



Highgate Art Sequence

Lesson 1: Art Study

Introduce the artist and the piece of work, share information about the artist. Introduce the art movement e.g. cubism– look at other pieces. Why was it made, when was it made and what is it showing? Introduce the art elements vocabulary and describe the work using the language. Discuss the process of the art – how was the artwork made? What we need to include/use to be create like this artist? Use the progression map ‘Analysing, Evaluating & Language for Analysing and Evaluating’ and the section ‘Analysing Content and Context How, why, what if’ – for what to look for in your year group.



Lesson 2: Drawing

Use the artwork as inspiration for drawing. Practise using tone with pencil. You could sketch the piece of artwork or you might look at things that are similar to the artwork. For example, if you were studying David Hockney’s ‘Arrival of Spring’ you might want to sketch trees outside. Use the ‘Drawing Progression Map’ to in your year group to help you to pick out a skill e.g. Hold the pencil close to the point for control and detail.



Lesson 3: Skills Study

Recap on the elements vocabulary. Share the skills that you are focusing on today e.g. To create curved lines using bright colours. Zoom in to the part of the art work that features the skills, talk about it and discuss using the elements and art language. Model the skills that you are practising. This could be ping pong with different parts of the artwork. Use the ‘Painting Progression Map’, (not if not painting) in your year group to help you to pick out a skill e.g. Know that using different brushes will create a different aesthetic - a large flat brush will create wide sharp lines and link it to the part of the artwork you are creating.



Lesson 4 & 5: Creation

Recap on the elements and skills. Model how to create your own piece of work but children can use their own interpretation Children create their work inspired by the artwork.



Lesson 6: Evaluation

Recap on the elements vocabulary. Children describe the elements in their own work, how it links to the artwork, what they like/dislike and how they might improve their work. Use the progression map ‘Analysing, Evaluating & Language for Analysing and Evaluating’ and the section Evaluating: Subjective – finding and assessing the value and ‘Language for Analysing and Evaluation’