

**Component 6: To create an individual 'pathway' artwork based on the details of a walk.**

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

- Children will be able to explain the details they discovered on a walk.
- They will explain how they selected appropriate ways of recording different details.
- Children will have been able to produce a completed pathway to illustrate their journey.
- They will evaluate their completed art work.



**Vocabulary:**

Select, detail, record, technique, illustrate, 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 the work of Julian Opie.**

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

- Children will be able to describe the techniques Opie uses to create depth in his work.
- Children will be able to describe the features of Opie's artwork, including background, outline and subjects.
- Children will explore the use of shape and texture to create an image of a person.



**Vocabulary:** Minimalism, pop art, outline, collage, texture

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

Pupils will use their understanding of Opie's techniques to produce their own collage.

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

**Component 5: To create a collage based on the images of Julian Opie.**

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

- Children will design a piece of art based on a walk with family or friends.
- They will be able to explain how they used collage to create their artwork.

**Vocabulary:** Collage, texture, outline, background

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

Pupils will be able to use their knowledge of collage in future artworks.

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



**Component 3: To create a piece of artwork based on flags.**

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

- Children will be able to describe common colours used in flags and the ways they are used.
- Children will have created a piece of artwork inspired by the South African flag and the word 'freedom'.



**Vocabulary:** Flag, freedom, apartheid, South Africa, racism.

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

Pupils will use their learning about artwork inspired by a theme to produce a collage based on the work of Julian Opie.

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

**Component 2: To create a piece of artwork based on Paul Klee's 'taking a line for a walk'.**

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

- Children will be able to describe how Klee uses colour in his art work.
- They will create a piece of art work using the 'taking a line for a walk' concept, using journey music to inspire them.
- They will be able to describe how they have used colour to emphasise parts of the piece.



**Vocabulary:** blend, block, mix, shade, stand out

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

Pupils will develop the colour techniques used when producing their next piece of artwork, awareness of sensory sensitivities.

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

**Component 1: To explore Paul Klee's idea of 'a drawing is taking a line for a walk'.**

**We should know:** That art can comprise many different forms.

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

- Children will be able to describe the process of taking a line for a walk and demonstrate how they have done this in various ways (using string, pencil etc).
- Children will be able to identify shapes, patterns and images that they see in Paul Klee's line drawing examples.
- They will be able to explain how he has transformed the lines into images.

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

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

Pupils will use their understanding of this concept to produce a completed piece of art work.

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

