

<b>Subject: Art</b>	<b>Prior learning:</b> <b>Drawing:</b> In the Spring term, the children learnt how <b>MIKE TO ADD</b>	
<b>Year Group:</b> <b>6</b>	<b>End point:</b> <b>Making skills: Craft, design, materials and techniques:</b> By the end of this unit, children will be able to create 3D forms work using a range of materials, the work should express and articulate a personal message through sculpture . They will know how to critically analyse the work of sculptors and express personal opinions about a piece of work.	
<b>Cycle/Term:</b> <b>Summer 1</b>		
<b>Making skills: Craft, design, materials and techniques</b>	<b>Assessment:</b> <b>Drawing:</b> Children will work together as a class to create a sculpture which should include personal imaginative responses to theme of war monuments and produce personal interpretations of statues. The should create imaginative 3D forms to create meaning.	
<b>Progressive objectives:</b> <p>I am able to critically analyse the work of artists, architects and designers throughout history</p> <p>I can explain how a chosen artist or art form has contributed to the culture and/or history of a nation</p> <p>I can investigate different starting points for my work and choose which idea to develop further</p> <p>I am able to use art to express an emotion and say why I have used my chosen materials</p> <p>I record my thoughts and ideas in a sketchbook to develop and refine techniques, including some annotations</p> <p>I can use my sketchbook to record experiments with media and to try out new techniques and processes</p> <p>I can produce personal and imaginative responses to a theme</p> <p>I can explain how I am developing and refining ideas using language appropriate to the chosen style of art</p> <p>I use language specific to a range of techniques to identify effective or less effective features and use this to inform my own work</p>	<b>Vocabulary:</b> <p>Abstract</p> <p>Volume</p> <p>Dimension</p> <p>Mass</p> <p>Sculpture</p> <p>Clay</p> <p>Ceramics</p> <p>Texture</p> <p>Sculptor</p> <p>Style</p> <p>Mood</p> <p>Line</p> <p>Pattern Shape</p>	

Stoneferry Primary School Teaching Sequence Planning Tool

I can give reasoned evaluations of my own and other's work which takes account of context and intention

I use annotations in my sketchbook to critically evaluate and develop my ideas

I can learn and apply new drawing techniques

I can apply tonal techniques and more complex colour theory to my own work

I can create photomontages

I can make repeat patterns using printing techniques

I can create digital art

I can create 3D sculptural forms

I can mix and apply colours to represent still life objects from observations

I can express feelings and emotions through colour

I can study colour used by impressionist painters

I can express and articulate a personal message through sculpture

I can analyse and study artists' use of form

I can demonstrate my deeper knowledge and understanding of using line when drawing portraits

I can demonstrate greater skill and control when using lines

I can study and apply the techniques of other artists

I can represent feelings and emotions through patterns

I can create sophisticated artwork using my knowledge of pattern

I can fluently sketch key shapes and objects when drawing

I can create abstract compositions using knowledge of other artists' work

I can understand how artists manipulate materials to create texture

I can use tone to describe light and shade, contrast, highlight and shadow and manipulate tone for halo and chiaroscuro techniques

I can make personal investigations and record observations in sketchbooks

I can record experiments with media and try out new techniques and processes in sketchbooks

I can develop personal imaginative responses to a theme and produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. I can express ideas about art through messages, graphics, text and images.

I can use the language of art with greater sophistication when discussing my own and others' art

I can give reasoned evaluations of my own and others' work which takes account of context and intention

**Progressive  
Objective from  
Progression  
Document:**

**Key Concept:**  
Evaluating:  
(metacognitive  
knowledge)

**Stoneferry Starter:**  
Show some images for Henri Rousseau's work and have chn identify the artist and match the name of the work with the images.

