



## BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

Year 1

### Art -Mix It

In this art and design project, children are introduced to colour theory. They revisit the names of the primary colours and use them to make the secondary colours. They explore ways of making hues by varying the amount of each primary colour that they mix. They explore and describe the use of colour in various paintings from different artists and genres and describe them using colour-related vocabulary. They paint a simple colour wheel and use primary and secondary colours to paint a colourful, patterned composition.

Year 1

### Art -Fabulous Faces and Fabulous Features

In this art and design project, children are introduced to the theme of portraiture. They explore the meaning of the term 'portrait' and look at and talk about examples from different artists and genres. They are introduced to the term 'collage' and use paper, fabric and digital software to make 'funny face' imaginative portraits. They explore how facial features and expressions make a portrait interesting, and use a range of textural materials to compose a self-portrait with details like eyebrows, teeth, lips and hair.

Year 1

### Art -Street View

In this art and design project, children are introduced to relief sculpture and mural making. They observe local buildings and their features, take photographs and make simple thumbnail sketches. They explore and compare art on the theme of urban landscapes and discuss how they are similar or different. They are introduced to American artist James Rizzi's work and are taught about his techniques and use of bright and lively colours. They revisit previous learning about the colour wheel from the project [Mix It \(Y1\)](#) before working collaboratively to make a relief mural about their local community in the style of James Rizzi.



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Year 2

### Art -Flower Head

In this art and design project, children build on their understanding of sculptural forms through the subject matter of flowers. They build on their earlier experiences of relief sculpture in the Y1 project [Street View](#). Children draw from direct observation, both in and out of the classroom and study floral art from different artists and genres, focusing on how artists use visual elements to create interesting pieces.

In practical activities, children explore the properties of shape, form, texture, colour and pattern and use various materials to make simple 3-D forms. Children are introduced to the Japanese artist Yayoi Kusama and her giant flower sculptures. They use paper or clay to make 3-D flower sculptures in her style.

Year 2

### Art -Portraits and Poses

In this art and design project, children revisit the theme of portraiture initially studied in the Y1 project [Funny Faces and Fabulous Features](#) and the concept of monarchy, which also comes up in the Y1 project [Bright Lights, Big City](#). Children are introduced to Tudor portraits and study their style and symbolic importance. They make simple sketches of each other holding a pose or prop to mimic symbolism in Tudor art. They use art software to create simple line drawings from their initial studies, building on their experiences with art software in the Y1 project [Funny Faces and Fabulous Features](#). Children also learn about methods of modern portraiture, using digital devices to take photographs of each other. They edit their portraits, using art software to create a regal portrait.



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Year 3

## Art -Prehistoric Pots

In this art and design project, children learn about the cultural and artistic significance of Bell Beaker pottery and make preliminary sketches of the form, shape and pattern of the pots. They build on their previous learning about the properties of clay from the Y2 project [Flower Head](#) to extend their clay skills to include rolling coils, making and using slip and joining clay. They use these skills to explore ways to add decoration and embellishment to clay slabs in the style of Bell Beaker pottery. They consolidate their understanding by making a pot in the Bell Beaker style, using pinching, coiling and pattern making.

Year 3

## Art- Ammonite

In this art and design project, children revisit the theme of nature as a starting point for artwork studied previously in the Y2 project [Flower Head](#). They use fossils and other natural forms to create a suite of work that includes printmaking and clay sculpture. Children are introduced to drawing techniques, including simple line drawing, shading and crosshatching, to portray form in pencil drawings.

They build on their understanding of motifs explored in the Y1 project [Rain and Sunrays](#) by designing a motif. They use the motif in prints using one or two colours and make a 3-D sculpture of a natural form in clay, building on their previous experiences of clay sculpture.

Year 3

## Art- People and Places

In this art and design project, children revisit the genre of figure drawing first studied in the Y2 project [Portraits and Poses](#). They learn more about the genre by studying the works of various artists, including an in-depth study of LS Lowry's work. They learn how to draw quick sketches and more detailed drawings of the human form and are introduced to the concept of narrative in art. They study features of urban landscapes, first explored in the Y1 project [Street View](#), and make exploratory studies using sketches, photography and digital collages. They work outdoors in sketchbooks to capture the characteristics of their school in the style of LS Lowry's *Coming Out of School*.



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Year 4

### Art -Warp and Weft Weaving

In this art and design project, children revisit the method of loom weaving studied in the Y3 project [Beautiful Botanicals](#). They explore the craft of weaving through time and learn about the properties of yarns, including how they vary in texture, colour and type. They sort yarns into colour groups, such as warm or cool colours, and record their findings in a sketchbook. They make mini loom weavings and progress to learning how to weave shapes. Children use their weaving skills and knowledge of yarn properties to design and create a wall hanging.

