

SEND adaptations within the art curriculum

C&L -

Learning about artists/styles of art - use differentiated resources as appropriate. Pupils do research and present findings in the style that suits them best eg using ICT. Use cloze procedure.

SEMH -

C&I -

Art specific vocabulary will need to be explained through pre-learning.

Use visuals during lessons to support understanding words.

Difficulties with imagination - provide examples of possible finished pieces

Sensory & Physical -

Colour blind - teachers to learn what colours the pupil can see correctly and how they see the ones they are blind to.

VI -

Ensure paintings/pictures and anything they need to observe/draw is enlarged.

Have resources on pupils table rather than on the board.

If pupil has Ipad to see teachers screen ensure this is utilised. If ipad is unavailable pupil to sit at teachers computer to see any presentations.

Pupil to use darkest possible pencil (8B).

If pupil is blind, teachers to plan art using the following resources - German film, Wikkistix, smelly pens and pencils, embossed sheets, brailled sheets

Fine motor difficulties - use thicker pencils, paintbrushes etc

Pupil to use easy grip/loop scissors.

Sensory needs - use alternatives depending on which materials pupil does not like to touch and/or smell.

Art long term overview						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1		Where is there art where we live? Andy Goldsworthy		What colours has an artist from another country used? Alma Thomas		
Year 2	What is collage? Matisse		What are cold and hot colours? Paul Klee		Is all art in the world the same? Yayoi Kusama and aboriginal dot paintings	
Year 3	Who was Claude Monet? How did he paint?		What do Cave paintings show us?		Which pottery do you prefer – past or present? Ancient Greek vs Clarice Cliffe	
Year 4	North American artist; who was Georgia O'Keefe?		What is a Roman mosaic?		How can we repeat hieroglyphs without drawing them?	
Year 5	How can we use textiles?		Who has painted the sea in the past? J.M Turner		How can you make a street scene seem realistic?	
Year 6	South American artist – Beatriz Milhazes		What is in a Tudor portrait?		What would you want from a self-portrait?	

The Craylands School S.T.A.R. KS1 Long term subject: Art and Design

<p>Aims produce creative work, exploring their ideas and recording their experiences</p> <ul style="list-style-type: none"> ▪ become proficient in drawing, painting, sculpture and other art, craft and design techniques ▪ evaluate and artists, craft makers and designers, and understand the historical and cultural development of their art forms analyse creative works using the language of art, craft and design ▪ know about great 	
<p>Skills</p> <p>to use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Knowledge</p> <ul style="list-style-type: none"> • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
	Term 1
Early Years	Work will be planned around the following 7 areas of learning: Personal Social and Emotional Development, Physical Development, Communication and Language, Literacy, Mathematics, Understanding of the World and Expressive Arts and Design.
Year 1 knowledge end points	Year 2 knowledge end points
<p>Understand what a sculpture is</p> <p>Recognise that art can be found in nature</p> <p>Knows how to mould plasticine into 3d shapes</p> <p>Name primary colours</p> <p>Describe the colours in a piece of art</p> <p>Know Andy Goldsworthy and Alma Thomas are artists</p> <p>To recognise secondary colours</p> <p>To know how to repeat a pattern</p>	<p>Year 1 knowledge</p> <p>Know what a collage is</p> <p>Create a collage</p> <p>Describe patterns seen in art work</p> <p>Understand hot and cold colours</p> <p>To know how to create different effects e.g dot art</p> <p>Know Matisse, Paul Klee and Yayoi Kusama are artists</p> <p>To recognise art from other cultures</p>

