
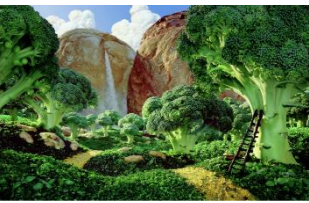
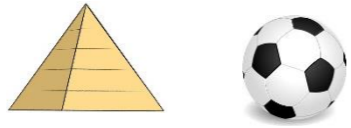


National Curriculum	Key Questions	Substantive Knowledge	Key Vocabulary	Resources
<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing, painting sculpture and other art, craft and design techniques Evaluate and analyse creative works, using the language of art, craft and design Know about great artists, craftmakers and designers, and understand the historical and cultural development of their art forms. <p>By the end of Key stage 1, pupils should be taught:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products 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 About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and make links to their own work. 	<p>What material is used to create this picture? Why do you think the artist made the piece? What can you see in the picture? How does the image make you feel? Which of these foods do you have at home?</p>	<p>Pupils know:</p> <p>People make art about things that are important to them.</p> <p>Some artists make art to share a message or idea.</p> <p>Shapes can be organic (natural) and irregular.</p> <p>How to describe the texture of an object.</p> <p>Different marks can be used to represent the texture of different objects.</p> <p>Different materials can represent real-life textures.</p> <p>Collage materials can be overlapped or manipulated to make new textures.</p>	<p>Artist Abstract Collage Landscape Media Print</p>	<p>Different types of paper and fabric.</p> <p>A variety of fruits and vegetables.</p> <p>Poster paints</p> <p>PVA glue</p> <p>Magazine cuttings</p>
	<p>Technical Questions</p>			
<p>What is a collage?</p> <p><i>A collage is a piece of art made from different pieces of paper, photos and other materials. Collages also might have painting and drawings on them.</i></p> <p>How do artists make collages?</p> <p><i>Collage artists tear or cut different materials before arranging them and sticking them onto a surface.</i></p> <p>Why did Carl Warner use food as a medium?</p> <p><i>Carl Warner chose to use food as his medium to encourage conversations about healthy eating. As food comes in all different shapes, sizes, colours and textures, Warner is able to create bold and colourful foodscapes that draw the eye and encourage the viewer to think about each product.</i></p>	<p>Pupils can:</p> <p>Use some artistic vocabulary (<i>colour, texture, shape, form</i>) to talk about the work of an artist.</p> <p>Express preferences between two or more pieces of work.</p> <p>Use a range of starting points to influence and develop ideas.</p> <p>Draw from observations of natural items.</p> <p>Print using natural materials.</p> <p>Choose appropriate ideas, materials and techniques from a selection provided.</p> <p>Use sketchbooks to help make decisions about what to try next.</p> <p>Cut and tear different kinds of paper and attach them to a surface.</p> <p>Explain what was successful and what was difficult about their own art.</p>	<p>Arrange Composition Gluing Material Shape</p>	<p><u>Carl Warner (1963-present)</u> Carl Warner is a British artist, director, author and photographer, best known for his intricate food landscapes.</p> <p>https://drive.google.com/open?id=1BuT1ZhkzGBosA-adjSBIqGyChXOZD2wF&usp=drive_fs</p>  <p>'Mushroom Savanna'</p>  <p>'Broccoli Forest'</p>	

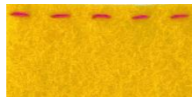
Assessment – Final Piece

Pupils working at the expected standard will:

- ✓ Use some artistic vocabulary (*colour, texture, shape, form*) to talk about the work of an artist.
- ✓ Draw from observations of natural items.
- ✓ Cut and tear different kinds of paper and attach them to a surface.
- ✓ Choose appropriate ideas, materials and techniques from a selection provided.

Lesson 1				
Flashback Four		Learning Objectives		Star Knowledge
<p>Last Lesson What is dabbing? <i>Dabbing is where you press your painting tool onto the page to make circular shapes.</i></p>	<p>Last Topic What adjectives could we use to describe the mood of a painting? <i>Answers may include happy, sad, angry etc.</i></p>	<p>Learning Objective LO to examine the work of an artist <i>(Carl Warner)</i></p> <p>Success Criteria: I can use the words colour, texture, shape and form to talk about the work of an artist. I can say what I like about an artwork. I can write a sentence about a piece of art.</p>	<p>People make art about things that are important to them.</p> <p>Carl Warner makes foodscapes to show the beauty of food and encourage children to eat healthily.</p>	
<p>Last Year What is Pop Art? <i>Pop art is a type of art that shows simple pictures using bold and bright colours.</i></p>	<p>DT Which of these structures is more stable? Why?</p> <div style="text-align: center;">  </div> <p><i>Pyramid because it has a wide, flat base.</i></p>	<p>Activity: Show pupils a range of Warner's foodscapes including "Mushroom Savanna", 'Broccoli Forest' and 'Garlicshire'. Ask pupils to discuss what they see and what they think the artist wants them to see. Pupils to choose one of the foodscapes and glue it into their books and write some simple sentences about their observations.</p>		

