



Year A Autumn term Year 3 and 4	Observing, Recording and Representing the World Enquiry Question How do artists observe and represent the world around them?	Key Vocabulary								
National Curriculum Coverage in this Unit Children will: • Use sketchbooks to record observations of natural forms, landscapes and still-life compositions and revisit ideas throughout the creative process. • Develop mastery of drawing and painting techniques through observational sketching, colour mixing, tone, layering and composition. • Explore how artists use colour, perspective and composition to represent the natural world. • Study the work of Paul Cézanne, Henri Matisse,	National Curriculum Links Pupils should be taught: • To create sketchbooks to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing and painting with a range of materials. • To develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • To learn about great artists in history. • To evaluate and analyse creative works using the language of art, craft and design. Curriculum Mapping <table><tr><td>National Curriculum Objective</td><td>Where Covered</td></tr><tr><td>To create sketchbooks to record observations and use them to review and revisit ideas</td><td>Lessons 1, 2 and 5</td></tr><tr><td>To improve mastery of drawing and painting techniques</td><td>Lessons 1-5</td></tr><tr><td>To develop control and use of materials through creativity and experimentation</td><td>Lessons 2, 3, 4 and 5</td></tr></table>	National Curriculum Objective	Where Covered	To create sketchbooks to record observations and use them to review and revisit ideas	Lessons 1, 2 and 5	To improve mastery of drawing and painting techniques	Lessons 1-5	To develop control and use of materials through creativity and experimentation	Lessons 2, 3, 4 and 5	Previously Taught Vocabulary Children should retrieve and apply the following vocabulary from KS1: • Line • Straight • Curved • Zigzag • Thick • Thin • Landscape • Cityscape • Foreground • Background • Brushstroke • Colour Mixing • Primary Colour • Secondary Colour
National Curriculum Objective	Where Covered									
To create sketchbooks to record observations and use them to review and revisit ideas	Lessons 1, 2 and 5									
To improve mastery of drawing and painting techniques	Lessons 1-5									
To develop control and use of materials through creativity and experimentation	Lessons 2, 3, 4 and 5									



