

# Art



**Clavering**  
PRIMARY SCHOOL



# Art



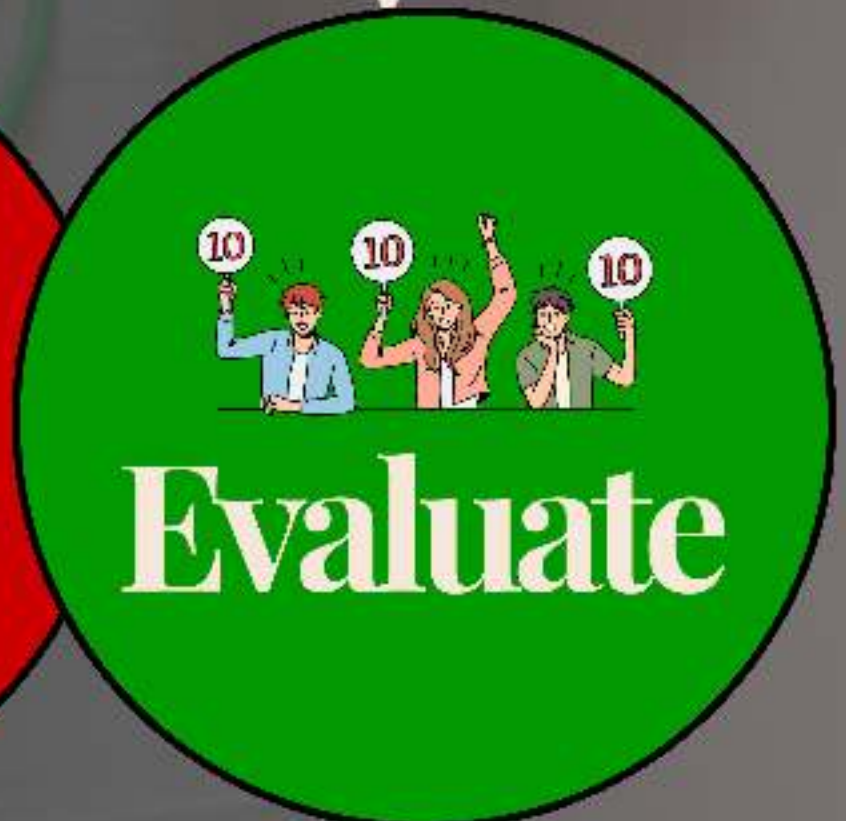
At Clavering, our goal is to nurture every child's creative potential, helping them develop not only as artists but as imaginative thinkers and problem-solvers. We want children to leave our school with a deep love of art, a sense of pride in their creations, and the belief that their creativity can take them anywhere.





# *The Big Ideas*

Our approach to art is shaped by key Big Ideas that guide children through their artistic journeys, making it fun, engaging, and full of opportunities for self-expression.





# *The Big Ideas*

**inspire**  
Inspired by...





# The Big Idea

inspire

Inspired by...

Art is everywhere, and our children will explore how artists, nature, cultures, and their own community can inspire their creativity. We'll introduce them to famous artists, local artworks, and diverse cultural traditions, showing them how different people express ideas through art. From Van Gogh's swirling skies to Hartlepool's own creative heritage, students will discover how inspiration can come from many places and help spark their own artistic visions.





# The Big Idea



Create

Art is all about making! We encourage children to get creative and try new things—whether it's sketching a landscape, sculpting with clay, or painting a vibrant scene. Our children will explore a wide range of materials and techniques, allowing them to bring their ideas to life. We want them to feel the joy of creating something unique and personal, while learning that art is a space where there are no wrong answers, only new possibilities.





# The Big Idea



## Evaluate

Reflection is a key part of the artistic process. We teach our children to look at their own work and the work of others, thinking about what went well, what they've learned, and how they could improve.

Through constructive evaluation, children will develop the confidence to talk about their artistic choices and take pride in their progress. It's all about encouraging them to celebrate their achievements and learn from their experiences.





# *The Big Ideas*

Through these Big Ideas, we aim to make art an exciting and inspiring part of every child's education. Our lessons are filled with opportunities to create, explore, and express, helping students develop their artistic skills while celebrating their individuality.

From drawing and painting to sculpture, students will gain confidence in their abilities and discover that art is a powerful way to communicate and share their unique perspectives.



	Autumn	Spring	Summer
<b>Y6</b>	Inspired by ... Wire sculptures		Inspired by ... Andy Warhol
<b>Y5</b>	Inspired by ... Georges Seurat	Inspired by ... Frida Kahlo	Inspired by ... Digital media
<b>Y4</b>	Inspired by ... Henri Rousseau	Inspired by ... Paul Jackson	Inspired by ... Masks
<b>Y3</b>	Inspired by ... Jo Blaker	Inspired by ... Lynnie Hewerdine (Smoggie Art)	Inspired by ... Egyptian art
<b>Y2</b>	Inspired by ... Georgia O'Keeffe	Inspired by ... Louise Bourgeois	Inspired by ... Ann Bridges
<b>Y1</b>	Inspired by ... Iconography	Inspired by ... Yayoi Kusama	Inspired by... The Tree of Life

***What do these Big Ideas look like in the classroom?***



# *What do these Big Ideas look like in the classroom?*

**inspire**  
Inspired by...





# WHAT DOES THIS LOOK LIKE IN YEAR 1?

## Inspired by ... Iconography

Show children a range of simple icons (sun, house, tree, smiley face). Ask: "What lines do we see?" (straight, curved, zig-zag, wavy, dotted). Model drawing these line types on the board. Children use HB pencils and A3 paper to practise drawing each type of line. Challenge: make lines long, short, tall, tiny. Encourage children to "fill" their page with lines in different directions. Children could also go outside and draw different types of line on the yard in chalk. At the end of the lesson have a class gallery walk – pupils pick one line type they enjoyed and explain why.