Year 1 Terms 2 & 3	Where is there art where we live? Andy Goldsworthy					
Link to prior learning	EYFS term 6					
Vocab	Sculpture	Clay/plasticine	Form	Structure	3D	Shape
Learning objectives	Context		Skills		Knowledge	
To identify art in nature	Can you see art in objects around us?		<ul style="list-style-type: none"> To draw what they can see (choose items in nature to draw e.g. leaf) 		<ul style="list-style-type: none"> Can they draw a picture of what they can see, focussing on the shape? 	
To understand the work of an artist	How does the artist Andy Goldsworthy use nature to make art?		<ul style="list-style-type: none"> To use material to make a piece of art work 		<ul style="list-style-type: none"> Can they understand that natural materials can be used to create art with. 	
To describe sculptures	Are there any sculptures in our local area?		<ul style="list-style-type: none"> To draw what they can see (Heritage Park sculpture) 		<ul style="list-style-type: none"> Can they describe the sculpture in the Heritage park? 	
	SEND – Pupils with significant additional needs will need an individual risk assessment					
To make models	How can we make sculptures using clay or plasticine?		<ul style="list-style-type: none"> To know how to roll, mould and cut materials 		<ul style="list-style-type: none"> Can they make different shapes with clay? Can they use tools to cut, roll and coil materials such as plasticine and clay? 	
	SEND – If a pupil has sensory needs and will not use clay or plasticine use alternatives such as LEGO bricks, pipe cleaners, art straws etc.					
Year 1 Term 5 & 6	What colours has an artist from another country used? Alma Thomas					
Links to prior learning						
Vocab	Patterns		Primary Colours		Colours	

Learning objectives	Context	Skills	Knowledge
To describe colours	What colours do we see around us? Are they all the same colour?	<ul style="list-style-type: none"> To draw what they can see adding colour Know the names of primary and secondary colours To describe what can be seen 	<ul style="list-style-type: none"> Can they look at objects and describe the colours? Can they draw/colour using the correct colours?
To describe a piece of art work	What colours can you see in the art work of Alma Thomas?		<ul style="list-style-type: none"> Can they describe the work of Alma Thomas?
To learn about a famous artist	Who was Alma Thomas? Did she live in our country?		<ul style="list-style-type: none"> Can they say who Alma Thomas was and where she lived?
To use colour in art	What colours will we use in our own art work?	To use primary and secondary colours To create a repeating pattern.	Can they choose appropriate colours for their own art work?
Year 2 Terms 1 & 2	What is collage? Matisse		
Link to prior learning			
Vocab	collage Matisse colours arrangement image tear		
Learning objectives	Context	Skills	Knowledge
To record ideas about a famous artist	How do you think this artist has created his art work?		Can they discuss the work of the artist Matisse?
To practise collage	How can we re-create a collage in the style of Matisse?	To recognise colours used To understand how to make a collage	Can they explain what a collage is?
To design a collage	How can we create a London's Burning collage?	To tear paper to represent images	

To create a collage	What materials can we use to represent fire?	To arrange materials to make a collage	Can they choose appropriate colours to create a collage?
Year 2 Terms 3 & 4	What are cold and hot colours? Paul Klee		
Link to prior learning	Year 1 term 2		
Vocab	Hot cold patterns primary secondary Paul Klee		
Learning objectives	Context	Skills	Knowledge
To record ideas about a famous artist	How do you think this artist has created his art work?		Can they discuss the work of the artist Paul Klee?
To recognise hot and cold colours	What colours can you see in this art work?	To know how to mix to make new colour	Can they name primary and secondary colours? Can they name cold and hot colours?
To create patterns	What shapes and patterns can you see in this art work?	To create patterns with shapes To create a repeating pattern.	Can they use language related to shape and space to describe art?
To create a piece of art in the style of an artist	How can we use an artist's style to create our own piece of art work around Florence Nightingale's silhouette?	To create a piece of work based on an artists	
Year 2 Term 3	Is all art in the world the same? Yayoi Kusama and aboriginal dot paintings		
Links to prior learning	Year 1 term 2 Year 2 term 1		
Vocab	Polka dot Colour Paint abstract		
Learning objectives	Context	Skills	Knowledge
To discuss the style of artists	Who is the artist Yayoi Kusama? Which part of the world is she from? Is her art like other pieces of art we have looked at?	<ul style="list-style-type: none"> To describe the art work of an artist 	<ul style="list-style-type: none"> Can they recognise the style of an artist?

