Cycle B Project 1	Still Life (Painting and Drawing)		
	EYFS	**Year 1**	**Year 2**
Focus Artist/Designer /Craftsperson	Cezanne	Cezanne and Vermeer	Cezanne and Vermeer
Enquiry Questions (Learning Aims)	1. What can I see in pictures of food and everyday objects? 2. How do artists make pictures of fruit and food look interesting? 3. How can I use pencils, paint and brushes to represent what I can see? 4. How can I use different colours to create my own artwork? 5. How can I show light and dark in my paintings? 6. How can I create my own still life artwork inspired by famous artists?	1. How do artists use food and everyday objects as inspiration for their artwork? 2. What can I notice about the paintings of Cezanne and Vermeer? 3. How can I draw and paint simple objects from observation? 4. How can artists use light and dark areas to make objects look real? 5. How can I mix primary colours to make new colours? 6. How can I use the techniques of Cezanne and Vermeer to create my own still life artwork?	1. How have artists from different times used food and everyday objects to communicate ideas and tell stories? 2. How did Cezanne's style change during his career? 3. How can artists use observation to create realistic form and texture? 4. How did Vermeer use light to create realism and atmosphere in his paintings? 5. How can I use colour mixing and layering techniques to improve my artwork? 6. How can I combine artistic techniques to create a personal still life inspired by famous artists?
End Points (Learning Outcomes)	1. I can talk about what I can see in a picture and share my ideas with others. 2. I can describe colours, shapes and objects that I notice in artworks.	1. I can recognise that artists create artwork inspired by food and everyday objects and talk about what I like and dislike about different artworks.	1. I can compare artwork by different artists and explain similarities and differences in the way they represent food and everyday objects. 2. I can identify features of Cezanne's visual language and explain how his use of

	3. I can use a range of art materials to create simple drawings and paintings from observation. 4. I can explore colour mixing and select colours for a purpose in my artwork. 5. I can experiment with lighter and darker colours and talk about the effects they create. 6. I can create a painting of fruit or objects, talk about what I have made and explain the choices I made.	2. I can describe simple features of an artist's work, including colours, shapes and objects that I can see. 3. I can create an observational drawing and painting of fruit, looking carefully at shape and colour. 4. I can add lighter and darker tones to my art work to show where light falls on an object. 5. I can mix primary colours to create secondary colours and use them appropriately in my artwork. 6. I can create a still life painting using colour, shape and tone inspired by the work of Cezanne and Vermeer, and explain some of the choices I made.	colour, brushstrokes and composition changed over time. 3. I can use drawing and painting techniques to represent the form and texture of objects in a still life composition. 4. I can use highlights, shadows and tonal variations to make objects appear more three-dimensional and realistic. 5. I can confidently mix secondary colours, layer paint and select colours purposefully to achieve a desired effect. 6. I can plan, create and evaluate a still life artwork that combines techniques inspired by Cezanne and Vermeer, explaining how colour, tone, texture and composition have influenced my final piece.
Vocabulary	Still-life, blue, red, yellow, green, white, black, darker, lighter, round, smooth, shiny, speckled,	Still life, tones, primary, secondary, lighter, rich (colours), broad, imitate, represent, dynamic, layers, glowing	Still life, tones, primary, secondary, lighter, rich (colours), broad, imitate, represent, dynamic, layers, glowing, similar, composition, highlights, shadows, texture
Early Learning Goals/ National Curriculum References	**Listening, Attention and Understanding** • Listen attentively and respond to what they hear	• 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 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

	with relevant questions, comments and actions. • Make comments about what they have heard and ask questions to clarify understanding. **Speaking** • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen and express ideas and feelings about their experiences. **Fine Motor Skills** • Hold a pencil effectively in preparation for fluent writing. • Use a range of small tools, including pencils, paint brushes and scissors. **Self-Regulation**	• 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.	• 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.

	• Show an understanding of their own feelings and those of others. • Explain the reasons for rules and manage their own behaviour appropriately. **Creating with Materials** • Safely use and explore a variety of materials, tools and techniques. • Experiment with colour, design, texture, form and function. • Share their creations, explaining the process they have used.		