

Art & Design Curriculum



Happy Hearts, Open Minds, Bright Futures

Jesus promised: "I came that you may have life and have it to the full."

- John 10:10

Our Vision




Every child at Fladbury will know they are loved by God, have a **happy heart** and be part of a flourishing, well-led school. When they leave Fladbury, they will be well-prepared to meet challenges, confident in their abilities and look forward to their **bright future** with an **open mind**.

Our Art and Design Aims

At Fladbury, all children produce creative work, explore ideas and record their experiences. Through our detailed sequences of learning, they become proficient in drawing, painting, sculpture and other art, craft and design techniques. Through using the language of art, craft and design, children analyse creative works and talk knowledgeably about great artists, craft makers and designers.

Children are also given the opportunity to understand the historical and cultural development of their art forms.



Happy Hearts	Open Minds	Bright Futures
		
<p>Through our Art and Design Curriculum, the lens of our Christian value of ‘joy’ and our vision statement ‘happy hearts’, we will learn about famous artists and create our own artwork using a variety of materials.</p> <p>Being creative allows us to express ourselves and enjoy the act of creating and producing something lovely to look at.</p> <p>Our children will nurture an enjoyment of Art and Design through carefully planned and enthusiastically delivered learning opportunities. For example, through famous, inspiring artists and developing our artistic skills through pencil, paint, collage and sculpture.</p>	<p>Through our Art and Design Curriculum, we will learn to foster an ‘Open Mind’ about discovering the way in which different artists create their artwork and interpret their ideas. We will express our own feelings towards artwork and reflect on our likes and dislikes.</p> <p>Children are encouraged to think carefully about the way artists create artwork. They will be open to different styles of artwork. They will use wisdom to help them understand why artists created what they created. What were they trying to express? How does it make them feel?</p> <p>The natural curiosity of children at Fladbury is encouraged and nurtured to allow children to have an open mind and make their own creations.</p>	<p>Through learning about Art and Design, children are given a sense of hope for their bright future as they can develop their artistic preferences and explore their own ideas on what they feel connected to in art and how to express themselves creatively.</p> <p>Art gives them the tools to help understand their own feelings and is a means of communicating these in a way that does not rely on words. Art can also give us hope in good and in difficult times and allows us to communicate our thoughts.</p>

Spirituality in Art and Design

Fladbury’s definition of Spirituality is: Spirituality is about understanding that we are part of something bigger than ourselves. It’s the connections and relationships we have with God, with others, with ourselves and with nature. It brings about a sense of awe and wonder and can lead to asking big questions about who we are and our place in God’s world.

Within Art and Design, there are opportunities to reflect and be spiritual such as; moments of awe and wonder as we observe the natural world around us, enjoy moments of peace and mindfulness as we engage in creating our own art work. By engaging works of art, we can experience a sense of comfort and peace, as well as feelings of unease and being challenged. Art invites us to an encounter, which is a gift—a spiritual gift that might bring us into a deeper relationship with God.

Intent	Implementation	Impact
<p>Our intention at Fladbury for Art and Design is to develop a lifelong interest and understanding of Art in all young people.</p> <p>We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum.</p> <p>The intent is to ensure all pupils produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas.</p> <p>Children will become confident and proficient in a variety of techniques including drawing, painting and sculpting, as well as other selected craft skills, collage, printing and patterns. Children will also develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways.</p> <p>The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development.</p>	<p>Each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge.</p> <p>The lessons we have suggested 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>Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> <p>We will ensure children can practise skills and be creative through the use of sketchbooks.</p>	<p>Art and design learning is loved by teachers and pupils across school.</p> <p>Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world.</p> <p>Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show knowledge of artists and techniques at age appropriate levels.</p> <p>All children in school can speak confidently about their art and design work and their skills.</p>

National Curriculum

Early Years

Preschool

Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawing and paintings, like happiness, sadness, fear etc.

Reception

Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.

Early Learning Goals

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.

Key Stage One

Pupils should be taught:

To use a range of materials creatively to design and make products.

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage Two

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

Pupils should be taught:

To create sketch books to record their observations and use them to review and revisit ideas.

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

Learn about great artists, architects and designers in history.

Our Curriculum

Rationale

As a school, we have created our own unique Art and Design Curriculum.

