




Newton Road School Long Term Plan – Cycle B

Subject: Art – Phase 2

Cycle A	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Overview Summary		<b>Art and Design: Painting</b> Roger Griffiths – Landscape Art	<b>Art and Design: Printing</b> Tingatinga Artwork	<b>Art and Design: Sculpture</b> Benin Sculptures		
NC Coverage		<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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] about great artists, architects and designers in history</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history</li> </ul>		
Vocabulary		<p><b>Landscape art</b> - art that portray natural scenery such as mountains, valleys, trees, rivers, and forests from a wide view</p> <p><b>Impressionistic</b> – art that shows the artists impressions of something</p> <p><b>Abstract</b> – art that does not represent images of our everyday world</p> <p><b>Texture</b> – the feel, appearance, or consistency of a surface or substance</p> <p><b>Shade</b> – the use of light and dark colours in an area of a painting</p> <p><b>Perspective</b> – the art of making 2D objects on a page look as if they are 3D by making sure their height, width, depth and position to each other are correct</p> <p><b>Vanishing point</b> – the point where parallel lines converge and meet</p> <p><b>Horizon</b> – the point where two lines meet at a vanishing point</p> <p><b>Constructions lines</b> – lines to help artists keep objects on the page and in perspective</p>	<p><b>Tingatinga</b> – a painting style that originated in East Africa</p> <p><b>Printing</b> – making images that can be transferred (copied) onto another surface</p> <p><b>Texture</b> – the feel, appearance, or consistency of a surface or substance</p> <p><b>Wash</b> – a fine layer of colour</p>	<p><b>Sculpture</b> – an artistic form in which hard materials are worked into three-dimensional art objects</p> <p><b>Benin Bronzes</b> - a group of sculptures which include elaborately decorated cast plaques, commemorative heads, animal and human figures, items of royal regalia, and personal ornaments.</p> <p><b>3D (Three-Dimensional)</b> – It has 3 dimensions – length, width and height</p> <p><b>Malleable</b> – able to be pressed into shape without breaking or cracking</p> <p><b>Form</b> – the visible shape of something</p>		

Number of Lessons	6	6	6		
Knowledge (Exact knowledge to be covered in which sessions – can these be used as Objs)		<p><b><u>Lesson 1 – Observe</u></b></p> <p>LO: To explore the work of Roger Griffiths.</p>  <p style="text-align: center;"><b>Key Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>• Roger is a local artist and is from Northamptonshire.</li> <li>• Roger is a self-taught landscape artist who uses watercolours and acrylic-based mixed media.</li> <li>• Roger studied Geography and Geology at Hull University, and then Landscape Architecture at Manchester University.</li> <li>• Roger aims to express the underlying patterns in the landscape and uses acrylic mixed media combined with geological, Ordnance Survey and satellite maps to express the landscape.</li> <li>• His interpretation is based on a feeling for a landscape rather than what is seen.</li> <li>• Landscape art is the art that portray natural scenery such as mountains, valleys, trees, rivers, and forests from a wide view.</li> <li>• He aims to portray the structure of the land set within an impressionistic (not real life) and sometimes abstract (not physical) approach.</li> </ul> <p><b><u>Lesson 2 – Experience</u></b></p> <p>LO: To explore different painting techniques for effect.</p>	<p><b><u>Lesson 1 – Observe</u></b></p> <p>LO: To explore the work of Noel Kapanda.</p>  <p style="text-align: center;"><b>Key Knowledge/Skill</b></p> <ul style="list-style-type: none"> <li>• Edward Tingatinga was the founder of Tingatinga art and inspired other artists such as Noel Kapanda to adopt this style of art.</li> <li>• Tingatinga art began as a simple idea using recycled, low-cost materials such as bicycle paint to create the art.</li> <li>• The style is often surrealistic (does not look real) - distorted images are used in the creation of the original African animals.</li> <li>• Tingatinga expresses the unique, vibrant and eye-catching, bold, colours of Africa, in their compositions.</li> <li>• Noel Kapanda was born in Ndanda (South Tanzania), Africa.</li> <li>• Noel Kapanda paints in the traditional Tingatinga style, as well as the life in the African villages.</li> <li>• Noel uses a variety of techniques to create his Tingatinga art including printing to form his patterns.</li> </ul> <p><b><u>Lesson 2 – Experience</u></b></p> <p>LO: To explore the printing patterns and techniques of Noel Kapanda.</p>	<p><b><u>Lesson 1 – Observe</u></b></p> <p>LO: To explore Benin Bronzes.</p>  <p style="text-align: center;"><b>Key Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>• The Benin Bronzes come from Benin City, the historic capital of the Kingdom of Benin, a major city state in West Africa from the medieval period.</li> <li>• The 'Benin Bronzes' (made of brass and bronze) are a group of sculptures which include elaborately decorated cast plaques, commemorative heads, animal and human figures, items of royal regalia, and personal ornaments.</li> <li>• They were created from at least the 16th century onwards in the West African Kingdom of Benin, by specialist guilds working for the royal court of the Oba (king) in Benin City.</li> <li>• Among the most well-known of the Benin Bronzes are the cast brass plaques which once decorated the Benin royal palace and which provide an important historical record of the Kingdom of Benin.</li> </ul> <p><b><u>Lesson 2 – Experience</u></b></p> <p>LO: To explore using a variety of sculpting techniques when working with clay.</p>	