To compare art work	How does the polka dot art compare with aboriginal dot art?	<ul style="list-style-type: none"> • To describe and compare art work 	<ul style="list-style-type: none"> •
To use the style of an artist	How can we recreate the polka dot / aboriginal dot style?	<ul style="list-style-type: none"> • To use the style of an artist • To place colours next to each other to blend them 	<ul style="list-style-type: none"> • Can children recall how to create polka dot art works?
To use colour in a painting	What colours will be needed for your painting?	<ul style="list-style-type: none"> • To use colours accurately • To blend colours 	<ul style="list-style-type: none"> • Can they recall primary and secondary colours?
To create a piece of work in the style of an artist	How can we create our own polka dot /aboriginal dot art work?	<ul style="list-style-type: none"> • To create a piece of work based on an artists 	<ul style="list-style-type: none"> • Can children recall how polka dot art works? • Can they recall primary and secondary colours?

The Craylands School S.T.A.R. KS2 Long term subject: Art and Design

<p>Aims produce creative work, exploring their ideas and recording their experiences</p> <ul style="list-style-type: none"> ▪ become proficient in drawing, painting, sculpture and other art, craft and design techniques ▪ evaluate and analyse creative works using the language of art, craft and design <ul style="list-style-type: none"> ○ ▪ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 			
<p>Skills</p> <ul style="list-style-type: none"> • develop their techniques, including their control and their use of materials, with creativity, experimentation • to create sketch books to record their observations and use them to review and revisit ideas <ul style="list-style-type: none"> ▪ 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] 		<p>Knowledge</p> <ul style="list-style-type: none"> • about great artists, architects and designers in history. 	
Year 3 knowledge end points	Year 4 knowledge end points	Year 5 knowledge end points	Year 6 knowledge end points
<p>To know Monet is an artists To know how impressionists painted To know how to use water colour techniques e.g. wet on wet, wet on dry To recognise light and dark in a painting To use charcoal to create light and dark To know that there are different pencils which can create light and dark tones</p>	<p>Year 3 knowledge To know Georgia O’Keefe is an artist To understand what still life is To use shading techniques e.g. hatching, cross hatching To understand what tone is and create it</p>	<p>Year 3 & 4 knowledge To understand what perspective is To recognise perspective in art work To draw using perspective and a vanishing point To know what embroidery is</p>	<p>Year 3, 4 & 5 knowledge To recognise Beatriz Milhazes as an artist To know what a collage is To know what collagraphs are To recognise Hans Holbein as a historical artists To know what a portrait is</p>

<p>To recognise Clarice Cliffe pottery</p> <p>To recognise art from the past</p> <p>To use clay techniques including rolling, moulding and coiling</p>	<p>To know with pencils, the lower the number in front of the B, the lighter the tone</p> <p>To know what a mosaic is and how it was created in the past</p> <p>To understand different printing techniques e.g. monoprinting</p>	<p>To know how to use a running stitch</p> <p>To know how to use a cross stitch</p> <p>To understand what applique is</p> <p>To be able to embellish</p> <p>To recognise JM Turner as an artist</p> <p>To be able to mix watercolours to create different hues</p>	<p>To understand how historical figures used portraits</p> <p>To user proportion in drawing portraits</p> <p>To draw facial features in proportion</p> <p>To recognise different artistic styles and medium</p> <p>To know what a self-portrait is</p>
--	---	--	--

Year 3 Terms 1 & 2	Who was Claude Monet? How did he paint?		
Link to prior learning	Year 1 term 2 Year 2 term 3		
Vocab	Tone colour palette light viewpoint rapid medium impressionism		
Learning objectives	Context	Skills	Knowledge
To know about the life of an artist from history	Who is Monet?	<ul style="list-style-type: none"> To record ideas in a sketch book 	<ul style="list-style-type: none"> Can children recall information about Monet? Can children recall key examples of impressionist art? Can children evaluate why Monet was considered rebellious?
To understand what impressionism is	What is similar about these paintings? How do you think impressionists painted?	<ul style="list-style-type: none"> To record ideas in a sketch book 	<ul style="list-style-type: none"> Can children explain the features and development of the Impressionist movement?
To develop an understanding of colour	What colours can you see used in Monet's art? How can you make these colours?	<ul style="list-style-type: none"> To mix paint to create different colours and tones (DO NOT DO 	<ul style="list-style-type: none"> Can children identify the primary and secondary colours?

