

# Key Stage 1

## Art and Design KS1 National Curriculum

### Subject content

#### 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.

# KS1 Art and Design Units

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	DT Unit	DT Unit	<b>Self Portraits</b>	<b>Yayoi Kusama</b>	<b>Henri Rousseau</b>	DT Unit
Year 2	<b>Andy Goldsworthy</b>	DT Unit	DT Unit	<b>Animal Art</b>	<b>African Art</b>	DT Unit

# Year 1 Self Portraits Spring 1

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To investigate famous self-portraits.	In this lesson the children will learn about the difference between portraits and self-portraits. They will discuss and evaluate different existing works of art including some by Matisse, Kahlo, Rembrandt, Van Gogh and others.	<ul style="list-style-type: none"> <li>Can children say what they like or dislike about a portrait or self-portrait?</li> <li>Are children able to describe a portrait or self-portrait using simple adjectives?</li> <li>Can children describe the difference between a portrait and a self-portrait?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Portrait Cards 1A</li> <li>Worksheet 1A/1B</li> <li>Word Cards 1A</li> <li>Word Bank 1A</li> <li>Portrait Cards 1B (FSD? Activity only)</li> <li>Scavenger Hunt Cards 1A (FSD? Activity only)</li> </ul>
<b>Lesson 2</b>	To use collage to create a self-portrait.	This lesson will focus on collage as a medium to create self-portraits in. The children will look at and discuss different forms of collage before having a go at creating a self-portrait collage themselves. In the alternative activity, children look at Julian Opie's style of portrait, and use collage to create their own versions.	<ul style="list-style-type: none"> <li>Can children describe what a collage is?</li> <li>Can children create a simple collage self-portrait using shapes for their features?</li> <li>Are children able to create shadows using different shades of coloured paper?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>A4 photographs of each child</li> <li>Magazines and newspapers</li> <li>Collage Sheets 2A</li> <li>Glue</li> <li>Features Cards 2A (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To investigate the different kinds of sketching pencils.	Challenge your class to experiment and explore the marks they can make with different grades of pencil. Your class will explore pencils and the letters on them, defining what they mean and making links with different kinds of sketching as they explore.	<ul style="list-style-type: none"> <li>Are children aware that there are different types of pencils?</li> <li>Can children practise making different kinds of marks with different pencils?</li> <li>Can children make comments on the kinds of marks they can make with different pencils?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Sketching pencils (at least 2H, HB, 4B)</li> <li>Features Cards 3A</li> <li>Teacher Notes 3A</li> <li>Word Stickers 3A</li> <li>Word Mat 3A</li> <li>Portrait Sheet 3A (FSD? activity only)</li> <li>Optional - Pale photographs of the children (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To investigate different paints.	In this lesson, children will explore and discuss a range of paints, and the different effects they can be used to create. In their independent activities they compare and contrast the use of watercolour paint and poster paint by completing the same picture in each type of paint, and discussing the outcome and their preferences.	<ul style="list-style-type: none"> <li>Can children name some different kinds of paint?</li> <li>Are children able to describe differences they notice in different paints?</li> <li>Can children choose which paint is more suitable for a desired purpose?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Picture Card 4A</li> <li>Watercolour &amp; poster paint</li> <li>Paintbrushes (ideally two per pupil)</li> <li>Word Stickers 4A (FSD? activity only)</li> <li>Technique Sheet 4A (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To create our own self-portrait.	Children will explore their features closely in this lesson, looking at the shape of each feature, and the position on the face. They will also discuss why people create self-portraits, what they want to portray, and how they might do this using colour, poses or even objects. Children then sketch and paint their own portrait. Alternatively, the children create a silhouette profile portrait that reflects aspects of themselves.	<ul style="list-style-type: none"> <li>Can children identify shapes in a face?</li> <li>Are children able to place facial features fairly accurately?</li> <li>Can children make choices about how they will create their artwork?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Mirrors</li> <li>Plain paper</li> <li>Template 5A</li> <li>Sketching pencils</li> <li>Watercolour/poster paint</li> <li>Photographs of the children in profile</li> </ul>
<b>Lesson 6</b>	To create a self-portrait from clay.	Children will first learn how sculptures can also be a form of portrait, and will look at examples made from wood, stone and metal. After exploring some different clay-work skills, children will then create a self-portrait from clay.	<ul style="list-style-type: none"> <li>Are children able to manipulate clay in simple ways to create desired shapes?</li> <li>Can children use tools to help them manipulate clay in different ways?</li> <li>Can children make appropriate choices of colour to finish their sculpture?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Clay</li> <li>Clay tools</li> <li>Mirrors</li> <li>Clay Techniques Sheet 6A</li> <li>Optional: Paperclips</li> </ul>

