



Year B Autumn Year 3 and 4	Observing, Recording and Representing the World Enquiry Question How do artists represent identity and personal experiences?	Key Vocabulary												
National Curriculum Coverage in this Unit Children will: • Use sketchbooks to develop observational portrait studies and personal ideas linked to identity. • Improve mastery of drawing, painting and mixed-media techniques through portraiture and self-portrait work. • Explore expression, symbolism, composition and representation when communicating identity and personal experiences. • Study the work of significant artists including Thomas Gainsborough, Lucian Freud, Paula Rego and Sonia Boyce. • Evaluate and analyse artwork using subject-specific vocabulary to explain artistic choices and influences.	National Curriculum Links Pupils should be taught: • To create sketchbooks to record observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting and mixed media. • To develop techniques using colour, pattern, texture, line, shape, form and space. • To learn about great artists, architects and designers in history. 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, 3 and 5</td></tr><tr><td>To improve their mastery of art and design techniques, including drawing, painting and mixed media</td><td>Lessons 2, 3, 4 and 5</td></tr><tr><td>To develop techniques using colour, pattern, texture, line, shape, form and space</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, 2, 3 and 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 Gallery</td></tr></table>	National Curriculum Objective	Where Covered	To create sketchbooks to record observations and use them to review and revisit ideas	Lessons 1, 3 and 5	To improve their mastery of art and design techniques, including drawing, painting and mixed media	Lessons 2, 3, 4 and 5	To develop techniques using colour, pattern, texture, line, shape, form and space	Lessons 2, 3, 4 and 5	To learn about great artists, architects and designers in history	Lessons 1, 2, 3 and 4	To evaluate and analyse creative works using the language of art, craft and design	Lesson 6 and End Point Gallery	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 Core Vocabulary Children will explicitly be taught the following vocabulary: • Portraiture - The art of creating portraits. • Representation - Showing a person, place or object through artwork.
National Curriculum Objective	Where Covered													
To create sketchbooks to record observations and use them to review and revisit ideas	Lessons 1, 3 and 5													
To improve their mastery of art and design techniques, including drawing, painting and mixed media	Lessons 2, 3, 4 and 5													
To develop techniques using colour, pattern, texture, line, shape, form and space	Lessons 2, 3, 4 and 5													
To learn about great artists, architects and designers in history	Lessons 1, 2, 3 and 4													
To evaluate and analyse creative works using the language of art, craft and design	Lesson 6 and End Point Gallery													



	Prior Learning Children may have previously: • Created observational drawings and paintings. • Explored composition and perspective. • Used sketchbooks to develop ideas. • Studied how artists communicate ideas and experiences. • Created artwork inspired by significant artists. • Evaluated artwork using artistic vocabulary. Artist Knowledge Children must know: Thomas Gainsborough • Gainsborough was an English artist. • He was famous for portrait paintings. • His portraits often showed wealthy individuals. • He carefully used clothing, pose and setting to communicate status and identity. Lucian Freud • Lucian Freud was a British artist. • He created highly detailed portraits. • He focused on realism and observation. • His work explored personality and individuality. Paula Rego • Paula Rego used art to tell stories. • Her work often explored personal experiences and emotions. • She used symbolism and narrative in her artwork. Sonia Boyce • Sonia Boyce explores identity, culture and community. • She uses different artistic media. • Her work encourages discussion about belonging and representation. Children should know:	• Expression - Showing thoughts or feelings through artwork. • Narrative - A story or message shown in an artwork. • Character - The qualities or personality shown in a portrait. • Realism - Creating artwork that looks true to life. Wider Vocabulary Children may encounter and use the following vocabulary: • Self-portrait • Emotion • Feature • Identity • Symbolism • Proportion • Detail • Sketchbook • Viewpoint • Style Vocabulary Retrieval Opportunities Children will revisit previously taught vocabulary when: • Analysing artist work. • Discussing portraits. • Evaluating artwork.
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	• Portraits communicate information about people. • Artists make choices about pose, expression, colour and composition. • Artwork can communicate identity, experiences and emotions. • Different artists represent people in different ways. Resources • Sketchbooks • Mirrors • HB and 2B pencils • Charcoal • Fine liners • Watercolour paints • Acrylic paints • Artist images • Portrait photographs • Vocabulary cards • Assessment sheets Lesson 1 - What is identity in art? Learning Objective To be able to identify how artists communicate identity. Statutory Knowledge • Identity refers to who a person is. • Artists communicate information through artwork. • Portraits can tell us about people. Enrichment Knowledge • Identity can include interests, culture and experiences. Progression of Skills	• Planning final outcomes. • Explaining artistic choices. This strengthens progression and retrieval practice.
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	• Observe artwork. • Discuss meaning. • Identify visual clues. Building Towards the Enquiry Question Children begin to understand that artwork can communicate identity. Expected Outcome Year 3 • Identify features that communicate identity. Year 4 • Explain how artists communicate identity through artwork. Lesson 2 - How did Gainsborough represent people? Learning Objective To be able to identify features of portraiture. Statutory Knowledge • Gainsborough painted portraits. • Portraits often include clues about a person. • Artists make choices about composition. Enrichment Knowledge • Clothing and objects often communicated status. Progression of Skills • Analyse portraits. • Identify artistic choices. • Discuss meaning. Building Towards the Enquiry Question Children explore how portraits communicate information. Expected Outcome Year 3 • Identify features within portraits. Year 4 • Explain how portraits communicate identity.	
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Lesson 3 - How do artists communicate personality?