		THIS STRAIGHT INTO SKETCH BOOKS)	<ul style="list-style-type: none"> • Can they identify how to make light and dark tones?
To develop impressionist techniques	<p>How Monet used their paint brush in their art work?</p> <p>Practice wet on wet/wet on dry techniques for water colour (DO NOT DO THIS STRAIGHT INTO SKETCH BOOKS)</p>	<ul style="list-style-type: none"> • To develop their techniques – palette, broken colour, rapid brush strokes, • To develop their use of materials – water colours 	
To paint an image	Can you recreate a piece of work created by Monet?	<ul style="list-style-type: none"> • To develop their techniques – palette, broken colour, rapid brush strokes, • To develop their use of materials – canvas, acrylics, oils, • To mix paint to create different colours and tones 	
Year 3 Terms 3 & 4	What do Cave paintings show us?		
Links to prior learning	Year 2 term 5/6		
Vocab	Tone	Colour	Shade charcoal communication symbols
Learning objectives	Context	Skills	Knowledge
To describe art from the past	<p>Where did the marks on the cave wall come from?</p> <p>What do they paintings on the cave wall tell us?</p>	<ul style="list-style-type: none"> • To use a sketchbook to record ideas • Can they explore work from other periods of time? 	

To develop the use of line	What different marks can we make?	<ul style="list-style-type: none"> To make different line marks 	<ul style="list-style-type: none"> Can they explain different lines that can be made? 		
To create light and dark marks	How can we make dark and light marks using charcoal? <i>SEND – pupils with a VI to use colour to represent dark and light</i>	<ul style="list-style-type: none"> To use charcoal 	<ul style="list-style-type: none"> Can they explain which pencil types make darker marks? Can they explain how to use charcoal to show light and dark? 		
To communicate through drawing	What story can we tell through the media of drawing?	<ul style="list-style-type: none"> To tell a story through art work. To use lines and shapes to represent objects. 			
Year 3 Terms 5 & 6	Which pottery do you prefer – past or present? Ancient Greek vs Clarice Cliffe				
Links to prior learning	Year 1 term 1				
Vocab	Sculpture	Shape	Form	Coiling	Modelling
Learning objectives	Context	Learning objectives	Context		
To compare art from different periods of history	Which of these pieces of pottery are modern and which are from the past?	To use sketchbooks to record ideas.	<ul style="list-style-type: none"> Can they compare Ancient Greek ceramic art work with more modern e.g. Clarice Cliff Can they recognise when art is from a different historical period? 		

