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| **Art UKS2 Cycle A** | | | |
| **Knowledge** | | | |
| **Topic** | **Vocabulary** |  | **People** |
| Impressionism Painting | Impressionism, Claude Monet, Painting, Brush, Zentangle method, Pattern, Shape, Printing, Repeated, Reverse system, Hat, Design, Prototype, Realism, Symbolism, Character, Oil paint | * 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 | Claude Monet, William Morris, Edward Hopper |
| Make My Voice heard | 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 | * 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 | Banksy, Käthe Kollwitz, Pablo Picasso, Mark Wallinger |
|  | Photomontage, Composition, Dada, Macro Photography, Saturate, Desaturate, Tones, Self-portrait, Selfie, Expression, The Scream | * 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 | Hannah Höch, Edward Weston, Edvard Munch |
| Still Life | Still Life, Composition, Negative medium, Shade, Underpainting, Hue, Tone, Memory box, Graphic representations | * 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 | Paul Cezaanne, Jaromír Funke, Iberê Camargo |
| **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 |
| 6 | Children understand the importance of a range of great artists, architects and designers in history.  Children recognise how art and design both reflect and shape our history and contribute to the culture creativity and wealth of our nation. | Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.  Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists. | Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.  Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. | Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.  Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists’ work.  Express and articulate a personal message through sculpture. Analyse and study artists’ use of form. | Understand how artists manipulate materials to create texture.  Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.  Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern. | Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks. | Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images. | Use the language of art with greater sophistication when analysing own and others art.  Give reasoned evaluations of their own and others work which takes account of context and intention. |