Learning Objective

To be able to explore expression and observation in portraiture.

Statutory Knowledge

- Expression communicates emotion.
- Observation improves accuracy.
- Artists use facial features to communicate meaning.

Enrichment Knowledge

- Lucian Freud focused on realistic observation.

Progression of Skills

- Observe closely.
- Sketch facial features.
- Record expression.

Building Towards the Enquiry Question

Children investigate how personality can be represented.

Expected Outcome

Year 3

- Create observational portrait sketches.

Year 4

- Use observation to communicate personality.

Lesson 4 - How do artists use stories and symbols?

Learning Objective

To be able to identify symbolism and narrative in artwork.

Statutory Knowledge

- Symbols communicate ideas.
- Narrative means story.
- Artists use symbols to add meaning.

Enrichment Knowledge

- Paula Rego often used narrative and symbolism.



	Progression of Skills • Interpret artwork. • Identify symbols. • Discuss meaning. Building Towards the Enquiry Question Children learn how experiences and stories can be represented visually. Expected Outcome Year 3 • Identify symbols within artwork. Year 4 • Explain how symbols communicate meaning. Lesson 5 - How can I create an identity portrait? Learning Objective To be able to create a portrait that communicates identity. Statutory Knowledge • Artists plan before creating artwork. • Artistic choices communicate meaning. • Portraits can represent identity. Enrichment Knowledge • Artists often combine influences from multiple sources. Progression of Skills • Plan. • Refine. • Create independently. Building Towards the Enquiry Question Children apply all learning to create a final response. Expected Outcome Year 3 • Create a portrait communicating personal identity. Year 4	
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	• Create a portrait using symbolism and artistic influence purposefully. Lesson 6 - Identity and Portraiture Gallery Learning Objective To be able to evaluate and explain my artwork. Statutory Knowledge • Artists evaluate their work. • Artistic vocabulary supports discussion. Enrichment Knowledge • Artwork can communicate experiences and viewpoints. Progression of Skills • Reflect. • Evaluate. • Explain artistic decisions. Building Towards the Enquiry Question Children explain how artists represent identity and personal experiences. Expected Outcome Year 3 • Describe how their portrait communicates identity. Year 4 • Explain how artistic choices, symbolism and artist influence contributed to their portrait. End Point Children will create a self-portrait or identity portrait inspired by one or more artists studied. The artwork should demonstrate: • Careful observational drawing. • Personal identity and experiences. • Appropriate use of artistic techniques.	
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	• Influence from a studied artist. End Point Success Criteria Year 3 Children will be able to: • Create a portrait inspired by a studied artist. • Include features that communicate identity. • Explain how an artist influenced their work. • Discuss their artistic choices using vocabulary. Year 4 Children will be able to: • Use expression, symbolism and composition purposefully. • Communicate aspects of identity through portraiture. • Refine and improve artwork following evaluation. • Explain how different artists represent identity. End Point Assessment Questions Year 3 1. What is portraiture? 2. Who was Thomas Gainsborough? 3. What does identity mean? 4. How can a portrait communicate information about a person? 5. How do artists represent identity and personal experiences? Year 4 1. How did Lucian Freud and Paula Rego represent people differently? 2. What is symbolism? 3. How does Sonia Boyce explore identity? 4. How did your chosen artist influence your work? 5. How do artists represent identity and personal experiences? Expected End Point Knowledge	
