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| Art Knowledge Map |
| **UKS2 – Cycle A** |
| Art and Design Skills |
| **Impressionism - Painting** * I know some of the motivations and techniques of impressionist and post-impressionist painters
* I know not to leave any white areas within my painting
* I can paint skilfully by mixing complex colours
* I can apply the paint in the style of Claude Monet

**Drawing and Craft – Zentangle Patterns and Printing** * I know how to transfer my drawn zentangle pattern onto a polyprint/polystyrene tile
* I know that this method creates a reverse system where the imprinted lines become white and the background becomes the colour of the ink used
* I can create a design matrix by drawing different zentangle patterns
* I can apply an even layer of ink onto the tile
* I can create a repeat pattern

**Design – Making a Hat** * I know how the design process works and can successfully use it
* I can create a prototype
* I can review, evaluate and modify ideas as the design develops
* I can share my ideas verbally and through quick sketches
* I can work as part of a team on a working model by reviewing, evaluating and modifying design ideas

**Evaluating – Edward Hopper** * I can analyse and evaluate artwork using the following fundamental element:
	+ ‘Say what you see’/scene
	+ Technique
	+ Form and Shape
	+ Colour and light
	+ The title

**Artist, craft maker or designer:**Claude Monet, William Morris, Edward Hopper**Vocabulary:** Impressionism, Claude Monet, Painting, Brush, Zentangle method, Pattern, Shape, Printing, Repeated, Reverse system, Hat, Design, Prototype, Realism, Symbolism, Character, Oil paint |
| Autumn TermMake my Voice Heard |
| * I know there are different styles of graffiti art
* I know that the work of the artist Kathe Kollwitz is based on difficult experiences
* I can create my own graffiti tag
* I can add a 3D shadow to my tag
* I can draw a series of lines to create a simple portrait of a face
* I can use Kathe Kollwitz as an inspiration to add to these lines to show an emotional expression
* I can use charcoal to add shadows to my portrait drawing
* I know about some of the symbolism used in Picasso’s ‘Guernica’
* I can plan and create a drawn composition in the style of Picasso’s ‘Guernica’ by:
	+ using symbols in my artwork to convey a message
	+ considering where the tones of black, grey and white are used to create effect
* I can use paint to produce a carefully finished piece of art in the style of Picasso’s ‘Guernica’
* I know how to use masking tape to create a straight line
* I can create a sculpture of a head using clay
* I know to keep clay malleable using a drop of water
* I can convey a message or emotion in my sculpture by:
	+ using clay sculpting tools
	+ adding facial features using additional pieces of clay and attaching these to the head

**Artist, craft maker or designer:**Banksy, Käthe Kollwitz, Pablo Picasso, Mark Wallinger**Vocabulary:** Graffiti, Street art, Wildstyle tag, Mural, Portrait, Features, Shading, Pastel, Halo technique, Chiaroscuro technique, Guernica, First World War, Spanish Civil War, Composing, Painting, Clay, Sculpture, Features |
| Spring Term Photography |
| * I can create a photomontage image by selecting images and creating a new image with them
* I know that a photomontage is a collection of images put together to create a final piece
* I can select images and create a composition
* I can create a successful close up photograph of a natural form and edit the photograph in appropriate software/apps
* I can make decisions about cropping, editing and presentation of photographic images
* I know that artists use photography to record and observe, I understand the terms macro, and monochromatic
* I can take photographs in different poses which show different expressions
* I can develop one of these into a line drawing, using continuous line
* I can develop a self-portrait from a photograph and understand how this can be used to create expression in an image
* I can combine photography with learning how to draw a portrait
* I can take photographs in different poses which show different expressions
* I know that paintings and photographs can express emotion
* I can replicate the mood and expression of a painting

**Artist, craft maker or designer:**Hannah Höch, Edward Weston, Edvard Munch**Vocabulary:** Photomontage, Composition, Dada, Macro Photography, Saturate, Desaturate, Tones, Self-portrait, Selfie, Expression, The Scream |
| Summer Term Still Life |
| * I can draw from observation with a focus on line and form
* I know that my sketches are not the finished article and I can do several attempts
* I can use charcoal and chalk to show light and shadow
* I can create a piece of abstract art
* I can create clear lines and shapes
* I can use other materials to draw with
* I know what is meant by a negative image
* I can paint with attention to form line and layout
* I know how to mix colours to create the hue that I need
* I know how to mix darker and lighter tones
* I can represent ideas graphically, combining words and graphics
* I can justify my choice of graphics and words
* I can create a box from pieces of thick paper/card

