



Art

Resilience

Creating independent learners who thrive on a challenge

Reach

Creating happy, inspired learners who love learning

Reflectiveness

Developing a sense of self and of the world beyond their own

Wagtails Class

Art

INTENT: To explore portraits and create their own.

IMPLEMENTATION:

1. What is a portrait? How do you draw a face?
2. Harvest Festival art.
3. What can you find in the woodland to make a self-portrait?
4. How did Andy Warhol create self-portraits?
5. How could you use an iPad to create a digital self-portrait?
6. Can you use a photo of yourself to create a self-portrait?

END POINT— A digital or painted self-portrait.

IMPACT: Children learn different techniques and styles of portraits, and create their own.

Starlings Class

Art

INTENT: To use Hokusai's 'Great wave' print to inspire composition use of mixed media to create art.

IMPLEMENTATION:

1. Why is Artist Hokusai's print of the great wave so famous?
2. How does artist Bridget Wilkinson represent waves? Can you use sketching pencils to create different textures?
3. What techniques can we use to blend charcoal and pastels to create movement?
4. How can we use paint and oil pastels to create a wild fire or volcanic landscape?
5. Can you respond to photos and videos of earthquakes to create a textured earthquake scene?
6. Which techniques will you use to create your own extreme weather art work? (Part 1)
7. Which techniques will you use to create your own extreme weather art work? (Part 2)

END POINT— Children to create an artwork representing an extreme earth phenomenon.

IMPACT: Children will respond to work of artists. Also develop sketching and painting skills to create texture, shade and perspective.

Kestrels Class

Art/DT

INTENT: to use various techniques to create a Roman inspired mosaic.

IMPLEMENTATION:

1. What is the importance of the Tudor rose?
2. Who is Hans Holbein and how did he use symbolism in his paintings?
3. How can I recreate a royal painting in the style of Hans Holbein? Part 1
4. How can I recreate a royal painting in the style of Hans Holbein? Part 2
5. What other famous examples of symbolism came from the Tudor period?
6. How can I recreate my own portrait of a royal using my own ideas for symbolism?

END POINT—

Children will have begun to create their own art portfolios to display for parents.

IMPACT: Children will develop greater understanding of techniques with a range of art materials.

Barn Owl Class

Art/DT

INTENT

Revise colour theory and experiment with sketching pastel and watercolour techniques

IMPLEMENTATION:

1. How can we sculpt a 3D map of the Arctic and Antarctic? Can you draw a simple map of each Pole using an atlas?
2. What are cool, warm, complimentary and contrasting colours?
3. Who was artist and explorer Edward Wilson and how did his artwork help scientific research?
4. Can you compare the work of modern painter Zaria Forman And watercolour artist Wilson?
5. Can you use what you have learned from Forman and Wilson to create Iceberg textural paintings using cold colours and a combination of pastel, watercolour and collage?
6. How do you think your work has been influenced by these artists?

END POINT

Create an Antarctic landscape inspired by Artists Wilson and Forman

IMPACT Children have the opportunity to refine composition skills and recognise artists' contributions to scientific and global issues.