



"He has made everything beautiful in its time." Ecclesiastes 3:11

Year A Year 1 and 2 Autumn term	Drawing: Line and Shape - Portraits Observing, Recording and Representing the World Enquiry Question: How do artists use line to create portraits?	Key Vocabulary												
National Curriculum Links 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. - To learn 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.	National Curriculum Coverage in this Unit Children will: - Explore different types of line and shape through observational drawing. - Develop drawing skills using a range of materials. - Create portraits inspired by the work of significant artists. - Experiment with line, shape and pattern to communicate ideas. - Evaluate and discuss artwork using appropriate artistic vocabulary. Curriculum Mapping <table><tr><th>National Curriculum Objective</th><th>Where Covered</th></tr><tr><td>To use drawing to develop and share ideas, experiences and imagination</td><td>Lessons 1-5</td></tr><tr><td>To develop a wide range of art and design techniques using line and shape</td><td>Lessons 1-5</td></tr><tr><td>To learn about the work of artists</td><td>Lessons 1-4</td></tr><tr><td>To describe similarities and differences between artists and make links to their own work</td><td>Lessons 3-6</td></tr><tr><td>To evaluate and discuss artwork using the language of art and design</td><td>Lesson 6 and End Point Gallery</td></tr></table>	National Curriculum Objective	Where Covered	To use drawing to develop and share ideas, experiences and imagination	Lessons 1-5	To develop a wide range of art and design techniques using line and shape	Lessons 1-5	To learn about the work of artists	Lessons 1-4	To describe similarities and differences between artists and make links to their own work	Lessons 3-6	To evaluate and discuss artwork using the language of art and design	Lesson 6 and End Point Gallery	Core Vocabulary Children will explicitly be taught the following vocabulary: - Line - A mark made by moving a pencil, pen or brush across a surface. - Straight - A line that does not bend or curve. - Curved - A line that bends smoothly. - Zigzag - A line made using sharp angles. - Thick - A wide line. - Thin - A narrow line. Wider Vocabulary Children may encounter and use the following vocabulary: - Portrait - A picture of a person. - Artist - A person who creates artwork. - Drawing - A picture made using lines and marks. - Shape - A flat area with an outline, such as a circle, square or triangle. - Observation - Looking carefully at something before drawing it. - Outline - The line around the edge of a shape or object.
National Curriculum Objective	Where Covered													
To use drawing to develop and share ideas, experiences and imagination	Lessons 1-5													
To develop a wide range of art and design techniques using line and shape	Lessons 1-5													
To learn about the work of artists	Lessons 1-4													
To describe similarities and differences between artists and make links to their own work	Lessons 3-6													
To evaluate and discuss artwork using the language of art and design	Lesson 6 and End Point Gallery													



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	Prior Learning Children may have previously: • Explored mark making using different drawing tools in the Early Years. • Experimented with a range of materials to create pictures. • Created simple observational drawings. • Talked about the artwork they have created. • Explored line, colour and shape through play. Artist Knowledge Children must know: Pablo Picasso • Pablo Picasso was a Spanish artist. • He created portraits using bold shapes and lines. • He is famous for Cubism. • His artwork often showed faces from different viewpoints. Paul Klee • Paul Klee was a Swiss-German artist. • He used simple lines, shapes and colour. • His artwork often looked playful and imaginative. Henri Matisse • Henri Matisse was a French artist. • He used bold lines and bright colours. • He believed art should be expressive and simple. Andy Warhol • Andy Warhol was an American artist. • He created repeated portraits using bright colours.	• Sketch - A quick drawing used to practise or record ideas. • Detail - The small parts that make a drawing more interesting and realistic. • Pencil - A drawing tool used to create lines and marks. • Pattern - A repeated arrangement of lines or shapes. Vocabulary Retrieval Opportunities Children will revisit vocabulary when: • Exploring different types of line. • Creating observational drawings. • Studying the work of artists. • Evaluating their own artwork. • Answering the enquiry question.
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	• His artwork showed that everyday images could become art. Children should know: • Artists use different types of line to create pictures. • Portraits show what a person looks like. • Artists use shape and line to communicate ideas. • Different artists have different styles. Resources • Sketchbooks • HB pencils • Coloured pencils • Black fine liners • Mirrors • Portrait photographs • Artist images • Vocabulary cards • Assessment sheets Lesson 1 - What is a line? Learning Objective To be able to identify and create different types of line. Statutory Knowledge • A line is a mark made on a surface. • Artists use different lines in artwork. • Lines can be straight, curved, wavy or zigzag. • Drawing can communicate ideas. Enrichment Knowledge • Different drawing tools create different effects. • Lines can show movement and detail.	
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	Progression of Skills • Hold drawing tools correctly. • Experiment with different lines. • Describe artwork using simple vocabulary. Building Towards the Enquiry Question Children begin to understand one of the key elements artists use when creating portraits. Expected Outcome Year 1 • Identify and create different line types. Year 2 • Select appropriate line types for different parts of a portrait.	
	Lesson 2 - How do artists use shape to draw faces? Learning Objective To be able to identify and draw simple facial shapes. Statutory Knowledge • Faces are made from different shapes. • Artists use shapes to organise their drawings. • Observation helps artists draw accurately. Enrichment Knowledge • Artists often sketch basic shapes before adding detail. Progression of Skills • Observe facial features carefully. • Draw simple shapes. • Begin to position facial features correctly. Building Towards the Enquiry Question Children begin to understand how artists build portraits using simple shapes. Expected Outcome	



