

Programme of Study for Art and Design

We base our programme of study on the National Curriculum.

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

At Gresham Village we aim to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- develop a positive attitude to their art so that they have the confidence to 'have a go' and take risks
- 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
- understand that art and design are part of our daily lives.

By the end of Key Stage 2, pupils are expected to know, apply and understand the knowledge, skills and processes specified in the programmes of study and the skills matrix below.

Curriculum Map for Art and Design

	Year 1	Year 2	Year 3	Year 4	Upper Key Stage 2
Drawing	<p>This is Me! – observational sketches of fruit</p> <p>Light – drawing by torchlight</p> <p>Rubbish? – sketches for designs</p> <p>What is the weather? – drawing and painting seasonal picture</p> <p>Then and Now – sketches of church and its features</p>	<p>Marhaba Morocco – Draw geometric & arabesque designs to create repeating patterns</p> <p>Climates Around the World – draw & collage based on houses around the world</p> <p>Endangered! – animal sketches</p>	<p>Birds – drawing tree textures and shapes and birds in biro</p> <p>Mod roc canopic jars Drawing patterns, animals and hieroglyphs</p> <p>Investigating pattern through print- drawing and colouring patterns in the environment</p>	<p>Clay figures – quick sketches of people in ‘viewing’ poses</p> <p>Drawing with Scissors – continuous line drawings in pen</p>	<p>Anglo-Saxon architecture – drawing for information</p> <p>Graphic Inky Still Life – still life drawing with ink</p> <p>Exploring portraits – Mark making to create collage paper, sketched self-portrait</p> <p>Monotypes inspired by Degas – sketching from drawing prompt cards</p> <p>Animation- storyboard</p>
Painting	<p>What is the weather? – painting seasonal picture</p>	<p>Endangered! – painting animal masks</p>	<p>Birds – tree background</p> <p>Mod roc canopic jars decorating</p>		<p>Graphic Inky Still Life – colour mixing and painting with inks</p>
Printing	<p>Then and Now – printing patterns from school and church</p>	<p>Marhaba Morocco! Block and press print Islamic patterns</p>	<p>Birds – tree background</p>		<p>Monotypes inspired by Degas - exploring monotype techniques</p>

			Investigating pattern through print – block printing using several colours		
Collage		Climates Around the World – house collage	Birds	Drawing with Scissors – modern interpretation of an ‘old master’	Exploring portraits – Collage self-portrait
Sculpture and 3D	Rubbish? Junk modelling sculpture Light – clay divas	Endangered! – creating a 3d animal mask	Mod roc canopic jars Making canopic jars	Clay figures – crudely modelled and more detailed	Anglo-Saxon architecture – sculptures with personality Graphic Inky Still Life – creating 3d models using foamboard shadows Exploring portraits – clay relief portrait
Textiles	See DT unit on ‘Templates and joining techniques’.		Investigating pattern through print – block printing onto textiles	Drawing with Scissors – create an object in fabric using cutting and stitching See DT unit on ‘making a stuffed toy’.	See DT unit on ‘Bags’.
Digital media		See Computing unit ‘Digital Photography’	See Computing unit ‘Animation’	See Computing unit ‘Photo editing’	Animation – stop motion

