Art and Design

Upper Key Stage 2 B	Big Picture Question:	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:** **Key Stage 2** 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:

Focus artists:
Year 5
Hokusai
Roy Liechtenstein
Andy Warhol
Banksy
William Henry Playfair

Year 6
L S Lowry
Joseph Turner
Hunderwassen
William Morris
Pierre Auguste Renoir
Joan Miro

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.

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
Select most appropriate techniques to create desired effects, drawn from those studied in Y3/4 (see plan) Mix and match colours to create atmosphere and light effects Identify tertiary colours and mix complementary and contrasting colours	Use artists' work as a source of ideas to create printing templates	Use recycled, natural and manmade materials to create sculptures	Add collage to a painted, printed or drawn background Translate a painting into collage form

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

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

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			(middle ground, foreground, background)	