**Notes/next steps:**  
Example mood board:

I am able to critically analyse the work of artists, architects and designers throughout history I can explain how a chosen artist or art form has contributed to the culture and/or history of a nation I record my thoughts and ideas in a sketchbook to develop and refine techniques, including some annotations I can give reasoned evaluations of my own and other's work which takes account of context and intention I use annotations in my sketchbook to critically evaluate and develop my ideas I can create photomontages I can make personal investigations and record observations in sketchbooks I can record experiments with media and try out new techniques

**Second Order Concept:** Written, oral and creative expression: (Using artistic terminology, evaluating, refining, describing, experimenting, creating, presenting)

**Learning Objective:** Walt critically analyse the work of sculptors throughout history.

**Brief session overview:**

**Lesson 1:** Introduce topic for the term – statues and memorials.

In this lesson chn will critically discuss why we have statues, what their purpose is to the built environment and who should be put on a plinth. Some of this may lead to sensitive discussion about racism so only complete the second part if fully confident with leading the discussion impartially.

**What statues from Hull do they know of already?**

Share some examples of statues from around Hull – **if possible try to find the name of the artist, the year it was made and the material it was made from-** look at William Wilberforce, King Billy, Amy Johnson, Queen Victoria.

Have chn critically evaluate the look of the statues and impact they have on the environment in Hull. This could be first done orally as a class and then chn can record their opinions in sketch books.

Why do we have statues of these people up in our cities? Is there anyone they would think better deserves a statue.

Discuss the 2020 BLM riots, and the Edward Colston statue. Show images of the statue being pulled down and lead a discussion as to why. Look at the temporary statue of the protestor who was put up to replace the original statue and then removed.

Consider if it's appropriate to still have monuments that celebrate people who were involved in the slave trade, how do we decide which to keep and which to remove – is it possible to find people from the past who weren't involved in things we



Give chn a selection of photos of the different statues/ monuments. They are to stick them in a double page spread in their sketch books in a way they feel inspired to do so. They are then to write critical analyses of them around it. They can give it a title and sketch small parts that inspire them. They may want to copy the way people are standing on the statues/ pick out small details of texture that they like or different plinths. They must focus on writing as much as decorating their pages.

King Billy statue and brief history of it:



<https://www.hulldailymail.co.uk/news/history/hidden-story-king-billy-statue-3869325>

William Wilberforce statue

and processes in sketchbooks  
 I can give reasoned evaluations of my own and others' work which takes account of context and intention

**Prior Objective from progression document:**

I can research and develop the techniques of great artists and designers and apply this in my own work

I understand how a chosen artist or art form has contributed to the culture and/or history of a nation

don't find acceptable today, is it legal to remove a statue yourself or is it a crime, is the removal of the statue an act of public art in itself, who should be on the plinth, the destroyed statue is now on display in a gallery in Bristol – is this art?, can the empty plinth now be considered art, does it have meaning in itself?

You could also look at the statue of nurses from the pandemic – are they more fitting people to remember?

<https://www.theguardian.com/commentisfree/2022/jan/07/the-guardian-view-on-the-colston-four-taking-racism-down>

Chn to have a selection of images to create a mood board in their sketch books about monuments including critical analysis of the different ones discussed.



Amy Johnson statue:  
<https://www.bbc.co.uk/news/uk-england-humber-37510715>

Stoneferry Primary School Teaching Sequence Planning Tool



Queen Victoria statue:

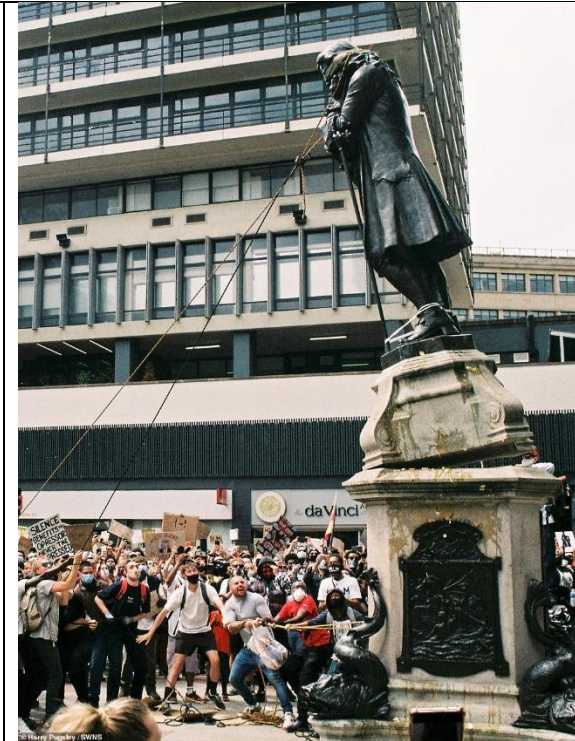
Stoneferry Primary School Teaching Sequence Planning Tool