Progression in Art and Design skills and processes

Aspect of learning	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Exploring art	<p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Ask and answer questions about artists' work, including the techniques and media they use and the effect of their work.</p>	<p>Begin to analyse and use the work of different artists and designers and use this to improve own designs, ideas and work.</p>	<p>Analyse and use the work of different artists and designers and use this to improve own designs, ideas and work.</p>
Developing ideas	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Explore ideas from observations, experience and imagination.</p> <p>Experiment with different media, techniques and materials in order to explore ideas.</p>	<p>Begin to use a sketchbook to record observations.</p> <p>Use a sketchbook to make thoughtful observations about starting points for own art and design.</p>	<p>Use a sketch book confidently and creatively to record observations</p> <p>Use a sketchbook to collect a range of different observations and ideas to stimulate starting points for own art and design.</p>
Creating a piece of art	<p>Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p>Use a range of materials creatively to design and make products.</p>	<p>Select and experiment with different ideas and techniques to use in own work.</p> <p>Use a range of materials increasingly creatively and carefully to design and make different products</p>	<p>Use a range of materials and media creatively and carefully to design and make different products.</p> <p>Become increasingly proficient in a wide range of art and design techniques, using colour, pattern, texture, line, shape, form and space.</p>
Evaluating	<p>Share their creations, explaining the process they have used.</p>	<p>Express feelings and opinions about own and other's pieces of art.</p> <p>Identify changes that might be made to own work.</p>	<p>Comment on similarities and differences between own work and that of others.</p> <p>Adapt own work and consider how to make improvements and changes.</p>	<p>Comment on ideas, methods and approaches used in own work and the work of others.</p> <p>Adapt and refine own work and consider how to make improvements and changes.</p>

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Drawing	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Explore line and tone using different grades of pencil, pastel and chalk.</p> <p>Make quick line and shape drawings from observation adding shade and tone.</p>	<p>Develop control of different drawing tools to form lines, shapes and different textures and tones.</p> <p>Make quick studies from observation to record action or movement with some fluency.</p> <p>Draw with attention to scale and perspective.</p>	<p>Control different drawing tools with dexterity to form lines, shapes and different textures and tones.</p> <p>Record action or movement in a quick observational study.</p> <p>Improve detail and accuracy when returning to sketches and studies.</p> <p>Draw with attention to scale and perspective.</p> <p>Convey three dimensions through use of line and shade.</p>
Painting	<p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Mix primary colours to create a clear intended colour.</p> <p>Spread and apply paint to create a background.</p> <p>Use brushes to create and fill shapes.</p>	<p>Select different brushes for different purposes and effects.</p> <p>Mix and use primary and secondary colours with the addition of black and white and other hues to create intended colours and shades.</p> <p>Apply paint to avoid unintentional bleeding between colours.</p> <p>Develop compositional skills eg building layers starting with the background and finishing with detail.</p>	<p>Use a variety of different painting techniques and tools eg dots, scatches and splashes and applying paint in layers.</p> <p>Mix and apply colours and shades of colours accurately and with effect using different types of paint.</p> <p>Use paint to show the effect of light and colour, texture and tone.</p>
Printing		Print with a range of hard and soft materials.		

		Make simple marks on rollers and printing palettes. Take simple prints. Roll printing ink over found objects to create patterns. Build repeating patterns and recognize pattern in the environment.		
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Key Stage 1

Pupils should be taught:

- 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 making links to their own work.

In Key Stage 1, art and design is taught as part of each cross-curricular topic. In Key Stage 1, art and design is taught as part of each cross-curricular topic, which is detailed in the **Key Stage 1 Curriculum Overview**. The art and design elements of these units are set out below.

Year 1

Autumn Term

From the Y1 theme: Light

Summary of learning:

This theme focuses on the Christmas, Divali and Hannukah festivals of light culminating in a class assembly that includes a dance of light and dark. The children learn about the stories behind each festival and ways in which the festivals are celebrated around the world. The children investigate diva lamps and dreidels and make their own divas from clay. They sketch a tealight using different grades of pencils, charcoal and chalk to explore line and tone.

Subject knowledge, skills and concepts	Prior and future learning
Skills:	EYFS: Rubbish, Matisse, Picasso, Mark Chagall.