Caravaggio and Carl Warner and understand how their artistic choices influence meaning and style. • Evaluate and analyse artwork using subject-specific vocabulary, making comparisons between artists and reflecting on their own work.	To learn about great artists in history To evaluate and analyse creative works using the language of art, craft and design Prior Learning Children may have previously: • Used line and shape to create artwork. • Explored colour and texture through painting. • Created observational drawings. • Studied the work of significant artists. • Evaluated artwork using artistic vocabulary. Artist Knowledge Children must know: Paul Cézanne • Cézanne was a French artist. • He painted landscapes and natural scenery. • He simplified objects into shapes and blocks of colour. • His work influenced modern art. Henri Matisse • Matisse was known for bold colours and expressive artwork. • He simplified forms and experimented with shape. • He encouraged artists to be creative and expressive. Caravaggio • Caravaggio was an Italian artist. • He was known for realistic observation.	Lessons 1-4 Lesson 6 and End Point Exhibition • Blend • Shade • Tint • Palette Core Vocabulary Children will explicitly be taught the following vocabulary: • Observation - Looking carefully at an object or scene before creating artwork. • Composition - The way objects are arranged within a piece of artwork. • Perspective - A way of showing objects so some appear nearer and others further away. • Tone - How light or dark something appears. • Media - The materials and tools an artist uses to create artwork.
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	• He used light and dark tones to create drama. • His still-life paintings showed careful observation of objects. Carl Warner • Carl Warner creates images using food and natural materials. • He transforms everyday objects into landscapes. • His artwork encourages people to look at familiar objects differently. Children should know: • Artists observe the world carefully. • Artists represent the world in different ways. • Observation, colour and composition help artists communicate ideas. • Artists are influenced by the materials and subjects they choose. Resources • Sketchbooks • HB and 2B pencils • Charcoal • Watercolour paints • Acrylic paints • Paintbrushes • Autumn objects (leaves, conkers, branches) • Natural objects for still-life arrangements • Artist images • Photographs of landscapes • Colour wheels • Vocabulary cards • Assessment sheets	• Layering - Building up materials or colours to create depth and detail. Wider Vocabulary Children may encounter and use the following vocabulary: • Horizon - The line where the land or sea appears to meet the sky. • Skyline - The outline of buildings, hills or trees against the sky. • Sketchbook - A book used by artists to record observations, ideas and drawings. • Detail - The small parts of an artwork that make it more interesting or realistic. • Viewpoint - The position from which an artist observes or creates artwork. • Proportion - The relationship between the size of different parts of an object or artwork.
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	Lesson 1 - Why is observation important for artists? Learning Objective To be able to observe and record details from natural objects. Statutory Knowledge • Artists use observation to improve accuracy. • Natural objects contain details, shapes and textures. • Sketchbooks help artists record ideas. Enrichment Knowledge • Many artists revisit observations several times before creating final work. Progression of Skills • Observe carefully. • Record details through drawing. • Use sketchbooks effectively. Building Towards the Enquiry Question Children begin to understand how observation helps artists represent the world. Expected Outcome Year 3 • Create observational sketches of natural objects. Year 4 • Include accurate detail and annotation in observational sketches. Lesson 2 - How do artists use sketchbooks to develop ideas? Learning Objective To be able to develop artistic ideas through sketchbook work.	• Contrast - The difference between light and dark, or different colours, in an artwork. • Depth - The illusion of distance or space within a picture. • Atmospheric Perspective - A technique where distant objects appear lighter and less detailed. • Texture - How something feels or looks like it feels. Vocabulary Retrieval Opportunities Children will revisit vocabulary when: • Recording observations in sketchbooks. • Analysing artist work. • Discussing composition and perspective. • Creating landscape and still-life artwork. • Evaluating finished outcomes. • Answering the enquiry question.
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	Statutory Knowledge • Sketchbooks are used to explore ideas. • Artists experiment before creating final work. • Observations can be improved over time. Enrichment Knowledge • Professional artists often keep sketchbooks throughout their careers. Progression of Skills • Refine drawings. • Record artistic decisions. • Review and improve work. Building Towards the Enquiry Question Children learn how artists develop ideas from observation. Expected Outcome Year 3 • Develop sketches using observation. Year 4 • Refine sketches and explain artistic decisions. Lesson 3 - How did Cézanne and Matisse represent nature? Learning Objective To be able to identify artistic techniques used by Cézanne and Matisse. Statutory Knowledge • Artists represent nature differently. • Colour and shape influence artistic style. • Artists make deliberate choices. Enrichment Knowledge	
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	• Artistic styles change over time. Progression of Skills • Compare artwork. • Identify techniques. • Discuss artistic influences. Building Towards the Enquiry Question Children explore different approaches to representing the natural world. Expected Outcome Year 3 • Identify features of each artist's style. Year 4 • Compare and explain differences between artistic approaches. Lesson 4 - How do artists use tone, colour and layering? Learning Objective To be able to experiment with tone, colour and layering. Statutory Knowledge • Tone creates light and dark effects. • Colour influences mood. • Layering can add depth and texture. Enrichment Knowledge • Artists often build paintings in layers. Progression of Skills • Use tone. • Experiment with media. • Create texture.	
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	Building Towards the Enquiry Question Children explore techniques artists use to represent the world effectively. Expected Outcome Year 3 • Use tone and colour in artwork. Year 4 • Use layering and media purposefully. Lesson 5 - How can artists transform everyday objects into art? Learning Objective To be able to create a still-life artwork inspired by <i>Caravaggio</i> or <i>Carl Warner</i>. Statutory Knowledge • Artists can use everyday objects as inspiration. • Still-life artwork focuses on arranged objects. • Observation improves realism. Enrichment Knowledge • Carl Warner creates landscapes using food. Progression of Skills • Observe carefully. • Plan compositions. • Create detailed artwork. Building Towards the Enquiry Question Children apply all learning to create a final artistic response. Expected Outcome Year 3 • Create a still-life artwork from observation.	
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The Saints Academies