Colston statue:



Stoneferry Primary School Teaching Sequence Planning Tool





Temporary replaced statue:

<https://nypost.com/2020/07/15/blm-sculpture-replaces-toppled-statue-of-british-slave-trader/>



Empty plinth:








NHS staff statue:



<https://theglobalherald.com/news/statue-planned-for-nhs-staff-fighting-coronavirus/>

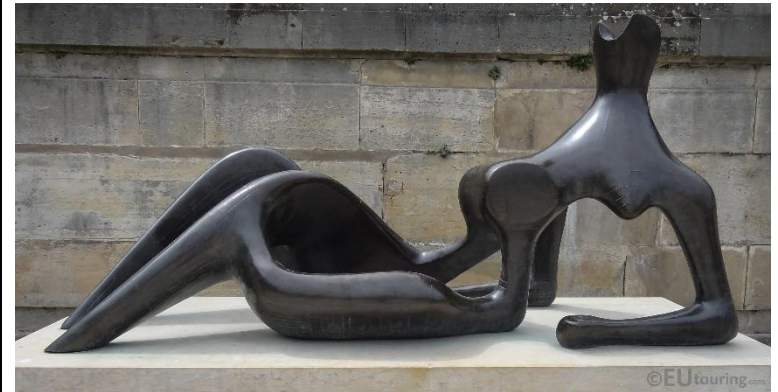
	<b>Key Concept:</b>	<b>Stoneferry Starter:</b>	<b>Notes/next steps:</b>
--	---------------------	----------------------------	--------------------------

Stoneferry Primary School Teaching Sequence Planning Tool

<p><b>Progressive Objective from Progressive document :</b>          I am able to critically analyse the work of artists, architects and designers throughout history          I can investigate different starting points for my work and choose which idea to develop further          I record my thoughts and ideas in a sketchbook to develop and refine techniques, including some annotations          I can produce personal and imaginative responses to a theme          I use language specific to a range of techniques to identify effective or less effective features and use this to inform my own work          I use annotations in my sketchbook to critically evaluate and develop my ideas</p>	<p><b>Making skills:</b> (procedural knowledge)</p> <p><b>Second Order Concept:</b> Significance (significant artists, works of art and art movements)</p> <p><b>Learning Objective:</b> Walt sculpt 3D forms in the style of Henri Moore.</p>	<p>Have some images of the statues discussed last week. Chn to write the names of them and if you covered it, the material they were made from/ year/ artist.</p> <p><b>Brief session overview:</b>  <a href="#">Lesson 2</a>: Henry Moore</p> <p>Look at the work of Henry Moore, who was famous for making bronze sculptures, usually shaped like semi-abstract human. Spend some time discussing his artwork, give chn some images to critically discuss as a class.</p> <p>Share with them dates they were made and materials they were made from.</p> <p>Chn should then be given a range of images. They are to stick into their sketch books to create a quick mood board (1 page-this could be an English/ reading lesson if they're writing critically), they should annotate which ones they like/ dislike and why. Chn should also sketch around them any parts that inspire them.</p> <p>Chn should then have a small amount of clay and then create a small abstract sculpture inspired by the work of Henry Moore. Work should be smooth so they will need to work any bumps out of the clay. <b>The majority of lesson time should go here.</b></p> <p>Be selective with the images you provide chn as some have more adult themes.</p> <p><b>It would be great to book a trip to Yorkshire Sculpture park for after SATS too if possible. Chn could take iPads to take photos</b></p>	<p>Henry Moore</p>  
---	--	---	---





I can create 3D sculptural forms  
 I can express and articulate a personal message through sculpture  
 I can analyse and study artists' use of form  
 I can create abstract compositions using knowledge of other artists' work  
 I can understand how artists manipulate materials to create texture  
 I can give reasoned evaluations of my own and others' work which takes account of context and intention  
**Prior Objective from progression document:**  
 I can create mixed media art using found and reclaimed materials.  
 I can select materials for a purpose  
 I can extend my ability to describe and model form in 3D using a range of materials

and sketch books to illustrate sculptures that inspire them as they walk around the park.



