



LKS2 Cycle B Phase overview

Art and Design LKS2 Cycle B			
Drawing: Power prints	Painting and mixed media: Light and dark	Sculpture and 3D: Mega materials	Craft and Design: Fabric of nature
Key artists: Henri Matisse, Ed Rucsha, Fernando Botero, Alberto Giacometti and Henry Moore.	Key artists: Clara Peeters and Audrey Flack.	Key artists: Magdelene Odundo, Barbara Hepworth, Jaume Plensa, Sokari Douglas Camp and El Anastui.	Key artists: Ruth Daniels, Senaka Senanayake, William Morris, Megan Carter.
Drawing <u>Composite piece</u> Work collaboratively to create a large-scale print inspired by the children’s own collages and wax resist drawings.	Drawing/painting <u>Composite piece</u> Create a final still life painting with recognisable objects.	Sculpture <u>Composite piece</u> To choose and join a variety of materials to create a 3D sculpture.	Craft and Design <u>Composite piece</u> To explore a textile technique to create a repeating pattern.
Subject Specific Vocabulary			
Create <u>sketchbooks</u> to record their observations and use them to review and revisit ideas.		Learn about and take inspiration from notable <u>Artist</u> /architects/designers	
Sketchbook, record, media, explore, exploration, experimentation, try out, plan, collect, sources, identify, interest, like, dislike, effect, express, feelings, notes, techniques, artist, artisan, architect, designers, annotate, refer, inspire, inform		Name of appropriate artist, recognise, techniques, like, dislike, prefer, replicate, copy, notable, artist, artisan, designer, look, discuss, feel, work of artist, inspiration, stimulus, stimuli, share, review, reflect, evaluate	
Improve mastery of art & design <u>techniques</u>			
<u>Drawing</u> Contrast, observational drawing, shading, shadow, tone, gradient, three dimensional (3D), proportion, symmetry, pattern, composition, precision, mixed media, wax resist, highlight, collage, combine, parallel, hatching, cross-hatching, viewfinder, collaborate, collaboratively, printmaking, abstract, figurative, monoprint, block print.			



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Painting and mixed media

Portrait, landscape, shadow, **tint, shade**, texture, contrasting, **vivid, muted, formal**, patterned, abstract, **detailed, figurative**, three dimensional (3D), **grid**, technique, mark-making, composition, **dabbing paint, stippling paint, paint wash, pointillism**.

Sculpture and 3D

Visualisation, ceramics, two dimensional (2D), three dimensional (3D), organic shape, sculpture, tone, form, carving, **model, hollow, figurative**, abstract, **quarry**, texture, surface, join, **pliers, template, secure, mesh, found objects, typography, welding, weaving**.

Craft and Design

Rainforest, inspiration, imagery, **colour palette, mood board, theme**, design, designer, texture, develop, pattern, **batik, repeat**, repeating, organic, symmetrical, **craft**, craftsperson, industry.

<p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p>	<p>To Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>To develop techniques, including the control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p>Learn about artists, architects and designers in history.</p>
<p>I can use my sketchbook to generate ideas from a range of stimuli.</p> <p>I can use research and evaluation of techniques to develop and improve my own ideas.</p> <p>I can use my sketchbook purposefully to improve my understanding, develop my ideas and plan for an outcome.</p>	<p><u>Drawing: Power prints</u></p> <p>I can use pencils of different grades to shade and tone. I can hold a pencil with varying pressure to create different marks. I can use observation and sketch objects quickly. I can draw objects in proportion to each other. I can use charcoal and a rubber to draw tone. I can use scissors and paper as a method to 'draw'. I can make choices about arranging cut elements to create a composition. I can create a wax resist background. I can use different tools to scratch into a painted surface to add contrast and pattern. I can choose a section of a drawing to recreate as a print. I can create a monoprint.</p>	<p>I can discuss how artists produced work in the past.</p> <p>I can understand the influence and impact of their methods and styles in art today.</p> <p>I can understand how artists use art to convey messages through the choices they make.</p> <p>I can work as a professional designer does, by collating ideas to generate a theme.</p>