To know about a famous artist	Who is a well-known pottery artist?		<ul style="list-style-type: none"> Can they find out more about the works of Clarice Cliff? 			
To evaluate art from history	How is Ancient Greek pottery different from modern pottery? What does Ancient Greek pottery tell us?	<ul style="list-style-type: none"> Can they share their ideas on the images in Ancient Greek vases? Can they annotate Greek vases in sketch books. 	<ul style="list-style-type: none"> Can they explain why Ancient Greeks created sculptures? 			
To model with clay	What techniques can you use to create a clay pot?	<ul style="list-style-type: none"> To know how to mould, roll and cut materials. To coil clay. 	<ul style="list-style-type: none"> Can they explain different techniques to use with clay? 			
	SEND – If a pupil has sensory needs and will not use clay or plasticine use alternatives such as wearing plastic gloves, magnetic construction, kinetic sand, design on card. Can they explain the techniques?					
To make a clay pot	Can you make a Greek styled pot?	<ul style="list-style-type: none"> To know how to make a clay pot. 	<ul style="list-style-type: none"> Can they create Greek style patterns on the side of a pot? 			
	SEND – If a pupil has sensory needs and will not use clay or plasticine use alternatives such as wearing plastic gloves, magnetic construction, kinetic sand, design on card. Can they explain the techniques?					
Year 4 Term 1	North American artist; who was Georgia O'Keefe?					
Links to prior learning	Shading	Cross hatching	Tone	Light	Dark	Sketch
Learning objectives	Context		Skills		Knowledge	
To know the work of a famous artist	What is the link between North America and the artist Georgia O'Keefe?		To use a sketchbook to record ideas To use a sketchbook to record ideas		Can they discuss the life of a famous artist – Georgie O'Keefe?	

	What is the subject matter of the work of George O'Keefe?	To evaluate the work of a famous artist including colour, shade, tone	
To understand what tone is	What is tone and how is it used in still life?	To use a sketchbook to record ideas To use different shades of tone	
To understand what tone is	How can we change the tone in our art work through the tools that we use? What is shading and how can we use it?	To change the tone through use of different pencils To practise shading techniques	Can they explain which type of pencil will give the darkest tone? Can they explain the different shading techniques?
To draw a still life object	How can we use colour and tone when drawing still life?	To use a sketchbook to record ideas To use shape, line and colour in a piece of art work	
To recreate art work based on Georgia O'Keefe	Can they recreate the work of a famous artist – attempt to draw a flower.	To use colour, line and shape in a piece of art work.	
Year 4 Terms 3 & 4	What is a Roman mosaic?		
Links to prior learning	Year 3 terms 5 & 6		
Vocab	Mosaic	Tiles	Symmetrical Pattern Repetition
Learning objectives	Context	Skills	Knowledge
To recognise art from history	Where do you think these images may have come from?	<ul style="list-style-type: none"> To use repeated patterns. To cut similar sized tiles to create a pattern. To use symmetry in their work. To experiment using different colours. 	<ul style="list-style-type: none"> Can they explain art from a different period of history?
To describe mosaics	What do you think of these Roman Mosaics?	To use a sketchbook to record ideas	<ul style="list-style-type: none"> Can they explain art from a different period of history?

To continue a repeated pattern	Are you able to complete this mosaic? SEND – use larger pieces for pupils with VI	<ul style="list-style-type: none"> To use repeated patterns. 	
To create a mosaic	How will you use symmetry and repetition in your own Roman mosaic?	<ul style="list-style-type: none"> To use repeated patterns. To cut similar sized tiles to create a pattern. To use symmetry in their work. To experiment using different colours. 	Can they experiment with different artistic styles?
Year 4 terms 5 & 6	How can we repeat hieroglyphs without drawing them?		
Link to prior learning			
Vocab	Print monoprint block printing hieroglyph cartouche		
Learning objectives	Context	Skills	Knowledge
To examine art from the past	What can you see in these pieces of Ancient Egyptian art? What are the symbols representing?	<ul style="list-style-type: none"> To use a sketchbook to record ideas 	Can they explain art from a different period of history?
To understand how to print	Why is the position/direction of the print important when printing?	<ul style="list-style-type: none"> To experiment using printing techniques 	Can they explain methods of printing? Can they explain the importance of using back to front?
To experiment with printing techniques	What is monoprinting? (729) Kids Art How To Create Monoprints - YouTube	<ul style="list-style-type: none"> To use monoprinting 	Can they explain the method of monoprinting?
To experiment with printing techniques	What techniques are there in Art and Design KS1 / KS2: Printmaking with different materials - BBC Teach related to printing?	<ul style="list-style-type: none"> To experiment using printing techniques 	Can they explain methods of printing?