# Year 1 Yayoi

## Kusama

### Spring 2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To investigate famous self-portraits.	In this lesson the children will learn about the difference between portraits and self-portraits. They will discuss and evaluate different existing works of art including some by Matisse, Kahlo, Rembrandt, Van Gogh and others.	<ul style="list-style-type: none"> <li>Can children say what they like or dislike about a portrait or self-portrait?</li> <li>Are children able to describe a portrait or self-portrait using simple adjectives?</li> <li>Can children describe the difference between a portrait and a self-portrait?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Portrait Cards 1A</li> <li>Worksheet 1A/1B</li> <li>Word Cards 1A</li> <li>Word Bank 1A</li> <li>Portrait Cards 1B (FSD? Activity only)</li> <li>Scavenger Hunt Cards 1A (FSD? Activity only)</li> </ul>
<b>Lesson 2</b>	To use collage to create a self-portrait.	This lesson will focus on collage as a medium to create self-portraits in. The children will look at and discuss different forms of collage before having a go at creating a self-portrait collage themselves. In the alternative activity, children look at Julian Opie's style of portrait, and use collage to create their own versions.	<ul style="list-style-type: none"> <li>Can children describe what a collage is?</li> <li>Can children create a simple collage self-portrait using shapes for their features?</li> <li>Are children able to create shadows using different shades of coloured paper?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>A4 photographs of each child</li> <li>Magazines and newspapers</li> <li>Collage Sheets 2A</li> <li>Glue</li> <li>Features Cards 2A (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To investigate the different kinds of sketching pencils.	Challenge your class to experiment and explore the marks they can make with different grades of pencil. Your class will explore pencils and the letters on them, defining what they mean and making links with different kinds of sketching as they explore.	<ul style="list-style-type: none"> <li>Are children aware that there are different types of pencils?</li> <li>Can children practise making different kinds of marks with different pencils?</li> <li>Can children make comments on the kinds of marks they can make with different pencils?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Sketching pencils (at least 2H, HB, 4B)</li> <li>Features Cards 3A</li> <li>Teacher Notes 3A</li> <li>Word Stickers 3A</li> <li>Word Mat 3A</li> <li>Portrait Sheet 3A (FSD? activity only)</li> <li>Optional - Pale photographs of the children (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To investigate different paints.	In this lesson, children will explore and discuss a range of paints, and the different effects they can be used to create. In their independent activities they compare and contrast the use of watercolour paint and poster paint by completing the same picture in each type of paint, and discussing the outcome and their preferences.	<ul style="list-style-type: none"> <li>Can children name some different kinds of paint?</li> <li>Are children able to describe differences they notice in different paints?</li> <li>Can children choose which paint is more suitable for a desired purpose?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Picture Card 4A</li> <li>Watercolour &amp; poster paint</li> <li>Paintbrushes (ideally two per pupil)</li> <li>Word Stickers 4A (FSD? activity only)</li> <li>Technique Sheet 4A (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To create our own self-portrait.	Children will explore their features closely in this lesson, looking at the shape of each feature, and the position on the face. They will also discuss why people create self-portraits, what they want to portray, and how they might do this using colour, poses or even objects. Children then sketch and paint their own portrait. Alternatively, the children create a silhouette profile portrait that reflects aspects of themselves.	<ul style="list-style-type: none"> <li>Can children identify shapes in a face?</li> <li>Are children able to place facial features fairly accurately?</li> <li>Can children make choices about how they will create their artwork?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Mirrors</li> <li>Plain paper</li> <li>Template 5A</li> <li>Sketching pencils</li> <li>Watercolour/poster paint</li> <li>Photographs of the children in profile</li> </ul>
<b>Lesson 6</b>	To create a self-portrait from clay.	Children will first learn how sculptures can also be a form of portrait, and will look at examples made from wood, stone and metal. After exploring some different clay-work skills, children will then create a self-portrait from clay.	<ul style="list-style-type: none"> <li>Are children able to manipulate clay in simple ways to create desired shapes?</li> <li>Can children use tools to help them manipulate clay in different ways?</li> <li>Can children make appropriate choices of colour to finish their sculpture?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Clay</li> <li>Clay tools</li> <li>Mirrors</li> <li>Clay Techniques Sheet 6A</li> <li>Optional: Paperclips</li> </ul>



