

**National Curriculum Objectives which are covered in this unit:**

- To create sketch books to record their observations and use them to review and revisit ideas.
- About great artists, architects and designers in history.
- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kind of art, craft and design.

**Lesson sequence - include the key concept, L.O. and brief description of lesson**

<p><b>Expressing Movement</b> <b>WALT: apply an understanding of expressive and gestural lines to capture movement.</b></p> <p>Exploring how expressive and gestural lines can capture a sense of movement.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can use different lines and mark making to express movement.</li> <li>• I can explain how different lines and marks show movement or emotion.</li> <li>• I can give ideas when discussing the work of an artist.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> describing the types of movement and emotion an artist has shown in their artwork; exploring different lines and mark making to express movement; identifying how lines and marks show movement and emotion. <b>Pupils working at greater depth indicated by:</b> showing a range of different types of movement through lines and mark making; explaining how mark making shows contrasting movements; describing which emotions their sketches show.</p>	<p><b>Showing Emotion Through Line</b> <b>WALT: understand how lines and marks can communicate emotion.</b></p> <p>Investigating how lines and marks can communicate emotion and emphasise elements in a composition.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can express emotions through mark making.</li> <li>• I can create variations in lines to emphasise an emotion.</li> <li>• I can describe my drawing and compare it to an artist's work.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> experimenting with showing different emotions through mark making; using various types of lines to emphasise emotion or draw attention; describing how artists have shown emotion. <b>Pupils working at greater depth indicated by:</b> using a wide range of different lines and mark making to show emotion; experimenting with showing different emotions in a sketch; explaining how artists show emotion in similar and different ways.</p>	<p><b>Showing Depth Through Mark-Making</b> <b>WALT: understand how artists use mark-making and shading to create depth.</b></p> <p>Understanding how artists use mark-making and shading to create depth.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can understand what depth in art means and how a foreground, middle ground and background can create this.</li> <li>• I can describe how artists use tone to add depth to their work.</li> <li>• I can identify techniques to show tone.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> identifying what depth in art means; describing how artists use tone to show depth in their artwork; identifying different techniques to show tone. <b>Pupils working at greater depth indicated by:</b> explaining different ways to show depth in art; experimenting using different types of lines, mark making, patterns and tonal shading to show depth.</p>	<p><b>Understanding the Steps of Making a Print</b> <b>WALT: apply an understanding of composition to plan a print.</b></p> <p>Exploring what makes a good composition by designing a print.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can explain what makes a good composition.</li> <li>• I can use my understanding of print techniques to create a design.</li> <li>• I can include artistic influences in my design and explain how and why I have used them.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> describing how artists have created an effective composition using a focal point and balance; designing a print, thinking carefully about the composition; identifying how to improve their designs. <b>Pupils working at greater depth indicated by:</b> explaining how an artist has created an effective composition; carefully considering the different parts of their print design to create an effective composition; discussing how they can improve their designs by using artists as inspiration.</p>	<p><b>Printing</b> <b>WALT: develop drawn ideas through printmaking.</b></p> <p>Applying printmaking techniques to develop a final artwork based on their refined drawings, blending influences from artists.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can use my knowledge of the printing process to create an effective printing plate.</li> <li>• I can use a combination of marks to create tone and depth in my print.</li> <li>• I can blend influences from artists in my print.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> creating an effective printing plate; using a combination of marks to create tone and depth; using artists as inspiration for the print. <b>Pupils working at greater depth indicated by:</b> considering how to create an effective composition with different elements; using a wide variety of marks to create depth and texture; explaining how artists have inspired the print.</p>
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<p><b><u>Prior learning</u></b></p> <p><i>List year groups and topics with connected learning</i></p>	<p>EYFS – Drawing Skills  Year 1 – Exploring Line and Shape  Year 2 – Understanding Tone and Texture  Year 3 – Developing Drawing Skills  Year 4 – Exploring Tone, Texture and Proportion</p>
<p><b><u>Future learning</u></b></p> <p><i>List year groups and topics with connected learning</i></p>	<p>Year 6 - Expressing Ideas</p>
<p><b><u>Key vocabulary to be explicitly taught</u></b></p>	<p>Background; composition; depth; focal point; foreground; main subject; middle ground; printing plate; printmaking; proportion</p>
<p><b><u>Cross-curricular links</u></b></p>	<p><b>Earth and space</b>  Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• Describe the Sun, Earth and Moon as approximately spherical bodies.</li> </ul>
<p><b><u>Enrichment</u></b></p> <p><i>Give visit/visitor/first-hand experience and focus</i></p>	
<p><b><u>Useful websites/resources</u></b></p>	<p><b>Knowledge organiser: Art &amp; design – Y5 Drawing Vocabulary display: I need space</b></p>