We have chosen famous artists from around the world and from different time periods to give the children a rich and varied diet of art styles. These artists have been carefully chosen and linked to other subjects to support links in other areas of the curriculum. The artists have been carefully chosen to suit the particular art disciplines of drawing, painting, printing, collage and sculpture. The disciplines and artists have also been carefully chosen to provide progression. The Art Curriculum has also been designed with our local area in mind and therefore has opportunities to go outside and be creative. Our Art Curriculum has also considered cultural capital and provided opportunities to study artists who they might not otherwise be familiar with.

Adaptive Teaching

Fladbury CE First School has a robust approach to adaptive teaching, ensuring that all children receive an education that responds to their strengths and needs. The use of scaffolding techniques allows teachers to break down complex concepts into manageable chunks, providing children with the support they need to work towards the same objectives as their peers. Visual resources such as word banks, diagrams and flash cards are often used in lessons to support all children to meet their learning objectives. Our school also embraces technology, utilising educational software such as Clickr and Widgit that engage children and provide opportunities for personalised learning. Additionally, active learning strategies, such as collaborative projects and hands-on activities, encourage children to engage with their lessons, fostering both peer interaction and critical thinking skills. Teachers ensure that children have access to practical concrete resources to further support their understanding and to give alternate ways of finding solutions to problems. Modelling is another critical strategy used by teachers, where they demonstrate thought processes and outline how they would complete a task to meet the learning objective. This allows children to observe and understand what they are working towards.

Through this multifaceted approach, Fladbury CE First School creates an inclusive learning environment where every child is supported in their educational journey, promoting not only academic success but also a lifelong love for learning.

Our Cycles of Learning

Cycle A	Autumn	Spring	Summer
Wye Preschool Reception	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. (See Early Years Curriculum)		
Avon Year 1/2	Harriet Peck Taylor (Painting)	Picasso (Drawing)	Ben Lewis Giles (Collage)
Teme Year 3/4	Margaret Godfrey (Collage) Georgia O'Keefe (Drawing)	Henri Rousseau (Painting)	
Severn Year 5/6	Beatriz Milhazes (Collage)	Vanessa Hogge (Sculpture)	Allison Kunath (Drawing)

Cycle B	Autumn	Spring	Summer
Wye Preschool Reception	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. (See Early Years Curriculum)		
Avon Year 1/2	Andy Goldsworthy (Sculpture)	Vincent Van Gogh (Painting)	Andy Warhol (Printing)
Teme Year 3/4	Monet (Painting)	Barbara Hepworth (Sculpture)	India Flint (Printing)
Severn Year 5/6	Keith Haring (Painting)	Leonardo Da Vinci (Drawing)	William Morris (Printing)

Assessment

Assessing children in Art and Design is a vital part of their education, ensuring that they develop the necessary skills to understand and apply art skills effectively. The process of assessment is not only about measuring their ability to use the skills but also their understanding of different artists and styles and their creativity in their own artwork. Teachers use unit end points and the Art and Design strands from the national curriculum to assess.

Teachers continuously observe students' understanding and skills as they work on tasks. In Art and Design, this might involve:

Classroom observations: Teachers assess how children apply the art skills in line with the learning objectives throughout each lesson.

Discussions: Teachers can hold group or one-on-one discussions with students to gauge their conceptual understanding of art topics.

Project-Based Work: Children may work on projects and teachers assess how they have completed the tasks in line with the objectives.

Peer Assessment: Students assessing each other's artwork. This fosters collaboration and provides an opportunity for feedback.

Self-Assessment: Children reflect on their own learning, identifying strengths and areas for improvement in their understanding. They complete evaluations of their artwork at the end of each unit. Self-assessment encourages independence and self-regulation.

Teachers will use the learning objectives for each lesson as well as the unit end points outlined on the following pages to measure whether children are working at the expected level of their year group.

Drawing

Key Stage One

Create **Pablo Picasso**

1881-1973 Spain

Father gave him art lessons

Co-founded the Cubist movement

Used angels and geometric shapes

- Learn about Picasso and his influences
- Study his drawings, identify different drawing techniques and experiment with them.
- Create their own portraits in the style of Picasso
- a portrait with accuracy and using colour.



Lower Key Stage Two

Georgia O'Keeffe

1887-1986 USA

Landscape, natural forms due to being inspired by the landscape of where she lived.

Paints what she sees in her own mind.

Paints big so people will be surprised and busy New Yorkers would have to take time to look.