# Year 1 Henri Rousseau Summer 1

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To understand about the life of the artist Henri Rousseau	Children to learn about the life and explore works by Henri Rousseau. They will create fact booklets or create posters to explain to others the life of Rousseau.	<ul style="list-style-type: none"> <li>Can the children tell you who Henri Rousseau was?</li> <li>Can the children describe what skills he used?</li> <li>Can the children tell you about a Henri Rousseau painting?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Fact Cards</li> <li>Booklet Template A/B/C</li> <li>Henri Rousseau information books</li> <li>Plain paper (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To explore and use the skills and techniques used by Henri Rousseau.	Children to learn that Rousseau was a self trained painter and never went to a jungle, instead he studied plants in the botanical gardens in Paris. Children will enjoy exploring real plants and flowers using a skills poster to develop their sketching skills.	<ul style="list-style-type: none"> <li>Can the children talk about the artist Henri Rousseau?</li> <li>Ask the children to recall what skills Henri Rousseau used to create his art?</li> <li>Can the children tell you which skills they used to create their pieces of art?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Rousseau Key Features Poster</li> <li>Worksheet 2A/2B/2C</li> <li>A selection of plants</li> <li>Pencils, colouring pencils or paints</li> <li>Flower Print Instruction Sheet (FSD? activity only)</li> <li>Paints and printing resources (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To understand the meaning of Henri Rousseau's genre, Portrait-Landscape.	Children to explore famous portraits and landscapes. They will learn that Rousseau claims to have invented a new genre of 'Portrait-Landscapes'. Children to create their own Portrait-Landscape picture.	<ul style="list-style-type: none"> <li>Can the children tell you about the genre Portrait-Landscape?</li> <li>Can the children use Rousseau's skills to create a landscape portrait?</li> <li>Can the children use their knowledge to answer the questions on the final slide?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B</li> <li>Landscape Cards</li> <li>Challenge Cards</li> <li>Paper and paints</li> <li>Shoobox Model Design Sheet (FSD? activity only)</li> <li>Shoobox Model Example Sheet (FSD? activity only)</li> <li>Shooboxes, paper and collage materials (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To understand about the animals in Rousseau's paintings.	Children to explore animals in Rousseau's paintings, in particular the pouncing animals. They will then design animal masks in the style of his works.	<ul style="list-style-type: none"> <li>Can the children explain how they feel after looking at Rousseau's paintings?</li> <li>Can the children to explain why Rousseau was inspired to paint these animals?</li> <li>Can the children create an animal mask in the style of Rousseau?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Mask Design Sheet</li> <li>Evaluation Sheet 4A/4B</li> <li>Evaluation Cards</li> <li>Animals Mask Example Sheet</li> <li>Henri Rousseau Key Features</li> <li>Mask materials e.g. paper plates, paper etc</li> <li>Painting Example Sheet (FSD? activity only)</li> <li>Variety of natural objects (FSD? activity only)</li> <li>Camera (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To use their imaginations and skills to paint their own pieces of art.	Children to evaluate all they have learnt about Henri Rousseau. They will discuss some of Rousseau's paintings and the use of his imagination. The children will be challenged to imagine a place they've never been to before, re-create it in the style of Rousseau and include a portrait of themselves within the picture.	<ul style="list-style-type: none"> <li>Can the children recall the facts they have learnt about the artist Henri Rousseau?</li> <li>Can the children create a Rousseau-inspired painting using the skills and techniques they have learnt?</li> <li>Can the children tell the false statements from the true?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Rousseau Key Features Sheet</li> <li>Worksheet 5A/5B/5C</li> <li>Picture Cards A/B/C</li> <li>Paper, paints</li> <li>Categories Worksheet (FSD? activity only)</li> <li>A3 paper, paints (FSD? activity only)</li> </ul>

