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| **Art- UKS2 Cycle B** | | | |
| **Knowledge** | | | |
| **Topic** | **Vocabulary** |  | **People** |
| Art and Design Skills | 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 | * 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 | Paul Klee |
| Formal Elements- Architecture | Architecture, Design, Houses, Sketching, Shading, Monoprint, Abstract, House, Features, Pattern, Perspective, Elevation, Amphitheatre, Rainforest, Temple, Monument, Legacy | * 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 | Friedensreich Hundertwasser |
| Every Picture Tells a Story | British Values, Immigration, Graffiti, Mural, Public Art, Racism, Inkblot, Pattern, Emoji, Facial Expressions, Tableau, Companionship, Support, Sketching, Tone, Shape | * 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 | Banksy, Hermann Rorshach, Andy Warhol, John Singer Sargent, Magdalene Odundo |
| Design for Purpose | Coat of Arms, Shield, Armour, Symbol, Design, Features, Sketch, Shape, Bright Colours, Pattern, Diagram, Modify, Consumable, Product, Purpose, USP, Slogan, Purpose, Concept, Designer | * 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 | Morag Myserscough, Luke Morgan |
| **Skills** | | | |

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| KS2  including direct reference to national curriculum aims | **Knowledge**  (Factual Knowledge)  Learn about a range of great artist, architects and designers in history, differentiating between their mediums and make link with their own work | **Making**  (Procedural Knowledge)  To improve the mastery of art and design techniques including drawing, painting and sculpture with a range of materials. | | | | **Generating Idea**  (Conceptual Knowledge)  Develop techniques, including their control and their use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design | | **Evaluation and self- assessment**  (Metacognitive Knowledge)  Evaluate and analyse creative works (including their own) using the language of art, craft and design |
| Drawing and Line  Pencil, charcoal, chalk, pastels, pen, crayon | Colour and Painting  Water colour, acrylic, pastels, print making, pen | Craft, Shape, Space and Form  Sawing, felt, material, foam, collage, weaving, print making, mosaic  Clay, playdough, plasticine, papier-mâché, print making | Texture, Tone and Pattern  ??? | Sketchbooks  To record their observations and use them to review and revisit ideas | Creating Original Artwork |
| 5 | Children learn about a range of great artists, architects and designers and begin to explore their role in history.  Children begin recognise how art and design both reflect and shape our history and contribute to the culture creativity and wealth of our nation. | Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.  Extend and develop a greater understanding of applying expression when using line. | Select and mix more complex colours to depict thoughts and feelings.  Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression. | Create mixed media art using found and reclaimed materials. Select materials for a purpose.  Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists’ use of shape.  Further extend their ability to describe and model form in 3D using a range of materials. | Develop understanding of texture through practical making activities.  Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists’ use of tone.  Construct patterns through various methods to develop their understanding. | Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks. | Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes. | Develop a greater understanding of vocabulary when analysing their own and others’ work.  Regularly analysing and reflecting on their intentions and choices. |