn't have a daughter and that made Lowry have a very unhappy childhood because of his gender.

Did you know? He turned down three hundred job offers before he was hired to be a clerk in a factory and that was the start of his career.

When he was only 14 years old, his family moved from the green leafy area of Birkdale to the more industrial area of Salford. He didn't like the area at first but he grew to love it and spent time sketching his surroundings. Most of his sketches were of the town and quite often of the people.

He began to paint when he was 18 and his first painting was of a factory. He painted a lot of factories and mills and workers who worked in them. He died in the early 1970s at the age of 73 from pneumonia in a hospital in Salford, Yorkshire.

He was quite angry that there is some 3D drawings of his paintings that have been added from my perspective!

LS Lowry takes painting mainly people and what is in front of him

LS Lowry had

1. Like how there is a lot of white in the sky with a few grey clouds.

2. I enjoy how you can see a lot of detail (by rain) in the top of the trees.

3. The dark background is in the late 1800s and in 1900s was quite mixed.

4. I think this painting is quite abstract.

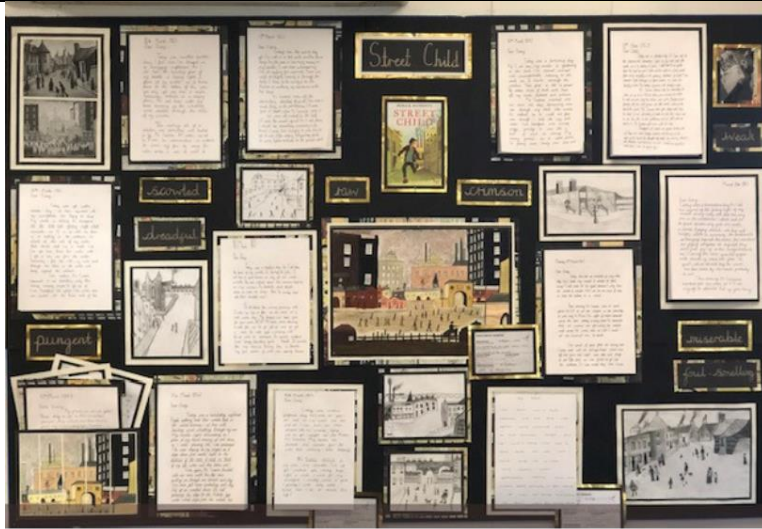
5. I find it hard to see most of the picture as it's all in the same colour white and light grey.


6. This building looks like a factory or that might be used to make basic bricks.

7. You can roughly see the structure of the building.

8. You have analysed Lowry's sketches.

Session 3 continued - draw or paint cityscapes linked to the industrial revolution inspired by the work of artist LS Lowry.



	
<p>Assessment questions</p> <p>Can you describe the tones you have created with your shading and what pencil grades have you used?</p> <p>Identify where you have used texture. Indicate where you have used line and intentionally changed marks.</p> <p>What happens if you change the size, shape or directions of the marks you make?</p> <p>What do you like / dislike about your artwork? Why do you feel that way? What did you find challenging / easy?</p>	<p>Resources:</p> <p>Art sketchbooks, magnifying lenses, pencils in grades from H to 6H and B to 6B</p> <p>Cogs and gears, white card, copies of artist images, information on artist's style, life, pieces of artwork, black and white photos of gears/cogs cut in half. Hexagons models</p>