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	Year 3 Children should know: • Portraits communicate information about people. • Gainsborough created portraits that communicated status and identity. • Identity includes personal experiences, interests and characteristics. • Artists use expression and pose to communicate meaning. • Symbols can help communicate ideas. Year 4 Children should know: • Different artists represent identity in different ways. • Lucian Freud used observation and realism to communicate personality. • Paula Rego used narrative and symbolism to communicate experiences. • Sonia Boyce explores identity and culture through contemporary art. • Artistic choices influence how viewers interpret artwork. Final Enquiry Response How do artists represent identity and personal experiences? Year 3 Expected Response <i>"Artists use portraits, expressions and symbols to communicate information about people and their experiences."</i> Year 4 Expected Response <i>"Artists represent identity and personal experiences through portraiture, symbolism, expression and composition. Different artists make different choices to communicate meaning and influence how viewers interpret their work."</i> Vocabulary Children Should Retain • Portraiture • Identity • Expression	
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	• Narrative • Representation • Symbolism	
Year B Spring Year 3 and 4	Crafting, Designing and Decorating Enquiry Question How do artists transform spaces, structures and ideas into art?	Key Vocabulary
National Curriculum Coverage in this Unit Children will: • Explore how artists use colour to express ideas and feelings. • Develop painting techniques by mixing and applying colour using a range of tools. • Investigate primary and secondary colours, tints and shades. • Study the work of abstract artists, including Wassily Kandinsky and Bridget Riley. • Evaluate and discuss artwork using appropriate artistic vocabulary.	National Curriculum Links Pupils should be taught: • To create sketchbooks to record observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, sculpture and design. • To develop techniques using line, shape, form, space, pattern and structure. • To learn about great artists, architects and designers in history. Prior Learning Children have previously: • Explored portraiture and identity through drawing and mixed media. • Used sketchbooks to develop artistic ideas. • Investigated how artists communicate meaning through expression and symbolism. • Used composition to organise artwork. • Created artwork inspired by significant artists. • Evaluated artwork using artistic vocabulary. Artist Knowledge Children must know: Michelangelo	Previously Taught Vocabulary Children should retrieve and apply the following vocabulary: From KS1 • Fabric • Template • Running Stitch • Sew • Decorate • Bunting From Year B Autumn • Portraiture • Representation • Expression • Narrative • Character • Realism Core Vocabulary Children will explicitly be taught the following vocabulary:



