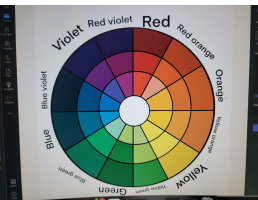

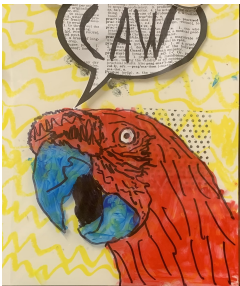
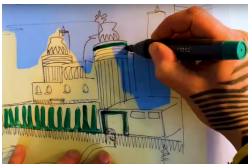



Key Stage 2 Art

Year	NC link/BSquared	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;">Key Stage 2</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ol style="list-style-type: none"> to create <u>sketchbooks</u> to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history <p>All skills are developed over time in a cyclical format, from basic recording and knowledge of artists and contexts to sophisticated exploitation of a broad range of media and contextual reference and analysis. The curriculum mixes repetition and practice with new skills and approaches.</p>							
Enrichment: Trips to galleries and museums across all year groups							
	Topic Covers skills and knowledge in Steps 5, 6, 7 and 8	Colour In this unit pupils learn about the colour wheel and how to apply it in their work. This builds on previous	Great Artists In this unit pupils explore the work of great artists. They focus on different styles and periods. They look at how a picture can tell a	Creative Collage In this unit pupils will create a variety of experiments using paper to create different collages.	Animals and wildlife In this unit pupils explore animals found in the jungle. They make a 3D clay sculpture from	Architecture In this unit pupils explore what architecture is. They draw from direct observation and use an artists style to create their own	Culture/Japan In this unit pupils learn about the culture and traditions of Japan. They learn about different creative techniques and

5/6		colour work in key stage 2.	story.		their drawings.	building drawings.	create a painting as a final outcome
	Pupils should know... (Core knowledge and concepts to be learned)	<ul style="list-style-type: none"> • Name the primary and secondary colours. • Talk about the colour changes they notice and make predictions about what will happen when two colours mix. • Understand and make their own colour wheel. • Describe the colours and textures they see. • To know that colours can be mixed to 'match' real life objects or to create things from your imagination. • Apply their knowledge of colour mixing to 	<ul style="list-style-type: none"> • How to suggest ideas for the meaning behind a picture. • How to identify different features within a painting and use the formal elements to describe it. • Be creative and imaginative in finding their own meaning in a painting. 	<ul style="list-style-type: none"> • Can investigate the nature and qualities of different collage materials and processes systematically. • Can experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. • Know about and describe some of the key ideas, techniques and working practices of a variety of artists, crafts makers, architects and designers that 	<ul style="list-style-type: none"> • Pupils explore animals in the jungle. They look at the famous artist Henri Rousseau and create a sculpture inspired by his art. • Learn about the work and life of Henri Rousseau • Learn about different art movements. • Pupils will know different techniques when using clay <p> https://www.nga.gov/learn/teachers/lessons-activities/pre-k/henri-rousseau.html https://artscrafts </p>	<ul style="list-style-type: none"> • Pupils learn how to draw from observation (buildings, houses, school) • learn about the role of an architect and are challenged to consider why houses/buildings look the way they do and if there is scope to change and improve them. • Using images of Hundertwasser's work to influence their own house designs. <p> https://amslerartroom.wordpress.com/student-work/hundertwasser-choose-your-own-adventure-landscapes/ </p>	<ul style="list-style-type: none"> • Learn about the culture and history of Japan. • explain what origami is • outline a history of origami • learn what Japanese calligraphy is and why and how it was used • Understand the techniques of a brush painting • Learn about Japanese Koi Fish paintings. <p> https://study.com/academy/topic/japanese-art-music-lesson-plans.html https://thecraftyclasroom.com/crafts/ja </p>

		<p>match colours effectively.</p> <ul style="list-style-type: none"> • Give likes and dislikes about their work and others'. 		<p>they have studied.</p> <p>https://teachers.thenational.academy/lessons/experiment-with-fine-line-drawing-and-pattern-to-create-20-cake-ideas-ctk3cc</p>	<p>ymom.com/henri-rousseau-art-projects-for-kids/</p>		<p>pan-crafts-for-kids/</p>
	<p>Pupils should be able to do... (Skills being developed)</p>	<ul style="list-style-type: none"> • Experimenting in sketchbooks, using drawing to record ideas; using sketchbooks to help make decisions about what to try out next. • Beginning to develop some control when painting, applying knowledge of colour and how different media behave, e.g. adding water to thin paint. 	<ul style="list-style-type: none"> • Read a picture well and see beyond the first glance, analysing and evaluating it successfully. • Collect a range of information that is presented in an interesting and pleasing way in sketchbooks. • Recreate an image in the style of their chosen artist. • Experiment and revisit ideas, drawing on creative experiences. • Work in a sustained 	<ul style="list-style-type: none"> • Create a range of collage techniques • Can experiment with line drawings connected to their collage work. • Can regularly reflect upon their own collage work, and use comparisons with the work of others • Can create textured surfaces using a variety of different papers and drawing 	<ul style="list-style-type: none"> • Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. • To make a 3D clay sculpture • Develop 3D making skills (Clay, papier mache, mod roc) 	<ul style="list-style-type: none"> • Create a painting and draw from different perspective • To transform the look of a building in the style of a famous artist • To be able to draw buildings • To draw by interpreting forms from direct observation 	<ul style="list-style-type: none"> • Analyse and evaluate different art artefacts from Japan. • create an example of origami • discuss the history of Japanese calligraphy • Create their own Japanese calligraphy • Use and develop their own brush painting technique. • Compare and contrast different cultures art and history.

		<ul style="list-style-type: none"> Explaining their ideas and opinions about their own and other's art work, giving reasons. 	<p>way to complete a piece, making evaluations at each stage.</p> <p>Artists: Vincent Van Gogh Picasso</p> <p>https://www.tate.org.uk/kids/make/paint-draw/create-art-van-gogh</p> <p>https://www.tate.org.uk/kids/make/paint-draw/create-art-van-gogh</p>	<p>materials.</p> <ul style="list-style-type: none"> Can improve skills of overlapping and overlaying to place objects in front and behind. Can apply the technical skills they are learning to improve the quality of their collage work <p>Artists: Helen Hancock</p> 			
	Key Terminology	Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, paint	Abstract, analyse, artist, compose, Compositions, convey, evaluation, Inference, interpret, Justify, meaning, Medium, mixed media, narrative	Photomontage, Image, collage, Composition, Arrangement, Layout, swirl, layering, experiment, ripped, line	model, sculpture, 3D design, plan, Reflect, evaluate, make, jungle, animals	Architecture, Design, Houses, Sketching, Shading, colour, Hundertwasser, building	Japanese, calligraphy, Shodo, Sumi research, make, evaluate, signs, symbols, brush, calligraphy

			Respond, ,technique, thought-provoking translate	drawing, patterns			
--	--	--	--	-------------------	--	--	--