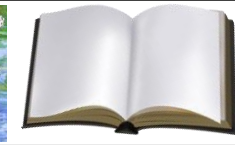


**Books that link to this topic:**

- Chinese Farmers' Calendar
- Bronze and Sunflower



**Key Knowledge:**

- To know that many Chinese paintings were landscapes that featured mountains, homes, birds, trees, and water.
- To know how to experiment with tools and surfaces.
- To know that it is important to sketch to make records.
- To know how to begin to control marks made with different media.
- To know that drawing light/dark lines using pencil is a way of investigate tone.
- To know that textures can be investigated by producing an expanding range of patterns.
- To know how to organise, use efficiently painting equipment.
- To know how to mix paint of a consistency fit for purpose and problem solve when paint not of correct consistency.
- To know how to use paint to mix primary and secondary colours.
- To know how to add white to a primary colour to make tints.
- To know what 'warm' and 'cool' colours are.
- To know that red, yellow and blue are commonly referred to as the primary colours, meaning they are colours that cannot be made from mixing other colours together
- To know that how to mix primary colours (blue + yellow = green, blue + red = purple, red + yellow = orange) to create secondary colours.
- To know how to observe and discuss the use of colour in artwork.
- To know how to express preferences and give some reasons for these when looking at creative work.

**Lesson Sequence:**

**What do Chinese landscapes look like?**

Look at a variety of landscape photography. Use grids to sketch them.

**What colours can you see in the landscapes?**

Show the children some monochrome landscapes. Children can create black and white sketches.

Recap primary colour. Children will explore the colour wheel and learn about secondary colours. Children will create their own colour wheels and mix colours from some landscape artwork.

**How are landscapes different?**

Discuss the similarities and differences in art/photographs of China and Liverpool. Use collage to explore this.

**How are birds used in Chinese landscape art?**

Look at the birds used in Liu Ying's art and the Liver bird in Liverpool. Children sketch the different birds.

**Can you create your own landscape?**

Use watercolours to create a landscape. Once completed, the children can evaluate their work using sentence openers as prompts.

**Artwork:**

Chen Chun Zhong



Li Li Chuan



Liu Ying



Our Rainbow Promises:

- Encourage **R**esilience and perseverance  
 Develop **A**rticulate learners  
           **I**nfluence aspirations  
           **N**urture curiosity  
 Instil **B**ritish and Christian Values  
 Provide **O**pportunities to build upon  
 knowledge and skills  
 Promote **W**ellbeing and Health

National Curriculum Coverage

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.

Sketchbook work:

**Sketching and rough drawing** - First attempts and drafts at shapes, objects and compositions, and the evaluations of these.

**Critical analysis of artworks** - Notes or fully developed writing critiquing, analysing and evaluating the work of artists including themselves and their classmates.

**Copying art** - Making copies of part or whole artworks for the purposes of analysis.

**Art Exercises** - Mirror drawing, scale drawing, practicing hands, colour mixing, symmetrical faces etc.

**Practice in new media** - Explorations of the effects and possibilities of new media such as charcoal or acrylic paints.

**Collating images** - Assemblages of images from artists, each other's work, books, the internet which they find inspiring and want to use in their art.

**Scrapbooking** - The keeping of objects and items which inspire art - bottle tops, fabric, feathers, interestingly textured, richly coloured wrappers etc.

Elements of Art:

Review Year 1 Colour and Line.

**Colour**

- \* Review 'warm' and 'cool' colours from Year 1.
- \* Primary colours: Know that red, yellow and blue are commonly referred to as the primary colours, meaning they are colours that cannot be made from mixing other colours together
- \* Mixing primary colours · Blue + yellow = green · Blue + red = purple · Red + yellow = orange
- \* Secondary colours: Know that green, purple and orange (colours made from mixing primary colours) are commonly referred to as the secondary colours
- \* Observe and discuss the use of colour in artwork.

**Shape**

- \* Recognise basic geometric shapes—square, rectangle, triangle, circle, oval—in nature, manmade objects, and artworks.

**Texture**

- \* Children experience both 'tactile' and 'visual' texture.
- \* Describe qualities of texture in existing or real objects, which they can actually touch (tactile texture),
- \* Describe textures depicted or suggested in works of art (visual texture).
- \* Describe qualities of texture (as, for example, rough, smooth, ridged, etc.)

Vital Vocabulary

- landscape
- monochrome
- comparison
- thick
- thin
- soft
- broad
- narrow
- fine
- line
- shape

R	QUEST approach to lessons allow children to follow their ideas and express themselves freely. Use of sketch books encourages perseverance in developing and improving work over a period of time. Intrinsic learning from mistakes is celebrated.
A	Reflection and evaluation of own and peers' work using progressive sentence stems. Use of 'Speak Its'. Art Reading Spine to develop vocabulary.
I	Within lessons, appreciating famous artists, sculptors and architects. Links to local artists, such as Tommy Leonard. Study of real-life artistic jobs such as architecture, illustrators and graphic design. Visits from resident artists to work school projects.
N	Art delivered through the themes of Art Appreciation, Curriculum Links and Other Religions and Cultures in each year group.
B	Christian Value - Creativity, Perseverance British Value - Individual liberty. Tolerance of other cultures/religions.
O	Subject planning and delivery sequenced and includes: Creation of progressive knowledge planners including Vital Vocabulary. Schema within and across subjects. Opportunities for collaboration. Retrieval opportunities, including knowledge organisers. Built around Rainbow Promises
W	Appreciation of Art in nature including use of Forest Schools in phase 1. Sense of accomplishment in seeing the journey of an idea to the creation of a finished piece.