Show children different pencils: HB, 2B, 4B. Demonstrate pressing lightly vs pressing hard. Show how the mark changes. Children practise making a "line ladder": start light at the top, gradually pressing harder until lines are very dark at the bottom. Repeat with shapes (draw a circle lightly, then darker). Apply this to a simple icon (e.g., star, heart, arrow), using both light and dark marks.

Show examples of icons from different cultures and everyday life (peace sign, recycling logo, heart, cross, smiley face). Discuss: "What do these mean? Why are they simple and clear?" Children brainstorm something that represents them (football, flower, cat, star, music note). Sketch 2–3 ideas in their sketchbooks. Experiment with line type, pencil pressure, and shape to make it bold and recognisable. Children to share their designs and explain their favourite design to a partner.

Recap line types from last lesson. Demonstrate: "If we join lines together, we can make shapes" (square from straight lines, circle from curved lines, etc.). Children practise combining line types to create shapes (triangle, circle, square). Then, use those shapes to build simple icons: a sun (circle + lines), a house (square + triangle roof + rectangle door), a tree (triangle + rectangle). Encourage use of wavy/zig-zag lines for extra details (grass, water, clouds). Children share one icon they have drawn.

Show icons with texture (sun with radiating lines, leaf with veins, fish with scales). Discuss how lines can "suggest" surface details. Children choose 2–3 simple objects (leaf, fish, star, cloud). Add texture using different line types and pencil pressure: Leaf → light and dark lines for veins. Fish → overlapping curved lines for scales. Cloud → wavy lines for fluffy edges. Teacher models layering lines to create effect. Chn to record their sketches in their sketchbook.

Quick-fire recap: "Name a line type" → "How can we make a line darker?" → "What's an icon?" Model planning a final neat icon, using clear lines, shapes, pressure, and textures. Children carefully redraw their chosen personal icon on a larger scale. Encourage them to think about: Clear bold lines. Light/dark contrasts with pencil pressure. Texture where needed. Children could add colour accents where appropriate for extra detail.

Once finished, create a mini gallery: place all finished icons around the room. Children walk around and leave a sticky note "compliment" on one piece.



# WHAT DOES THIS LOOK LIKE IN YEAR 1?

## Inspired by ... Yayoi Kusama

Children to discover Yayoi Kusama.  
Introduce her artwork to the children and discuss her love for dots, bright colours and repetition. Children to create simple dot-based drawings using markers and crayons in the style of Yayoi Kusama.

Children to explore secondary colours. Re-visit Yayoi Kusama's artwork and identify secondary colours. Chn to create secondary colours by experimenting with mixing primary colours. Chn to create a dot colour mixing garden using non-traditional painting tools such as: fingertips, rollers, spatulas etc.

Chn to reflect on the artwork they created in the last lesson. Discuss with each other what they liked the most e.g. tools, patterns and colours.  
Model creating a plan for a final tile piece. Model choosing: a colour scheme, tools you will use and patterns you will create emphasising how Kusama repeats patterns in her artwork and uses bold colours.  
Children to experiment with colour swatches of pencil to find their colour scheme and patterns to choose which they would like to use. Children to then create their final design plan for their tile incorporating the colours they will use (pencil) and the patterns they have chosen. Children can also note around the outside of their design which tools they will use to create their design.  
Chn to plan their own 'tile' in the style of Yayoi Kusama.

Children to explore primary colours. Look for primary colours in Kusama's artworks.  
Children to experiment painting large dots and wavy lines using only primary colours. Use cotton buds, round sponges etc. to paint patterns in their sketchbooks.

Chn to explore non-traditional painting tools and create textured and layered patterns. Show Kusama-inspired patterns with texture. Have setup different stations: rollers, old toothbrushes, cardboard edge printing, sponges etc. Chn to explore mark-making and create test patterns in their sketchbooks. Chn can use primary and secondary colours for their patterns.

Children to have their own pre-cut tile to paint their design with their chosen tools.  
Children to use their plans from last lesson to create their own tile in the style of Yayoi Kusama. Put together the tiles to create a large whole class piece of artwork.



# WHAT DOES THIS LOOK LIKE IN YEAR 1?

## Inspired by ... Marco Balich

Share the sculpture 'other' by Samantha Stephenson (2014). Discuss how this artwork is different to a painting or drawing. Explain that this is a piece of sculpture (three-dimensional art). This sculpture was made by the Australian artist Samantha Stephenson, who uses metal to create sculptures that show movement by using curves. She uses colour to make her sculptures seem full of energy.

Hand out a piece of paper or card and some scissors to each child. Leaving the sculpture visible on the interactive whiteboard, challenge the children to make their paper look like the sculpture.