Year 4

### Art Vista Landscapes

In this art and design project, children revisit the theme of landscapes from the Y3 project [People and Places](#). They explore and discuss examples of famous landscapes and learn how to use a viewfinder to isolate a viewpoint. They work outdoors to practise the technique, finding interesting perspectives to sketch. They study mountainous landscapes through drawings and paintings and discuss their similarities and differences.

Children are introduced to atmospheric perspective and explore the technique by making sketchbook studies using pen, pencil and ink. They explore the concept further by manipulating photographic images. Children use their knowledge about warm and cool colour families, introduced in the projects [Contrast and Complement \(Y3\)](#) and [Contrast and Complement \(Y4\)](#) to compare and contrast the use of colour in landscape art. They create a landscape using a photograph as a starting point.

Year 4

### Art- Islamic Art

In this art and design project, children build on their understanding of motifs previously studied in the projects [Rain and Sunrays](#) and [Flower Head](#). They explore geometric shapes in Islamic art and learn how to use them to create simple and complex motifs. They explore circles as a basis for patterns and make motifs and patterns using a traditional pencil and compass technique. Children explore ways of creating and using grids to create repeat patterns. They build on their previously learned clay skills to create relief sculptures based on geometric motifs.



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Year 5

### Art-Taotie

In this art and design project, children are introduced to cast making and casting. They explore the cultural significance of the taotie motif in ancient Chinese culture and learn about the process of bronze piece mould casting. They build on their understanding of malleable materials and learn casting techniques with silicone, paper and clay.

They use their knowledge of casting methods to make a taotie relic using a clay mould and plaster cast. Children revisit the medium of watercolour introduced in the projects [Contrast and Complement \(Y3\)](#) and [Contrast and Complement \(Y4\)](#) to add colour to their plaster taotie pieces.

Year 5

### Art- Line Light and Shadows

In this art and design project, children explore the visual qualities of line, light and shadow. They build on their previous knowledge of the visual elements of line to explore how significant artists, such as Pablo Picasso and Rembrandt, use line to create exciting and innovative art. Children are introduced to a range of shading techniques, including crosshatching, scribbling, ink wash and contouring. They use digital equipment to take black and white photographs and use pencils, pens and ink washes to reimagine their photographs in a shaded drawing.

Year 5

### Art- Mixed Media

In this art and design project, children revisit the art of collage-making introduced in the projects [Funny Faces and Fabulous Features](#) and [Animal](#). They explore the potential of paper and papermaking and try out the crafting techniques of paper folding, quilling, marbling and decoupage. They explore paper collages and learn how this technique can represent the visual elements of texture, line, colour and shape. They explore artworks from the past and present that use mixed media and study them in detail to identify similarities and differences. They use their learning to create a final piece of small-scale, mixed media collage.



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Year 6

### Art-Trailblazers, Barrier Breakers

In this art and design project, children explore the work of barrier breaking black artists. They research the pieces of a favourite artist then create and present a digital mood board about their works and significance. The children explore how artists portray narrative and meaning in their work and make replicas of a piece of art, working in the style of a specific artist. Children use a sketchbook to develop sketches based on their ideas about human rights, equality and race represented in the artworks studied.

Year 6

### Art-Inuit

In this art and design project, children learn about art, craft and traditions from the Inuit culture. They revisit the theme of animals in art, previously studied in the Y4 project [Animal](#) and observe the style and methods used by Inuit artists and craftspeople. Significant Inuit artists studied include Kenojuak Ashevak, Jessie Oonark, Karoo Ashevak, David Ruben Piqtoukun, Lucy Tasseor Tutsweetak and Pitseolak Ashoona.

Children build on their experience of reduction printing previously studied in the Y3 project [Ammonite](#) to create detailed drawings of traditional carvings. Children carve simple lines and animal shapes into soap blocks. They are introduced to the stencilling technique and study the significance and artistic elements of the famous print *The Owl*. Children develop their ideas about a stencil print, combining ideas from printed examples and images of animals. They make stencils using card or acetate and make a series of prints using chosen colour combinations.

Year 6

### Art-Environmental Artists

In this art and design project, children revisit the theme of nature and land art studied in the Y5 project [Nature's Art](#). They are introduced to the genre of environmental art and study ways that artists address environmental issues through their work.

Children collect and explore found and recycled materials and use them to create artworks with an environmental message. They record their work using digital technology and manipulate images using video editing software.