<ul style="list-style-type: none"> • Ask and answer questions about artists' work, including the techniques and media they use and the effect of their work. • Use a range of materials creatively to design and make products. • Explore ideas from observations, experience and imagination. • Experiment with different media, techniques and materials in order to explore ideas. • Express feelings and opinions about own and other's pieces of art. • Identify changes that might be made to own work. <p>Drawing:</p> <ul style="list-style-type: none"> • Explore line and tone using different grades of pencil, pastel and chalk. • Make quick line and shape drawings from observation adding shade and tone. <p>Clay:</p> <ul style="list-style-type: none"> • Manipulate malleable materials in a variety of ways • Explore changing the surface of a malleable material using tools. <p>Vocabulary to teach: Diva, clay, decorate, technique, press, draw, sketch, tableau, still life, charcoal, chalk, shade, shadow</p>	<p>Following this unit, the children continue to develop their drawing skills in the Y1 units 'Rubbish', 'What is the weather?' and 'Then and now'. The children return to sculpture in the Y1 unit 'Rubbish' and Y2 unit 'Endangered!'.</p>
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Spring Term

From the Y1 theme: Rubbish?

Summary of learning:

This theme explores the effects rubbish has on our Earth and how recycling can have an impact on this. Children work towards creating an art exhibition, based on the work of Michelle Reader, which is made from recycled materials to show and demonstrate what they have been learning. They also look at sculptures made from discarded toys by Robert Bradford to compare and contrast the two artists.

Theme outcome: Art exhibition of sculptures made from recycled materials.

Subject knowledge, skills and concepts	Prior and future learning
<p>Skills and knowledge:</p> <ul style="list-style-type: none"> • Learn 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. • Ask and answer questions about artists' work, including the techniques and media they use and the effect of their work. • Explore ideas from observations, experience and imagination. • Experiment with different media, techniques and materials in order to explore ideas. • Use a range of materials creatively to design and make products. • Express feelings and opinions about own and other's pieces of art. 	<p>EYFS: Matisse. Picasso. Mark Chigall.</p> <p>Children have previously met the concept of sculpture in the Y1 unit 'Light'.</p> <p>Following this unit, the children continue to develop their</p>

<ul style="list-style-type: none"> Identify changes that might be made to own work. <p>Sculpture:</p> <ul style="list-style-type: none"> Experiment with constructing and joining recycled materials to achieve a planned outcome Use tools to change the surface of materials to explore texture <p>Vocabulary to teach: Material, sculpture, design, make, evaluate, technique, join, shape</p>	<p>drawing skills in the Y1 units 'What is the weather?' and 'Then and now'. The children return to sculpture in the Y2 unit 'Endangered!'.</p>
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Spring Term

From the Y1 theme: Then and Now!

Summary of learning: This theme focuses on the school environment and its surrounding area as a means of teaching the children about maps and about how places change over time.

The children meet the Rector for a tour of the interior of the church and learn the importance of the font, altar and other artefacts for the people who worship there. They make sketches of the church and some of its features. They then use sketches of the school and church and make rubbings of surfaces to talk about patterns and shapes they've observed. They then explore replicating these in print using a variety of materials, colours and simple printing techniques, such as block, press and sponge printing.

Subject knowledge, skills and concepts	Prior and future learning
<p>Skills and knowledge:</p> <ul style="list-style-type: none"> Explore line and tone using different grades of pencil, pastel and chalk. Make quick line and shape drawings from observation adding shade and tone. Make rubbings to collect textures and patterns Print with a range of hard and soft materials Roll printing ink over found objects to create patterns Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print Experiment with overprinting motifs and colour. <p>Vocabulary to teach: Line, tone, shape, primary colours, red, blue, yellow, green, purple, orange. Print, rubbings, texture, shape, pattern, repeating pattern, press print, sponge print, block print, overprint.</p>	<p>The drawing skills taught in this unit build on previous year 1 units 'Rubbish' and 'What is the weather?' and 'Then and now'.</p> <p>This learning leads to printing work in the Y2 unit 'Marhaba Morocco' and Y3 unit 'Birds'.</p>

Year 2

Autumn Term

From the Y2 theme: Marhaba Morocco.