Explain that they are going to create a sculpture made by sticking paper rolls (cylinders) to a flat card base (see image below). Demonstrate the process of making a sculpture in this way.

Set up each table with the equipment children will need to make their sculptures. Remind them to think about: the length of each tube, the colours they use, and which colours will go next to each other, how they arrange the tubes on the base, how they will attach tubes to the flat base, cutting bits off the paper to make a more interesting tube shape.

Revisit which folds children practised in last lesson discussing which they found most difficult and why. Explain that today chn are going to create their 3D paper sculpture using their designs. Explain that once they have created their designs on their strips of paper, they need to think about which folds they are going to use and how they are going to overlap them.

Show again examples on the website <http://nhartgallery.blogspot.com/2013/02/inspired-by-masters-abstract-paper.html?m=0> and discuss how the strips have been overlapped.

Provide chn with white strips of paper for them to create their designs from their sketchbooks onto using the broad tip pens and a base piece of card to attach them to. Once chn have created their designs they can begin folding and gluing strips of paper to their base. Chn to showcase their models to the other chn in the class by moving around to view each other's work.

Explain to chn that today they are going to continue experimenting with paper techniques to create 3D sculpture. Show chn examples of Abstract paper sculptures using: <http://nhartgallery.blogspot.com/2013/02/inspired-by-masters-abstract-paper.html?m=0>.

Discuss with chn how they think the paper has been used to create the arches, concertina folds and spirals. Model to chn how to create arches, how to fold paper to create a concertina effect and how to attach these to a base piece of card using glue.

Provide chn with a variety of materials e.g. paper, thin card, tissue paper and allow them time to experiment creating arches and concertina folds. Explain that chn will be using their own designs on the paper strips when they create their 3D model next lesson. Provide chn with a template of 5 rectangles to stick into their sketchbooks and chn to use the broad tip pens to create their designs as this will create a dramatic finished piece. Model patterns that could be created e.g. circles, zigzags etc.

Revisit which folds children practised in last lesson discussing which they found most difficult and why. Explain that today chn are going to create their 3D paper sculpture using their designs. Explain that once they have created their designs on their strips of paper, they need to think about which folds they are going to use and how they are going to overlap them.

Show again examples on the website <http://nhartgallery.blogspot.com/2013/02/inspired-by-masters-abstract-paper.html?m=0> and discuss how the strips have been overlapped.

Provide chn with white strips of paper for them to create their designs from their sketchbooks onto using the broad tip pens and a base piece of card to attach them to. Once chn have created their designs they can begin folding and gluing strips of paper to their base. Chn to showcase their models to the other chn in the class by moving around to view each other's work.

Children to create their 'Tree of Life' Sculpture using their designs from the previous lessons.



# WHAT DOES THIS LOOK LIKE IN YEAR 2?

## Inspired by ... Georgia O'Keeffe

Explore primary colours in relation to Georgia O'Keeffe's work.

Experiment with different brushes and their uses e.g. thick brushes for large areas, straight lines and stippling and thin brushes for finer detail.

Children plan their own swirling image. Chn to practise beginning with a small swirl and experiment with different lines flowing from it that look like waves, petals, wind or water. Once children have experiment to create two other three small variations they can experiment with using coloured pencils to see which ones they would like to use together for their final piece.

Explore mixing secondary colours using dabbing technique.

Practise pencil experiment with pencil control to create different types of lines. Show the children the painting by Georgia O'Keeffe we will be using to inspire our final piece. Ask them what they notice about the shapes, does any part of it remind them of nature and how has the artist made it look as though it is moving and swirling. Chn to then practise creating different lines e.g. zigzag, spirals and swirls etc. Children could also experiment with different pencils to create lines for lighter and darker shades.

Re-visit the abstract painting by Georgia O'Keeffe below. In the style of the image below model using a thick paintbrush to sweep large areas and the thin brush for finer lines and more detailed areas. Start start with a central swirl using a thick brush and then add large flowing shapes from their chosen design from the previous lesson. Choose 2-3 colours and blend as they paint. Encourage chn to think about warm and cool colours and light vs dark.



# WHAT DOES THIS LOOK LIKE IN YEAR 2?

## Inspired by ... Maman

Experiment with different paper cutting, tearing and folding techniques such as spirals, pleats, fans, folds and arches.

Show different examples of insects that have multiple segments to their body e.g. ants and those that have one main body e.g. woodlice.

When showing each example discuss a class:

How many segments does the insect have? How many legs does it have? Does it have antennae?

As a class, choose one insect to focus on. Model to the class sketching the outline of the insect ensuring the segments of the body and the parts e.g. legs and antennae are clear. Then, looking at each segment and part of the insect discuss what paper techniques could be used to create each part. For example, the legs could be created using rolled tubes of paper or the main segment could be created by rolling the shape and then scrunching paper to fill the inside.

Children to select an insect from the examples provided or to choose their own and sketch the outline of their chosen insect ensuring each segment is clear. Chn to label which paper technique they will use to create each part.

Display on the interactive whiteboard the 'Maman' spider sculpture (1999) by artist Louise Bourgeois. Ask the chn how do they feel about the creation: What words would they use to describe it? How does it make them feel? Is it scary? Exciting?