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	Year 1 • Draw a face using simple shapes. Year 2 • Draw a face with increasingly accurate proportions. Lesson 3 - How do artists create portraits? Learning Objective To be able to explore portraits created by different artists. Statutory Knowledge • A portrait is a picture of a person. • Artists create portraits in different styles. • Artists use line and shape to represent people. Enrichment Knowledge • Pablo Picasso, Paul Klee, Henri Matisse and Andy Warhol each created portraits in their own unique style. Progression of Skills • Observe artwork carefully. • Compare artists. • Describe similarities and differences. Building Towards the Enquiry Question Children understand that artists use different techniques to create portraits. Expected Outcome Year 1 • Identify features in artists' portraits. Year 2 • Compare the styles of different portrait artists. Lesson 4 - How can I use line to draw my own portrait? Learning Objective To be able to use different lines when creating a self-portrait.	
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	Statutory Knowledge • Different lines create different effects. • Artists observe carefully when drawing themselves. • Portraits include important facial features. Enrichment Knowledge • Artists often use mirrors when creating self-portraits. Progression of Skills • Observe carefully. • Select appropriate lines. • Draw facial features with increasing accuracy. Building Towards the Enquiry Question Children apply their knowledge of line to create an observational portrait. Expected Outcome Year 1 • Create a simple self-portrait using different lines. Year 2 • Use a range of lines to add detail and accuracy to a self-portrait.	
	Lesson 5 - How can I improve my portrait? Learning Objective To be able to refine a portrait by adding detail. Statutory Knowledge • Artists improve artwork by reviewing and refining it. • Details make portraits more realistic. • Artists use observation to improve accuracy. Enrichment Knowledge • Many artists produce several sketches before completing a final portrait. Progression of Skills	



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	• Review artwork. • Add detail. • Improve line control. Building Towards the Enquiry Question Children prepare a finished portrait by refining and improving their work. Expected Outcome Year 1 • Add simple details to improve a portrait. Year 2 • Refine a portrait by improving facial features and line quality. Lesson 6 - Portrait Gallery Learning Objective To be able to evaluate and explain my portrait. Statutory Knowledge • Artists evaluate their finished artwork. • Artistic vocabulary helps explain ideas. • Evaluation helps artists improve. Enrichment Knowledge • Artists often display their work for others to view and discuss. Progression of Skills • Reflect on artwork. • Explain artistic choices. • Evaluate against success criteria. Building Towards the Enquiry Question Children explain how artists use line to create portraits. Expected Outcome Year 1	
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	- Describe their portrait using simple art vocabulary. Year 2 - Explain how different lines helped create an effective portrait. End Point Portrait Gallery Children will create a self-portrait inspired by the work of Pablo Picasso, Paul Klee, Henri Matisse or Andy Warhol. The artwork should demonstrate: - Careful observational drawing. - A range of different line types. - Accurate use of simple shapes to create facial features. - Increasing control when using drawing tools. - Inspiration from a studied artist. Children will explain: - Which artist inspired their work. - How they used different types of line. - How they used shapes to create facial features. - How artists use line to create portraits. End Point Success Criteria Year 1 Children will be able to: - Create a simple self-portrait using different types of line. - Draw basic facial features using simple shapes. - Talk about an artist they have studied. - Describe their artwork using simple art vocabulary. Year 2 Children will be able to:	
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- Create an observational self-portrait showing increasing accuracy.
- Select different line types to add detail and definition.
- Explain how a studied artist inspired their work.
- Evaluate their portrait using appropriate artistic vocabulary.

