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| Art Knowledge Map |
| **LKS2 – Cycle A** |
| Art and Design Skills |
| **Design – Optical Illusions**   * I know that lenticular printing gives an optical illusion * I know that this illusion is created using two images * I can create an image using the principles of lenticular printing * I can score lines safely   **Design – Willow Pattern**   * I know about the creation of the willow pattern * I can choose three parts from a story to use in my willow pattern design * I can make my own willow pattern design by:   + drawing the three parts of my story   + using undiluted ink to add detail   + using a water wash to add lighter tones   + adding an outline to my plate   **Craft – Soap Sculptures**   * I can draw a design for a three-dimensional piece * I can work with the material safely and creatively to make a recognisable object * I can use tools and my hands to carve, model and refine my sculpture   **Painting – Paul Cezanne**   * I know about paintings by the artist Paul Cézanne * I can paint in the style of Paul Cézanne by:   + mixing colours as he did   + using the same brushstroke techniques   **Learning about – Curators**   * I know that the role of a curator is to set up and manage collections of works of arts within museums and gallery spaces * I can work in a group to select and choose objects and create a collection or exhibition of them * I can connect this to a career in the creative and cultural industries   **Drawing – Still Life**   * I can work in a group to create an interesting still-life arrangement * I can sketch an outline of the still life objects using symmetry lines * I know that ’tone’ means the lightness or darkness of something * I can use light, medium and dark tones to make the drawing look three-dimensional * I can add highlights to my drawing   **Artist, craft maker or designer:**  Thomas Minton, Barbara Hepworth, Paul Cezanne, Georgio Morandi  **Vocabulary:**  Optical Illusions, Portrait, Landscape, Chinoiserie Pottery, Willow Pattern, Soap Carving, Sculpture, Texture, Brushstrokes, Perspective, Geometry, Curator, Exhibition, Still Life, Sketch, Dark, Light |
| Autumn Term  **Formal Elements of Art** |
| * I can experiment with charcoal to create different textures and effects * I can express the meaning of words and phrases in an abstract way using an appropriate charcoal technique * I can make a printing block using playdough * I can press an object into the block to create texture and pattern * I can print using my playdough block by: coating the surface in ink and placing paper over the block and pressing with my hand * I can make my own stamp using geometric and mathematical shapes * I can use my stamp to create prints * I can make my prints unique through my use of colour and pattern * I can experiment in print using:   + Repeating patterns   + Symmetrical patterns   + A simple symmetrical figure * I can apply mathematical techniques of reflection and symmetry to my artwork to create a flip pattern * I know that a compass is used to make circles * I can use a compass safely and accurately to divide a circle into arcs to recreate the flower of life pattern * I know that people have used the flower of life pattern for thousands of years   **Artist, craft maker or designer:**  **Vocabulary:**  Charcoal, Mark-making, Abstract, Playdough, Print, Pattern, Tessellation, Pattern, 2D Shapes, Symmetry, Compass |
| Spring Term  Every Picture Tells a Story |
| * I know that artists tell stories in their artwork and that art can be about feelings * I can describe the formal elements in a picture * I can understand and describe the story behind a painting * I can create a drawing based on a famous piece of art   **Artist, craft maker or designer:**  David Hockney, Paula Rego, Edward Hopper, Pieter Bruegal, Fiona Rae  **Vocabulary:**  Pattern, Narrative, Shape, Tone, Role-play, Abstract |
| Summer Term  Sculpture |
| * I can see further uses for recycled materials * I can create circular prints of consistent size and shape * I can draw recognisable musical notes and symbols * I can use wax resist to create a pattern * I know that pitch is affected by the size of the object struck * I can create a musical themed design or pattern * I can create a collage of contrasting images * I can recognise the work of Arcimboldo * I can neatly cut out and arrange sections of a sculpture * I know about the work of Sokari Douglas Camp * I can create a sculpture from reused materials * I can discuss how recycling or reusing material helps the environment   **Artist, craft maker or designer:**  Sam Francis, Arcimboldo, Sokari Douglas Camp, El Anatsui  **Vocabulary:**  Maracas, Repeating Pattern, Zig-Zag, Symmetrical, Action Painting, Wax-Resist, Drums, Timbre, Composition, Collage, Facial Features, Sculpture, Recycled, Reused, 3D, Landfill |
