




LKS2- Cycle B Spring 2– What happened when the Romans left Britain? (Anglo Saxons)		Skills focus: Drawing / Printing		
Summary of activities	1) Creativity/ Generating ideas	2) Making skills/techniques	3) Factual knowledge and understanding	4) Evaluating/ reflecting
<p>Explore intricate patterns in Anglo saxon jewelry, brooches and imitate in sketchbook drawings.</p> <p>Create their own design in sketchbooks inspired by their observations.</p> <p>Create tessellating printing using their own design to use for a printing block using impressed printing methods: Create circle brooch</p> <ul style="list-style-type: none"> - Explore tessellating printing with two or more colours – need to blend the colours while printing. <p>Relief printing - Create their own printing plate using cardboard and string. Use this for the border of the fabric.</p>  <p>Print onto fabric/ textiles e.g.</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. 	<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 <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. <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 <p><u>Printing</u></p> <ul style="list-style-type: none"> - Design and create motifs using sketchbook to be turned into printing block images. - To create printing blocks to use while exploring relief printing (e.g. coiled string glued to a block). - To use layers of two or more colours; blend two colours while printing. 	<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>Anglo Saxon designs in jewelry</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?



*Note need 2 or more layered colours.

then translate into new materials.

Develop ideas

- To make art for expression, 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 make precise repeating patterns
- To experiment with tessellations
- To investigate techniques from paper printing to work on fabrics



- *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.