American modernism

- Learn about Georgia O'Keeffe and her inspirations.
- Study her artwork and express disciplined opinions.
- Develop drawing techniques and shadow techniques (e.g. shading, tone and contrast create a 3D image)
- Observations of fossils/shells.
- Create a final piece using pencil/other materials.



Upper Key Stage Two

Allison Kunath

-present day

Californian-based abstract artist and muralist focused on creativity, connection and play

- Learn about Kunath and her influences
- Study her abstract drawings
- identify different drawing techniques and experiment with them.

Create their own geometric animal final piece to include drawing and water-colour.



Leonardo da Vinci

1452-1592 Italian High Renaissance

Drawings of the human anatomy

- Learn about Leonardo da Vinci and his influences
- Study his drawings of the human anatomy
- identify different drawing techniques and experiment with them using pen as well as pencil.
- Create their own final piece to include drawing of an eye.

Leonardo da Vinci Drawings

Masterpieces of Art



Vocabulary						
	Shade Shape Form Control Smudge Blend Thick Thin Sketch Texture Charcoal		Line Tone Shadow Cross-hatch 3D Grades of pencil Drawing techniques Shading		Line Tone Shadow Form Line Shape Texture 2D Grades of pencil Geometric Water-colour	
Skills	Year One: Experiment with a variety of media, such as pencils, rubbers, crayons, pastels, felt tips Start to record simple media explorations on paper. Begin to control the types of marks made with the range of media. Draw on different surfaces.		Year Two: Begin to control the types of marks made with the range of media. Such as pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks. Use a sketchbook to plan and develop simple ideas. Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.		Year Three: Draw for a sustained period of time. Use a sketchbook to collect and develop ideas. Experiment with different drawing techniques to achieve varied tone. Create texture and pattern in drawing with a range of drawing techniques.	
	Year Four: Work on sustained, independent, detailed drawings. Develop close observational skills and draw things with increased accuracy. Use a sketchbook to revisit, collect and develop ideas. Use different techniques for different purposes i.e. shading, hatching and blending. Begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground and back ground.		Year Five: Work on sustained, independent, detailed drawings. Develop close observational skills and draw things with increased accuracy. Use a sketchbook to revisit, collect and develop ideas. Use different techniques for different purposes i.e. line, shape and texture Begin to develop an awareness of geometric shapes		Year Six: Work on sustained, independent, detailed drawings. Develop close observational skills and draw things with increased accuracy. Use a sketchbook to revisit, collect and develop ideas. Use different techniques for different purposes i.e. line, shape and texture Develop an awareness of geometric shapes and use them effectively in their drawings	
Outcomes	Year One: I can begin to think about the correct lines and shapes to form an image with accuracy. I can begin to use different drawing mediums such as pencil and charcoal with confidence. I can explore different drawing styles from an artist.		Year Two: I can use shape and line with increased control to form accurate images. I can draw with a pencil with increased control, thickness and use of mark marking. I can use different drawing mediums with increased control and confidence. I can take influence from different artists and links to my own work to theirs.		Year Three: I can improve my mastery of art and design techniques in drawing. I can draw from observation of a fossil/shell. I can use shading to create depth in my fossil drawing. I can use a range of drawing techniques to create texture on my fossil drawing. I know about the artists studied and how they used drawing successfully in their artwork. I can evaluate my fossil drawing and discuss what could be improved and what has worked well.	
	Year Four: I can draw with increased detail and accuracy from an observational study of fossil/shell. I can use shading to create effective depth in my fossil drawing. I can use a range of drawing techniques effectively to create texture on my fossil drawing. I know about the artists studied and how they used drawing successfully in their artwork. I can evaluate my fossil drawing and discuss what could be improved and what has worked well.		Year Five: I can draw with increased detail and accuracy from an observational study of an animal I can use line and form to create effective shape to me animal drawing. I can draw shapes which begin to create geometric patterns. I know about the artists studied and how they used drawing successfully in their artwork. I can evaluate my animal drawing and discuss what could be improved and what has worked well.		Year Six: I can draw with increased detail and accuracy from an observational study of an animal I can use line and form to create effective shape to me animal drawing. I can draw shapes which create geometric patterns. I know about the artists studied and how they used drawing successfully in their artwork. I can evaluate my animal drawing and discuss what could be improved and what has worked well.	