St Peter's CE Academy Alton

Key Knowledge Art and Design - LK2 Year A

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



	Year 4 • Create a detailed composition showing careful observation and artistic influence. Lesson 6 - Nature and Landscapes Exhibition Learning Objective To be able to evaluate and explain my artwork. Statutory Knowledge • Artists evaluate their work. • Artistic vocabulary helps explain decisions. Enrichment Knowledge • Artists often revise work after receiving feedback. Progression of Skills • Reflect on artwork. • Evaluate effectiveness. • Explain artistic choices. Building Towards the Enquiry Question Children explain how artists observe and represent the world around them. Expected Outcome Year 3 • Describe how they created their artwork. Year 4 • Explain how observation, composition and artist influence contributed to their final piece. End Point Nature and Landscapes Exhibition	
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	Children will create a final landscape or still-life artwork inspired by one or more artists studied. The artwork should demonstrate: • Careful observational drawing. • Purposeful use of colour, tone and composition. • Influence from a studied artist. • Increasing control of drawing and painting techniques. Children will explain: • Which artist influenced their work. • How they used colour, tone and composition. • How observation helped them improve their artwork. • How artists represent the natural world through landscapes and still-life artwork. End Point Success Criteria Year 3 Children will be able to: • Create a landscape or still-life artwork inspired by a studied artist. • Use observation to record details accurately. • Identify how an artist influenced their work. • Discuss their artistic choices using appropriate vocabulary. Year 4 Children will be able to: • Use colour, tone and composition purposefully. • Explain how artists represent landscapes and natural forms differently. • Refine and improve artwork following evaluation.	
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	• Evaluate their work using artistic vocabulary. End Point Assessment Questions Year 3 1. Who was Paul Cézanne? 2. What is observation in art? 3. What is composition? 4. How can artists represent the natural world? 5. How do artists represent the natural world through landscapes and still-life artwork? Year 4 1. How did Matisse and Caravaggio represent the world differently? 2. What is tone? 3. How does composition affect artwork? 4. How did your chosen artist influence your artwork? 5. How do artists represent the natural world through landscapes and still-life artwork? Expected End Point Knowledge Year 3 Children should know: • Landscapes and still-life artwork are inspired by observation. • Artists use colour and composition to represent the natural world. • Different artists represent similar subjects in different ways. • Observation helps artists improve accuracy. Year 4	
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	Children should know: • Cézanne and Matisse used different approaches to represent landscapes. • Caravaggio used tone and light to create dramatic effects. • Composition influences how viewers experience artwork. • Artists make deliberate choices about colour, tone and perspective. Final Enquiry Response How do artists represent the natural world through landscapes and still-life artwork? Year 3 Expected Response <i>"Artists observe the natural world and use colour, shape and composition to represent what they see."</i> Year 4 Expected Response <i>"Artists represent the natural world through landscapes and still-life artwork by making deliberate choices about colour, tone, composition and perspective. Different artists interpret the same subject in different ways."</i> Vocabulary Children Should Retain • Composition • Perspective • Observation • Tone • Landscape • Still Life	
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Year A Spring Year 3 and 4	Shaping, Constructing and Creating Form Enquiry Question How do artists communicate ideas and experiences through art?	Key Vocabulary								
National Curriculum Coverage in this Unit Children will: • Use sketchbooks to develop, refine and communicate artistic ideas inspired by significant artists. • Develop mastery of drawing, painting, collage and mixed-media techniques through practical artistic responses. • Explore how artists communicate ideas, beliefs, experiences and emotions through their work. • Study the work of Michelangelo, Rembrandt, Salvador Dalí, Sonia Boyce and Anish Kapoor and understand how artists use	National Curriculum Links Pupils should be taught: • To create sketchbooks 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. • To develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • To learn about great artists, architects and designers in history. • To evaluate and analyse creative works using the language of art, craft and design Curriculum Mapping <table><tr><td>National Curriculum Objective</td><td>Where Covered</td></tr><tr><td>To create sketchbooks to record observations and use them to review and revisit ideas</td><td>Lessons 1, 2 and 5</td></tr><tr><td>To improve mastery of drawing, painting and mixed-media techniques</td><td>Lessons 2-5</td></tr><tr><td>To develop control and use of materials through creativity and experimentation</td><td>Lessons 2, 3, 4 and 5</td></tr></table>	National Curriculum Objective	Where Covered	To create sketchbooks to record observations and use them to review and revisit ideas	Lessons 1, 2 and 5	To improve mastery of drawing, painting and mixed-media techniques	Lessons 2-5	To develop control and use of materials through creativity and experimentation	Lessons 2, 3, 4 and 5	Previously Taught Vocabulary Children should retrieve and apply the following vocabulary: From KS1 • Fabric • Template • Sew • Decorate • Bunting • Primary Colour • Secondary Colour • Blend • Shade • Tint • Palette From Year A Autumn • Observation