	• Michelangelo was a painter, sculptor and architect. • He designed buildings and created sculptures. • He believed art should be carefully planned and structured. • His work influenced architecture and art for centuries. Anish Kapoor • Kapoor creates large-scale sculptures and installations. • His work explores shape, space and reflection. • He transforms how people experience spaces. Salvador Dalí • Dalí created imaginative and unusual designs. • His artwork challenged how people think about reality. • He often transformed familiar objects into unexpected forms. Howard Hodgkin • Howard Hodgkin used colour, shape and abstract forms. • His artwork often represented memories and experiences. • He transformed ideas and emotions into visual forms. Children should know: • Artists and architects shape the spaces around us. • Art can transform how people experience places. • Shape, form and space influence artistic design. • Artists use imagination as well as observation. Resources • Sketchbooks • Pencils • Rulers • Fine liners • Cardboard • Recycled construction materials • Modelling materials • Artist images	• Architecture - The art and science of designing buildings. • Architect - A person who designs buildings. • Façade - The front of a building. • Blueprint - A detailed drawing used to plan a building. • Geometric - Made using regular mathematical shapes. • Symmetry - When two halves match exactly. Wider Vocabulary Children may encounter and use the following vocabulary: • Building • Structure • Design • Pattern • Space • Construction • Monument • Landmark • Elevation • Function Vocabulary Retrieval Opportunities
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	• Architectural photographs • Design templates • Vocabulary cards • Assessment sheets Lesson 1 - How do artists and architects shape the world around us? Learning Objective To be able to identify how artists and architects influence spaces. Statutory Knowledge • Artists and architects design spaces and structures. • Buildings are designed for different purposes. • Artistic choices affect how people experience places. Enrichment Knowledge • Famous buildings often become important landmarks. Progression of Skills • Observe. • Discuss design. • Compare structures. Building Towards the Enquiry Question Children begin to understand how people transform spaces through design. Expected Outcome Year 3 • Identify examples of architecture and design. Year 4 • Explain how design influences people's experiences. Lesson 2 - How did Michelangelo use art and architecture? Learning Objective To be able to identify features of Michelangelo's work. Statutory Knowledge	Children will revisit previously taught vocabulary when: • Analysing artist work. • Discussing portraits. • Evaluating artwork. • Planning final outcomes. • Explaining artistic choices. This strengthens progression and retrieval practice.
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	• Michelangelo worked as both an artist and architect. • He designed buildings and created sculptures. • Planning is important in design. Enrichment Knowledge • Michelangelo contributed to the design of St Peter's Basilica. Progression of Skills • Analyse artwork. • Identify artistic influences. • Compare designs. Building Towards the Enquiry Question Children explore how artists transform ideas into structures. Expected Outcome Year 3 • Identify features of Michelangelo's work. Year 4 • Explain why Michelangelo was influential. Lesson 3 - How do artists transform shape and space? Learning Objective To be able to explore shape, form and space through design. Statutory Knowledge • Shapes can be combined to create forms. • Space influences how artwork is viewed. • Artists make deliberate design choices. Enrichment Knowledge • Anish Kapoor's work often changes depending on where it is viewed from. Progression of Skills • Experiment with shape. • Create designs. • Discuss artistic choices. Building Towards the Enquiry Question	
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	Children investigate how artists use shape and space creatively. Expected Outcome Year 3 • Create simple designs using shape and form. Year 4 • Explain how space affects a design. Lesson 4 - How can imagination transform ideas? Learning Objective To be able to explore imaginative design inspired by Dalí. Statutory Knowledge • Surrealist artists used imagination. • Familiar objects can be transformed. • Artists often challenge expectations. Enrichment Knowledge • Dalí's work was inspired by dreams and imagination. Progression of Skills • Generate ideas. • Experiment creatively. • Develop imaginative designs. Building Towards the Enquiry Question Children explore how ideas can be transformed into original artwork. Expected Outcome Year 3 • Create imaginative design ideas. Year 4 • Explain how imagination influenced their design. Lesson 5 - How can I create a design inspired by an artist? Learning Objective To be able to create a final architectural or sculptural design.	