Painting

Key Stage One

P: Harriet Peck Taylor

1954 – present, United States

Award-winning author, illustrator. Enjoys painting wildlife Batik- deep colours, rich detail on fabric to create a dramatic image.

- Look at Harriet Peck Taylor work learning about her love of bright colour and wildlife. Learn about her work through reading one her picture books such as 'Coyote Places the Stars'
- Create an animal design.
- Draw their design onto a piece of fabric and trace over it using PVA glue
- Use acrylic paint to colour their fabric.
- Learn about Primary colours and start to mix paint to create them.



Lower Key Stage Two

P: Henry Rousseau

1844-1910, French

Won prizes for art and music. Painted in his spare time. Best known for his exotic jungle scenes, oversized flowers and plantations in the background (rainforest topic). Abstract style, post-impressionist

- Learn about Henry Rousseau, his life and works.
- Colour mixing techniques- light and dark shades of green.
- Make observational copies of his famous painting, 'Tiger in a Tropical Storm (Surprised!)' 1891
- Observational paintings of exotic plants and flowers in sketchbooks.
- Children design their own rainforest/jungle picture.
- Create final piece using paint, knowledge of colour mixing and Rousseau's techniques.



Upper Key Stage Two

P: Keith Haring

Graffiti artist

1958-1990

American Pop Art and Street Art

His artwork often showed people and animals
His artwork was meant for posters and adverts
He liked using bright colours and cartoon style pictures

- Learn about Haring and his influences
- Study his Street Art/Pop Art
- Identify his style and the meanings behind his artwork.
- Create their own Street Art paintings.



P: Vincent Van Gogh

1853-1890 Netherlands

He painted portraits and landscapes

Post-Impressionism

Use of clear brush strokes and colours to create expressive artwork

- Learn about Vincent Van Gogh and what inspired him.
- Study his paintings and identify his different techniques.
- Practice the different painting techniques of his work in sketchbooks.
- Create a painting with clear brush strokes and a limited range of colours.



P: Monet

1840- 1926, French

His art played a key role in the development of the Impressionist movement in the 19th-century

- Learn about Monet, his influences and impressionism.
- Experiment with Monet's use of brush strokes and colours to create texture and reflections in the water.
- Local observational study of River Avon and link to Monet's paintings of ponds and rivers colours and acrylic (potential links to the water cycle).



Skills	Year One: Painting: Explore with a variety of media, different brush sizes and tools. Experiment with techniques e.g. brush stroke techniques, layering and colour mixing. Name primary and secondary colours.	Year Two: Painting: Experiment with tools and techniques. Continue to control the types of marks made (dot work, lines, dashing, brushstrokes & brush types). Name and mix a range of secondary colours. Reproduce the colours of different objects with increasing accuracy.	Lower Key Stage Two: Painting: Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance. Create different effects and textures with paint. Confidently name and mix primary and secondary colours and use tints and shades.	Upper Key Stage Two: Painting Experiment with drawing cartoons and using thick, black outlines. Experiment with drawing repeated marks and images. Use shorter lines to make it look like their characters are moving. Use bright colours.	
	Year One: Painting: I can take influence from a famous artist. I can mix primary colours to make secondary colours. I can reflect on my work and evaluate it.	Year Two: Painting: I can take influence from a famous artist and make links to my own work. I can continue to mix paint with increased confidence. I experiment and make different marks with a brush. I can use painting to develop ideas and imagination. I can reflect on my work and evaluate it.	Lower Key Stage Two: Painting: I know about the famous artist Roussaeu and can recall information about him and his work. I can make observational studies of his work. I can mix different shades of green. I can design my own rainforest picture and paint using a variety of shades of green. I can evaluate my painting and explain what has been successful and what could be improved.	Year Five: Painting: I know about Pop Art and Keith Haring and what inspires his artwork. I can create observational studies of his paintings. I can design my own cartoon mural in his style. I can evaluate my painting and explain what is successful and what could be improved.	Year Six: Painting: I know about the artist Venessa Hogge and can explain aspects of her artwork. I can create my own flower mood boards from nature. I can create my own 3D clay flower sculpture with increased accuracy using clay tools. I can paint my clay flower with greater detail. I can evaluate my 3D sculpture by explaining what has been successful and what could be improved.
Vocab	Brush size Primary/ Secondary colours Geometric shapes Bright Fabric Batik Brush strokes Primary/secondary colours Landscape and portrait Acrylic/ poster/watercolour		Shades Foreground Background Cartoon Post-impressionism Dense Acrylic paint Clear outlines Oversized	Pop art Cartoons Adverts Murals Block-printing Block ink roller Polystyrene block Arts and Crafts Movement Repeated pattern Nature Furniture	

Printing

Key Stage One

Lower Key Stage Two

Upper Key Stage Two

Knowledge

Pr: Andy Warhol

1928-1987 United States

Creator of the genre Pop Art

Use of bright, bold and abstract colours in his print making.

