



UKS2 Cycle A Phase Overview

Art and Design UKS2 Cycle A			
Painting and mixed media: Artist study	Craft and design: Photo opportunity	Drawing: Make my voice heard	Sculpture and 3D: Making memories
Key artists: David Hockney, Paula Rego, John Singer Sargent, Fiona Rae and Lubaina Himid.	Key artists: Hannah Hock, Edward Weston, Derek O Boateng and Chuck Close	Key artists: Dan Fenelon, Leonardo Da Vinci, Banksy, Diego Rivera, Carravaggio and Pablo Picasso	Key artists: Joseph Cornell, Louise Nevelson, Yinka Shinobare, Nicola Anthony, Louise Bourgeois, Romare Bearden
Painting and mixed media <u>Composite piece</u> To combine materials and techniques to create and complete a finished piece in their own personal style.	Craft and design <u>Composite piece</u> To use digital media to design and create photographic imagery for a specific design brief.	Drawing <u>Composite piece</u> To consider how symbolism is used in art and apply an understanding of impact and effect to create a powerful image.	Sculpture and 3D <u>Composite piece</u> To create a personal memory box, reflecting primary school life with symbolic and personal meaning.
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>Painting and mixed media</u> Artist, Compositions, Evaluation, Medium, Mixed media, Technique, Translate , Analyse, Meaning , Narrative , Interpret , Justify, Inference , Respond , Tableau , Abstract, Convey , Compose , Thought-provoking			



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Craft and design

Photomontage, Image, **Dada**, Composition, Arrangement, Layout, **Cityscape**, **Macro**, **Photography**, **Monochrome**, **Monochromatic**, **Album**, **Digital**, **Saturation**, **Emulate**, **Editing**, **Software**, replacement, **Focus**, Frame, **Recreate**, **Pose**, Prop, Portrait, **Photorealism**, **Photorealistic**, Grid, Proportion

Drawing

Maya, Mayan, Imagery, Mark making, Expressive, Character traits, **Symbol**, **Symbolic**, Interpretation, **Aesthetic**, Representative, Tone, **Chiaroscuro**, Technique, **Graffiti**, Guerilla, Mural, Street art, **Commissioned**, Tone, Tonal, Composition, **Impact**, Audience

Sculpture and 3D

Expression, Self, Identity, **Attribute**, Symbolic, Literal, **Assemblage**, sculpture, **Manipulate**, **Relief**, Composition, **Juxtaposition**, **Embedded**, Tradition, Pitfall, **Representation**, Originality, Collection

<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 draw upon experiences to create work and research to develop own starting points for creative outcomes.</p> <p>I can use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p>	<p><u>Painting and mixed media: Artist Study</u></p> <p>I can use sketchbooks to research and present information.</p> <p>I can develop ideas into a plan for a final piece.</p> <p>I can make a personal response to the artwork of another artist.</p> <p>I can use different methods to analyse artwork, such as, drama, discussion and questioning.</p>	<p>I can describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines.</p> <p>I can describe how the cultural and historical context may have influenced their creative work.</p>



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<p>I can draw upon experiences to create work and research to develop own starting points for creative outcomes.</p> <p>I can use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p>	<p><u>Craft and design: Photo opportunity</u></p> <p>I can create a photomontage. I can create artwork for a design brief. I can use a camera or tablet for photography. I can identify the parts of a camera. I can take a macro photo, choosing an interesting composition. I can manipulate a photograph using photo editing tools. I can use drama and props to recreate imagery. I can take a portrait photograph. I can use a grid method to copy a photograph onto a drawing.</p>	<p>I can describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines.</p> <p>I can describe how the cultural and historical context may have influenced their creative work.</p>
<p>I can draw upon experiences to create work and research to develop own starting points for creative outcomes.</p> <p>I can use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p>	<p><u>Drawing: Make my voice heard</u></p> <p>I can use symbolism as a way to create imagery. I can combine imagery into unique compositions. I can achieve the tonal technique called chiaroscuro. I can make handmade tools to draw with. I can use charcoal to create chiaroscuro effects.</p>	<p>I can describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines.</p> <p>I can describe how the cultural and historical context may have influenced their creative work.</p>
<p>I can draw upon experiences to create work and research to develop own starting points for creative outcomes.</p> <p>I can use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p>	<p><u>Sculpture and 3D: Making memories</u></p> <p>I can translate a 2D image into a 3D form. I can manipulate cardboard to create 3d forms (tearing cutting, folding, bending, ripping). I can manipulate cardboard to create different textures. I can make a cardboard relief sculpture. I can make visual notes to generate ideas for a final piece. I can translate ideas into sculptural forms.</p>	<p>I can describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines.</p> <p>I can describe how the cultural and historical context may have influenced their creative work.</p>