Summary of learning:

In this theme, the children go on a 'journey' to Marrakesh in Morocco. As part of this unit of work, the children visit a Moroccan café, the market and the mosque in Norwich. In art, the children will look at the repeating patterns and colours in Islamic art to design their own tessellating patterns. They will sketch their own designs in preparation for creating block and press prints. They will look at the work of Escher to learn how he was inspired by Islamic art. In Food Technology, the children will discuss the fruit and vegetables that they saw at Norwich market and the food that they ate at the Moroccan café and chop vegetables for a breaktime dipping snack.

Theme outcome:

Exhibition of Moroccan art

Subject knowledge, skills and concepts	Prior and future learning
<p>Knowledge and understanding:</p> <ul style="list-style-type: none">learn 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. <p>Skills and concepts:</p> <ul style="list-style-type: none">Ask and answer questions about artists' work, including the techniques and media they use and the effect of their work.Explore ideas from observations, experience and imagination.Experiment with different media, techniques and materials in order to explore ideas.Use a range of materials creatively to design and make products.Express feelings and opinions about own and other's pieces of art.Identify changes that might be made to own work.Develop techniques and use of tools in a variety of media eg clay. <p>Printing:</p> <ul style="list-style-type: none">Design repeating patterns and recognise patterns in the environmentcreate simple printing blocks with press printexperiment with overprinting motifs and colour <p>Vocabulary to teach: Shapes, patterns, repeating patterns, tessellation, print, printing block, press print.</p>	<p>The learning about printing in this unit builds on the Y1 unit 'Then and Now'. Drawing has previously been developed in the Y1 units 'Then and now' and 'What is the weather'.</p> <p>Learning in this unit leads to continuing to develop drawing skills in the Y2 units 'Climates around the world' and 'Endangered!' and in the Y3 unit 'Birds'. Knowledge of printing is further developed in the Y3 unit 'Birds'.</p>

Spring Term

From the Y2 theme: **Marhaba Morocco.**

Subject knowledge, skills and concepts	Prior and future learning

Spring Term

From the Y2 theme: **Climates around the world**

Summary of learning:

In this theme, the children find out about areas of hot and cold around the world and the different areas, such as deserts and jungles that are associated with these climates. They compare and contrast the different ways in which people have adapted in areas of extreme hot and cold, focusing on houses. They use photos of houses from different climates to explore textures, shape and line to create a mixed media collage of a house.

Subject knowledge, skills and concepts	Prior and future learning
<p>Knowledge and understanding:</p> <ul style="list-style-type: none">Learn 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.Ask and answer questions about artists' work, including the techniques and media they use and the effect of their work. <p>Skills and concepts:</p> <ul style="list-style-type: none">Explore ideas from observations, experience and imagination.Experiment with different media, techniques and materials in order to explore ideas.Express feelings and opinions about own and other's pieces of art.Identify changes that might be made to own work. <p>Collage:</p> <ul style="list-style-type: none">Create images from a variety of mediaSort, group and shape materials for different purposes, e.g. texture, colour, scaleCreate and arrange shapes appropriately <p>Vocabulary to teach: Collage, texture, mixed media, landscape.</p>	<p>Builds on previous Y2 learning in 'Marhaba Morocco' and Y1 learning about religious art and artefacts in 'Light!'.</p> <p>It leads on to the Y3 collage unit on 'Birds'.</p>

Summer Term

From the Y2 theme: Endangered!

Summary of learning:

Using their knowledge of climates from the previous unit, the children study a variety of habitats linked to different climates, the animals and plants that live there. The children look at how animals are portrayed in local cultures, e.g. Tinga Tinga art, Aboriginal paintings. The children then create animal masks by sketching designs, shaping their card masks and painting them. They share what they have learnt and some of the outcomes of the project in a key stage 1 assembly.