	Test out relief printing – potato or foam board		
To create prints	How can we print hieroglyphs?	<ul style="list-style-type: none"> To use printing techniques 	Can they use printing methods?
Year 5 Term 1	How can we use textiles?		
Links to prior learning	Year 2 term 6		
Vocab	Tapestry	textiles	fabric thread applique sewing
Learning objectives	Context	Skills	Knowledge
To understand what embroidery is	What is embroidery? Are there examples from the past?	<ul style="list-style-type: none"> To record ideas in a sketch book 	<ul style="list-style-type: none"> Can children compare examples of embroidery?
To use different stitches	How do you create stitches?	<ul style="list-style-type: none"> To use sewing stitches SEND – Pupils with Physical and sensory needs may need a larger needle, thicker thread and use BINCA 	
To understand what applique is	What is applique – how can it add to a piece of textile art? What is applique? (thenational.academy)	<ul style="list-style-type: none"> 	
To plan a pattern	What pattern/image will you create...how will you embellish your art work? How can I embellish my textiles? (thenational.academy)	<ul style="list-style-type: none"> To use sewing and textile to communicate. 	
To evaluate	How close to your original design was your finished product?	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Year 5 Terms 3 & 4	Who has painted the sea in the past? J.M Turner		
Links to prior learning	Year 1 term 2 Year 3 term 1		
Vocab	blotting	water colours	hue seascape primary colours secondary colours
Learning objectives	Context	Learning objectives	Context

To find out about an artist	Who was J. M. W. Turner and what did he paint?	To find out about an artist	Who was J. M. W. Turner and what did he paint?
To give opinions on artwork	What do you think of the paintings made by Turner?	To give opinions on art work	
To use water colours	How can we make colours by diluting using water colours to create a range of hues appropriate for paintings of the sea?	To use water colours	How can we make colours by diluting using water colours to create a range of hues appropriate for paintings of the sea?
To use techniques to add texture to a painting.	How can we use water colour techniques to create different effects of texture and patterning?	To use techniques to add texture to a painting.	How can we use the techniques of blotting and adding salt to watercolours to create different effects of texture and patterning?
To copy the style of an artist	How can we recreate a Turner piece of art?		How can we use watercolours to recreate a piece of art?
Year 5 Term 5 & 6	How can you make a street scene seem realistic?		
Link to prior learning	Year 4 term 1		
Vocab	3D	Perspective	Parallel Perpendicular
To compare art work from the past	What works of art might you see in European art galleries?	<ul style="list-style-type: none"> To make notes about pieces of art in a sketchbook. 	<ul style="list-style-type: none"> Can they compare a range of European artists? Can they recognise changes between medieval European art to renaissance art?
To investigate the work of an artist	How does Canaletto bring a European city to life in his painting? http://www.artisancam.org.uk/flashapps/exploreperspective/canaletto.php	<ul style="list-style-type: none"> To make notes about pieces of art in a sketchbook. 	<ul style="list-style-type: none"> Can they compare a range of European artists?

			Can they explain how perspective has been used in art work to show distance?			
To draw with perspective	How can you use perspective in drawing 3D objects?	<ul style="list-style-type: none"> To practise using perspective in a sketch book. To draw objects in 3D. To use perspective in a drawing.				
To draw with perspective	How can you draw a street scene using perspective? https://www.bbc.co.uk/bitesize/clips/zvg6sbk	<ul style="list-style-type: none"> To use lines to help with perspective by finding a vanishing point. To draw objects in 3D. To use perspective in a drawing.				
Year 6 Term 1	South American artist – Beatriz Milhazes					
Link to prior learning	Year 2 term 1 Year 4 term 3					
Vocab	Perspective	Layers	Background	Natural	Foreground	landscape
Learning objectives	Context		Skills		Knowledge	
To record ideas about the work of an artist	Who is Beatriz Milhazes? What is her art work like?		<ul style="list-style-type: none"> To use sketchbooks to record ideas. Can they give preferences in their sketch book? 		<ul style="list-style-type: none"> Can they describe the work of Beatriz Milhazes? 	
To recognise shapes and colours used in artwork	How can you arrange the shapes and their colours to create art work? SEND – if pupil is colour blind may need to use alternative colour		<ul style="list-style-type: none"> To use collage To consider arrangement of colours 		<ul style="list-style-type: none"> Can they explain the choices for arranging the shapes the way that they have? 	
To use collographs	What is a collograph?		<ul style="list-style-type: none"> To use sketchbooks to record ideas. To print 		<ul style="list-style-type: none"> Can they explain that a collograph is a type or printing? 	