Explain that we could create a model version of the sculpture using paper rolling that we experimented with last year. Explain that the spider is split into two parts the front segment, where the eyes are located and where the legs are connected to, and then the abdomen. Discuss how the legs have been made from struts of tightly rolled paper and the body has also been made from struts looped around and then filled with crumpled paper.

Model creating tight struts using newspaper and securing with tape.

Work with a partner to create a small-scale model of the 'Maman' sculpture. Provide chn with newspaper and tape to secure their rolled newspaper struts.

Create their 3D sculpture using paper of different thicknesses. Focus on creating the shape of the abdomen of their insect first then creating the leg struts using the rolling technique and finally attaching them together.

Children to paint their paper sculpture effectively to make it look realistic.



# WHAT DOES THIS LOOK LIKE IN YEAR 2?

## Inspired by ... Ann Bridges

Introduce children to printing. Children to experiment with printing using everyday objects such as buttons, string, paper etc. Children experiment with colour mixing whilst printing starting with one colour and changing the colour across the page.

Recap what printing is. Model how to use playdough to create a print. Provide chn with a square piece of cardboard and a ball of playdough. Chn to press the playdough flat onto the cardboard then use a pencil, clay tool or skewer to create a simple image or their initial on the surface of the playdough tile. Chn then to paint over the playdough with a large paintbrush. Gently, press a piece of paper over the top of the tile and rub the back then carefully peel back the paper to reveal the print. Repeat the process to create a repeating pattern. Chn could experiment with colour combinations.

Children to use the tool they found to be the best option to create their design on the foil. Carefully indent their natural object and then choose either a paintbrush or a roller to add a layer of paint to the foil then press gently on a piece of paper. Children can experiment with colour mixing and repeating the pattern in their sketchbooks.

Explain that the artist we are being inspired by (Ann Bridges) is known for her printwork using natural objects. Show the chn examples of her work. Chn to explore the idea of printing by etching and image into an object. Model using potato and broccoli for printing and talk about repetition, colours and patterns. Discuss how the potato makes a smooth flat shape whereas the broccoli could be used for texture. Ask chn how we could make the potato print more interesting and explain that we could use a skewer to etch an image into it. Chn to experiment with printing using different vegetables such as slices of potato, slices of carrot, broccoli etc. Then, chn could use a skewer to etch a design into a potato slice and print using it. They could experiment with colour mixing and rolling the colour onto the vegetables instead of painting on the vegetable with a paintbrush.

Explain to children that they will be creating a print using foil in the next lesson, but today they are going to practise sketching the natural object they will use for their design. Show children examples of natural objects as a stimulus, and they can use this inspiration to plan designs of the natural objects they would consider for their design. Give chn a small piece of foil and allow them to experiment with etching their image into the foil with enough pressure to make an indentation with their pencil but not too much pressure that will tear the foil. Children to experiment with skewers, pencils etc. to find the best option for creating their impression on the foil.

Children to create a large, shared piece of artwork. Chn can use a method of their choice: vegetable printing, playdough printing or foil printing. Chn to etch a natural object design into the medium of their choice and to print it onto a large, shared piece of paper for the class. Lead chn to consider their colour choices so that the shared piece of artwork has a clear theme.



# WHAT DOES THIS LOOK LIKE IN YEAR 3 ?

## Inspired by ... Jo Blaker

Introduce the artist of the unit (Jo Blaker) to the children and show examples of her artwork. Ask the children what they can see in her artwork and how it makes them feel. Explain that her artwork (see below for main inspiration) is made from natural objects such as leaves.

Take the children on a nature walk to collect various natural objects. Bring the objects back to the classroom and arrange them in groups as a collaborative piece of artwork on a large piece.

Explain that we will be creating our own observation sketch of a natural arrangement inspired by Jo Blaker at the end of the unit and that we need to use our sketching skills to make it more realistic. One way we can do this is through shading.

Children to explore using a variety of pencil grades, hatching and cross-hatching to create effective shading in their sketchbook.

Children use their understanding of using hatching and cross-hatching in their own observational sketch of a natural object.

Explain to the children to begin initially with the outline of what they can see and slowly add in detail thinking about the scale of the object.

Recap with children what tertiary colours are and how we make them.

Children to experiment with powder paint and mixing to create tertiary colours.

Explain that we are going to be using powder paint to create a wash using autumnal tertiary colours. Before we can create a tertiary colour wash, we need to know what colours are 'autumnal'.

Go on an autumn colour walk and take tonal swatches outside for children to hunt for the colours they can see outside.

If a colour of an object outside matches their colour swatch, then they can put a tick on it to use later.

Once children have found the colours present in autumnal objects model using powder paint to mix colours to create their shade. Model how to create a light wash that we will be able to sketch on next lesson.

Together use autumnal natural objects found around the school grounds (particularly in the forest school) and create a large piece of artwork together with all children helping to create the arrangement. Each child to stand around the arrangement and to take a picture of their point of view of the arrangement.

Children to use their wash background from last lesson and create an observational sketch of their view of the arrangement.

Children can use either colouring pencils or drawing pencils to add shading to their sketch.



# WHAT DOES THIS LOOK LIKE IN YEAR 3 ?

Inspired by ... Smoggie Art (Lynnie Hewerdine)

Introduce the chn to 'Smoggie Art'. Do the children recognise any of the landmarks in the piece of artwork below?