Clay Henry Moore:



<p><b>Progressive Objective from Progression Document:</b> I am able to critically analyse the work of artists, architects and designers throughout history I can explain how a chosen artist or art form has contributed to the culture and/or history of a nation I can investigate different starting points for my work and choose which idea to develop further I can produce personal and imaginative responses to a theme I use language specific to a range of techniques to identify effective or less effective features and use this to inform my own work I can create 3D sculptural forms I can express and articulate a personal message through sculpture</p>	<p><b>Key Concept:</b> <b>Making skills:</b> (procedural knowledge)</p>	<p><b>Stoneferry Starter:</b> Match images of Henry Moore’s work to the names of the sculptures.</p>	<p><b>Notes/next steps:</b></p> <p><b>Tower of London poppies:</b></p>   <p><b>Poppies in Hull:</b></p>
<p><b>Second Order Concept:</b> Written, oral and creative expression: (Using artistic terminology, evaluating, refining, describing, experimenting, creating, presenting)</p>	<p><b>Brief session overview:</b> <b>Lesson 3:</b> Ceramic poppies</p> <p>Look at ceramic poppies war memorial. The art installation Blood Swept Lands and Seas of Red at the Tower of London marked one hundred years since the first day of Britain’s involvement in the <b>First World War</b>. Created by artists Paul Cummins and Tom Piper, 888,246 ceramic poppies progressively filled the Tower’s moat between July and November of 2014. Each poppy represented a British military fatality during the war.</p> <p><b>Ensure they have clarity that this if for WW1 and why poppies were a symbol of this war.</b></p>	<p><b>Notes/next steps:</b></p> <p><b>Tower of London poppies:</b></p> 	
<p><b>Learning Objective:</b> Walt express and articulate a personal message through sculpture</p>	<p>Share image of when the poppies came to Hull.</p> <p><b>Chn to critically evaluate the work. How does it make them feel? How does it compare as a monument to the statues from lesson 1?</b></p> <p>Chn to make a mood board using images of the poppies/ sketching/ painting and their own notes/ thoughts/ feelings about the work.</p> <p>They are then to make their own poppy out of clay, use the image opposite to help or modify these instructions: <a href="https://www.redtedart.com/poppy-diy-easy-clay-bowl/">https://www.redtedart.com/poppy-diy-easy-clay-bowl/</a></p>	<p><b>Poppies in Hull:</b></p> 	

I can analyse and study artists' use of form

I can understand how artists manipulate materials to create texture

I can develop personal imaginative responses to a theme and produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. I can express ideas about art through messages, graphics, text and images.

I can give reasoned evaluations of my own and others' work which takes account of context and intention



**Prior Objective from progression document:**

I can create mixed media art using found and reclaimed materials.



Clay poppies:

Make in two separate parts and stick one inside the other, could use a thin gardening cane stuck in to stand them up like the originals but the clay might fall off it.

<p>I can select materials for a purpose</p> <p>I can extend my ability to describe and model form in 3D using a range of materials</p>			
<p><b>Progressive Objective from Progression Document:</b></p> <p>I am able to critically analyse the work of artists, architects and designers throughout history</p> <p>I can explain how a chosen artist or art form has contributed to the culture and/or history of a nation</p> <p>I can investigate different starting points for my work and choose which idea to develop further</p> <p>I am able to use art to express an emotion and say why I have used my chosen materials</p>	<p><b>Key Concept: Making skills:</b> (procedural knowledge)</p> <p><b>Second Order Concept: Written, oral and creative expression:</b> (Using artistic terminology, evaluating, refining, describing, experimenting, creating, presenting)</p> <p><b>Learning Objective:</b> WALT express feelings and</p>	<p><b>Stoneferry Starter:</b> Paint poppies red now the clay had dried, they may need to colour mix to create a darker shade, when red is dry, add a black circle or small black dots in the middle.</p> <p><b>Brief session overview:</b> <b>Lesson 4:</b> War memorials Use ppt. to talk through the different types of war memorials and their purpose.</p> <p>Look at example war memorials found in Hull and critically discuss.</p> <p>In sketch books chn are to design their own war memorial.</p> <p>Annotate and evaluate designs.</p> <p>You many want to take chn on a walk around the city centre with IPADS and sketch books to look at the different monuments they've learnt about so far. There are war memorials in the bus stations and opposite so you could look at some of those too.</p>	<p><b>Notes/next steps:</b></p> 