To practise in the style of an artist	What patterns and shapes could you use in your Milhazes inspired art work?	<ul style="list-style-type: none"> To use sketchbooks to record ideas. 	<ul style="list-style-type: none"> Can they experiment with a style in their sketch book? 			
To create a piece of art in the style of an artist	What techniques will you use in your final art work?	<ul style="list-style-type: none"> To choose an appropriate materials To print 	<ul style="list-style-type: none"> Can they explain the techniques they have used? 			
Year 6 Term 2	What is in a Tudor portrait?					
Links to prior learning	Year 5 term 1					
Vocab	Impression	Representation	Symbolism	Expression	Portrait	Self portrait
Learning objectives	Context		Skills		Knowledge	
To record ideas about the work of a famous portrait artist (Holbein)	Who painted these portraits?		<ul style="list-style-type: none"> To use sketchbooks to record ideas. 		<ul style="list-style-type: none"> Can the children recall who Hans Holbein was? 	
To record ideas about what a portrait shows us.	Who are the people in these portraits? When did they live? What can we tell about the way that they lived?		<ul style="list-style-type: none"> To use sketchbooks to record ideas. 		<ul style="list-style-type: none"> Can the children explain how Tudor portraits were used to portray wealth? 	
To develop drawing skills	How can we accurately draw facial features?		<ul style="list-style-type: none"> To use lines and marks to draw a portrait. To draw with a degree of accuracy and perspective in terms of size. To use tone and shading. 			
To use perspective when drawing	Where should we position facial features on a face?		<ul style="list-style-type: none"> To draw with a degree of accuracy and perspective in terms of size. 			

To recreate a portrait	How can we recreate a Tudor portrait?	<ul style="list-style-type: none"> To use lines and marks to draw a portrait. To use tone and shading. To draw with a degree of accuracy and perspective in terms of size. To make their own colours using white and black to make light and dark colours. To create a piece of work based on an artist To show facial expressions in a face. 					
Year 6 Term 3	What would you want from a self-portrait?						
Links to prior learning	Year 6 term 2						
Vocab	Impression	Representation	Symbolism	Expression	Portrait	Self portrait	Artistic style
Learning objectives	Context		Skills			Knowledge	
To record ideas on self portraits	What are the different ways that you can create a self-portrait?		<ul style="list-style-type: none"> To use sketchbooks to record ideas. 			<ul style="list-style-type: none"> Can they acknowledge and artistic style? 	
To practise an artistic style	Can you practise your drawing of facial features further?		<ul style="list-style-type: none"> To use lines and marks to draw a portrait. To draw with a degree of accuracy and perspective in terms of size. To show facial expressions in a face. To use tone and shading. 				

<p>To choose an artistic style</p>	<p>What artistic style will you use for a self portrait?</p>	<ul style="list-style-type: none"> • To choose an artistic style. 	<ul style="list-style-type: none"> • Can they draw upon learned artistic styles for self portraits? • Can they choose a style and explain how they will create it? • Can they explain what has influenced their art work?
<p>To replicate the work of an artist</p>	<p>How will you use the artistic style chosen to create your self portrait?</p>	<ul style="list-style-type: none"> • To choose an artistic style. • To show facial expressions in a face. • To create a piece of work based on an artist 	<ul style="list-style-type: none"> • Can they draw upon learned artistic styles for self portraits? • Can they choose a style and explain how they will create it? • Can they explain what has influenced their art work?