Discuss what landmarks they can see as part of Middlesbrough's culture.

Experiment with creating their background image and colour mixing using watercolours. Focus on the placement of their background effectively so that the horizon is realistic in the image.

Children to paint the background for their final piece using watercolours as a colour wash and adding darker areas for shading and detail.



Explain that we will be creating our own observation sketch. Explain to chn that their final piece will be made up of a background image which relates to Hartlepool and images of landmarks layered over the top.

Discuss with children what could feature in the background image for example the sea and the sand dunes present at Seaton Carew.

Children to practise creating their background image in their sketchbook. Chn to trial several designs until they are happy with their final choice.

Explore the landmarks of Hartlepool and decide which landmarks they would like to include in their piece. (The Hartlepool Marina, the Historic Quay, local industry (past shipbuilding/ steelworks), fishing boats, lighthouses, seagulls, Hartlepool Monkey etc.)

Practise sketching the landmarks and practising with different mediums. Focus on areas of light and dark, texture and structure of the landmark.

Initially sketch in pencil the outline first and then add detail then chn can practise using different mediums.

Select which landmarks will feature in their final piece and what medium is most effective for each one.

Create the landmarks they have selected from Hartlepool using three different techniques such as sketching with colouring pencils; painting; pastels etc.

Discuss with children how the placement of the landmarks is important and chn to glue them onto their background artwork from last lesson to create their final piece.



# WHAT DOES THIS LOOK LIKE IN YEAR 3 ?

## Inspired by ... Egyptian Sculpture

Explain that in this unit, chn will be creating their own canopic jar sculpture made from clay. Ask chn, what do they already know about canopic jars? -*What were they made from?*

- *How many parts were they made from?* Show chn examples of canopic jars on the IWB. *What do they all have in common?* Explain that canopic jars were created to contain the organs, so that upon entering the afterlife, the person would be complete. Each of the Canopic jars had a specific purpose and were designed to honor the four sons of Horus. The contents of the Canopic jars would go along with the person as they passed through and entered the afterlife and protect the remains. Canopic jars were highly decorated, and the top of each jar was a kind of lid or 'stopper'.

Explain that today chn will be carrying out research about canopic jars and the meaning of the 'stopper's'. Chn to work in partner's or small groups to research canopic jars and the different stoppers they may have and create a research page including facts they have found about canopic jars as well as sketches of the various canopic jars they have found.

Chn to be reminded to:

- Sketch lightly to avoid rubbing out
- First sketch the outline and then add detail.
- Use a higher B grade pencil for darker shading.

Explain that today chn will be learning how to sculpt using clay. Tell chn that to create their canopic jars they will need to use the 'pinch thumb' method and 'slip and score' technique. Show chn the video

<https://www.youtube.com/watch?v=bW29N3Bc3AQ>

from 2:11 – 7:00 to show how to create a pinch thumb pot and explain that once the shape of the pot is made they can use the appropriate tool to smooth the pot. Model creating a small pinch pot using the pinch thumb method. Explain that we are going to use the second part of their clay to attach a design to their pot. Model using the slip and score method to attach shapes to the pot. Use the appropriate tool to create scratch marks on the spot where you will be attaching the clay and score the back of the piece you are going to attach. Wet the areas you scored on both pieces and play the piece you are attaching onto the pot. Place the piece you are attaching gently onto the pot.

Provide each child with a small ball of clay. They will need to separate the ball into two sections one for the pot and one for pieces to attach to the pot. First use the pinch thumb method to create a small pot. Then, with their second piece of clay create shapes and use the slip and score method to attach to their pot.

Explain that today they are going to be designing their own canopic jar. Although the original canopic jars were designed to honour the four sons of Horus, we are able to decide what animal we would like to use as the lid of our jars. Show examples as inspiration. Model sketching a canopic jar with an animal head for a lid.

Incorporate Egyptian patterns or hieroglyphics into the design and annotate the design to explain the designs included.

Children to create their own canopic jar using the 'pinch thumb' method to create the pot shape and 'slip and score' technique to attach pieces of clay together.

Children to decorate their canopic jars appropriately using paint



# WHAT DOES THIS LOOK LIKE IN YEAR 4 ?

## Inspired by ... Henri Rousseau

Children will learn about the life and influence of the French artist Henri Rousseau, including studying some of his most famous pieces of art.

Children to create realistic leaves in their sketch books. Children to experiment with using paint and combining colours and a sgraffito technique to produce veins.

Children to also practise using pastels to create realistic observational sketches of leaves.

Children to create their background using watercolour paints. Children to consider what they would like the main part of their background to be that they will collage on top of.

Explore the animals that Henri Rousseau included in his artwork.

Practice drawing rainforest animal features up close such as monkey tails, snake coils, bird beaks and patterned skin/fur using different pencil grades for shading. Children to use their drawing skills to carry out observational sketches of animals that they would find in the rainforest.

Children to draw it using pencil, focusing on shape, proportion, and detail. They can then add texture and pattern (e.g. fur, scales and feathers) and use crayons, pastels or pencils to add colour in a Rousseau style.

Children to plan their final piece.: sketch the leaves, animal and other objects that will be present in their artwork then to add colour using pastels.