# Year 2 Andy Goldsworthy Autumn 1

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To sort items by material and colour.	Children will be introduced to the work of Andy Goldsworthy. They will think about and describe the colours, shapes, patterns and materials he uses within his works of art. The children will have fun exploring different materials and making their own patterns.	<ul style="list-style-type: none"> <li>Can the children name some natural materials?</li> <li>Can the children sort items by material?</li> <li>Can the children sort items by colour?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C/1D</li> <li>Fruits and vegetables cut into small pieces</li> <li>Digital camera</li> </ul>
<b>Lesson 2</b>	To use a variety of materials to create paths and walls.	Children will recap materials and shapes used in Andy Goldsworthy's work. They will create their own works of art and pathways using natural materials and think of language to use to describe them.	<ul style="list-style-type: none"> <li>Can the children make choices when selecting their materials?</li> <li>Can the children talk about their work?</li> <li>Can the children compare their work to the work of Andy Goldsworthy?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Picture Card A/B/C</li> <li>Photo Attributions</li> <li>Digital camera</li> <li>Construction bricks (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To select materials and make spirals or circles.	Children will learn about Andy Goldsworthy using curves, circles and spirals in his works of art. They will enjoy exciting activities to recreate some of the works of art either through collage or paint and pastels.	<ul style="list-style-type: none"> <li>Can the children make choices when selecting their materials?</li> <li>Can the children talk about their work?</li> <li>Can the children compare the work of their peers to the work of Andy Goldsworthy?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C/3D/3E</li> <li>Photo Attributions</li> <li>Variety of different pieces of paper</li> <li>Digital camera</li> <li>Picture Card A/B (FSD? activity only)</li> <li>Black and white oil pastels or chalk, paint, black felt-tip pens (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To manipulate materials when creating sculptures.	Children will be challenged to mould different works of art by Andy Goldsworthy using clay. They will also have opportunities to recreate his works of art by selecting the appropriate materials to use.	<ul style="list-style-type: none"> <li>Can the children make choices when selecting their materials?</li> <li>Can the children make choices when moulding and joining their materials?</li> <li>Can the children compare their work to the work of Andy Goldsworthy?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Picture Card A/B/C</li> <li>Photo Attributions</li> <li>Clay</li> <li>Digital camera</li> <li>Challenge Cards (FSD? activity only)</li> <li>A variety of natural materials (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To use reflections in art work.	Children to learn about Andy Goldsworthy's reflective works of art. They will think about and describe the colours, shapes, patterns and materials he uses to create his art. The children will explore creating their own works of art using mirrors and natural construction materials or by using water.	<ul style="list-style-type: none"> <li>Can the children make choices when selecting their materials?</li> <li>Can the children talk about how their work changes when it is reflected?</li> <li>Can the children compare their work to the work of Andy Goldsworthy?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Construction materials</li> <li>Digital camera</li> <li>Trays of water, natural materials (FSD? activity only)</li> </ul>