National Curriculum Objective	Where Covered									
To create sketchbooks to record observations and use them to review and revisit ideas	Lessons 1, 2 and 5									
To improve mastery of drawing, painting and mixed-media techniques	Lessons 2-5									
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different styles and media to communicate meaning. • Evaluate and analyse artwork using subject-specific vocabulary, making comparisons between artists and reflecting on their own work.	To learn about great artists, architects and designers in history Lessons 1-4 To evaluate and analyse creative works using the language of art, craft and design Lesson 6 and End Point Exhibition Prior Learning Children have previously: • Used sketchbooks to develop artistic ideas. • Explored observation and composition. • Studied how artists represent the world around them. • Used tone, layering and different media. • Created artwork inspired by significant artists. Artist Knowledge Children must know: Michelangelo • Michelangelo was an Italian Renaissance artist. • He was a painter, sculptor and architect. • He painted the ceiling of the Sistine Chapel. • His work influenced European art for hundreds of years. Rembrandt • Rembrandt was a Dutch artist. • He was known for portraits and storytelling through art. • He used light and shadow to create dramatic effects. Salvador Dalí	• Composition • Perspective • Tone • Media • Layering Core Vocabulary Children will explicitly be taught the following vocabulary: • Renaissance - A period in history when art, science and learning flourished. • Surrealism - An art style showing imaginative or dream-like ideas. • Technique - The method an artist uses to create artwork. • Interpretation - The meaning or understanding of an artwork. • Symbolism - Using images or objects to represent ideas.
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	• Dalí was a Spanish artist. • He was known for Surrealism. • His artwork explored dreams, imagination and unusual ideas. Sonia Boyce • Sonia Boyce is a British artist. • Her artwork explores identity, culture and community. • She became the first Black woman to represent Britain at the Venice Biennale. Anish Kapoor • Anish Kapoor is a contemporary artist and sculptor. • He creates large-scale sculptures and installations. • His work often explores reflection, space and perception. Children should know: • Artists communicate ideas in different ways. • Artwork can reflect experiences, beliefs and culture. • Artistic styles change over time. • People may interpret artwork differently. Resources • Sketchbooks • Pencils • Charcoal • Fine liners • Watercolour paints • Collage materials • Coloured papers	• Identity - The qualities that make a person or group unique. Wider Vocabulary Children may encounter and use the following vocabulary: • Portrait - A picture of a person. • Culture - The beliefs, traditions and way of life of a group of people. • Heritage - The traditions, history and achievements passed down through generations. • Influence - The effect one artist or idea has on another. • Style - The distinctive way an artist creates artwork. • Abstract - Artwork that does not try to show real objects. • Represent - To show or portray something through artwork.
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	• Card • Scissors • Glue • Artist images • Vocabulary cards • Assessment sheets Lesson 1 - How do artists communicate ideas? Learning Objective To be able to identify how artists communicate messages through artwork. Statutory Knowledge • Artwork can communicate ideas and experiences. • Artists make choices about materials and techniques. • Different artworks communicate different meanings. Enrichment Knowledge • Viewers may interpret artwork differently. Progression of Skills • Observe artwork. • Discuss ideas. • Interpret meaning. Building Towards the Enquiry Question Children begin to understand that art can communicate more than simply what something looks like. Expected Outcome Year 3 • Identify a message or idea within artwork.	• Narrative - A story told through an artwork. • Expression - Showing thoughts or feelings through art. • Design - A plan or idea for creating artwork. Vocabulary Retrieval Opportunities Children will revisit vocabulary when: • Exploring artist work. • Developing ideas in sketchbooks. • Discussing symbolism and meaning. • Creating final artwork. • Evaluating finished outcomes. • Answering the enquiry question.
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	Year 4 • Explain how artistic choices communicate meaning. Lesson 2 - How did Renaissance artists communicate ideas? Learning Objective To be able to identify features of Renaissance artwork. Statutory Knowledge • The Renaissance was an important period in art history. • Michelangelo created paintings and sculptures. • Renaissance artists aimed for realism and detail. Enrichment Knowledge • Renaissance artists studied science and anatomy. Progression of Skills • Compare artwork. • Identify artistic techniques. • Discuss historical significance. Building Towards the Enquiry Question Children explore how artists communicate ideas through realistic representation. Expected Outcome Year 3 • Identify features of Renaissance artwork. Year 4 • Explain why Renaissance artwork was influential. Lesson 3 - How did Dalí use imagination to communicate ideas?	
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The Saints Academies

