

## What art and design lessons look like at Cavendish Close?

The national curriculum for art and design aims to ensure that all pupils:

- 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, craft makers and designers, and understand the historical and cultural development of their art forms

More detail about the intent, implementation and impact of art at Cavendish Close Junior Academy can be found in our website documentation.

### Take One Picture

At the start of each year, as a whole academy, we focus on a piece of artwork from the National Gallery's 'Take One Picture' programme. The aim of this programme is to inspire a lifelong love of art and learning. Children work through Cavendish Close's art lesson framework within the first week of the term. So far in our 'Take One Picture' focus weeks, we have studied:



**2018:** Pierre-Auguste Renoir's 'The Umbrellas' around 1881



**2019:** Pintoricchio's 'Penelope with the suitors' about 1509



**2020:** Henri Rousseau's 'Tiger in a Tropical Storm (Surprised!)' 1891



**2021:** George Bellows's 'Men of the Docks' 1912

Here is a breakdown of expectations and content for an art unit of work at Cavendish Close Junior Academy

**Front cover for every unit**

## Magic Mosaics

Why did the Romans create mosaics?



**Key Focus**  
Mosaics – considering shape, colour and tone

**Key Artwork**  
A famous Roman mosaic (now lost with the Latin phrase *caute* "Beware of the dog"), from the House of the Tragic Poet in Pompeii, Italy, 2nd century BC.

Key Vocabulary			
mosaic	tiles	border	pattern
shape	spaced	aligned	colour

**Key Learning**

- I can use a sketchbook for recording observations, for experimenting with techniques or sharing out ideas
- I can experiment with different materials to create a range of effects and use these techniques in my finished piece of work.
- I can say what I like or dislike about my work.
- I can compare and recreate form of natural and manmade objects.

**Generating ideas**

**Task 1:** Children have the opportunity to compare and contrast with other pieces of artwork they have studied in the past. Use the **comparison sheet** for this:

### Artwork Comparison



"Leicester Woollen" by William Morris



"Tiger in a Tropical Storm" by Henri Rousseau

**What techniques have been used to make these images?**  
Rousseau has used oil paint to create Tiger in a Tropical Storm.  
Morris most often used hand-drawn patterns to create his work.

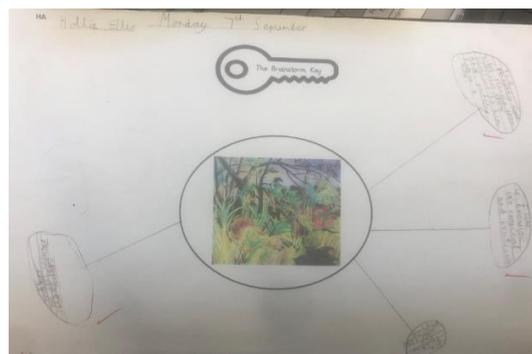
**What is the same about the two pieces of artwork?**  
The way they are similar in both pieces of artwork, this might be because they both use a lot of detail.

**What is different about the two pieces of artwork?**  
The style is different in both pieces of artwork, this might be because one is a landscape and the other is a pattern.

**Which do you prefer and why?**  
I prefer Tiger in a Tropical Storm because it has a tiger in a hot landscape.

Words to help you:					
Pattern	Natural	Oil paint	Subject	Tone	Artist
Colour		Shade		Perspective	

**Task 2:** Children brainstorm their initial responses to the artwork. (Link to the Brainstorming key). Also see questions over the page.