Children to take their time experimenting with layering their animals and leaves before completing their collage.



# WHAT DOES THIS LOOK LIKE IN YEAR 4?

## Inspired by ... Paul Jackson

Introduce children to origami. Show a short video of **Sipho Mabona's work** and discuss: "What do you notice about these sculptures? "How do you think they were made?" Introduce the rules of origami: using one sheet, no cutting, precise folding. Model basic folds: **valley fold**, **mountain fold**, and **book fold**. Children practise these on square paper, making simple shapes like a hat or a tent

Recap basic folds from Lesson 1. Reiterate the importance of accurate folding and following instructions carefully.

Give each child a square of origami paper and guide them through making a classic origami dog face or fortune teller. Use visual and verbal steps, projecting or drawing each stage.

Experiment with different techniques to create flowers using paper with the flowers becoming more difficult.

Explain that origami works most effectively when instructions are followed precisely.

Follow exact results to create a simple paper airplane and then children can fly them to see whose is the most successful.

Share examples of more technical origami such as creating simple flowers. Experiment using different types of paper.



Create origami animal structures



# WHAT DOES THIS LOOK LIKE IN YEAR 4?

## Inspired by ... Mayan Masks

### Research masks:

Show the chn work from the sculptors Calixte Dakpogan, Bertjan Pot and Josef Mrva.

- Ask the chn:
- What type of artwork is displayed?
- What do they all have in common?
- What is different about each piece?
- Are they all made from the same materials?

### Practical Activities

- Chn to research their two chosen artists from: Calixte Dakpogan, Bertjan Pot and Josef Mrva.
- Chn to create a page about their chosen artists in their sketchbook detailing interesting facts about the artist and also evaluating pieces of their artwork.

### Design a Mayan mask

#### Introduction

- Explain to chn that today they are going to design their own Mayan mask.
- Tell chn that first they need to decide if they are going to create a celebration, death, or battle mask.
- Model to chn drawing first the outline of the mask, drawing the eyes halfway down the face and then adding the nose and lips.
- Then, use an example for inspiration to add shapes and colours to your example.
- Show chn examples on the interactive whiteboard to inspire their designs.

#### Practical Activities

- Chn to sketch several designs for their own Mayan mask in their portfolios. They could sketch one celebration, battle, and death mask if time permits.
- Chn to have access to different mediums to add colour to their designs e.g., coloured pencils, oil pastels, felt tip pens or paints.
- Chn to decide which design will be their final chosen design to create a sculpture.
- Chn to annotate in their portfolio which will be their final design and why.

- Research and sketch Mayan masks

Explain to the chn that in this unit they will be creating their own mask sculpture.

- Explain that we will be creating our own Maya masks.
- Show chn examples of Maya masks on the interactive whiteboard and explain that there are three different Maya masks; celebration, battle, and death.
- Ask the chn identify which masks shown are celebration, death, and battle?
- Explore the different features of each type of mask. Such as:
- Mayan death masks used a mosaic pattern of the Jade stone.
- Mayan battle masks were usually carved from stone or wood and were used for both protection and to intimidate.
- Celebration masks were worn for weddings and birth ceremonies. They were designed with bright, vibrant colours painted onto wooden surfaces.

### Practical Activities

- Chn to research example of Mayan death, battle, and celebration masks.
- Chn to carry out detailed observational sketches of each type of mask in their portfolio and to label the features of each type of mask around their sketches.

## Create their mayan mask using either newspaper and PVA glue or use Modroc.

### Painting the masksmayan mask

#### Introduction

- Explain that in this lesson chn will paint their Mayan mask with their final design.
- Recap secondary colours and the primary colours needed to mix to create each.
- Explain to chn that they will need to use a larger paintbrush to paint larger areas of their mask such as the base colour and that they will need a smaller paintbrush to add detail to their design.
- Show children designs on the interactive whiteboard of detailed masks and remind chn to follow their design plans when painting.

#### Practical Activities

- Chn will need paintbrushes, paint and palettes for mixing, water, and paper towels on their tables.
  - Chn to paint their designs on their Modroc masks.
  - Once the masks are painted, display the masks on tables around the classroom and chn to walk through the exhibition and view each piece.
- Chn to use the post-it notes next to each mask to write positive feedback about the design.



# WHAT DOES THIS LOOK LIKE IN YEAR 4?

## Inspired by ... Paul Jackson

Introduce children to origami. Show a short video of **Sipho Mabona's work** and discuss: "What do you notice about these sculptures? "How do you think they were made?" Introduce the rules of origami: using one sheet, no cutting, precise folding. Model basic folds: **valley fold**, **mountain fold**, and **book fold**. Children practise these on square paper, making simple shapes like a hat or a tent

Recap basic folds from Lesson 1. Reiterate the importance of accurate folding and following instructions carefully.

Give each child a square of origami paper and guide them through making a classic origami dog face or fortune teller. Use visual and verbal steps, projecting or drawing each stage.

Experiment with different techniques to create flowers using paper with the flowers becoming more difficult.

Explain that origami works most effectively when instructions are followed precisely.

Follow exact results to create a simple paper airplane and then children can fly them to see whose is the most successful.

Share examples of more technical origami such as creating simple flowers. Experiment using different types of paper.