Lesson 2				
Flashback Four		Learning Objectives		Star Knowledge
<p>Last Lesson True or false- people make art about things that are important to them? <i>True.</i></p>	<p>Last Topic Why do people use small brushstrokes? <i>To add detail to a painting.</i></p>	<p>This lesson involves handling different foods. Check for any allergies within the year group when planning this lesson.</p> <p>Learning Objective LO to explore the shape of different foods.</p>	<p>Organic shapes are shapes that are found in nature. They are usually irregular shapes.</p>	
<p>Last Year How do you make a secondary colour? <i>By mixing two primary colours together. The secondary colours are orange, green and violet (purple).</i></p>	<p>DT True or false? Shapes with corners are stronger than those without. <i>False</i></p>	<p>Success Criteria: I can describe the shape of different foods. I can use foods to make simple prints.</p> <p>Activity: Provide pupils with 3-4 different fruit and vegetables such as broccoli, carrots, apples, potatoes etc. that have been cut in half. Allow them to handle the foods and make observations about their shape. Ask pupils to say what the shape of each food reminds them of (for example, a house, a tree, a flower etc.)</p> <p>Pupils to make single prints of each food in their sketchbooks and talk about the shapes that they have made.</p>		

Lesson 3				
Flashback Four		Learning Objectives		Star Knowledge
<p>Last Lesson What word is used to describe natural shapes? <i>Organic</i></p>	<p>Last Topic What is another word for loose brushstrokes in painting? <i>Painterly.</i></p>	<p>This lesson involves handling different foods. Check for any allergies within the year group when planning this lesson.</p> <p>Learning Objective LO to examine the texture of different foods.</p>	<p>Different materials can represent real-life textures.</p> <p>We can make new textures by overlapping, tearing or scrunching materials.</p>	
<p>Last Year Why do artists use different painting tools? <i>To make different marks.</i></p>	<p>DT What is this type of stitch called?</p> <div style="text-align: center;">  </div> <p><i>Running stitch</i></p>	<p>Success Criteria: I can describe the texture of different foods. I can describe the texture of different materials. I can choose materials to match the texture of a food item.</p> <p>Activity: Provide pupils with the same food items from the previous lesson. Allow them to handle the foods and comment on the different textures. Then provide a selection of fabrics and paper that has been cut into small squares (approximately 4cm x 4cm). Ask pupils which material/s best represent the texture of each fruit or vegetable. Remind them that most of the foods will have more than one texture. Pupils</p>		

		to glue their selected materials into their sketchbooks and label them to show which food they remind them of.	
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Lesson 4			
Flashback Four		Learning Objectives	Star Knowledge
<p>Last Lesson How can we change the texture of a material?</p> <p><i>Answers may include: Overlapping, tearing or scrunching the material.</i></p>	<p>Last Topic Why do artists use dabbing?</p> <p><i>To create texture in a painting.</i></p>	<p>This lesson involves handling different foods. Check for any allergies within the year group when planning this lesson.</p> <p>Learning Objective LO to practise drawing different foods.</p> <p>Success Criteria: I can use the words line, shape, texture to make observations about food. I can draw from observation. I can make different marks and lines to represent shape and texture,</p>	<p>Different marks can be used to represent the texture of different objects.</p>
<p>Last Year What are Ben-Day dots?</p> <p><i>Ben-Day dots are small coloured dots that are used to add shading and colour in images.</i></p>	<p>DT Should I use glue or safety pins to attach a paper template to fabric?</p> <p><i>Safety pins because they can be removed easily.</i></p>	<p>Suggested Activity: Pupils to practise making different marks using pencil. Ask them to describe each mark. Provide pupils with the same food items from the previous lesson. Pupils to draw on their learning from previous lessons to draw the different food items, making different marks to represent the different textures of each item.</p>	

Lesson 5			
Flashback Four		Learning Objectives	FINAL PIECE
<p>Last Lesson How can artists draw texture?</p> <p><i>By making different marks with their pencil.</i></p>	<p>Last Topic Why do artists use different-sized paintbrushes?</p> <p><i>Large paintbrushes are used to paint large areas or to show emotion. Small paintbrushes are used to add detail.</i></p>	<p>Learning Objective LO to make a collage</p> <p>Success Criteria: I can draw the outline of a fruit or vegetable. I can cut, tear and glue different materials. I can overlap or scrunch materials to create a texture.</p>	<p>Pupils to make a picture of a fruit or vegetable, using collage techniques.</p>
<p>Last Year Why are red, yellow and blue known as primary colours?</p> <p><i>They cannot be made by mixing any other colours.</i></p>	<p>DT Why are templates used in textiles?</p> <p><i>Templates provide the shape of a textile product.</i></p>	<p>Activity: Pupils to choose one of the food items from previous lessons and draw the outline of the food on a piece of A4 card. They should choose a selection of paper/ fabric that represents the texture (and colour) of the food item and create a collage by cutting/tearing/ scrunching the material and gluing it onto their drawing.</p>	

If you find a large amount of your pupils lack understanding of one particular star knowledge, you should adapt the flashback four questions for "Last Topic" in the next topic, in order to give you time to re-visit this. Please speak to the subject lead to discuss how to do this before editing the questions.