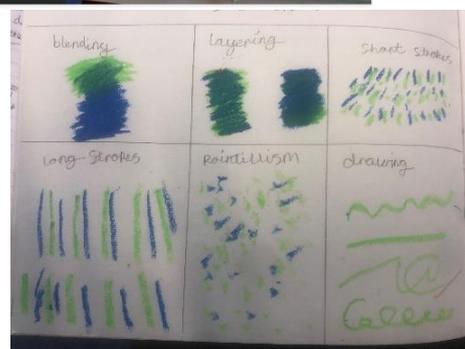


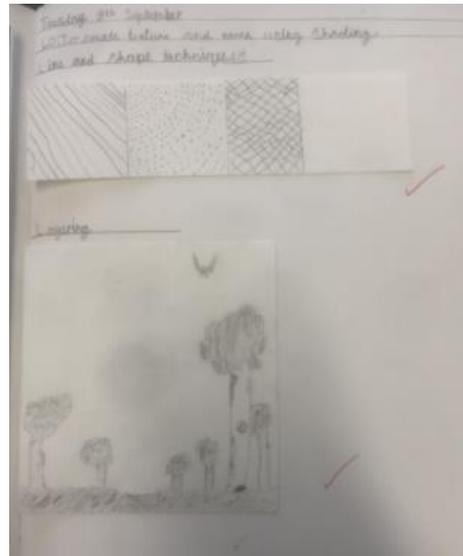
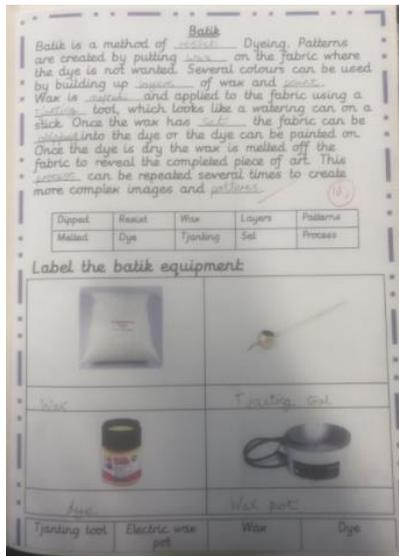
Example questions to ask when looking at artworks and /or stimulus: (taken from Access Art Progression Plan for Primary Art 2020). Ask children to answer, with differentiated prompts/vocabulary if needed.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Describe what you see</li> <li>• What do you like/dislike? Why</li> <li>• What is the artist saying to us in this artwork?</li> <li>• How does it make you feel?</li> <li>• How might it inspire you in making your own art?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the artwork.</li> <li>• What do you like/dislike? Why?</li> <li>• Which other senses can you bring to this artwork?</li> <li>• What is the artist saying to us in this artwork?</li> <li>• How might it inspire you to make your own artwork? • If you could take this artwork home, where would you put it and why?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the artwork.</li> <li>• What do you like/dislike? Why?</li> <li>• Which other senses might you bring to this artwork? How does it make you feel? • What is the artist saying to us in this artwork?</li> <li>• How might it inspire you to make your own artwork? • Who or what else might you look at to help feed your creativity?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the artwork.</li> <li>• What do you like/dislike? Why?</li> <li>• Which other senses might you bring to this artwork? How does it make you feel? • What is the artist saying to us in this artwork?</li> <li>• How might it inspire you to make your own artwork? • Who or what else might you look at to help feed your creativity?</li> </ul>

### Making

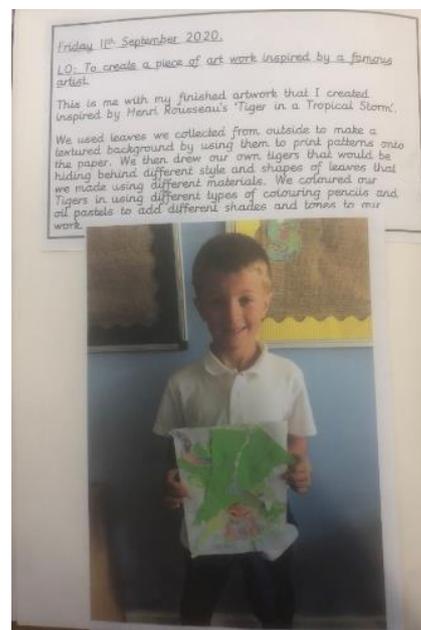
- Children have the opportunity to learn and practise the skills needed to produce their artwork. Opportunities should be given for children to explore, experiment and test out their ideas.
- Subject specific vocabulary should be introduced, defined and used in context at this stage (this will link to the vocabulary on the front cover sheet).
- Children should be given the opportunity to select the appropriate skills and resources for their work and they need to be able to name them.
- Evidence in sketch books may be photographs but ideally the physical exploration where possible. Examples:





### Final product and evaluation

- The final product (or a picture of the child with it) is displayed in the sketch book.
- Children demonstrate their knowledge and understanding through their evaluation. They should reflect upon the process followed and skills and tools used.
- Children should have the opportunity to evaluate their own and others' work.
- You may use a digital technology opportunity and ask children to evaluate their, and others', work on clips or iMovie and link it into the books through a QR code.



Questions to be considered throughout the process but also as part of the evaluation process. (taken from Access Art Progression Plan for Primary Art 2020).

<b>Years 3 and 4</b>	<b>Years 5 and 6</b>
<ul style="list-style-type: none"><li>• Tell me about what you are making and what inspired you</li><li>• What might you do next? • Tell me about the materials and techniques you are using/have used</li><li>• What have you discovered?</li><li>• How do you feel about the end result?</li><li>• What kinds of problems did you encounter and how did you get round them?</li><li>• Tell me about things you really liked or enjoyed</li><li>• What would you like to explore more of?</li></ul>	<ul style="list-style-type: none"><li>• Tell me about that you are making and what inspired you</li><li>• What might you do next?</li><li>• Tell me about the materials and techniques you are using</li><li>• What have you discovered?</li><li>• How do you feel about the end result?</li><li>• What kinds of problems did you encounter and how did you get round them?</li><li>• Tell me about things you really liked or enjoyed</li><li>• What would you like to explore more of?</li><li>• What is the potential of what you have done? What could you do next?</li></ul>