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Key Knowledge Art and Design - LK2 Year A

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



	Learning Objective To be able to identify features of Surrealist artwork. Statutory Knowledge • Surrealism explores dreams and imagination. • Artists use unusual images to communicate ideas. • Dalí was a leading Surrealist artist. Enrichment Knowledge • Surrealist artists were interested in the subconscious mind. Progression of Skills • Interpret artwork. • Explore imaginative ideas. • Compare artistic styles. Building Towards the Enquiry Question Children learn that artists communicate ideas in different ways. Expected Outcome Year 3 • Recognise features of Surrealist artwork. Year 4 • Explain how Dalí used imagination to communicate ideas. Lesson 4 - How do contemporary artists explore identity? Learning Objective To be able to explore identity through art. Statutory Knowledge	
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	• Identity relates to who we are. • Artists often explore personal experiences. • Sonia Boyce uses art to explore culture and identity. Enrichment Knowledge • Contemporary artists often address social issues. Progression of Skills • Reflect on personal experiences. • Develop artistic ideas. • Communicate meaning. Building Towards the Enquiry Question Children consider how art can communicate experiences and identity. Expected Outcome Year 3 • Create ideas linked to identity. Year 4 • Explain how artwork can communicate aspects of identity. Lesson 5 - How can I communicate an idea through art? Learning Objective To be able to create an artwork inspired by a studied artist. Statutory Knowledge • Artists communicate ideas through techniques and materials. • Symbolism can communicate meaning. • Artistic choices influence interpretation. Enrichment Knowledge • Artists often combine influences from multiple sources.	
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	Progression of Skills • Plan artwork. • Select techniques. • Develop a personal response. Building Towards the Enquiry Question Children apply all learning to create a final piece. Expected Outcome Year 3 • Create an artwork communicating a simple idea. Year 4 • Create an artwork communicating a purposeful message. Lesson 6 - Artists and Ideas Gallery Learning Objective To be able to evaluate and explain my artwork. Statutory Knowledge • Artists evaluate their work. • Artistic vocabulary helps explain ideas. Enrichment Knowledge • Artists often refine work following feedback. Progression of Skills • Reflect. • Evaluate. • Explain artistic decisions. Building Towards the Enquiry Question Children explain how artists communicate ideas and experiences through art.	
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	Expected Outcome Year 3 • Describe the idea communicated through their artwork. Year 4 • Explain how techniques, symbolism and artist influence helped communicate their intended message. End Point Artists and Ideas Exhibition Children will create a final artwork inspired by one or more artists studied. The artwork should demonstrate: • Development of a personal artistic idea. • Purposeful use of artistic techniques and materials. • Influence from a studied artist. • Communication of a clear idea, experience or message. Children will explain: • Which artist influenced their work. • What idea, feeling or message they wanted to communicate. • How they used artistic techniques and materials. • How artists communicate ideas through artwork. End Point Success Criteria Year 3 Children will be able to: • Create artwork inspired by a studied artist. • Communicate an idea or experience through their artwork.	
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	• Explain how an artist influenced their work. • Discuss artistic choices using appropriate vocabulary. Year 4 Children will be able to: • Use artistic techniques purposefully to communicate meaning. • Explain how different artists communicate ideas in different ways. • Refine and improve artwork following evaluation. • Evaluate their work using artistic vocabulary. End Point Assessment Questions Year 3 1. Who was Michelangelo? 2. What is symbolism? 3. How can artists communicate ideas through artwork? 4. Which artist influenced your artwork? 5. How do artists communicate ideas through artwork? Year 4 1. How did Salvador Dalí and Anish Kapoor communicate ideas differently? 2. How do artists communicate identity and culture through art? 3. Why do artists use symbolism? 4. How did your chosen artist influence your artwork? 5. How do artists communicate ideas through artwork? Expected End Point Knowledge Year 3 Children should know:	
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	• Artists use artwork to communicate ideas and experiences. • Different artists use different techniques and styles. • Symbols can communicate meaning. • Artists develop ideas before creating final outcomes. Year 4 Children should know: • Michelangelo, Rembrandt, Dalí, Sonia Boyce and Kapoor communicate ideas in different ways. • Artists use materials, colour and composition purposefully. • Symbolism can communicate deeper meaning. • Different artistic styles influence how artwork is interpreted. Final Enquiry Response How do artists communicate ideas through artwork? Year 3 Expected Response <i>"Artists use images, colours and materials to communicate ideas and experiences."</i> Year 4 Expected Response <i>"Artists communicate ideas through artwork by making deliberate choices about materials, techniques, symbols and composition. Different artists communicate meaning in different ways."</i> Vocabulary Children Should Retain • Symbolism • Interpretation • Composition	
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	• Abstract • Identity • Expression	
Year A Summer Year 3 and 4	Sculpture and Design: Living Things in Art Enquiry Question How do artists represent living things through sculpture and design?	Key Vocabulary
National Curriculum Coverage in this Unit Children will: • Use sketchbooks to record observations of living things and develop ideas for sculptural and design outcomes. • Develop mastery of drawing, sculpture and design techniques through observational studies and three-dimensional artwork.	National Curriculum Links Pupils should be taught: • To create sketchbooks 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. • To develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • To learn about great artists, architects and designers in history. • To evaluate and analyse creative works using the language of art, craft and design.	Previously Taught Vocabulary Children should retrieve and apply the following vocabulary: From KS1 • Sculpture • Sculptor • Natural • Texture • Arrange • Join