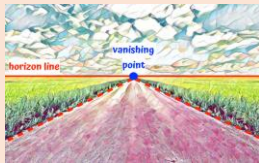
**Key Knowledge/skills**

- Landscape art has been popular for centuries and is created in many different styles using lots of different mediums, such as watercolour, oil paints, collage, pastels, pencil and much more.
- Some landscape artists take their subject literally, with stunning detail and texture. Others like to put their own spin on things, experimenting with scale and colour.
- Griffiths has used a combination of light and dark colours to show where light and shadow's hit the fields- this helps to give the painting a 3D effect.
- Griffiths has used texture to create features in his painting.

(practise painting techniques with water colour and acrylic paint)

**Lesson 3 – Imagine**

LO: To explore perspective in landscape art.



**Key Knowledge/Skills**

- Perspective is the art of making 2D objects on a page look as if they

**Key Knowledge/Skills**

- **Printing** – making images that can be transferred (copied) onto another surface
- To be able to name a variety of printing techniques including;
- Block printing
- Relief printing
- Mono printing
- To explore polystyrene tile printing with layering.

**Lesson 3 – Imagine**

LO: To be able to plan our own Tinga Tinga artwork.

**Key Knowledge/Skills**

- **Wash** – a fine layer of colour
- To plan ideas based on the skills, techniques and artists covered.

**Lesson 4 – Create**

LO: To create our own Tinga Tinga artwork.

**Key Knowledge/Skills**

- use more than one colour to layer in a print
- replicate patterns from observations;
- make printing blocks;
- make repeated patterns with precision

**Lesson 5 – Refine**

LO: To be able to refine our prints.

**Key Knowledge/Skills**

- Clay is good for sculpting because it is very malleable before it is heated.
- There are different types of clay such as; porcelain clay, red clay and black clay.
- To be able to recall and use a variety of techniques when working with clay including;
- Rolling
- Pressing/pinching
- Flattening
- Cutting
- Adding pieces to you sculpture
- Whenever you are attaching two pieces of clay, you need to slip, score and blend.
- **Slip** – applying water to the clay to act as glue
- **Score** – to scratch the surface
- **Blend** – joining two pieces of clay to become one

**Lesson 3 – Imagine**

LO: To design a Benin style sculpture.



**Key Knowledge/Skills**

- To know that we design a sculpture so that we can consider proportion, scale and balance.
- Drawing sculpture and sketching ideas is important because it helps you to better understand what you want to create.

are 3D by making sure their height, width, depth and position to each other are correct.

- Objects appear to get smaller as you get further away from them, and parallel lines eventually converge and meet at a point. In art, this is known as the vanishing point.
- The point where two lines meet at a vanishing point is on another imaginary line called the horizon line.
- Artists also use construction lines sometimes to help them keep objects on the page in perspective.