- Look at Andy Warhol work and learn about things he enjoyed making prints of (celebrities, everyday products) and why.
- Explore Toys linked to Warhol's own prints of toys.
- Create a mono print of their favourite toy using bright colours.
- Create a repeating pattern with their print.

Mono-printing

- Use polystyrene to design a toy print
- Print repeating patterns
- Experiment with bold colours that do not necessarily represent the image



Pr: India Flint

1958 – present, Australia

Eco printing and Eco dyeing

- Learn about India Flint work and her use of natural methods to create eco-friendly prints.
- Links with Stone Age- Iron Age artwork.
- Experiment with creating dyes out of natural materials.
- Using natural materials to print onto fabric with a focus on space and composition.

Hammer Printing

- Natural materials such as flowers/leaves to print using a stone/hammer.



Pr: William Morris

1834-1896

English Textile Designer

Major contributor to the British Arts and Crafts Movement

He brought the natural world indoors through the many wallpapers and textiles he produced.

He used the countryside to inspire his patterns.

- Learn about William Morris and his influences.
- Make observational studies of his nature patterns.
- Create their own pattern inspired by nature.
- Create a printing block from their pattern.
- Learn the skills of block printing.
- Block print their pattern onto materials including fabric.



Skills

Year One:

Print with a range of hard and soft materials e.g. corks, sponge, fruit and vegetables.
Take simple prints i.e. mono-printing.
Create simple printing blocks for press print.
Experiment with overprinting motifs and colours.

Year Two:

Experiment with tools and techniques, such as layering and mixing media; and using rollers and pads/inks.

Using the impressed method with natural objects
Develop print techniques – hapa zome.
Create repeating patterns.

Using the block printing method with polystyrene blocks
Develop print techniques – block printing.
Create repeating patterns.
Print onto fabrics.

Outcomes	<p>Year One:</p> <p>I can line my design up with my fabric to make sure my design stays away from the edges. I can use wax resist sticks to trace my design onto fabric. I can use bold lines in my wax drawing.</p>	<p>Year Two:</p> <p>I can take influence from an artist and make links to my own work. I can make my own print related to my own interests. I can use repetition and varying colours to develop my skills in printing. I can reflect and evaluate my work.</p>	<p>Lower Key Stage Two:</p> <p>I know about India Flint and what inspires her printing. I can create observational studies of her prints. I can design my own print using natural objects. I can use the hapa-zome printing technique to print a natural object onto material. I can evaluate my prints and explain what is successful and what could be improved.</p>	<p>Year Five:</p> <p>I know about William Morris and what inspires his artwork. I can create observational studies of his patterns. I can design my own nature print using patterns. I can use the block-printing technique to print my pattern onto materials including fabric. I can evaluate my prints and explain what is successful and what could be improved.</p>	<p>Year Six:</p> <p>I know about William Morris and what inspires his artwork. I can create observational studies of his patterns with greater detail and accuracy. I can design my own nature print using patterns reflecting Morris' style. I can use the block-printing technique to print my pattern onto materials including fabric with more accuracy. I can evaluate my prints and explain what is successful and what could be improved.</p>
Vocabualry	<p>Mono-printing Press Printing Overprinting Inks Rollers Line Colour Repeated pattern</p>			<p>Hammer printing Hapa zome pattern Shape Dye Effect Space</p>	
	<p>Pop art Cartoons Adverts Murals Block-printing Block ink roller Polystyrene block Arts and Crafts Movement Repeated pattern Nature Furniture</p>				