# Year 2

## Animal Art

### Spring 2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to create artwork to reflect British wildlife.	Children will start by looking at the shapes and colours of a variety of British ( <b>European</b> ) animals. The slides then demonstrate some tips for observational drawing before the children are challenged to draw a British animal. They can also complete the picture where part of an animal is already shown.	<ul style="list-style-type: none"> <li>Can children use observations to identify features of an animal?</li> <li>Can children discuss the shapes, colours and patterns found on British animals?</li> <li>Can children use their observations to draw a British animal?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Animal Cards</li> <li>Picture Cards 1A/1B</li> </ul>
<b>Lesson 2</b>	To be able to manipulate paper to create African animal art.	Children will use visual clues to identify a variety of <b>African</b> animals before discussing the patterns, shapes and colours of these animals. They are then shown how to either create African animal finger puppets, incorporating the patterns they have seen, or creating a painted animal pattern with a silhouette.	<ul style="list-style-type: none"> <li>Can children identify and describe the colours, features and patterns of a variety of African animals?</li> <li>Can children use scissors accurately and safely to manipulate paper?</li> <li>Can children recreate animal patterns and outlines using paint and paper?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Finger Puppets</li> <li>Blank Finger Puppet Templates</li> <li>Coloured paper or card</li> <li>Scissors and glue</li> <li>Animal Pattern Cards (FSD? activity only)</li> <li>Animal Silhouette Templates (FSD? activity only)</li> <li>A4 paper, paints, black paper (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To be able to explore and create patterns.	Children will explore some animals commonly found in <b>Asia</b> . They will then find out about the Jaipur Elephant Festival, using photos to identify patterns and colours the elephants are decorated with. Children are then challenged to create their own patterned elephant, either on paper or on clay.	<ul style="list-style-type: none"> <li>Can children discuss and comment on existing patterns?</li> <li>Can children create their own repeating patterns?</li> <li>Can children evaluate their artwork and discuss their successes and suggest areas they could improve upon?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Elephant Template 3A/3B/3C/3D</li> <li>Picture Sheet</li> <li>Clay, clay tools (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To be able to create animal art in the style of aboriginal dot art.	The slides take children through some animals commonly found in <b>Australia</b> , as well as showing some examples of Aboriginal animal art. They are then shown how to create their own Aboriginal animal dot art either on paper or on a terracotta pot.	<ul style="list-style-type: none"> <li>Can children describe and comment on aboriginal artwork?</li> <li>Can children identify animals that commonly appear in aboriginal art?</li> <li>Can children create their own aboriginal animal dot artwork?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Animal Templates 4A/4B</li> <li>Picture Sheet</li> <li>Paint, cotton buds (or similar)</li> <li>Small terracotta pots (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To be able to make 3D artwork of a rainforest animal.	Children are challenged to identify some animals from the <b>South American</b> rainforests through jumbled up photos, using visual clues to help them. After identifying and describing more rainforest animals, they can then either create a snake coil mobile or a sitting parrot.	<ul style="list-style-type: none"> <li>Can children use visual clues to identify a variety of rainforest animals?</li> <li>Can children use scissors safely and accurately?</li> <li>Can children discuss and respond to a variety of artwork?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Snake Coil Template 5A/5B</li> <li>Picture Cards</li> <li>Scissors and thread</li> <li>Instruction Sheet (FSD? activity only)</li> <li>Card, feathers, googly eyes, pipe cleaners, glue, scissors, sticky tape (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To explore the use of animals as symbolism in Native American art.	Children are challenged to name a variety of <b>North American</b> animals from their photos before looking at animal symbolism in native American culture. They can then choose an animal or animals that they think best reflect their personality to use as the basis for some totem pole artwork.	<ul style="list-style-type: none"> <li>Can children reflect and comment upon native American artwork?</li> <li>Do children understand the importance of symbolism in native American art?</li> <li>Can children create their own native American animal artwork to reflect their personality?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Totem Animal sheets</li> <li>Picture Cards</li> <li>Totem Pole Animal Cards (FSD? activity only)</li> <li>Cardboard tubes, card, paint, etc. (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To be able to use paint to create animal artwork.	Children will identify some basic features of <b>Antarctica</b> before looking at some of the plants and animals that live there. They will look at photos of Antarctica to see which animals and colours they can see. They will then paint an Antarctic animal scene with the skill focus on mixing shades of blue paint.	<ul style="list-style-type: none"> <li>Can children identify colours and shapes common to Antarctic landscapes?</li> <li>Do children know how to mix colours to create different shades?</li> <li>Can children use paints and other tools accurately to create artwork?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Penguin Template</li> <li>Paints, white and black paper</li> <li>Antarctica Scene (FSD? activity only)</li> <li>Blank Antarctica Scene (FSD? activity only)</li> <li>Colour Mixing Sheet</li> </ul>