Stoneferry Primary School Teaching Sequence Planning Tool

I can produce personal and imaginative responses to a theme  
 I use language specific to a range of techniques to identify effective or less effective features and use this to inform my own work  
 I use annotations in my sketchbook to critically evaluate and develop my ideas  
 I can apply tonal techniques and more complex colour theory to my own work  
 I can create 3D sculptural forms  
 I can mix and apply colours to represent still life objects from observations  
 I can express feelings and emotions through colour  
 I can express and articulate a personal message through sculpture  
 I can analyse and study artists' use of form

emotions through colour

Chn to then make a paper war memorial using the image opposite as an example. Cut circles of different shade of red, chn could use different types or paper and paint card different shades. In the background they can write some war poetry in pen and paint over it using water colours.

They should be thinking about mood all of the time, as this is a memorial it should be sombre and respectful, no bright colours. I have some fine liners they can use for the stems/ poems. They could use sponges to create the texture for the background and stick buttons on to create the centre of the poppy.



<https://www.warmemorialsonline.org.uk/memorial/223831>

Memorial to chn:



<https://www.hulldailymail.co.uk/news/hull-east-yorkshire-news/hull-peoples-memorial-blitz-victims-1556818>

Stoneferry Primary School Teaching Sequence Planning Tool

I can represent feelings and emotions through patterns

I can fluently sketch key shapes and objects when drawing

I can develop personal imaginative responses to a theme and produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. I can express ideas about art through messages, graphics, text and images.

**Prior Objective from progression document:**




Paper poppies:



Thousands of poppies on show in stunning display at Hull Minster for Remembrance Day 2018 - Hull Live ([hulldailymail.co.uk](http://hulldailymail.co.uk))



			 <p>Chn could also make something like this with war poetry written behind and the flowers a darker shade of red to look like poppies.</p>
<p><b>Progressive Objective from Progression Document:</b> I can investigate different starting</p>	<p><b>Key Concept:</b> Making skills: (procedural knowledge)</p> <p><b>Second Order Concept:</b></p>	<p><b>Stoneferry Starter:</b> (dependent on individual class/outcome of prior session)</p> <p><b>Brief session overview:</b></p>	<p><b>Notes/next steps:</b></p>

points for my work and choose which idea to develop further  
 I am able to use art to express an emotion and say why I have used my chosen materials  
 I record my thoughts and ideas in a sketchbook to develop and refine techniques, including some annotations  
 I can use my sketchbook to record experiments with media and to try out new techniques and processes  
 I can produce personal and imaginative responses to a theme  
 I can explain how I am developing and refining ideas using language appropriate to the chosen style of art  
 I use language specific to a range of techniques to identify effective or less effective features and use

Written, oral and creative expression:  
 (Using artistic terminology, evaluating, refining, describing, experimenting, creating, presenting)

**Learning Objective:**  
 Walt express and articulate a personal message through sculpture  
 I can analyse and study artists' use of form

**Lesson 5:**  
**Class project- Post SATs**

Chn can sketch an idea for their sculpture in their sketch books and annotate thinking about form, materials, colour and the message behind it. They should draw it from different angles.