3D Design – Sculpture

Key Stage One

Lower Key Stage Two

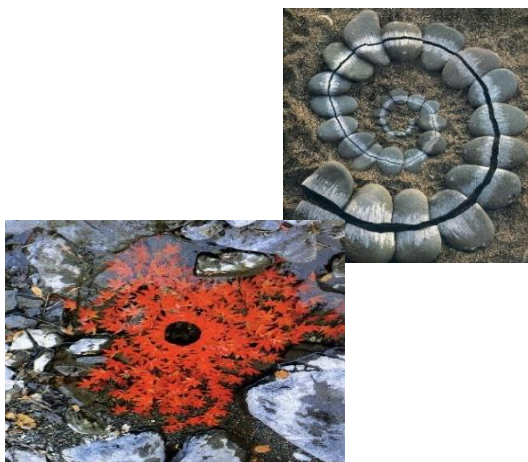
Upper Key Stage Two

Andy Goldsworthy

1956 – present United Kingdom

English sculptor, photographer, and environmentalist who produces site-specific sculptures and land art situated in natural and urban settings.

- Learn about Andy Goldsworthy and his land art
- Discuss their likes and dislikes of his work
- Make observational copies of his land art
- Create their own land art sculptures from natural objects.
- Evaluate their sculptures.



Barbara Hepworth

1903-1975

English artist and sculpture

- Learn about Barbara Hepworth, her life, her influences and style (abstract art).
- Make observational copies of her sculptures.
- Design their own abstract forms based on the local area.
- Create 3D art from paper.
- Create 3D art from other materials in the style of Hepworth.
- Evaluate their sculptures.



Vanessa Hogge

Ceramic Artist

– present United Kingdom


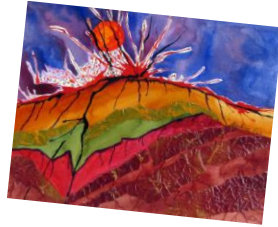

English sculptor of decorative flowers in porcelain. Creates clay sculptures of flowers for walls and table tops. Passion for botanic.

- Learn about clay sculptures and artists who use clay such as Augusta Savage.
- Learn about Vanessa Hogge and her clay flowers.
- Learn about China porcelain and what influenced her sculptures.
- Discuss their likes and dislikes of her work
- Make observational copies of flowers and create mood boards.
- Create their own clay flower sculptures.
- Evaluate their sculptures.



Vocabulary	Sculpture 2D Land art Nature Natural settings Urban settings		Sculpture 2D 3D Form Abstract Nature		3D Clay Ceramics Porcelain Delicate Bone China Kneading Manipulate Mould Form Shape Colour Texture Precision delicacy	
	Arranging objects to form patterns. Selecting objects that would create pleasing sculptures.		Creating abstract forms from nature Carving materials using a variety of tools Choosing the appropriate tool for the desired effect. Cutting paper into forms. Arranging abstract forms for effect.		Kneading clay so it is smooth and soft. Manipulating clay by pressing, squeezing, stretching and rolling. Mould clay by using pressure to manipulate into a shape. Using water to act as a glue and smoothing over cracks. Using the 'slip and score' technique to join pieces of clay. Creating patterns and shapes using clay tools with precision and delicacy.	
Outcomes	Year One: I know about Andy Goldsworthy and his land art. I can discuss my likes and dislikes of his work I can make observational copies of his land art. I can create my own land art sculptures from natural objects. I can evaluate my sculpture	Year Two: I know about Andy Goldsworthy and his land art and what his influences are. I can discuss my likes and dislikes of his work and give reasons. I can make observational copies of his land art with increased detail. I can create my own land art sculptures from natural objects with increased detail. I can evaluate my sculpture.	Year Three: I know about Barbara Hepworth and what inspires her sculptures. I can create observational studies of her sculptures. I can design my own abstract sculpture from nature. I can carve materials using tools to create an abstract form. I can evaluate my sculpture and explain what is successful and what could be improved.	Year Four: I know about Barbara Hepworth and what inspires her sculptures. I can create observational studies of her sculptures with greater accuracy. I can design my own abstract sculpture from nature. I can carve materials using tools to create an abstract form with greater accuracy. I can evaluate my sculpture and explain what is successful and what could be improved.	Year Five: I know about the artist Venessa Hogge and can explain some aspects of her artwork. I can create my own flower mood boards from nature. I can create my own 3D clay flower sculpture using clay tools. I can paint my flower for effect. I can evaluate my 3D sculpture by explaining what has been successful and what could be improved.	Year Six: I know about the artist Venessa Hogge and can explain aspects of her artwork. I can create my own flower mood boards from nature. I can create my own 3D clay flower sculpture using clay tools with increased accuracy. I can paint my flower for effect and detail. I can evaluate my 3D sculpture by explaining what has been successful and what could be improved.