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I will know...		
Substantive knowledge		Disciplinary knowledge
Practical	Theoretical	Disciplinary
Making Skills	Knowledge of artists	Evaluating and analysing
<p>Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over sessions to complete a piece.</p> <p>Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition.</p> <p>Consider materials, scale and techniques when creating collage and other mixed media pieces.</p> <p>Create collage in response to a stimulus.</p> <p>Work collaboratively on a larger scale.</p> <p>Develop personal, imaginative responses to a design brief, using sketchbooks and independent research.</p> <p>Justify choices made during a design process, explaining how the work of creative practitioners have influence on their final outcome.</p> <p>Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.</p> <p>Apply new drawing techniques to improve their mastery of materials and techniques.</p> <p>Push the boundaries of mark making to explore new surfaces, e.g. drawing on</p>	<p>Artists are influenced by what is going on around them; for example, culture, politics and technology.</p> <p>Artists 'borrow' ideas and imagery from other times and cultures to create new artworks.</p> <p>How artwork is interpreted will depend on the life experiences of the person looking at it.</p> <p>Artists can use symbols in their artwork to convey meaning.</p> <p>Artists add extra meaning to what they create by working in places where they do not have permission to work.</p> <p>Artists use self-portraits to represent important things about themselves.</p> <p>Artists create works that make us question our beliefs.</p> <p>Visual designs can represent big ideas like harmony with nature or peace.</p>	<p>Sometimes people disagree about whether something can be called 'art'.</p> <p>Art doesn't always last for a long time; it can be temporary.</p> <p>Art, craft and design can be functional and affect human environments and experiences.</p> <p>Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract.</p> <p>Art can represent abstract concepts, like memories and experiences.</p> <p>Art can be a digital art form, like photography.</p> <p>People make art to express emotion.</p> <p>People make art to encourage others to question their ideas or beliefs.</p> <p>People make art to portray ideas about identity.</p> <p>People make art to fit in with popular ideas or fashions.</p> <p>Sometimes people make art to express their views and opinions, which can be political or topical.</p> <p>Sometimes people make art to create reactions.</p> <p>People use art as a means to reflect on their unique characteristics.</p> <p>People can explore and discuss art in different ways, for example, by visiting galleries, by discussing it, writing about it, using it as inspiration for their own work by sharing ideas online.</p> <p>Artists become well-known or famous and people tend to talk more about their own work because it is familiar.</p> <p>Talking about plans for artwork, or evaluating finished work, can help improve what artists create.</p> <p>Comparing artworks can help people understand them better.</p> <p>Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way.</p> <p>People can have varying ideas about the value of art.</p>



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<p>clay, layering media and incorporating digital drawing techniques.</p> <p>Use personal plans and ideas to design and construct more complex sculptures and 3D forms.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Confidently problem solve, edit and refine to create desired effects and end results.</p>	<p>Artists find inspiration in other artists work, adapting and interpreting ideas and techniques to create something new.</p> <p>Art can be a form of protest.</p> <p>Artists can use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.</p> <p>Art sometimes creates difficult feelings when we look at it.</p>	<p>Art can be analysed and interpreted in lots of ways and can be different for everyone.</p> <p>Everyone has a unique way of experiencing art.</p>
I will be able to...		
Substantive Knowledge		Disciplinary knowledge
Practical	Theoretical	Disciplinary
Making Skills	Knowledge of artists	Evaluating and Analysing
<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, e.g. photography and digital art effects.</p> <p>Create expressively in my own personal style and in response to a choice of stimulus, showing the ability to develop artwork independently.</p>	<p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines.</p> <p>Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>To describe how the cultural and historical context may have influenced their creative work.</p>	<p>Discuss the processes used by themselves and by other artists.</p> <p>Describe the particular outcome achieved.</p> <p>Consider how effectively pieces of art express emotion.</p> <p>Consider how pieces of art encourage the viewer to question their own ideas.</p> <p>Use their knowledge of tools, materials, processes to try alternative solutions and make improvements to their work.</p>



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<p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including and incorporating the formal elements of art.</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines.</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</p> <p>Describe how the cultural and historical context may have influenced their creative work.</p> <p>Understand art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p>	<p>Explain how art can be created to cause reaction and impact and consider why an artist chooses to use art in this way.</p> <p>Give reasoned evaluations of their own and others work in which takes account of context and intention.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements in their work.</p>
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