

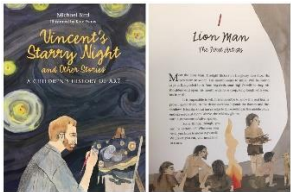



LKS2 - Cycle A

Autumn 2 – Who were Britain's first builders? Stone Age to Iron Age

Skills focus:

Drawing, Painting

Summary of activities	1) Creativity/ Generating ideas	2) Making skills/techniques	3) Factual knowledge and understanding	4) Evaluating/ reflecting
<p>Prehistoric cave art</p> <p>Read 'Vincent's starry night and other stories' explaining history of art from prehistoric to modern times – read the Lion Man (the first artists). Look at photographs and videos of The Lion Man – encourage discussion and questions</p>  <p>Record page in sketchbooks about The Lion Man. Use primary colours to mix different types of brown – water colour and poster paint. Also experiment with oil pastels, skin tone pencils. See if children develop a preference.</p> 	<p><u>Develop and share ideas</u></p> <ul style="list-style-type: none"> - To use sketchbook as a very personal space- to create records of the world around them, their ideas, thoughts, feelings and discoveries. - To develop ideas from starting points throughout the curriculum and apply techniques. - To collect information, sketches and resources. - To annotate, adapt and refine ideas as they progress. - To explore ideas in a variety of ways. - To comment on artworks using visual language. <p><u>Experiences/ Imagination</u></p> <ul style="list-style-type: none"> - To make art from things they can see from observation, their environment, photographs etc. then translate into new materials. <p><u>Develop ideas</u></p> <ul style="list-style-type: none"> - To make art for expression, 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> - To continue to familiarise with drawing exercises (recap/reminders). - To draw for a sustained period of time at an age appropriate level. - Work on a variety of scales and surfaces (e.g. smaller, larger scale drawings) <p><u>Lines/Shape:</u></p> <ul style="list-style-type: none"> - To demonstrate growing technical skill and knowledge, developing intricate marks/patterns using a variety of media. - To experiment/ know how to use different grades of pencil to create lines/ marks. - To experiment with including increased surface detail within work - To begin to consider scale and proportion <p><u>Tone:</u></p> <ul style="list-style-type: none"> - To experiment/ know how to use different grades of pencil to create variations in tone. - To use shading to show light and shadow <p><u>Pattern/Texture:</u></p> <ul style="list-style-type: none"> - To have an awareness of how pattern can be used to create texture (e.g. hatching and cross hatching) <p><u>Painting</u></p> <ul style="list-style-type: none"> - To use a range of brushes/ brush strokes to create different effects in painting. <p><u>Scale/surfaces:</u></p> <ul style="list-style-type: none"> - Paint on new surfaces, work on a range of scales (smaller, larger) <p><u>Colour:</u></p> <ul style="list-style-type: none"> - To mix colours effectively – mix secondary and tertiary colours to paint with. - To use more specific colour language. <p><u>Tone:</u></p>	<p><u>Significant artists, crafts people, designers</u></p> <ul style="list-style-type: none"> - Study and describe the work of significant artists, crafts people and designers learning how and when they were made. <ul style="list-style-type: none"> o How has the artist produced this work? o What is the background to this art? o Who made, where were they from? o Why was it made? - To give more complex personal opinions about their work. <p><u>Formal elements</u></p> <ul style="list-style-type: none"> - To make copies of small areas of the artist's work to study their techniques: colour, tone, textures, patterns used. - To study how other artists make art, including the work of other peoples and cultures, past and present. - To look at art for pleasure and purpose: Why do they like it? - To develop their use of the language of art (formal elements) <p><u>Suggested artists, craftspeople, designers/ art movement:</u></p> <p><u>Prehistoric cave paintings</u></p>	<p><u>Increasing understanding of purpose and intention of art</u></p> <ul style="list-style-type: none"> - To replicate some of the techniques used by notable artists, crafts people and designers. - To create original pieces that are influenced by studies of others. - To recognise when art is from different cultures and historical periods. - To verbally describe their work and the work of others: - To describe the formal elements of colour, line, tone, shapes, textures and patterns. - To develop questions to ask when looking at artworks and /or stimulus: <ul style="list-style-type: none"> o Describe what you see in the artwork o What do you like/dislike? Why o What other senses can you bring to this artwork? o What is the artist saying to us in this artwork? o How does it make you feel? o How might it inspire you in making your own art?

Learn about tints, tones and shades when painting and how to create these.

Learn about different grades of pencil and how to cross hatch
Draw woolly mammoth from anatomy drawings (secondary source)



Learn about cave paintings - experiment with stencils/ templates of hands

Experiment with textured/ smooth paper using our hands as a stencil
– printing around with different paints – see image. Create large scale A3 newsprint hand prints
Create collaborative cave painting on brown parcel paper.
Could create small scale paintings on suede/ material



See ideas from:

[Stone Age to Iron Age](#)
[Year 3 | Gomersal Primary School Art](#)

imagination, and pleasure.

- To work from memory or imagination to reimagine what they know.
- To develop initial ideas into final work, adapting work as it progresses.

- To experiment with making tints, tones and shades using white, grey and black.
- Explore how tone can make paintings more realistic/ more expressive, learning to manipulate light and shade for dramatic effect.



- *If you could take this art home, where would you put it and why?*

- To develop skills in oracy, describing their thoughts, ideas and intentions.
- To take photos of their own work to place in Seesaw. To use this documentation as a chance to use digital media and a discussion about how to present work to others.

Awareness of choices and decisions

- To use evaluation to understand what they need to do to improve and that all artists do this.
- To talk about how they can improve their work and learn that it is normal to feel anxious about the outcomes.
- To offer advice, confidence and praise to others.
- To use evaluation to understand what they need to do to improve and that all artists do this.