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| **Art- LKS2 Cycle A** | | | |
| **Knowledge** | | | |
| **Topic** | **Vocabulary** |  | **People** |
| Art and Design Skills | Optical Illusions, Portrait, Landscape, Chinoiserie Pottery, Willow Pattern, Soap Carving, Sculpture, Texture, Brushstrokes, Perspective, Geometry, Curator, Exhibition, Still Life, Sketch, Dark, Light | **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 have analysed paintings by the artist Paul Cézanne and can remember key facts about his work * I can paint in the style of Paul Cézanne by:   + mixing colours as he did   + using the same brushstroke techniques   **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 | Thomas Minton, Barbara Hepworth, Paul Cezanne, Georgio Morandi |
| Formal Elements of Art | Charcoal, Mark-making, Abstract, Playdough, Print, Pattern, Tessellation, Pattern, 2D Shapes, Symmetry, Compass | * 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 |  |
| Every Picture tells a story | Pattern, Narrative, Shape, Tone, Role-play, Abstract | * 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 | David Hockney, Paula Rego, Edward Hopper, Pieter Bruegal, Fiona Rae |
| Sculpture | Maracas, Repeating Pattern, Zig-Zag, Symmetrical, Action Painting, Wax-Resist, Drums, Timbre, Composition, Collage, Facial Features, Sculpture, Recycled, Reused, 3D, Landfill | * 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 | Sam Francis, Arcimboldo, Sokari Douglas Camp, El Anatsui |
| **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 |
| 4 | Children learn about a range of great artists, architects and designers in history.  Children recognise that art holds **cultural importance** throughout history and across the world. | Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.  Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work. | Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.  Develop skill and control when painting. Paint with expression. Analyse painting by artists. | Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.  Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist’s work.  Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work. | Use a range of materials to express complex textures.  Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists’ work.  Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern. | Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique. | Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives. | Build a more complex vocabulary when analysing your own and others’ art.  Use their own and other’s opinion of work to identify areas of improvement. |