**Artist, craft maker or designer:**Paul Cezaanne, Jaromír Funke, Iberê Camargo**Vocabulary:** Still Life, Composition, Negative medium, Shade, Underpainting, Hue, Tone, Memory box, Graphic representations  |
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| UKS2 – Cycle B |
| Art and Design Skills |
| * I can use fine control with a pencil to make a detailed and analytical observational drawing
* I can use a HB pencil to extend the drawing so that the lines are a continuation of the lines that are already there
* I can add tonal graduation using a 2B pencil
* I can use my imagination to brainstorm ideas for an invention that has a set purpose
* I can develop and communicate my ideas through notes and drawings
* I can select one idea and draw this in full – including annotations
* I can successfully draw a portrait using the continuous line method
* I can use text to add detail to my portrait:
	+ varying the size of the words
	+ varying the size of individual letters
	+ placing the letters artistically
* I can lay out a simple collage by selecting the most interesting elements
* I can glue my collage in place when I am happy with the final composition
* I can draw and colour the collage accurately from composition
* I can adjust my drawing in light of mistakes
* I can correct any rough edges or gaps in my colouring
* I can make a grid on paper
* I can draw an enlarged version of the section I have chosen by scaling it to a larger size
* I can paint accurately and evenly, painting straight edges and without leaving brush marks or gaps in my painting
* I can sketch my initial thoughts and ideas based on a given theme
* I have successfully used visualisation and my imagination to think of an original idea for a picture
* I can develop my ideas into a successful piece of artwork

**Artist, craft maker or designer:**Paul Klee**Vocabulary:** Drawing, Pattern, Gradation, Tone, Shading, Designer, Invention, Innovation, Portrait, Sketch, Form, Shape, Texture, Line, Collage, Dynamic colours, Blend, Trace, Scale, Grid, Paint, Draw, Sketch, Illustration  |
| Autumn Term Formal Elements: Architecture  |
| * I can successfully draw a picture of a house from observation
* I can look closely at details such as roof tiles and bricks to interpret them accurately
* I can evaluate my print composition
* I can create a clear print
* I can describe Hundertwasser’s work and recognise it
* I can reimagine buildings in this style
* I can add colours and motifs to a design to transform the look of a building
* I can design a building based on an architectural style
* I can use perspective view, a plan view or front elevation to draw my design
* I can design a building based on a theme or to suit a specified purpose
* I can design a monument to symbolise a person or event

**Artist, craft maker or designer:**Friedensreich Hundertwasser**Vocabulary:** Architecture, Design, Houses, Sketching, Shading, Monoprint, Abstract, House, Features, Pattern, Perspective, Elevation, Amphitheatre, Rainforest, Temple, Monument, Legacy  |
| Spring Term Every Picture Tells a Story |
| * I can evaluate and analyse a work of street art and relate it to the news and current affairs and to British Values
* I can use limited materials to create a symmetrical abstract image
* I can use my imagination to interpret and add detail to my image
* I can create a message (with meaning) using purely visual symbols
* I know that throughout history, people have recorded their lives, history and written messages using pictograms and the current emoji is a development from that
* I can express how a piece of artwork makes me feel
* I can compare events in a piece of artwork to current news and the ‘Fundamental British Values’
* I can demonstrate my understanding of the composition and meaning of a piece of artwork through a drama activity
* I can see the importance of 2D drawings in developing three dimensional work
* I know that I can also develop ideas through exploring shape and form
* I can use 2D drawings and explore shape form to develop my own ideas for 3D work

**Artist, craft maker or designer:**Banksy, Hermann Rorshach, Andy Warhol, John Singer Sargent, Magdalene Odundo **Vocabulary:** British Values, Immigration, Graffiti, Mural, Public Art, Racism, Inkblot, Pattern, Emoji, Facial Expressions, Tableau, Companionship, Support, Sketching, Tone, Shape  |
| Summer TermDesign for a Purpose |
| * I can design my own coat of arms by selecting and placing imagery appropriately within a shape
* I know what a coat of arms is and how symbols represent a person
* I understand the context of design throughout human history
* I know that a design requires both planning and purpose
* I know that designers start with ideas and rough drawings before finalising their designs
* I can work collaboratively to a design brief and present ideas and designs clearly in a visual format
* I know that designs can be reviewed and modified as a project develops
* I understand how advertising, words, USP and packaging help to sell a product and to give it an identity
* I can investigate and understand the use of language when naming a design product
* I can design a product based on a word
* I know that products have USP (unique selling points)
* I can communicate through spoken and visual language to ‘sell’ a product

**Artist, craft maker or designer:**Morag Myserscough, Luke Morgan **Vocabulary:** Coat of Arms, Shield, Armour, Symbol, Design, Features, Sketch, Shape, Bright Colours, Pattern, Diagram, Modify, Consumable, Product, Purpose, USP, Slogan, Purpose, Concept, Designer  |