• Explore how artists use form, structure, pattern and proportion to represent living things. • Study the work of Louise Bourgeois, Jennifer Angus, Henry Moore, Alberto Giacometti and Julian Opie. • Evaluate and analyse artwork using subject-specific vocabulary, making comparisons between artists and reflecting on their own work.	Curriculum Mapping <table><tr><th>National Curriculum Objective</th><th>Where Covered</th></tr><tr><td>To create sketchbooks to record observations and use them to review and revisit ideas</td><td>Lessons 1, 2 and 5</td></tr><tr><td>To improve mastery of drawing and sculpture techniques</td><td>Lessons 2-5</td></tr><tr><td>To develop control and use of materials through creativity and experimentation</td><td>Lessons 2, 3, 4 and 5</td></tr><tr><td>To learn about great artists, architects and designers in history</td><td>Lessons 1-4</td></tr><tr><td>To evaluate and analyse creative works using the language of art, craft and design</td><td>Lesson 6 and End Point Exhibition</td></tr></table> Prior Learning Children have previously: • Used sketchbooks to develop artistic ideas. • Explored observation and composition. • Studied how artists communicate ideas through artwork. • Used symbolism, identity and expression within artwork. • Created artwork inspired by significant artists. Artist Knowledge Children must know: Louise Bourgeois	National Curriculum Objective	Where Covered	To create sketchbooks to record observations and use them to review and revisit ideas	Lessons 1, 2 and 5	To improve mastery of drawing and sculpture techniques	Lessons 2-5	To develop control and use of materials through creativity and experimentation	Lessons 2, 3, 4 and 5	To learn about great artists, architects and designers in history	Lessons 1-4	To evaluate and analyse creative works using the language of art, craft and design	Lesson 6 and End Point Exhibition	• Model • Build • Recycle • Clay • Mould • Three-Dimensional From Year A Autumn • Observation • Composition • Perspective • Tone • Media • Layering From Year A Spring • Renaissance • Surrealism • Technique • Interpretation • Symbolism • Identity
National Curriculum Objective	Where Covered													
To create sketchbooks to record observations and use them to review and revisit ideas	Lessons 1, 2 and 5													
To improve mastery of drawing and sculpture techniques	Lessons 2-5													
To develop control and use of materials through creativity and experimentation	Lessons 2, 3, 4 and 5													
To learn about great artists, architects and designers in history	Lessons 1-4													
To evaluate and analyse creative works using the language of art, craft and design	Lesson 6 and End Point Exhibition													



