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| **Art- LKS2 Cycle B** | | | |
| **Knowledge** | | | |
| **Topic** | **Vocabulary** |  | **People** |
| Art and Design Skills | Cartoon, Characters, Tint, Shade, Tone, Outline, Sketch, 3D, Craft, Puppet, Sock, Shadow | **Learning about – Carl Giles**   * I know that Carl Giles is a cartoonist * I can draw my family in a minimalist, graphical/cartoon style   **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 | Carl Giles, Diego Velazquez |
| Formal Elements of Art | geometric, Shapes, Geometry, 2D, 3DWire, Sculpture, Shading, Tone, shading, Tone, Light, Dark | * 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 |  |
| Prehistoric Art | Prehistoric, Caves, Animals, Charcoal, Rubbing, Cave Artists, Stone Age, Pigment, Composition, Handprint, Negative Image, Positive Image | * 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 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 | Cave Artists |
| Craft | Weave, Warp, Weft, Natural, Synthetic, Loom, Mood board, Decorate, Palette | * 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 |  |
| **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 |
| 3 | Children begin to learn about a range of great artists, architects and designers.  Children can recognise that art holds **cultural importance** throughout history. | Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.  Express and describe organic and geometric forms through different types of line. | Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.  Increase skill and control when painting. Apply greater expression and creativity to own paintings. | Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.  Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.  Further develop their ability to describe 3D form in a range of materials, including drawing. | Analyse and describe texture within artists’ work.  Develop skill and control when using tone. Learn and use simple shading rules.  Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern. | To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments. | Create personal artwork using the artwork of others to stimulate them. | Analyse own and other’s work using an increasingly sophisticated use of art language (formal elements).  Reflecting on their own work in order to make improvements. |