Collage

	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Knowledge	<p>Ben Lewis Giles (Cycle A) Present day (born 1922), UK Tree Surgeon to Artist BA Fine Art @ Kingston Uni Eng Handmade collages using antique and vintage materials Can use other mediums including sculpture, paint and illustrations Inspired by nature, colour, children's encyclopaedias, juxtaposition and repetition</p> <ul style="list-style-type: none"> Learn about Ben Lewis Study collages he has made Design their own collage Learn the technique of collage - cut out media and arrange into a picture Arrange materials according to colours and compositions Cutting materials and sticking onto surface 	<p>Margaret Godfrey (Cycle A) Present day, USA Enjoys creating strong patterns. Cut, tear, paste technique. Uses paint over the top to enhance her pictures. Conceptual artist (symbolic). Self-educated artist with a background in counselling and teaching. Created volcanic collages (Extreme Earth topic)</p> <ul style="list-style-type: none"> Learn about Margaret Godfrey. Study her volcano collages and design their own. Revise the technique of collage (cut, tear, paste) and build on this by layering, overlapping and creating texture. Children design their own volcano collage. Create final piece volcano artwork using tissue paper and PVA glue. Use black paint once dried to enhance outlines. 	<p>Beatriz Milhazes Brazilian Contemporary Artist 1960 – present day born in Rio de Jenaro</p> <ul style="list-style-type: none"> Learn about Beatriz Milhazes. Study her South American collages and design their own. Revise the technique of collage (cut, arrange, paste) and build on this by layering, overlapping and cutting accurately. Children design their own South American inspired collage. Create final piece using coloured card/paper 
Vocabulary	Collage Texture Construct Join Natural Man-made Form Recycled	Collage Layers Tear Outline Rip Cut Paste PVA glue Tissue paper Outline Texture	Collage Layers Cut Paste PVA glue Accuracy Pattern Vibrant Colour
Skills	Using magazine cuttings to make a collage. Choose cuttings based on colour and shape Apply shapes with glue. Apply decoration using fabrics. Arrange and glue materials to different backgrounds.	Tearing tissue paper into thin, long strips. Using PVA glue and glue spreader to stick tissue paper down. Layering PVA glue to ensure tissue paper is all stuck down. Layer of PVA glue over the top of the final piece for glossy finish and no tissue paper loose. Thin paintbrush to paint black outlines once dried and any details.	Cutting card/paper into precise shapes Using PVA glue and glue spreader to stick paper down. Creating 3D effect through careful placement of shapes. Creating pattern by cutting and positioning accurately

Outcomes	Year One: I can explain that Ben Lewis Giles made collages and express an opinion. I can experiment with collage making using a range of materials. I can decorate my collage and apply colour with discipline. I can evaluate my collage and say what went well and what was tricky (orally).	Year Two: I can explain that Ben Lewis Giles made collages and express an opinion. I can experiment with collage making using a range of materials. I can show control with my use of PVA glue and placement in my collage. I can decorate my collage and apply colour with discipline to give my collage context. I can evaluate my collage and say what went well and what could be improved (orally).	Year Three: I can explain Margaret Godfrey is a modern artist who creates collages and express an opinion. I can design my own volcano artwork. I can tear materials and layer them to create a volcano collage. I can smooth my collage using PVA glue. I can outline the collage with black paint for effect. I can evaluate my collage and explain what went well and what could be improved.	Year Four: I can explain Margaret Godfrey is a modern artist who creates collages and express an opinion. I can design my own volcano artwork with increased accuracy. I can tear materials and layer them with effect to create a volcano collage. I can manipulate the material to create texture in the collage. I can smooth my collage using PVA glue with more accuracy. I can outline the collage with black paint for effect with increased detail and adjust the thickness of paint according to the line. I can evaluate my collage, making links to the artist's work.	Year Five: I can explain Beatriz Milhazes is a modern artist who creates vibrant collages to express her culture. I can design my own collage with accuracy. I can carefully cut materials and layer them with effect to create a South American collage. I can evaluate my collage, making links to the artist's work.	Year Six: I can explain Beatriz Milhazes is a modern artist who creates vibrant collages to express her culture. I can design my own collage with increased accuracy. I can carefully cut materials and layer them with increased effect to create a South American collage. I can create a collage which reflects the culture of South America. I can evaluate my collage, making links to the artist's work.