End Point Assessment Questions

Year 1

1. What is a line?
2. Can you name different types of line?
3. What is a portrait?
4. Which artist inspired your artwork?
5. How do artists use line to create portraits?

Year 2

1. Why do artists use different types of line?
2. How did you use line to improve your portrait?
3. How did your chosen artist inspire your work?
4. What would you improve if you created your portrait again?
5. How do artists use line to create portraits?

Expected End Point Knowledge

Year 1

Children should know:

- A line is a mark made on a surface.
- Artists use different types of line to create pictures.
- Portraits are pictures of people.
- Shapes help artists draw faces.
- Different artists create portraits in different ways.

Year 2



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	Children should know: • Artists carefully observe before drawing portraits. • Different types of line create different effects. • Portraits can communicate ideas and personality. • Artists have their own individual styles. • Reviewing and refining artwork improves the finished piece. Final Enquiry Response How do artists use line to create portraits? Year 1 Expected Response <i>"Artists use different types of line to draw and create portraits."</i> Year 2 Expected Response <i>"Artists use a variety of lines and shapes to create portraits. Different line types help show facial features, detail and expression."</i> Vocabulary Children Should Retain • Line • Straight • Curved • Zigzag • Thick • Thin	
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Year A Year 1 and 2 Spring term	Shaping, Constructing and Creating Form Enquiry Question How do artists use natural materials to create sculpture?	Key Vocabulary								
National Curriculum Links 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. - To learn 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.	National Curriculum Coverage in this Unit Children will: - Explore how sculptures can be created using natural materials. - Develop sculpture techniques by arranging, joining and constructing with a range of natural objects. - Investigate texture, shape and form through three-dimensional artwork. - Study the work of Andy Goldsworthy and other environmental artists. - Evaluate and discuss sculptures using appropriate artistic vocabulary. Curriculum Mapping <table><tr><td>National Curriculum Objective</td><td>Where Covered</td></tr><tr><td>To use sculpture to develop and share ideas, experiences and imagination</td><td>Lessons 1-5</td></tr><tr><td>To develop a wide range of art and design techniques using shape, form and texture</td><td>Lessons 2-5</td></tr><tr><td>To learn about the work of artists</td><td>Lessons 1-4</td></tr></table>	National Curriculum Objective	Where Covered	To use sculpture to develop and share ideas, experiences and imagination	Lessons 1-5	To develop a wide range of art and design techniques using shape, form and texture	Lessons 2-5	To learn about the work of artists	Lessons 1-4	Core Vocabulary Children will explicitly be taught the following vocabulary: - Sculpture - A piece of art that is made in three dimensions. - Sculptor - An artist who creates sculptures. - Natural - Found in nature and not made by people. - Texture - How something feels or looks like it feels. - Arrange - To place objects carefully into a pattern or design. - Join - To connect two or more materials together. Wider Vocabulary Children may encounter and use the following vocabulary: - Material - What an object is made from. - Leaf - A flat part of a plant that grows from a stem or branch.
National Curriculum Objective	Where Covered									
To use sculpture to develop and share ideas, experiences and imagination	Lessons 1-5									
To develop a wide range of art and design techniques using shape, form and texture	Lessons 2-5									
To learn about the work of artists	Lessons 1-4									