# Year 2

## African Art

### Summer 1

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To explore Africa, its colours, shapes and patterns.	Children will locate Africa on a world map and will explore the landscapes across the continent. Children will describe the colours, shapes and patterns found in different African landscapes. They will explore patterns and colours in the fabric African people wear.	<ul style="list-style-type: none"> <li>Can children create repeating patterns?</li> <li>Can children use different shapes and colours in their patterns?</li> <li>Can children explain what a pattern is and describe the colours and shapes in a pattern?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Shapes A/Shapes B</li> <li>Pattern Challenge Cards</li> <li>African Pattern Cards</li> <li>Colouring tools, paper strips and A3 paper</li> <li>African Quilt Square Template (for FSD? activity only)</li> <li>Quilt Square Instructions (for FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To explore Maasai jewellery and culture.	Children will explore the jewellery and culture of the Maasai warriors. They will learn about Maasai jewellery and describe the colours and patterns within different pieces. They will design and make their own Maasai jewellery.	<ul style="list-style-type: none"> <li>Can children use craft materials to design their own jewellery?</li> <li>Do children know that jewellery is made with different patterns and colour combinations?</li> <li>Do children understand that art includes dance and music?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Dangly Features Instructions</li> <li>Pointy Features Instructions</li> <li>Challenge Card 2A/2B/2C</li> <li>Strips of white card, paint, glue and tape</li> <li>Craft materials</li> <li>Jewellery Design Cards (for FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To explore and make African masks.	Children will describe and learn about African masks and their importance to African tribes. They will begin to understand masks have different features that need to be made separately. Children will use templates and images to make their own African mask.	<ul style="list-style-type: none"> <li>Can children design and decorate their own mask?</li> <li>Can children use an image to guide their own art work?</li> <li>Do children understand adding artistic features to masks makes them look more elaborate?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Mask Templates 3A/3B/3C</li> <li>African Mask Images</li> <li>African Mask Instructions</li> <li>Animal Mask Templates (for FSD? activity only)</li> <li>Animal Mask Instructions (for FSD? activity only)</li> <li>Safari Image Card (for FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To explore African sunsets.	Children will look at and describe the colours and blends in African sunset images. They will learn that many artists like to capture the beauty of sunsets and sunrises. Children will make silhouettes and use paint to create their own African sunset pictures.	<ul style="list-style-type: none"> <li>Can children use paint to create a layered background?</li> <li>Can children make black silhouettes?</li> <li>Can children create a landscape from scratch?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>African Sunset Images</li> <li>Silhouette Sheet</li> <li>African Sunset Steps Card</li> <li>Paint and black card</li> <li>Tissue Paper Sunset Instructions (for FSD? activity only)</li> <li>Foil, cardboard, tissue paper and glue (for FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To explore African water jars.	Children will begin to understand how scarce water is in Africa and how African people collect water. Children will work with clay to make African water jars. They will also use clay off-cuts to add extra features to their water jars.	<ul style="list-style-type: none"> <li>Can children use different materials to make a useful object?</li> <li>Can children use their fine motor skills to wrap and hold string to a bottle?</li> <li>Can children recognise African colours and patterns and use them in their art work?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Task Card 5A/5B/5C</li> <li>African Jar Pictures</li> <li>Bottles, wool, strong string, coloured wool paint and glue</li> <li>Clay (for FSD? activity only)</li> <li>Clay boards (for FSD? activity only)</li> <li>Clay Coil Jar Instructions (for FSD? activity only)</li> </ul>