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	Statutory Knowledge • Artists plan before creating final work. • Design choices influence outcomes. • Structure and scale affect appearance. Enrichment Knowledge • Designers often create multiple drafts before finalising ideas. Progression of Skills • Plan. • Construct. • Refine. Building Towards the Enquiry Question Children apply all learning to create a final piece. Expected Outcome Year 3 • Create a finished design. Year 4 • Create a purposeful design showing artistic influence. Lesson 6 - Shape, Space and Architecture Exhibition Learning Objective To be able to evaluate and explain my artwork. Statutory Knowledge • Artists evaluate their work. • Artistic vocabulary supports discussion. Enrichment Knowledge • Feedback helps artists improve their work. Progression of Skills • Reflect. • Evaluate. • Explain artistic decisions. Building Towards the Enquiry Question	
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	Children explain how artists transform spaces, structures and ideas into art. Expected Outcome Year 3 • Describe how they created their design. Year 4 • Explain how shape, space, structure and artist influence contributed to their final piece. End Point Shape, Space and Architecture Exhibition Children will create a sculptural design, architectural model or installation proposal inspired by one or more artists studied. The final piece should demonstrate: • Understanding of shape, form and space. • Thoughtful design choices. • Inspiration from a studied artist. • Purposeful use of structure and scale. Children will explain: • Which artist influenced their work. • How they transformed an idea into a design. • How shape, space and structure were used. • How artists transform spaces, structures and ideas into art. End Point Success Criteria Year 3 Children will be able to: • Create a design inspired by a studied artist. • Use shape and form within their work.	
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	• Explain how an artist influenced their design. • Discuss artistic choices using vocabulary. Year 4 Children will be able to: • Use structure, scale and space purposefully. • Develop and refine design ideas. • Explain how artists transform spaces and structures. • Evaluate work using artistic vocabulary. End Point Assessment Questions Year 3 1. What is architecture? 2. Who was Michelangelo? 3. What is form? 4. What is an installation? 5. How do artists transform spaces, structures and ideas into art? Year 4 1. How does Anish Kapoor use space in his artwork? 2. What is scale? 3. How did Dalí transform familiar objects into unusual designs? 4. How did your chosen artist influence your work? 5. How do artists transform spaces, structures and ideas into art? Expected End Point Knowledge Year 3 Children should know: • Michelangelo was an artist and architect. • Architecture is the design of buildings and structures. • Artists use shape and form to create designs. • Installations are designed for specific spaces. • Art can change how people experience places.	
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	Year 4 Children should know: • Anish Kapoor transforms spaces through sculpture and installation. • Scale affects how artwork is experienced. • Dalí used imagination to transform familiar ideas. • Structure and form influence artistic design. • Artists use space purposefully to communicate ideas. Final Enquiry Response How do artists transform spaces, structures and ideas into art? Year 3 Expected Response <i>"Artists use shape, form and design to transform spaces and structures into art."</i> Year 4 Expected Response <i>"Artists transform spaces, structures and ideas into art by making purposeful choices about form, scale, space and design. Different artists use different approaches to influence how people experience and interpret their work."</i> Vocabulary Children Should Retain • Architecture • Form • Space • Installation • Structure • Scale	
Year B Summer Year 3 and 4	Shaping, Constructing and Creating Form Enquiry Question How can artists transform natural objects into works of art?	Key Vocabulary