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	To describe similarities and differences between artists and make links to their own work Lessons 3-6 To evaluate and discuss artwork using the language of art and design Lesson 6 and End Point Gallery Prior Learning Children may have previously: • Explored different types of line through drawing. • Created portraits using line and shape. • Used observation when creating artwork. • Studied the work of different artists. • Evaluated their own artwork using simple artistic vocabulary. Artist Knowledge Children must know: Andy Goldsworthy • Andy Goldsworthy is a British sculptor. • He creates sculptures using natural materials. • His artwork is often temporary and created outdoors. • Nature is the main inspiration for his artwork. Environmental Artists • Environmental artists create artwork using natural materials. • Their artwork is often inspired by the natural world. • Many create sculptures that change over time. Children should know: • Sculptures are three-dimensional works of art. • Natural materials can be arranged to create artwork.	• Twig - A small, thin branch from a tree or bush. • Stone - A hard piece of natural rock. • Pattern - A repeated arrangement of shapes, colours or objects. • Temporary - Something that only lasts for a short time. • Collect - To gather objects together. • Observe - To look carefully at something. • Balance - To keep something steady so it does not fall over. • Environment - The natural world around us. Vocabulary Retrieval Opportunities Children will revisit vocabulary when: • Exploring natural materials. • Investigating sculptures by artists. • Creating their own nature sculptures. • Evaluating artwork. • Answering the enquiry question.
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	• Artists use shape, texture and form when creating sculptures. • Different artists use different materials and techniques. Resources • Leaves • Twigs • Stones • Pine cones • Sticks • Clay • Natural materials • Andy Goldsworthy images • Artist photographs • Vocabulary cards • Assessment sheets Lesson 1 - What is a sculpture? Learning Objective To be able to identify sculptures and the natural materials artists use to create them. Statutory Knowledge • A sculpture is a piece of art that is made in three dimensions. • Sculptors use a variety of materials to create artwork. • Natural materials can be used to make sculptures. Enrichment Knowledge • Andy Goldsworthy creates sculptures using materials he finds in nature. Progression of Skills • Observe sculptures carefully.	
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	• Identify natural materials. • Describe sculptures using artistic vocabulary. Building Towards the Enquiry Question Children begin to understand how artists use natural materials to create sculptures. Expected Outcome Year 1 • Identify sculptures made from natural materials. Year 2 • Explain why artists choose natural materials for their sculptures. Lesson 2 - How can we collect and arrange natural materials? Learning Objective To be able to collect and arrange natural materials to create simple designs. Statutory Knowledge • Artists collect natural materials before creating artwork. • Objects can be arranged to create different patterns and shapes. • Careful arrangement improves the appearance of artwork. Enrichment Knowledge • Environmental artists often create artwork outdoors using materials they find nearby. Progression of Skills • Collect natural materials safely. • Arrange objects thoughtfully. • Explore different layouts. Building Towards the Enquiry Question Children learn how artists organise natural materials before creating sculptures.	
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	Expected Outcome Year 1 • Arrange natural materials to create a simple design. Year 2 • Arrange materials purposefully to create an interesting composition. Lesson 3 - How do artists create texture and pattern? Learning Objective To be able to use natural materials to create texture and pattern. Statutory Knowledge • Natural materials have different textures. • Artists use repeated objects to create patterns. • Texture makes sculptures more interesting. Enrichment Knowledge • Andy Goldsworthy often creates repeating patterns using leaves, stones and sticks. Progression of Skills • Observe textures. • Create repeating patterns. • Compare different natural materials. Building Towards the Enquiry Question Children explore how artists use texture and pattern when creating sculptures. Expected Outcome Year 1 • Create simple patterns using natural materials. Year 2 • Select materials to create purposeful texture and pattern.	
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	Lesson 4 - How can artists create sculptures outdoors? Learning Objective To be able to create a simple outdoor sculpture using natural materials. Statutory Knowledge • Sculptures can be created outdoors. • Artists use the natural environment as part of their artwork. • Natural sculptures may change over time. Enrichment Knowledge • Many environmental sculptures are temporary and are changed by the weather. Progression of Skills • Build carefully. • Balance materials. • Work collaboratively. Building Towards the Enquiry Question Children investigate how artists create sculptures in natural environments. Expected Outcome Year 1 • Create a simple outdoor sculpture. Year 2 • Create a balanced sculpture using a range of natural materials. Lesson 5 - How can I create my own nature sculpture? Learning Objective To be able to create a sculpture inspired by Andy Goldsworthy. Statutory Knowledge • Artists plan before creating their final artwork.	
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	• Shape, texture and arrangement affect the finished sculpture. • Artists refine their ideas as they work. Enrichment Knowledge • Artists often adapt their ideas as they respond to the materials available. Progression of Skills • Plan. • Arrange. • Join. • Refine. Building Towards the Enquiry Question Children apply all of their learning to create a final nature sculpture. Expected Outcome Year 1 • Create a simple sculpture using natural materials. Year 2 • Create a carefully arranged sculpture inspired by a studied artist. Lesson 6 - Nature Sculpture Gallery Learning Objective To be able to evaluate and explain my sculpture. Statutory Knowledge • Artists evaluate their finished artwork. • Artistic vocabulary helps explain ideas. • Evaluation helps artists improve future work. Enrichment Knowledge • Artists often photograph temporary sculptures so they can be remembered after they have disappeared.	
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	Progression of Skills • Reflect. • Evaluate. • Explain artistic choices. Building Towards the Enquiry Question Children explain how artists use natural materials to create sculptures. Expected Outcome Year 1 • Describe their sculpture using simple artistic vocabulary. Year 2 • Explain how their choice of natural materials helped create an effective sculpture. End Point Nature Sculpture Gallery Children will create a nature sculpture inspired by the work of Andy Goldsworthy and other environmental artists. The sculpture should demonstrate: • Careful selection of natural materials. • Thoughtful arrangement of objects to create shape and form. • Purposeful use of texture and pattern. • Increasing control when creating three-dimensional artwork. • Inspiration from a studied artist. Children will explain: • Which artist inspired their sculpture. • Why they chose particular natural materials. • How they arranged and joined materials to create their sculpture. • How artists use natural materials to create sculptures.	
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	End Point Success Criteria Year 1 Children will be able to: • Create a simple sculpture using natural materials. • Arrange natural objects to create shape and form. • Describe how Andy Goldsworthy inspired their artwork. • Talk about their sculpture using simple artistic vocabulary. Year 2 Children will be able to: • Create a carefully arranged nature sculpture inspired by a studied artist. • Select natural materials for a purpose. • Use texture and pattern to improve their sculpture. • Explain how their artistic choices helped create an effective sculpture.	
	End Point Assessment Questions Year 1 1. What is a sculpture? 2. Who is Andy Goldsworthy? 3. What does natural mean? 4. How did you arrange your materials? 5. How do artists use natural materials to create sculptures? Year 2 1. Why does Andy Goldsworthy use natural materials? 2. How did you choose the materials for your sculpture? 3. How did you use texture and pattern in your artwork? 4. What would you improve if you created your sculpture again? 5. How do artists use natural materials to create sculptures?	