Subject knowledge, skills and concepts	Prior and future learning
<p>Knowledge and skills:</p> <ul style="list-style-type: none">• Record and explore ideas from first hand observations• Ask and answer questions about starting points for their work• Develop their ideas• Explore the work of artists and craftspeople from different times and cultures• Review what they and others have done and say what they think about it• Identify what they might change in their current work or develop in the future <p>Drawing:</p> <ul style="list-style-type: none">• Experiment with a variety of media• Control the type of marks they make• Experiment with line, shape and tone <p>Sculpture:</p> <ul style="list-style-type: none">• Explore how 2d becomes 3d• Experiment with constructing and joining to make a 3d form <p>Painting:</p> <ul style="list-style-type: none">• Use a variety of tools and techniques including different brush sizes/types• Mix and match colours to artefacts and objects• Name different types of paint and their properties• Mix primary colours to achieve for an intended tone• Create textured paint by adding sand, plaster <p>Vocabulary to teach: Colour mixing, papier mâché, texture, mixed media, mod-roc.</p>	<p>This develops children's understanding of texture learnt in the Y2 unit 'Climates around the World'. Children learnt to colour mix in the Y1 unit 'What is the Weather'.</p> <p>Learning in this unit leads to 'Mod-roc Canopic Jars' in Year 3.</p>

Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- 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.

Lower Key Stage 2 Study Units

Year 3

Autumn Term

Birds
<p>Summary of learning:</p> <p>In this unit, children will collage images of birds drawn in biro onto mixed media backgrounds. Firstly, they create an observational masking tape drawing depicting a tree in the school grounds. They then use a variety of painting and printing techniques using a limited palette to create a background. Once the masking tape is peeled off to reveal the tree shape, the children draw on bark textures and branches, using their observations and bark rubbings as inspiration. They then trace round images of British birds onto card and add illustrative details such as line and pattern to create realistic images. The birds are then cut out and arranged onto the tree backgrounds to form the final composition.</p>
<p>Drawing, painting, collage</p> <p>Artist: Russ Heselden</p> <p>Vocabulary: line, thick, thin, shade, pattern, biro, narrow, fine, broad, shape, detail, smooth, rough, tone, light, dark</p>

Spring Term

Canopic Jars: sculpture using mod-roc
<p>Summary of learning:</p> <p>In this study unit, the children will make a canopic jar from mod roc, following their history unit on 'Ancient Egypt'. They will ask 'what is sculpture?' and look at the difference between abstract and representational 3d art, comparing artists who work in these</p>

fields. They will look at sculptures from Ancient Egypt, focusing on shape, form, colour and materials. They will sketch patterns, hieroglyphs and animals used to decorate canopic jars. They will then use a plastic bottle as a form to make their mod roc sculpture which they will then paint with details from their studies of Ancient Egyptian art.

Artists/craftspeople: Ancient Egyptians

Drawing, painting and sculpture

Vocabulary: sketch, pencil, grade, tone, shape, pattern, line, shape, forms, 2d, 3d, construct, join, mod roc, model, materials, colour mix, primary, secondary, brush, shade.

Summer Term

Investigating pattern through printing

Summary of learning:

In this study unit children investigate patterns in their environment. They then look at textiles from different times and cultures (such as the history of block printing). They use ideas from these as a starting point for developing their own designs. They investigate stencilling and print-making techniques and explore ways of combining and organising shapes, colours and patterns to make a decorative textile piece.

Drawing, printing, textiles

Artists/craftspeople: William Morris, Enid Marx

Vocabulary: pencil, line, tone, pattern, shade, print, printing blocks, impress, overlay

Year 4

Autumn Term

Drawing with Scissors

Summary of learning:

This study unit is based around the exploration of an historic painting, such 'Penelope with her Suitors' by Pintoricchio, and develops drawing, textile and collage skills culminating in a modern interpretation of an old master and the creation of textile display. Having studied the original painting, the children will create continuous line drawings of key objects and people in the

painting. They choose an item for the painting to explore in fabric and recreate it by cutting, shaping and stitching to create texture and detail.