	• Louise Bourgeois was a French-American artist. • She is famous for her large spider sculptures. • Her artwork was often inspired by memories, emotions and nature. • She used sculpture to communicate ideas and feelings. Jennifer Angus • Jennifer Angus creates artwork using insects. • She arranges insects into decorative patterns and installations. • Her work encourages people to look more closely at nature. • She combines science and art in her work. Henry Moore • Henry Moore was a British sculptor. • He is famous for large sculptures of people. • He simplified forms into smooth shapes. • Nature influenced many of his sculptures. Alberto Giacometti • Giacometti created tall, thin sculptures of people. • He explored movement and proportion. • His work is recognised around the world. Julian Opie • Julian Opie creates simplified images of people. • He uses line, shape and technology. • His work focuses on movement and identity. Children should know: • Artists represent living things in different ways. • Sculpture can communicate ideas about people, animals and nature.	Core Vocabulary Children will explicitly be taught the following vocabulary: • Form - The three-dimensional shape of an object. • Structure - The way different parts of an object are arranged and connected. • Proportion - The relationship between the size of different parts of an object or artwork. • Relief - A sculpture that projects from a flat surface. • Installation - A piece of art created to transform or fill a space. • Scale - The size of an artwork compared with its surroundings. Wider Vocabulary
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	• Artists make choices about form, structure and pattern. • Living things can inspire both realistic and abstract artwork. Resources • Sketchbooks • Pencils • Fine liners • Clay • Modelling tools • Wire • Cardboard • Recycled materials • Plaster strips (if available) • Artist images • Photographs of insects and animals • Magnifying glasses • Vocabulary cards • Assessment sheets Lesson 1 - How do artists observe living things? Learning Objective To be able to observe and record features of living things. Statutory Knowledge	Children may encounter and use the following vocabulary: • Armature - A framework that supports a sculpture. • Assemble - To fit different parts together to make something. • Carve - To cut or shape a material into a sculpture. • Cast - To create a sculpture by pouring material into a mould. • Balance - The way different parts of a sculpture work together to stay stable. • Stability - The ability of a sculpture to stand securely. • Organic - Having natural, flowing shapes. • Geometric - Made from regular mathematical shapes. • Surface - The outside layer of an artwork or sculpture.
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	• Artists observe carefully before creating artwork. • Living things have distinctive features. • Sketchbooks help artists develop ideas. Enrichment Knowledge • Scientists and artists both use observation skills. Progression of Skills • Observe closely. • Record details. • Develop sketchbook work. Building Towards the Enquiry Question Children begin exploring how observation helps artists represent living things. Expected Outcome Year 3 • Create observational sketches. Year 4 • Create detailed observational studies with annotations. Lesson 2 - How did Louise Bourgeois and Jennifer Angus use nature? Learning Objective To be able to identify how artists use insects and nature as inspiration. Statutory Knowledge • Artists are inspired by living things. • Bourgeois and Angus both used insects in their artwork. • Artists communicate ideas through artistic choices. Enrichment Knowledge • Jennifer Angus combines art and science.	• Construction - The process of building or creating something. Vocabulary Retrieval Opportunities Children will revisit vocabulary when: • Observing living things and natural forms. • Exploring artist work. • Creating sculptures and designs. • Evaluating finished outcomes. • Answering the enquiry question.
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	Progression of Skills • Analyse artwork. • Compare artists. • Identify artistic influences. Building Towards the Enquiry Question Children explore how artists transform living things into artistic designs. Expected Outcome Year 3 • Identify features of both artists' work. Year 4 • Compare how the artists represent insects differently. Lesson 3 - How do sculptors represent people and animals? Learning Objective To be able to identify how sculptors use form and proportion. Statutory Knowledge • Sculptors use form and proportion. • Henry Moore and Giacometti represented people differently. • Artists make deliberate choices about shape and size. Enrichment Knowledge • Giacometti's sculptures are recognised for their unusual proportions. Progression of Skills • Analyse sculpture. • Discuss proportion. • Explore artistic decisions. Building Towards the Enquiry Question	
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	Children investigate different approaches to representing living things. Expected Outcome Year 3 • Identify form in sculpture. Year 4 • Explain how proportion affects meaning. Lesson 4 - How can artists use pattern, structure and design? Learning Objective To be able to experiment with sculptural design. Statutory Knowledge • Patterns can be found in nature. • Structure supports sculpture. • Artists plan before creating final work. Enrichment Knowledge • Many sculptures begin as small design sketches. Progression of Skills • Design creatively. • Explore pattern. • Plan a sculpture. Building Towards the Enquiry Question Children develop ideas for their final sculpture. Expected Outcome Year 3 • Create a design inspired by nature. Year 4	
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	• Create a detailed sculptural plan. Lesson 5 - How can I create a sculpture inspired by a living thing? Learning Objective To be able to create a sculpture using artistic influences. Statutory Knowledge • Artists select materials for specific purposes. • Sculpture can communicate ideas. • Form and structure affect the final outcome. Enrichment Knowledge • Artists often refine their work throughout the creative process. Progression of Skills • Construct. • Refine. • Apply artistic techniques. Building Towards the Enquiry Question Children apply all learning to create their final sculpture. Expected Outcome Year 3 • Create a sculpture inspired by a living thing. Year 4 • Create a detailed sculpture showing form, structure and artistic influence. Lesson 6 - Living Things Sculpture Exhibition Learning Objective To be able to evaluate and explain my sculpture.	
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	Statutory Knowledge • Artists evaluate their work. • Artistic vocabulary supports discussion. Enrichment Knowledge • Sculptors often revise work after feedback. Progression of Skills • Reflect. • Evaluate. • Explain artistic choices. Building Towards the Enquiry Question Children explain how artists represent living things through sculpture and design. Expected Outcome Year 3 • Describe their sculpture and artistic choices. Year 4 • Explain how form, structure and artist influence contributed to their final sculpture. Children will explain: • Which artist influenced their work. • How they represented a living thing. • Why they selected particular materials. • How sculpture can communicate ideas about living things. End Point Living Things in Art Exhibition	
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	Children will create a final sculpture or design inspired by one or more artists studied. The artwork should demonstrate: • Careful observation of living things. • Purposeful use of form, structure and pattern. • Influence from a studied artist. • Increasing control of sculptural and design techniques. Children will explain: • Which artist influenced their work. • How they represented a living thing. • How they used form, structure or pattern. • How artists represent living things through sculpture and design. End Point Success Criteria Year 3 Children will be able to: • Create a sculpture or design inspired by a living thing. • Identify form and pattern in artwork. • Explain how an artist influenced their work. • Discuss their artistic choices using appropriate vocabulary. Year 4 Children will be able to: • Use form, structure and proportion purposefully. • Explain how artists represent living things differently. • Refine and improve artwork following evaluation. • Evaluate their work using artistic vocabulary.	
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End Point Assessment Questions