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	Expected End Point Knowledge Year 1 Children should know: • A sculpture is a three-dimensional piece of artwork. • Natural materials can be used to create sculptures. • Artists arrange natural materials to make interesting artwork. • Different materials have different textures. • Sculptures can be inspired by nature. Year 2 Children should know: • Andy Goldsworthy creates sculptures using natural materials found outdoors. • Artists carefully select and arrange materials to create shape and form. • Texture and pattern make sculptures more interesting. • Nature can provide inspiration for artwork. • Artists evaluate and improve their work. Final Enquiry Response How do artists use natural materials to create sculpture? Year 1 Expected Response <i>"Artists use natural materials to build and arrange sculptures."</i> Year 2 Expected Response <i>"Artists carefully choose and arrange natural materials to create sculptures. They use shape, texture and pattern to make their artwork interesting and inspired by nature."</i> Vocabulary Children Should Retain • Sculpture	
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	• Sculptor • Natural • Texture • Arrange • Join	
Year A Year 1 and 2 Summer term	Exploring Colour, Texture and Expression Enquiry Question How do artists use colour to create landscapes and cityscapes?	Key Vocabulary
National Curriculum Links 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.	National Curriculum Coverage in this Unit Children will: • Explore painting techniques through landscapes and cityscapes. • Develop colour mixing skills using primary and secondary colours. • Investigate how artists use brushstrokes, foreground and background to create different effects. • Study the work of Claude Monet, Vincent van Gogh and Jean Metzinger. • Evaluate and discuss paintings using appropriate artistic vocabulary. Curriculum Mapping National Curriculum Objective	Core Vocabulary Children will explicitly be taught the following vocabulary: • Landscape - A picture showing the natural world, such as fields, hills or rivers. • Cityscape - A picture showing buildings, streets or a town or city. • Foreground - The part of a picture that appears closest to the viewer. • Background - The part of a picture that appears furthest away. • Brushstroke - A mark made by a paintbrush. • Colour Mixing - Combining two or more colours to create a new colour.