Using chicken wire to create a frame, create the shape of a soldier, fill with scrunched up newspaper and mod roc to cover the frames. Chn will work in groups to make their own soldier in a pose, this will form part of a larger class sculpture. It will need to be left to dry until next week. **They should aim to create the work in the style of Henry Moore.**

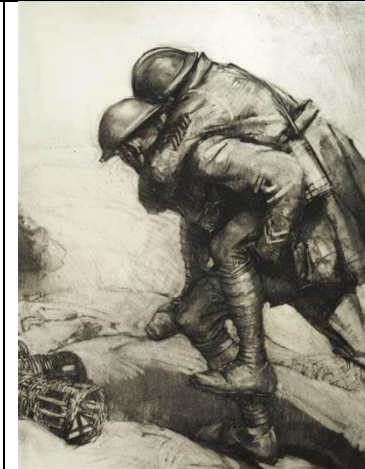
You could work with the chn in small groups to support their modelling.

The rest of the class could be working on writing up war poems/ writing their own or creating painting/ drawings relating to WW2, these can also form part of the display. You could use charcoal for sketches with small elements of red – it would be quite striking. Black silhouettes against fiery background could also be created as small images whilst your working on the monument.



**Charcoal war sketches:**

this to inform my own work  
I use annotations in my sketchbook to critically evaluate and develop my ideas  
I can apply tonal techniques and more complex colour theory to my own work  
I can create 3D sculptural forms  
I can express feelings and emotions through colour  
I can express and articulate a personal message through sculpture  
I can analyse and study artists' use of form  
I can represent feelings and emotions through patterns  
I can fluently sketch key shapes and objects when drawing  
I can understand how artists manipulate materials to create texture  
I can develop personal imaginative responses to a



Silhouette war sketch:

theme and produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. I can express ideas about art through messages, graphics, text and images. I can use the language of art with greater sophistication when discussing my own and others' art

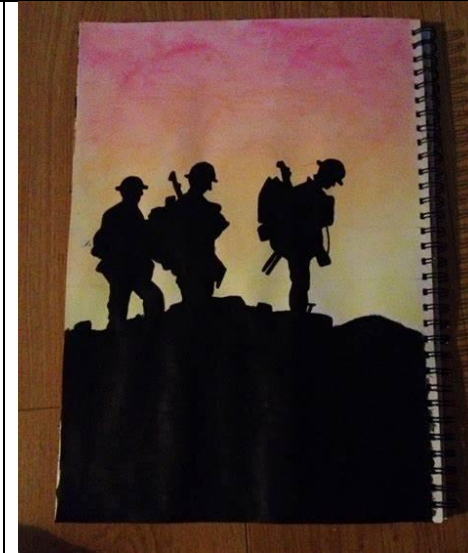
**Prior Objective from progression document:**

I can create mixed media art using found and reclaimed materials.  
I can select materials for a purpose

**Progressive Objective from Progression Document:**

**Key Concept:**  
Evaluating:  
(metacognitive knowledge)

**Stoneferry Starter:** (dependent on individual class/outcome of prior session)



**Notes/next steps:**

I can investigate different starting points for my work and choose which idea to develop further  
 I am able to use art to express an emotion and say why I have used my chosen materials  
 I record my thoughts and ideas in a sketchbook to develop and refine techniques, including some annotations  
 I can use my sketchbook to record experiments with media and to try out new techniques and processes  
 I can produce personal and imaginative responses to a theme  
 I can explain how I am developing and refining ideas using language appropriate to the chosen style of art  
 I use language specific to a range of techniques to identify effective

**Second Order Concept:**  
 Written, oral and creative expression:  
 (Using artistic terminology, evaluating, refining, describing, experimenting, creating, presenting)

**Learning Objective:**  
 Walt give reasoned evaluations of my own and others' work which takes account of context and intention

**Brief session overview: (AFTER HALF TERM)**

**Assessment session:**

Lesson 6:

Time to paint the class sculpture after it has dried. It can then be displayed in the hall or shared area for parents to look at, along with the poppies and any other sketches/ poems/ stories written about WW2 to make an art gallery in the hall/ our own monument.

Evaluate:

Take photos whilst chn are making. These are to be stuck in sketch books and they are to write a detailed evaluation of the work when complete. Does it get the message across in a respectful sombre way as asked for? This could be completed in an English lesson.