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		I can understand the limitations of tools and materials and be able to experiment within more than one medium to create textural effects.
<p>I can use my sketchbook to generate ideas from a range of stimuli.</p> <p>I can use research and evaluation of techniques to develop and improve my own ideas.</p> <p>I can plan more purposefully for an outcome.</p>	<p><u>Painting and mixed media: Light and dark</u></p> <p>I can mix a tint and a shade by adding black or white.</p> <p>I can use tints and shades of a colour to create a 3D effect when painting.</p> <p>I can apply paint using different techniques e.g. stippling, dabbing, washing.</p> <p>I can choose a suitable painting tools.</p> <p>I can arrange objects to create a still life composition.</p> <p>I can plan a painting by drawing first.</p> <p>I can organize painting equipment independently, making choices about tools and materials.</p>	<p>I can understand how artists use art to convey messages through the choices they make.</p> <p>I can understand the limitations of tools and materials and be able to experiment within more than one medium to create textural effects.</p>
<p>I can use my sketchbook to generate ideas from a range of stimuli.</p> <p>I can use research and evaluation of techniques to develop and improve my own ideas.</p> <p>I can plan more purposefully for an outcome.</p>	<p><u>Sculpture and 3D: Mega materials</u></p> <p>I can use my arm to draw 3D objects on a large scale.</p> <p>I can sculpt soap from a drawn design.</p> <p>I can smooth the surface of soap, using water when carving.</p> <p>I can join wire to make shapes by twisting and looping pieces together.</p> <p>I can create a neat line in wire by cutting and twisting the end onto the main piece.</p> <p>I can use a range of materials to make 3D artwork e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork.</p> <p>I can try out different ways to display a 3D piece and choose the most effective.</p>	<p>I can work as a professional designer does, by collating ideas to generate a theme.</p> <p>I can understand the limitations of tools and materials and be able to experiment within more than one medium to create textural effects.</p>
<p>I can use my sketchbook to generate ideas from a range of stimuli.</p> <p>I can use research and techniques to develop and improve my own ideas.</p>	<p><u>Craft and design: Fabric of nature</u></p> <p>I can select imagery and use as inspiration for a design project.</p> <p>I can make a mood board.</p> <p>I can develop colour palettes, using selected imagery and drawings.</p> <p>I can draw small sections of one image.</p> <p>I can develop observational drawings into shapes and pattern for design.</p> <p>I can transfer a design using a tracing method.</p>	<p>I can discuss how artists produced work in the past.</p> <p>I can understand the influence and impact of their methods and styles in art today.</p>