Create origami animal structures



# WHAT DOES THIS LOOK LIKE IN YEAR 4?

## Inspired by ... Paul Jackson

Introduce children to origami. Show a short video of **Sipho Mabona's work** and discuss: "What do you notice about these sculptures? "How do you think they were made?" Introduce the rules of origami: using one sheet, no cutting, precise folding. Model basic folds: **valley fold**, **mountain fold**, and **book fold**. Children practise these on square paper, making simple shapes like a hat or a tent

Recap basic folds from Lesson 1. Reiterate the importance of accurate folding and following instructions carefully.

Give each child a square of origami paper and guide them through making a classic origami dog face or fortune teller. Use visual and verbal steps, projecting or drawing each stage.

Experiment with different techniques to create flowers using paper with the flowers becoming more difficult.

Explain that origami works most effectively when instructions are followed precisely.

Follow exact results to create a simple paper airplane and then children can fly them to see whose is the most successful.

Share examples of more technical origami such as creating simple flowers. Experiment using different types of paper.



Create origami animal structures



# WHAT DOES THIS LOOK LIKE IN YEAR 5 ?

## Inspired by ... George Seurat

Explore Georges Seurat and the technique of pointillism to create a research page about him.

Children to research famous landmarks/ buildings from around the world and carry out observational sketches of two of them.

Children then to identify which building they will use for their final art piece and why

With reference to “The Eiffel Tower” by Georges Seurat, children will learn how to design and produce a painting of a self-chosen famous building, capturing it with a Pointillist style and tricking the viewer’s eye into blurring together all of the tiny dots and delicate brushwork into a fuller, more defined image.

Children to firstly sketch the outline of their chosen landmark and to add colour using paint and delicate dots to add colour.

Children to explore some of the great architects (including Antoni Gaudí, Zaha Hadid, Friedensreich Hundertwasser and Charles Rennie Mackintosh) and some of the most famous buildings around the world. Children to choose one of the buildings to create an observational sketch.

Children will develop their drawing and painting skills by experimenting with the Pointillist style, using small, distinct dots of colour that are applied in patterns to form simple objects e.g. fruit

Exhibit their final piece for the class and provide each other with feedback.



# WHAT DOES THIS LOOK LIKE IN YEAR 5 ?

## Inspired by ... Frida Kahlo

Children will learn about the life and influence of the Mexican artist Frida Kahlo, including studying some of her most famous pieces of art. Discuss with the class some of her most famous pieces of artwork and what they could represent from her life.  
Children to create a research page about Frida Kahlo and her work.

Explain that Frida Kahlo's artwork featured lots of self-portraits and recap why.

Practise the elements of a self portraits by sketching a realistic eye, nose and mouth.

Give children half of a picture of themselves and they need to sketch the other half realistically applying their skills.

On A3 paper children to accurately sketch a self- portrait with their own versions of Kahlo's 'animalitos' around them (this could be objects, clubs, etc that are important to them).

Then using paint add colour to themselves and the objects around them. Chn will need to think about how to mix colours to create their own skin tone and hair colour etc.

Then use a light-coloured pencil to colour in the background.

Explain to the chn that Frida Kahlo included her 'Animalitos' in lots of her artwork and show examples.  
Children will develop their drawing skills by accurately drawing their own Animalitos.

Exhibit their final piece for an audience and evaluate their artwork e.g. painting skills.



# WHAT DOES THIS LOOK LIKE IN YEAR 5 ?

## Inspired by ... Digital animation

Introduce stop motion to the children.

Explain that there are three main types: Traditional 2D animation, Stop motion animation and 3D animation.

Show them clips by the animators Nicholas Park and Sean Charmatz.

Explain how animations are created by lots of frames being created with minute differences so that the characters appear to move across the screen.

Demonstrate how to use iMotion on the iPads to create short clips, emphasise how to take a frame, how to move the object a small amount for the next frame, how to delete the frame and re-take it.

Children to experiment with creating short clips (using iMotion) involving objects around the classroom.

Children to create detailed sketches of the characters and objects that will be in their stop motion clip.

Children to work together in pairs using iMotion on the iPads to create their own stop motion clips. Chn need to focus on small movements between each image and also holding the camera (iPad) in the same place for each picture.

To create a stable image the chn could use either a tripod or a stack of books. Chn could also add in a frame for a title scene and credits list.

Explain that before an animation can be created it needs to be planned. Model planning a basic animation together on the board using a 6-frame storyboard template.

Children to storyboard ideas for their animation clip in their portfolio's. Chn will need 6 frames planned in their books of the main events that are going to occur

Model how to create plasticine figures with movable parts (arms, legs). Remind them not to make characters too detailed or fragile, as these break easily during filming.

Talk about the importance of scale – the characters need to fit in the frame consistently.

Children to create their characters and objects using plasticine and paper and also their background images.

Children to share their stop motion clips with the class and to offer each other feedback



# WHAT DOES THIS LOOK LIKE IN YEAR 6 ?

## Inspired by ... Wire sculptors

Explain that in this unit, chn will be creating their own sculpture.  
Ask chn: What is a sculpture? What materials can be used to create a sculpture? (Chn will have used paper, clay and Modroc to create sculptures in years 1- 5.) Explain that in this unit they will be creating sculptures using wire and today they are going to explore the work of wire sculptors.  
Show children examples of Alexander Calder's artwork.  
Ask chn:  
What materials has he used in the sculpture?  
What do you see in the artwork?  
How many different elements can you see in the artwork?  
What do you like about the artwork?

