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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 Term  Make 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 Term  Design 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 |