Year 3

1. Who was Louise Bourgeois?
2. What is form?
3. What is pattern?
4. How do artists use nature as inspiration?
5. How do artists represent living things through sculpture and design?

Year 4

1. How did Henry Moore and Giacometti represent living things differently?
2. What is proportion?
3. How do artists use structure and form within sculpture?
4. How did your chosen artist influence your sculpture or design?
5. How do artists represent living things through sculpture and design?

Expected End Point Knowledge

Year 3

Children should know:

- Artists use sculpture and design to represent people, animals and insects.
- Form and pattern help artists create realistic or imaginative designs.
- Nature can inspire artwork.
- Different artists represent living things in different ways.

Year 4

Children should know:



- Artists represent living things using different styles, materials and techniques.
- Sculpture can communicate ideas through form, structure and proportion.
- Different artists interpret living things in different ways.
- Artists make deliberate choices about materials and design.

Final Enquiry Response

How do artists represent living things through sculpture and design?

Year 3 Expected Response

"Artists observe living things and use sculpture and design to represent them in different ways."

Year 4 Expected Response

"Artists represent living things through sculpture and design by making choices about form, structure, proportion and pattern. Different artists interpret living things in different ways to communicate ideas and meaning."

Vocabulary Children Should Retain

- Form
- Structure
- Pattern
- Proportion
- Relief
- Installation