Then, show children examples of Elizabeth Berrien's wire sculptures and explain that she has had her artwork commissioned for public areas, parks and airports etc.  
Show side by side a piece of Alexander Calder's work and Elizabeth Berrien's work and discuss the same questions as a class.

Chn to have examples of Alexander's work and Elizabeth's work and create a research page about them both. Chn to evaluate each piece of artwork and compare their styles. Chn to research information about each artist to add to their research page too.

Explain to chn that in this lesson they will be designing their own hybrid insects.

Explain that this means combining different insects together to make a whole new creature. This could mean combining butterfly wing, a caterpillar body and a wasp's sting. Show chn the example below and discuss how the insects below are hybrids of the two above. Demonstrate creating a hybrid insect using the chn's ideas.

Children to sketch several hybrid insect combinations in their portfolios ensuring they complete a detailed observational sketch.

Explain that today chn will be creating their hybrid insects using wire. First, explain that they will need to create the thorax of their insect. Model selecting a material which will be inside the thorax of your insect and wrapping wire around the material to create a 3D shape as seen in the example below.

Then, explain to chn they will need to join pieces of wire together to attach the legs and antennae. Model attaching another piece of wire to the thorax created by twisting and wrapping the end of the new piece of wire around the existing piece. Explain that sometimes you may just need to loop the wire through the thorax for example to create the legs.  
Make a second and third ball for the head and tail if needed remembering to fill them with material each time. Show chn the example of the finished insect below. Explain that they could also create a line sculpture if they wish instead of adding material inside the body parts and show example below.

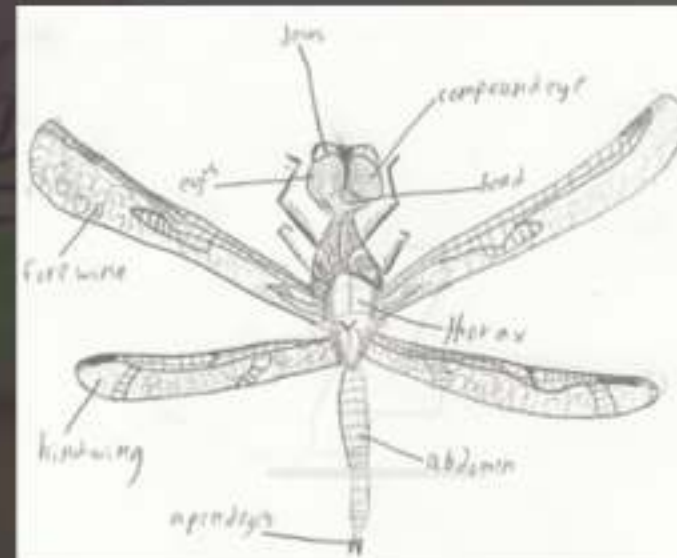
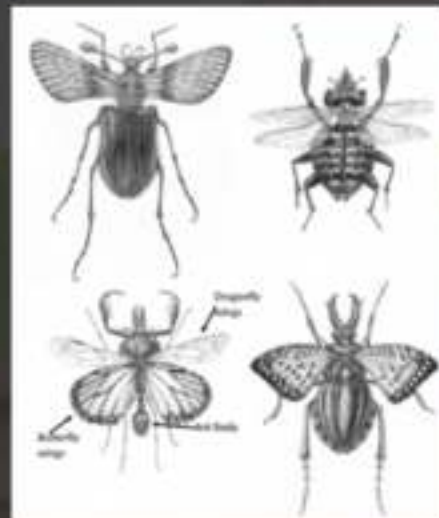
Children to create their own hybrid insects using wire taking care to bend the wire carefully and attach new pieces of wire where needed. Once completed, showcase the 3D sculptures in the classroom and chn to walk around and view each child's creation. Chn to guess which insect parts of the sculptures have been taken from.

Explain to chn that they will be creating their own wire sculptures based on insects. But before we plan their design, we need to explore the anatomy of insects.

Explain that insects are made up of different parts. Using an example such as a grasshopper look at the shape of their legs, antennae, thorax, forewing and abdomen.

Model creating a sketch of an insect from an image and labelling its parts using technical terms.

Chn to research several insects, and to create observational sketches of each of them in their portfolio then label their parts with technical terms similar to the example below.





# WHAT DOES THIS LOOK LIKE IN YEAR 6 ?

## Inspired by ... Andy Warhol

Children will learn about the most prominent features and influence of the Pop Art movement, including some of its most famous pieces of art and key artists (particularly, Andy Warhol).

Children will develop their drawing and painting skills by experimenting with the Pop Art style, producing their own 2 x 2 piece of panel art linked to advertising and branding as a subject matter.



With reference to Andy Warhol's celebrity-obsessed portraits (e.g. "Shot Marilyns"), children will learn how to design and produce a 2 x 2 panel portrait of a self-chosen celebrity, including the repetition of images; bold and garish colours; and a high level of saturation and contrast to draw focus to particular features.

Exhibit their final piece for an audience.