National Curriculum Coverage in this Unit Children will: • Explore how sculptures can be created using a range of materials. • Develop sculpture techniques by shaping, moulding, building and joining materials. • Investigate shape, form and texture through three-dimensional artwork. • Study the work of sculptors, including Barbara Hepworth and Michelle Reader. • Evaluate and discuss sculptures using appropriate artistic vocabulary	National Curriculum Links Pupils should be taught: • To create sketchbooks to record observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, sculpture, textiles and mixed media. • To develop techniques using colour, pattern, texture, line, shape, form and space. • To learn about great artists, architects and designers in history. Prior Learning Children have previously: • Explored portraiture and identity through drawing and mixed media. • Investigated how artists communicate meaning through symbolism and expression. • Explored shape, form, structure and space through architecture and design. • Used sketchbooks to develop artistic ideas. • Created artwork inspired by significant artists. • Evaluated artwork using artistic vocabulary. Artist Knowledge Children must know: Michael Brennand-Wood • Michael Brennand-Wood is a British textile artist. • He transforms natural forms into textile artwork. • He combines stitching, texture and pattern. • His work explores how everyday materials can become art. Carl Warner • Carl Warner creates scenes and landscapes using food and natural materials. • He transforms everyday objects into imaginative artworks. • His work encourages viewers to see ordinary objects differently. Jennifer Angus	Previously Taught Vocabulary From KS1 • Sculpture • Sculptor • Natural • Texture • Arrange • Join • Model • Build • Recycle • Clay • Mould • Three-Dimensional From Year B Autumn • Portraiture • Representation • Expression • Narrative • Character • Realism From Year B Spring • Architecture • Architect • Façade • Blueprint • Geometric • Symmetry Core Vocabulary
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	• Jennifer Angus creates installations using insects. • She arranges natural forms into decorative patterns. • Her work combines art, science and design. Henry Moore • Henry Moore was inspired by natural forms. • He simplified shapes found in nature. • His sculptures explored form, texture and space. Children should know: • Artists can transform natural materials into artwork. • Nature can inspire sculpture, textiles, photography and design. • Artists often reinterpret natural forms rather than copying them. • Materials influence the appearance and meaning of artwork. Resources • Sketchbooks • Natural objects (leaves, flowers, shells, seeds) • Pencils • Fine liners • Watercolours • Fabric samples • Threads and embroidery materials • Cardboard • Recycled materials • Clay • Artist images • Magnifying glasses • Vocabulary cards • Assessment sheets Lesson 1 - How does nature inspire artists?	Children will explicitly be taught the following vocabulary: • Textile - A material made from woven or knitted fibres used to create artwork. • Mixed Media - Artwork created using more than one material. • Transformation - Changing something into something new. • Manipulate - To shape or change materials using different techniques. • Organic Form - A natural, irregular shape found in nature. • Assemblage - A piece of art created by joining different objects together. Wider Vocabulary Children may encounter and use the following vocabulary: • Fabric • Pattern • Embroidery • Weave • Stitch • Surface • Construction
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	Learning Objective To be able to identify how artists use nature as inspiration. Statutory Knowledge • Nature provides inspiration for artwork. • Artists observe natural forms carefully. • Natural forms can be represented in different ways. Enrichment Knowledge • Artists have used nature as inspiration throughout history. Progression of Skills • Observe. • Discuss. • Record ideas. Building Towards the Enquiry Question Children begin exploring how artists transform natural objects into art. Expected Outcome Year 3 • Identify natural forms within artwork. Year 4 • Explain how artists use nature as inspiration. Lesson 2 - How do artists use pattern and texture? Learning Objective To be able to explore pattern and texture inspired by nature. Statutory Knowledge • Pattern involves repetition. • Texture can be real or implied. • Natural forms often contain patterns. Enrichment Knowledge • Textile artists often use repeated patterns inspired by nature. Progression of Skills	• Layer • Recycled Material • Composition Vocabulary Retrieval Opportunities Children will revisit previously taught vocabulary when: • Analysing artist work. • Discussing portraits. • Evaluating artwork. • Planning final outcomes. • Explaining artistic choices. This strengthens progression and retrieval practice.
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	• Observe patterns. • Create texture. • Experiment with materials. Building Towards the Enquiry Question Children investigate how artists transform natural details into artistic designs. Expected Outcome Year 3 • Create patterns inspired by nature. Year 4 • Use texture purposefully within artwork. Lesson 3 - How does Michael Brennand-Wood transform natural forms? Learning Objective To be able to identify how artists use textiles to create artwork. Statutory Knowledge • Textiles can be used as artistic materials. • Artists make choices about materials. • Pattern and texture communicate ideas. Enrichment Knowledge • Textile artists often combine traditional and contemporary techniques. Progression of Skills • Analyse artwork. • Discuss materials. • Explore textile techniques. Building Towards the Enquiry Question Children explore how natural forms can inspire textile art. Expected Outcome Year 3 • Identify features of textile artwork. Year 4 • Explain how materials influence artwork.	
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Lesson 4 - How do artists transform natural objects into imaginative artworks?

