Art and Design

Upper Key Stage 2 A	Big Picture Question: What if everybody was the same?	National Curriculum reference
	Vocabulary: **structure** – the arrangement or placement of the different elements **foreground –** the area that appears closest to the viewer on a painting **middle ground** – the area between the foreground and background on a painting **background** – the area that appears furthest from the viewer on a painting **prototype** – an early example model built to test out an idea **statement –** an artist's written description of their work, to help the viewer understand **create** – making something special **mood board** – a type of collage using images, text, samples and colours made to share an idea or a feeling about a particular topic.	**Children should study:** <u>Key Stage 2</u> 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 and design.

| Big concepts: | **Curriculum Focus:**
Using a range of techniques and materials to develop their own work, and evaluating pieces by established artists, children will explore the Big Picture question. | Pupils should be taught: |

Big concepts:

**Well-being
Equality
Identity
Creativity**

Focus artists:
<u>Year 5</u>
Hokusai
Roy Liechenstein
Andy Warhol
Banksy
William Henry Playfair

<u>Year 6</u>
L S Lowry
Joseph Turner
Hunderwassen
William Morris
Pierre Auguste Renoir
Joan Miro

Pupils should be taught:

- to create sketchbooks 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

For each task in art and design, children will have opportunities to plan, review and evaluate:

Exploring and Developing Ideas	Evaluating and Developing Work
• Select and record from first-hand observations, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work.	• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate/edit work in the light of reflections.

Painting	Printing	3D	Textiles and Collage
Develop a painting from a drawing Create imaginative work by using observation/themes/poetry/music as a starting point.	Create/refine a design for a printing block Use more than two colours Use different media to add to print, e.g. pens, paints	Shape, form, model and construct from observation and then imagination Design and plan a sculpture using annotated drawings/ research/ observation in a mood board Create a prototype	Use a range of media to create collages Use different techniques, colours and textures when designing and making pieces of work

Drawing (skills to be developed throughout the year)			
Lines and Marks	**Form and Shape**	**Tone and Texture**	**Perspective and Composition**
Experiment with both wet and dry media to make marks, patterns and shapes Refine outcomes to suit a purpose	Begin to include 3 dimensions within compositions	Mix and blend colours Use different techniques to create texture, e.g. hatching/cross-hatching	Use a single focal point and horizon Begin to develop an awareness of composition, scale and proportion (middle ground, foreground, background)

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