#### **Lesson 4 – Create**

LO: To be able to create landscape artwork.

#### **Key Knowledge/Skills**

- use varied brush techniques to create shapes, textures, patterns and lines
- mix colours effectively using the correct language, e.g. tint, shade, primary and secondary
- create different textures and effects with paint

#### **Lesson 5 – Refine**

LO: To be able to refine our landscape artwork.

#### **Key Knowledge/Skills**

- Refine means to improve your artwork.
- Artists use refinement to make improvements in their artwork. It does not involve changing the whole piece, but is about making

#### **Key Knowledge/Skills**

- To adapt or refine means to alter, change or modify something.
- Artists use refinement to make improvements in their artwork. It does not involve changing the whole piece, but is about making small changes which improve the idea in some way.

#### **Lesson 6 – Reflect**

LO: To be able to evaluate and reflect upon our prints.

#### **Key Knowledge/Skills**

- Evaluation is an opportunity to:
- discuss your development and final piece
- help others understand what you were trying to achieve
- look for strengths and weaknesses to help you improve your work in the future
- demonstrate your knowledge and understanding of art and design

#### **Lesson 4 – Create**

LO: To create a Benin style sculpture

#### **Key Knowledge/Skills**

- To cut, make and combine shapes to create recognisable forms.
- To use clay and other malleable materials and practise joining techniques.
- To add materials to the sculpture to create detail
- To use key vocabulary to demonstrate knowledge and understanding in this strand.

#### **Lesson 5 – Refine**

LO: To be able to refine our sculptures.

#### **Key Knowledge/Skills**

- Refine means to improve your artwork.
- Artists use refinement to make improvements in their artwork. It does not involve changing the whole piece, but is about making small changes which improve the idea in some way.
- **Impressing** – making marks on the surface by pressing in tools or objects
- Marks made on the clay can be removed either by smoothing it over with your fingers or by filling the space with clay.

(Depending on the type of clay used, the create and refine lesson may need to be combined before the clay dries.)

#### **Lesson 6 – Reflect**

LO: To be able to evaluate and reflect upon our sculpture.

		<p>small changes which improve the idea in some way.</p> <p><b>Lesson 6 – Reflect</b></p> <p>LO: To be able to evaluate and reflect upon our landscape painting.</p> <p><b>Key Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>• Evaluation is an opportunity to: <ul style="list-style-type: none"> <li>- discuss your development and final piece</li> <li>- help others understand what you were trying to achieve</li> <li>- look for strengths and weaknesses to help you improve your work in the future</li> <li>- demonstrate your knowledge and understanding of art and design</li> </ul> </li> </ul>		<p><b>Key Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>• Evaluation is an opportunity to: <ul style="list-style-type: none"> <li>- discuss your development and final piece</li> <li>- help others understand what you were trying to achieve</li> <li>- look for strengths and weaknesses to help you improve your work in the future</li> <li>- demonstrate your knowledge and understanding of art and design</li> </ul> </li> </ul>		
Skills		<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• use varied brush techniques to create shapes, textures, patterns and lines</li> <li>• mix colours effectively using the correct language, e.g. tint, shade, primary and secondary</li> <li>• create different textures and effects with paint</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• use more than one colour to layer in a print</li> <li>• replicate patterns from observations;</li> <li>• make printing blocks</li> <li>• make repeated patterns with precision</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• cut, make and combine shapes to create recognisable forms</li> <li>• use clay and other malleable materials and practise joining techniques</li> <li>• add materials to the sculpture to create detail</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand</li> </ul>		
Resources		<ul style="list-style-type: none"> <li>• Acrylic paints</li> <li>• Watercolour paints</li> <li>• A variety of different shaped paint brushes</li> <li>• Spatulas</li> <li>• Sponges</li> <li>• Toothbrushes</li> </ul>				
Useful Links		<p><a href="https://www.bbc.co.uk/teach/class-clips-video/art-and-design-painting-techniques/z7h76v4">https://www.bbc.co.uk/teach/class-clips-video/art-and-design-painting-techniques/z7h76v4</a></p>				