Drawing, textiles and collage

Artists/craftspeople: Pintoricchio

Vocabulary:

Spring Term

Clay figurative sketches

Summary of learning:

In this study unit, children will be introduced to how the human form has been portrayed in different cultures and times, such as Ancient Greece, Rome, Easter Island. They will look at the installation 'Field' by Antony Gormley and make their own figures, following the criteria set by Gormley, to create a crowd. They will then explore how we can refine the human form by considering how people might react to an abstract sculpture. They will make quick sketches of each other in 'viewing' poses and use these to mould small clay figures to create a crowd viewing the sculpture, including details of position of limbs, stance, faces etc. Finally, they will compare and contrast their 'Field' figures with those viewing the abstract sculpture. They explore how sculpture can be made in response to an object and how much detail your sculpture needs in order to communicate.

Drawing and clay

Artists/craftspeople/cultures: Anthony Gormley, Romans, Ancient Greeks, Easter Island statues

Vocabulary:

Upper Key Stage 2 2021-22

Autumn Term

Anglo-Saxon architecture

Summary of learning:

In this unit the children start with a drawing exercise to collect information about Anglo-Saxon architecture. They use images of Anglo-Saxon houses to create 5 quick drawings focusing on outlines, shapes, texture, horizontal and vertical lines, using dominant and non-dominant hands. The children are then encouraged to think about the difference between a model and a sculpture. They

are introduced to the sculpture materials and possible joining techniques, such as weaving, threading, tying etc. The children will make 3d sculptures, using Anglo-Saxon architecture as a starting point from which they can diverge, expressing themselves creatively through their exploration of the materials and processes. They will look at the work of Zaha Hadid to compare and contrast with A-S architecture. Finally, the children will be encouraged to think of a single word which sums up the personality of their sculpture.

Drawing and sculpture

Artists and craftspeople: Anglo-Saxons, Zaha Hadid

Vocabulary:

Spring Term

Graphic Inky Still Life

Summary of learning:

In this study unit, children will develop their observational and mark making skills through studying a glass bottle, looking at patches of light and dark, shapes, the shadow, graphics and writing. They will look at the work of Paul Cezanne and Jason Line to learn about how artists compose a still life arrangement. They will draw their still life onto foam board with ink, exploring a variety of tools that create different widths of line. They then colour mix the inks, using various dilutions to create different tones and colours, and use these to paint their bottles. They then cut out a shadow board to attach to the still life bottle to create a 3d artwork.

Drawing, painting, 3d modelling

Artists and craftspeople: Jason Line, Paul Cezanne

Upper Key Stage 2 2022-23

Autumn Term

Exploring Portraits

Summary of learning:

In this study unit the children will explore portraiture by studying the work of artists Max Beckman and Frida Kahlo. They will initially create mark making sheets using a variety of tools and techniques. They will create a simple sketched self-portrait and

then use the mark making sheets as collage materials for features such as the hair, eyes, eyebrows. They will look at woodcuts, lino prints and faces in clay relief and then use a clay tile to create a portrait in clay using mark making tools to create depth.

Drawing, collage and clay

Artists and craftspeople: Max Beckman, Frida Kahlo

Spring Term

Monotypes inspired by Degas

Summary of learning:

In this study unit children will look at the work of Edward Degas, particularly focusing on his 'inky drawings'. They will sketch some of his drawings following prompts, such as 'draw with your non-dominant hand' or 'use 5 lines to draw your subject'. They will then explore different monoprint techniques, including mark making onto the print, removing and reducing ink and masking areas of the image. The children will add more colour to their prints by creating 'cognates', using oil pastels.

Drawing, printing

Artist: Edward Degas

Vocabulary:

Summer Term

Animation

Summary of learning:

In this study unit children use digital media to design and create a stop motion animation. They learn about the history of animation, review extracts from stop motion animations, such as Nick Park's Wallace and Gromit and learn how to use camera and software to create their own short film. The children find out about the process of making a stop motion animation and then work in small teams to plan their animations using a story board, then shoot and edit their films. Through peer review, the children improve and evaluate the quality and success of their films. Finally, the films are premiered at a class film event and released on Youtube for a worldwide audience.

The Film Forever *Introduction to Stop Motion Animation* is a good resource for this unit.

Drawing, animation

Artists/craftspeople: Nick Park