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To learn 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.	To use painting to develop and share ideas, experiences and imagination Lessons 1-5 To develop a wide range of art and design techniques using colour and painting Lessons 2-5 To learn about the work of artists Lessons 1-4 To describe similarities and differences between artists and make links to their own work Lessons 3-6 To evaluate and discuss artwork using the language of art and design Lesson 6 and End Point Gallery Prior Learning Children may have previously: - Explored different types of line through drawing. - Created portraits using line and shape. - Created sculptures using natural materials. - Investigated texture, shape and form. - Evaluated artwork using simple artistic vocabulary. Artist Knowledge Children must know: Claude Monet - Claude Monet was a French artist. - He painted landscapes using light and colour. - He used visible brushstrokes to capture changing scenes. Vincent van Gogh - Vincent van Gogh was a Dutch artist. - He used bold colours and expressive brushstrokes.	Wider Vocabulary Children may encounter and use the following vocabulary: - Primary Colour - One of the three colours (red, yellow and blue) that cannot be made by mixing other colours. - Secondary Colour - A colour made by mixing two primary colours together. - Blend - To mix colours together smoothly. - Paint - A coloured liquid used to create artwork. - Artist - A person who creates artwork. - Palette - A board or tray used to hold and mix paint. - Texture - How something feels or looks like it feels. - Horizon - The line where the land or sea appears to meet the sky. - Skyline - The outline of buildings or hills against the sky. - Mood - The feeling or atmosphere created by a piece of artwork. Vocabulary Retrieval Opportunities Children will revisit vocabulary when: - Mixing colours. - Exploring landscapes and cityscapes. - Studying the work of artists. - Creating their own paintings. - Evaluating artwork. - Answering the enquiry question.
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	• His paintings often showed landscapes and the world around him. Jean Metzinger • Jean Metzinger was a French artist. • He created paintings using shapes and different viewpoints. • He painted landscapes and cityscapes in a unique style. Children should know: • Artists use colour to create different effects. • Landscapes and cityscapes show different environments. • Brushstrokes can change the appearance of a painting. • Different artists have their own painting styles. Resources • Powder paint • Ready-mixed paint • Paintbrushes • Palettes • Water pots • Sponges • Thick and thin brushes • Landscape and cityscape photographs • Images of Claude Monet, Vincent van Gogh and Jean Metzinger • Vocabulary cards • Assessment sheets Lesson 1 - What is the difference between a landscape and a cityscape? Learning Objective	
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	To be able to identify the features of landscapes and cityscapes. Statutory Knowledge • A landscape shows natural scenery such as fields, hills and rivers. • A cityscape shows buildings, roads and other features of a town or city. • Artists choose different subjects to paint. Enrichment Knowledge • Claude Monet often painted landscapes, while Jean Metzinger painted cityscapes. Progression of Skills • Observe paintings carefully. • Identify features of landscapes and cityscapes. • Compare different types of artwork. Building Towards the Enquiry Question Children begin to understand how artists choose different scenes to paint. Expected Outcome Year 1 • Identify whether a painting is a landscape or a cityscape. Year 2 • Compare the features of landscapes and cityscapes. Lesson 2 - How do artists use colour and brushstrokes? Learning Objective To be able to explore how artists use colour and brushstrokes to create different effects. Statutory Knowledge • Artists use brushstrokes to apply paint. • Brushstrokes can be thick, thin, short or long. • Colour helps create different effects in artwork.	
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	Enrichment Knowledge - Vincent van Gogh used expressive brushstrokes to create movement and texture. Progression of Skills - Experiment with different brushstrokes. - Apply paint using different techniques. - Observe how brushstrokes change the appearance of a painting. Building Towards the Enquiry Question Children investigate how artists use paint to create interesting landscapes and cityscapes. Expected Outcome Year 1 - Create different brushstrokes using paint. Year 2 - Select brushstrokes to create different effects within a painting. Lesson 3 - How can we mix colours to create new colours? Learning Objective To be able to mix colours to create a wider range of colours. Statutory Knowledge - Colours can be mixed to create new colours. - Artists experiment with colour before creating a final painting. - Colour mixing helps artists represent the world around them. Enrichment Knowledge - Claude Monet carefully mixed colours to show light and changing weather. Progression of Skills	
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	• Mix paints carefully. • Observe colour changes. • Select suitable colours for artwork. Building Towards the Enquiry Question Children develop the painting skills needed to create their own landscape or cityscape. Expected Outcome Year 1 • Mix simple colours with support. Year 2 • Mix colours independently to create different effects. Lesson 4 - How do artists create depth in a painting? Learning Objective To be able to identify and use foreground and background in a painting. Statutory Knowledge • The foreground is the part of the picture closest to the viewer. • The background is the part of the picture furthest away. • Artists use foreground and background to organise their paintings. Enrichment Knowledge • Artists carefully decide where to place objects to make paintings more interesting. Progression of Skills • Identify foreground and background. • Organise objects within a composition. • Plan a painting. Building Towards the Enquiry Question	