Gallery:

Put all of the chn's work this HT in the hall to create an 'art gallery' and invite parents in to walk around. You could have lights off/ torches on to create atmosphere with war music or the announcement of the war/ sounds of bombing. Chn could act as tour guides to show parents/ other classes around the hall. You might include ny written work chn have completed on WW2 also.



Stoneferry Primary School Teaching Sequence Planning Tool

or less effective features and use this to inform my own work  
I use annotations in my sketchbook to critically evaluate and develop my ideas  
I can apply tonal techniques and more complex colour theory to my own work  
I can create 3D sculptural forms  
I can express feelings and emotions through colour  
I can express and articulate a personal message through sculpture  
I can analyse and study artists' use of form  
I can represent feelings and emotions through patterns  
I can fluently sketch key shapes and objects when drawing  
I can understand how artists manipulate materials to create texture  
I can develop personal

Stoneferry Primary School Teaching Sequence Planning Tool

imaginative responses to a theme and produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. I can express ideas about art through messages, graphics, text and images.  
I can use the language of art with greater sophistication when discussing my own and others' art  
I can give reasoned evaluations of my own and others' work which takes account of context and intention

**Prior Objective from progression document:**

I can express thoughts and feelings about familiar products and design new architectural forms, design and invent new

<p>products, link art work to literary sources I can develop a greater understanding of vocabulary when discussing my own and others' work I can regularly analyse and reflect on my intentions and choices</p>			
---	--	--	--

**Progressive objectives:**

**Knowledge of artists and designers**

**Exploring and developing ideas**

**Evaluating their own work**

**Making skills: Drawing**

**Making skills: Painting**

**Making skills: Craft, design, materials and techniques**

**Knowing and applying formal elements: Colour**

**Knowing and applying formal elements: Form**

**Knowing and applying formal elements: Line**

**Knowing and applying formal elements: Pattern**

**Knowing and applying formal elements: Shape**

**Knowing and applying formal elements: Texture**

**Knowing and applying formal elements: Tone**

**Sketchbooks** **Creating original artwork; Identify similarities and differences to others' work; Reflecting**

**Teaching sequence:**

*Study the work and techniques of an artist.*

*Compare and contrast with the work of previous artists studied or other works in the same style.*

*Critically evaluate the artists' work to inform their own ideas.*

*Experiment, investigate and refine the different techniques using appropriate media.*

*Create their own artwork, applying new techniques, skills and media to their own work.*

*Critically evaluate their work, refining and improving where appropriate.*

*Reflect and recap the knowledge and skills remembered and learnt.*



**Concepts:**

- Knowledge of artists and designers: (factual knowledge)
- Exploring and developing ideas: (conceptual knowledge)
- Making skills: (procedural knowledge)
- Evaluating: (metacognitive knowledge)

**Second order concepts:**

- Chronology (history of art and changes over time)
- Similarity and difference (comparing works of art, identifying common/different styles and techniques)
- Significance (significant artists, works of art and art movements)
- Written, oral and creative expression: (Using artistic terminology, evaluating, refining, describing, experimenting, creating, presenting)

**Guidance:**

This tool is to be used to ensure that all subjects are sequenced clearly and purposefully towards a defined end point. **This is not to be a short term plan full of lesson detail which is not required** but should be a supporting document that all members of your team have some input on.

- **Always start with your endpoint and plan towards it.**
- Each session should focus on one key concept only. This key concept may be the same for multiple sessions or may be just be for one. Remember they can be revisited multiple times.
- **The progressive objective is taken from the progression documents and is there as an assessment tool for Flic or integris (whichever we use in the end). You might not specifically share this with the children and it may be the same for more than one session.**
- **Teachers must consider what the children already know. Do you need to start further back even if it means they don't catch up in that term. If you do, make this clear in the progressive objectives.**
- **Always show what the previous progressive objective was to the one you are working on.**
- The learning objective is the intention for that session and can be made by you to be child friendly and a clear intention to share with the children. It could also be taken straight from a scheme of work, if that is what you are using.
- When it says brief session overview, it means very brief!
- Next steps section to be used at your discretion, however, if you use this as a live document on sharepoint/onedrive, all team members can add and identify areas that may need further work.