

**Final Outcome: We are working towards creating our own artwork inspired by a pilgrimage.**

**Component 6: To create an individual artwork based on one of the techniques developed during this unit.**

**What we will know after this sequence:**

- Children will select an appropriate technique and medium based on the pilgrimage they are depicting.
- Children will be able to explain the effect their technique has on the subject.
- They will evaluate their completed art work.

**Vocabulary:**

Select, technique, medium, subject, evaluate.

**How this will feed into my next learning**

Pupils will continue to develop these techniques in future designs and will have a completed piece of art.

**SEN:** Support to record verbal responses. Additional modelling if needed to understand task set, word banks for vocabulary.



**Component 4: To explore printing techniques and devise a simple printing device.**

**What we will know after this sequence:**

- Children will be able to describe different techniques for printing.
- Children will be able to explain how to print multiple colours/patterns using one device.
- Children will make a simple printing device and create a variety of shapes and patterns using it.

**Vocabulary:** Design, roller, ink, cut away, line up

**How will this feed into my next learning:**

Pupils will use their understanding of printing techniques to demonstrate repetition through printing.

**SEND:** Additional modelling if needed to demonstrate the techniques being used, awareness of sensory sensitivities.



**Component 5: To create a print design to show repetition in the style of Islamic art.**

**What we will know after this sequence:**

- Children will be able to identify and describe some of the repeating shapes that appear in Islamic art.
- Children will select an appropriate medium to print with.
- Children will design and print a pattern which can be repeated

**Vocabulary:** Geometric, pattern, design

**How will this feed into my next learning:**

Pupils will use their knowledge of printing techniques and patterns to create their own artwork based on a pilgrimage.

**SEND:** Additional modelling if needed to demonstrate the techniques being used, awareness of sensory sensitivities.



**Component 3: To explore repetition in images of pilgrimage crowds.**

**What we will know after this sequence:**

- Children will be able to describe how photos and art relating to Hajj and Kumbh Mela depict the masses.
- Children will explore different drawing and painting techniques to show repetition.

**Vocabulary:**

Hajj, Kumbh Mela, crowd, repetition, depiction.

**How will this feed into my next learning:**

Pupils will use their learning about repetition to explore repetition through printing.

**SEND:** Additional modelling if needed to demonstrate the techniques being used.



**Component 2: To recreate part of a pilgrimage painting with accurate detail.**

**What we will know after this sequence:**

- Children will look in detail at a small section of the painting and recreate this as closely as possible using available materials.
- They will explore how texture and depth are created through the use of different shades.

**Vocabulary:** Texture, depth, shade, material, contrast

**How will this feed into my next learning:**

Pupils will use the techniques they have learnt to produce their own image of a pilgrimage.

**SEND:** Additional modelling if needed to demonstrate the techniques being used, awareness of sensory sensitivities.



**Component 1: To explore a painting of a pilgrimage by Viorica Ana Farkas**

**We should know:** Pilgrimages are religious journeys that are undertaken by people of many religions, usually to a holy place.

**What we will know after this sequence:**

- Children will identify what the painting portrays and how this is achieved.
- They will look at the detail of the painting to understand how people, buildings, land and sky have been produced.
- Children will consider how the style and colours used contribute to the effect of the painting.
- They will explore techniques to produce blending and shading of sky and land.

**Vocabulary:** Colour, style, imitation, blend, medium

**How will this feed into my next learning:**

Pupils will use their understanding of the painting to recreate a part of the painting.

**SEND:** Pre-teach key vocabulary. Support using modelling to demonstrate the techniques being introduced.