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	<p>I can make a repeating pattern tile, using cut and torn paper shapes.</p> <p>I can use glue as an alternative batik technique to create patterns on fabric.</p> <p>I can paint on fabric.</p> <p>I can wash fabric to remove glue to finish a decorative fabric piece.</p>	<p>I can understand how artists use art to convey messages through the choices they make.</p>
I will know how to...		
Substantive knowledge		Disciplinary knowledge
Practical	Theoretical	Disciplinary
Making Skills	Knowledge of artists	Evaluating and analysing
<p>Use observational skills to show an awareness of composition.</p> <p>Begin to demonstrate an individual style of working.</p> <p>Use knowledge of drawing materials and combine media for effect.</p> <p>Demonstrate greater control over drawing materials.</p> <p>Show an awareness of proportion.</p> <p>Develop the use of tone and more intricate mark making.</p> <p>Explore how paint can be used to create a variety of effects.</p> <p>Develop greater control when using paint to depict forms.</p> <p>Begin to use tone by mixing tints and shades to create 3D effects.</p> <p>Select collage materials to create contrast and overall composition.</p> <p>Explore how materials can be shaped and joined.</p> <p>Use more complex techniques such as carving and modelling wire.</p> <p>Present work to a good standard and finish.</p>	<p>Artists have different materials available to them depending on when they live in history.</p> <p>Artists can make their own tools.</p> <p>Artists experiment with different tools and materials to create texture.</p> <p>Artists can work in more than one medium.</p> <p>Artists make decisions about how their work will be displayed.</p> <p>Artists can choose particular materials to communicate a message.</p> <p>Artists can choose what to include in a composition, considering both what looks good together.</p> <p>Designers collect visual ideas from a wide range of resources, sometimes collecting those as a mood board.</p> <p>Artists and designers sometimes choose techniques based on the and money available to them.</p> <p>Artists use drawings to plan ideas for work in different media.</p>	<p>Artists make art in more than one way.</p> <p>There are no rules about what art must be.</p> <p>Art can be purely decorative or it can have a purpose.</p> <p>Artists make choices about what, how and where they create art.</p> <p>Art can be all different sizes.</p> <p>Art can be displayed inside or outside.</p> <p>Art is interpreted differently, depending on how it is displayed.</p> <p>Artworks can fit more than one genre.</p> <p>People use art to tell stories and communicate.</p> <p>People make art to express their views or beliefs.</p> <p>People make art for fun, and to make the world a nicer place to be.</p> <p>People use art to explain or teach things.</p> <p>People make art to explore big ideas, like death or nature.</p> <p>Art can be created to make money; being an artist is a job for some people.</p> <p>Art, craft and design effects the lives of people who see or use something that has been created.</p> <p>Artists make work to explore right and wrong and to communicate their own beliefs.</p> <p>People can have their own opinions about art, and sometimes disagree.</p> <p>One artwork can have several meanings.</p> <p>Art is influenced by the time and place it was made, and this effects how people interpret it.</p> <p>Artists may hide messages or meaning in their work.</p> <p>Artists evaluate what they make and talking about art is one way to do this.</p>



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<p>Make choices about materials and techniques used in 3D work. Compare making techniques and consider which method to use to achieve an outcome. Design and make art for purpose. Follow a design process from a mood board. Plan how a pattern could be used in a real-world context.</p> <p><u>Sketchbooks</u> Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p>		
I will be able to...		
Substantive Knowledge		Disciplinary knowledge
Practical	Theoretical	Disciplinary
Making Skills	Knowledge of artists	Evaluating and Analysing
<p>Demonstrate increased skill and control when drawing and painting to depict form.</p> <p>Show an awareness of proportion and be able to create 3D effects.</p> <p>Demonstrate greater control over drawing tools to show an awareness of proportion and continuing to develop use of tone and more intricate mark making.</p>	<p>Use subject knowledge confidently to describe and compare creative works.</p> <p>Use experiences of techniques and making processes to explain how art works may have been made.</p> <p>Discuss how artists produced art in the past.</p> <p>Understand the influence and impact of their methods and styles</p>	<p>Build a more complex vocabulary when discussing their own and others' art.</p> <p>Independently evaluate work during the planning and making process, regularly.</p> <p>Explain ideas and opinions about their own and others' artwork.</p> <p>Begin to interpret meaning and purpose of artwork and begin to understand how artists can use art to communicate.</p> <p>Begin to carry out a problem-solving process and make changes to improve their work.</p>



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<p>Use growing knowledge of different materials, combining media for effect.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrate the beginnings of an individual style.</p> <p>Use growing knowledge of different materials, combining media for effect.</p> <p>Use hands and tools along with increasingly complex techniques to shape and join materials, such as carving and modelling wire.</p>	<p>on art today, using their own experience and historical evidence.</p> <p>Understand the tools and materials and be able to experiment within more than one medium and with tools to create textural effects.</p> <p>Consider how to display art work, understand how artists consider their viewer and the impact on them.</p> <p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Understand how artists use art to convey messages through the choices they make.</p> <p>Work as a professional designer does, by collating ideas to generate a theme.</p>	<p>Discuss art considering how it can affect the lives of the viewers or users of the piece.</p>
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