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	Children understand how artists organise landscapes and cityscapes. Expected Outcome Year 1 - Identify the foreground and background in a painting. Year 2 - Use foreground and background when planning a painting. Lesson 5 - How can I create my own landscape or cityscape? Learning Objective To be able to create a painting inspired by a studied artist. Statutory Knowledge - Artists combine colour, brushstrokes and composition to create finished artwork. - Planning helps artists achieve successful outcomes. - Artists review and improve their work. Enrichment Knowledge - Artists often create sketches before beginning a final painting. Progression of Skills - Plan. - Mix colours. - Paint carefully. - Refine artwork. Building Towards the Enquiry Question Children apply everything they have learned to create a final landscape or cityscape painting. Expected Outcome Year 1 - Create a simple landscape or cityscape painting. Year 2	
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	• Create a carefully finished painting inspired by a studied artist. Lesson 6 - Landscape and Cityscape Gallery Learning Objective To be able to evaluate and explain my painting. Statutory Knowledge • Artists evaluate their finished artwork. • Artistic vocabulary helps explain ideas. • Evaluation helps artists improve future work. Enrichment Knowledge • Artists often display their work in galleries where others can discuss and appreciate it. Progression of Skills • Reflect. • Evaluate. • Explain artistic choices. Building Towards the Enquiry Question Children explain how artists use colour to create landscapes and cityscapes. Expected Outcome Year 1 • Describe their painting using simple artistic vocabulary. Year 2 • Explain how colour, brushstrokes and composition helped create an effective landscape or cityscape. End Point Landscape and Cityscape Gallery Children will create a landscape or cityscape painting inspired by the work of Claude Monet, Vincent van Gogh or Jean Metzinger. The painting should demonstrate:	
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	- Careful colour mixing to create a range of colours. - Purposeful use of different brushstrokes. - Accurate use of foreground and background. - Increasing control when using painting techniques. - Inspiration from a studied artist. Children will explain: - Which artist inspired their painting. - How they mixed colours to achieve different effects. - How they used brushstrokes in their artwork. - How they used foreground and background to organise their painting. - How artists use colour to create landscapes and cityscapes. End Point Success Criteria Year 1 Children will be able to: - Create a simple landscape or cityscape painting. - Mix colours with support. - Use different brushstrokes. - Identify the foreground and background in their artwork. - Describe how an artist inspired their painting. Year 2 Children will be able to: - Create a carefully finished landscape or cityscape inspired by a studied artist. - Mix colours independently to create different effects. - Select brushstrokes for a purpose. - Use foreground and background effectively. - Explain how their artistic choices improved their painting.	
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	End Point Assessment Questions Year 1 1. What is a landscape? 2. What is a cityscape? 3. What is a brushstroke? 4. What is the foreground? 5. How do artists use colour to create landscapes and cityscapes? Year 2 1. How did Claude Monet, Vincent van Gogh or Jean Metzinger inspire your artwork? 2. Why do artists mix colours? 3. How did you use different brushstrokes in your painting? 4. How did you use foreground and background to organise your artwork? 5. How do artists use colour to create landscapes and cityscapes? Expected End Point Knowledge Year 1 Children should know: • A landscape is a picture showing the natural world. • A cityscape is a picture showing buildings and streets. • Artists use brushstrokes to apply paint. • Colours can be mixed to create new colours. • Foreground is closest and background is furthest away in a picture. Year 2 Children should know: • Claude Monet used colour and light to paint landscapes.	
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"He has made everything beautiful in its time." Ecclesiastes 3:11

- Vincent van Gogh used expressive brushstrokes and bold colours.
- Jean Metzinger created cityscapes using shapes and different viewpoints.
- Artists use foreground and background to organise a composition.
- Artists carefully choose colours and brushstrokes to create different effects.

Final Enquiry Response

How do artists use colour to create landscapes and cityscapes?

Year 1 Expected Response

"Artists use colour and brushstrokes to paint landscapes and cityscapes."

Year 2 Expected Response

"Artists carefully mix colours and use different brushstrokes to create landscapes and cityscapes. They use foreground and background to organise their paintings and create different effects."

Vocabulary Children Should Retain

- Landscape
- Cityscape
- Foreground
- Background
- Brushstroke
- Colour Mixing