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| LKS2 – Cycle B |
| Art and Design Skills |
| **Learning about – Carl Giles**   * I know that Carl Giles is a cartoonist * I can draw my family in a minimalist, graphical/cartoon style and give them distinctive feature   **Painting – Tints and Shades**   * I know the meaning of:   + Tone (the areas of dark and light in a painting or photograph   + Tint (to make a colour lighter)   + Shade (to make a colour darker) * I know I can make a tint by adding white to a colour * I know I can make a shade by adding black to a colour * I can use tints and shades of a colour to paint from light to dark * I can paint neatly and smoothly * I can compare my work to the work of an artist   **Drawing – My toy story**   * I can recognise and describe shapes in an object and start my drawing by using sketchy lines to draw these * I can ‘tidy up’ my sketched lines with a rubber when happy with my shape * I can complete my drawing by adding:   + detail   + texture   + colour   **Craft and Design – Puppets**   * I can use a variety of materials to make a puppet figure in three dimensions using craft materials * I can make the various parts of my puppet to the correct proportions * I can sketch a design of my sock puppet before I make it * I can cut and stick with precision   **Artist, craft maker or designer:**  Carl Giles, Diego Velazquez  **Vocabulary:**  Cartoon, Characters, Tint, Shade, Tone, Outline, Sketch, 3D, Craft, Puppet, Sock, Shadow |
| Autumn Term  Formal Elements of Art |
| * I can recognise and accurately draw simple shapes in objects * I can identify objects made from shapes in my environment and draw from observation * I know that: In nature objects are usually formed from wavy lines and Man-made objects consist of straight lines * I know that the points, lines, shapes and space that make up simple 2D and 3D shapes are known as ‘geometry’ * I can bend, manipulate and join wire to create shapes * I can use smaller pieces of wire to add features * I can work safely with the tools and equipment I am using * I know that ‘tone’ refers to the light and dark areas of an object or artwork * I can hold my pencil properly when shading by:Using the side of the pencil and holding it flat to the paper * I can apply the four rules of shading:  1. Shading in ONE direction 2. Creating smooth, neat, even tones 3. Leaving NO gaps 4. Ensuring straight edges  * I know that ‘tone’ refers to the light and dark areas of an object or artwork * I am able to control a pencil to shade tones smoothly from light to dark using the four rules of rules of shading * I can blend tones gradually so that there aren’t any sudden changes from dark to light   **Artist, craft maker or designer:**   * **Vocabulary**  geometric, Shapes, Geometry, 2D, 3DWire, Sculpture, Shading, Tone, shading, Tone, Light, Dark |
| Spring Term  Prehistoric Art |
| * I know the process of making art in prehistory * I know that prehistoric people painted with muted earth colours * I can start to understand why early man created art * I can identify key 2D shapes in an image * I can successfully apply and blend charcoal to create form, tone and shape * I can identify and collect coloured natural items to paint with * I can investigate which natural items make the most successful colours * I can create paints using all-natural ingredients as cave artists did * I can mix paint to create a range of natural colours * I can experiment with techniques to create different textures * I can add fine detail using smaller brushes * I can create natural colours using paint   **Artist, craft maker or designer:**  Cave Artists  **Vocabulary:**  Prehistoric, Caves, Animals, Charcoal, Rubbing, Cave Artists, Stone Age, Pigment, Composition, Handprint, Negative Image, Positive Image, |
| Summer Term  Craft |
| * I know what a mood board is * I can show what is important to me through the creation of my own mood board * I know the process of tie-dyeing * I can secure the ties tightly * I know the similarities between tie-dyeing and wax resist * I know that Wrap mean the threads running top to bottom (longitudinally) and [Weft](https://www.kapowprimary.com/glossary/weft/) means the threads running side to side (laterally- weaving over and under the wrap threads) * I know how to weave * I can weave with a range of materials * I can sew a running stitch * I can cut fabric neatly and accurately   **Artist, craft maker or designer:**   * **Vocabulary:** Weave, Warp, Weft, Natural, Synthetic, Loom, Mood oard, Decorate, Palette |