Learning Objective

To be able to investigate the work of Carl Warner and Jennifer Angus.

Statutory Knowledge

- Artists can transform ordinary objects into art.
- Different artists interpret nature differently.
- Artistic choices affect meaning.

Enrichment Knowledge

- Carl Warner creates landscapes from food.
- Jennifer Angus creates installations using insects.

Progression of Skills

- Compare artists.
- Interpret artwork.
- Discuss artistic choices.

Building Towards the Enquiry Question

Children investigate different approaches to transforming natural forms.

Expected Outcome

Year 3

- Identify similarities and differences between artists.

Year 4

- Explain how artists transform natural objects differently.

Lesson 5 - How can I transform a natural form into artwork?

Learning Objective

To be able to create a mixed-media artwork inspired by nature.

Statutory Knowledge

- Artists develop ideas before creating final pieces.
- Materials influence outcomes.
- Nature can be transformed into original artwork.

Enrichment Knowledge



	• Artists often combine techniques and materials. Progression of Skills • Plan. • Create. • Refine. Building Towards the Enquiry Question Children apply all learning to create a final artistic response. Expected Outcome Year 3 • Create an artwork inspired by a natural form. Year 4 • Create a mixed-media artwork showing artistic influence and originality. Lesson 6 - Nature Transformed Exhibition Learning Objective To be able to evaluate and explain my artwork. Statutory Knowledge • Artists evaluate their work. • Artistic vocabulary supports discussion. Enrichment Knowledge • Evaluation helps artists improve future work. Progression of Skills • Reflect. • Evaluate. • Explain artistic decisions. Building Towards the Enquiry Question Children explain how artists transform natural objects into works of art. Expected Outcome Year 3 • Describe how they transformed a natural form into artwork. Year 4	
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- Explain how materials, techniques and artist influence contributed to their final artwork.

End Point

Nature Transformed Exhibition

Children will create a mixed-media artwork inspired by natural forms.

The final artwork should demonstrate:

- Careful observation of natural objects.
- Use of texture and pattern.
- Inspiration from a studied artist.
- Transformation of a natural form into an artistic response.

Children will explain:

- Which artist influenced their work.
- How they transformed a natural object.
- How materials contributed to the final outcome.
- How artists transform natural objects into works of art.

End Point Success Criteria

Year 3

Children will be able to:

- Create artwork inspired by natural forms.
- Use pattern and texture within their work.
- Explain how an artist influenced their artwork.
- Select materials appropriate for a design.

Year 4

Children will be able to:

- Transform natural forms into original artwork.
- Use mixed media purposefully.
- Refine and improve artwork following evaluation.
- Explain how artists use materials and techniques to create meaning.



	End Point Assessment Questions Year 3 1. What is a natural form? 2. Who is Michael Brennand-Wood? 3. What is texture? 4. How can nature inspire artists? 5. How can artists transform natural objects into works of art? Year 4 1. How does Carl Warner transform everyday objects into art? 2. What is mixed media? 3. How does Jennifer Angus use natural forms in her artwork? 4. How did your chosen artist influence your work? 5. How can artists transform natural objects into works of art? Expected End Point Knowledge Year 3 Children should know: • Natural forms are shapes and objects found in nature. • Michael Brennand-Wood uses textiles, pattern and texture in his artwork. • Artists use observation to gather ideas. • Pattern and texture help artists create visual interest. • Nature can inspire many different forms of artwork. Year 4 Children should know: • Carl Warner transforms everyday materials into imaginative artworks. • Jennifer Angus arranges natural forms into decorative installations. • Mixed media combines different materials and techniques. • Artists reinterpret natural forms rather than simply copying them. • Materials influence the meaning and appearance of artwork. Final Enquiry Response How can artists transform natural objects into works of art?	
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The Saints Academies

St Peter's CE Academy Alton

Key Knowledge Art and Design - LK2 Year B

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



Year 3 Expected Response

"Artists observe natural objects and use pattern, texture and different materials to transform them into artwork."

Year 4 Expected Response

"Artists transform natural objects into works of art by interpreting them creatively and making choices about materials, techniques and design. Different artists use different approaches to communicate ideas and meaning."

Vocabulary Children Should Retain

- Natural Form
- Textile
- Texture
- Mixed Media
- Pattern
- Transformation