



UKS2 Cycle B Phase Overview

Art and Design UKS2 Cycle B			
Drawing: I need space	Craft and design: Architecture	Sculpture and 3D: Interactive installation	Painting and mixed media: Portraits
Key artists: Teis Albers and other 1950's 'Space Race' drawings.	Key artists: Freidensreich Hundertwasser and Zaha Hadid	Key artists: Cai Guo-Qiang	Key artists: Chila Kumari Singh Burman , Vincent Van Gogh, Frida Kahlo, Sonia Boyce, Nijdeka Akunyili Crosby.
Drawing <u>Composite piece</u> To combine collage and printmaking techniques to create a piece of artwork in their own style.	Craft and design <u>Composite piece</u> To apply composition skills to develop a drawing into print and create their own building designs.	Sculpture and 3D <u>Composite piece</u> To apply knowledge of installation art and develop ideas into a finished piece of art.	Painting and mixed media <u>Composite piece</u> To apply knowledge and skills to create a mixed media self-portrait.
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> Retro-futurism , Futuristic, Imagery , Culture, Cold War, Propaganda , Space race, Purpose , Stimulus, Decision , Process, Technique , Collagraphy, Collagraph , Repetition, Printing plate, Composition , Printmaking, Evaluate , Revisit , Develop.			
<u>Craft and design</u>			



UKS2 Cycle B Phase Overview

Architecture, Composition, Design, Evaluate, Proportion, **Perspective**, **Birds eye view**, Monoprint, **Architectural**, Organic, **Monument**, **Architect**, **Legacy**, **Elevation**, **Built environment**, Observational drawing, **Interpret**, form, Abstract, **Pressure**, **Crop**, Viewfinder, Design brief, **Futuristic**, **External**, **Style**, **Annotate**, **Individuality**, **Design intention**, **Symbolism**, **Literal**, **Commemorate**

Sculpture and 3D

Display, **installation art**, Mixed media, **Features**, Evaluate, **Analyse**, **Location**, Scale, Scaled down, **Special effects**, Three dimensional, Art medium, **Performance art**, Stencil, Atmosphere, **Props**, **Influence**, **Experience**, **Culture**, **Revolution**, **Concept**, **Elements**, **Interact**, **Interactive**

Painting and mixed media

Background, **Continuous line drawing**, **Portrait**, **Self portrait**, Paint wash, Collage, Texture, Composition, **Carbon paper**, **Transfer**, Printmaking, Monoprint, Mixed media, **Multi media**, **Justify**, **Research**, Evaluate, **Represent**, **Atmosphere**, **Art medium**

To create sketchbooks to record their observations and use them to review and revisit ideas.	To Improve mastery of art and design techniques , including drawing, painting and sculpture with a range of materials. 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.	Learn about artists, architects and designers in history.
I can draw upon experiences to create work and research to develop own starting points for creative outcomes. I can use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	<u>Drawing: I need space</u> I can analyse an image that considers impact, audience and purpose. I can draw the same image in different ways with different materials and techniques. I can make a collagraph print. I can develop drawn ideas for a print. I can combine techniques to create a final composition. I can decide what materials and tools to use based on experience and knowledge.	I can describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines. I can describe how the cultural and historical context may have influenced their creative work.



UKS2 Cycle B Phase Overview

<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: Architecture</u></p> <p>I can make an observational drawing of a house.</p> <p>I can use shapes and measuring as methods to draw accurate proportions.</p> <p>I can select a small section of a drawing to use as a print design.</p> <p>I can develop drawings further to use as a design for print.</p> <p>I can design a building that fits a specific brief.</p> <p>I can draw an idea in the style of an architect that is annotated to explain key features.</p> <p>I can draw from different views, such as a front or side elevation.</p> <p>I can use sketchbooks to research and present information about an artist.</p> <p>I can interpret an idea into design for a structure.</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 confidently use sketchbooks for purposes including recording observations and research.</p> <p>I can test materials.</p> <p>I can work towards an outcome independently.</p>	<p><u>Sculpture and 3D: Interactive installation</u></p> <p>I can make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.</p> <p>I can try out ideas on a small scale to assess their effect.</p> <p>I can use everyday objects to form a sculpture.</p> <p>I can transform and manipulate ordinary objects to form a sculpture by wrapping, colouring, covering and joining them.</p> <p>I can try out ideas for making a sculpture interactive.</p> <p>I can plan an installation proposal, making choices about light, sound and display.</p>	<p>I can research and discuss the ideas and approaches of 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 develop ideas independently from research.</p> <p>I can explore and record my plans, ideas and evaluations.</p> <p>I can develop my ideas towards an outcome.</p> <p>I can confidently use sketchbooks for purposes including recording observations and research.</p> <p>I can test materials.</p> <p>I can work towards an outcome independently.</p>	<p><u>Painting and mixed media: Portraits</u></p> <p>I can develop a drawing into a painting.</p> <p>I can create a drawing using text as lines and tones.</p> <p>I can experiment with materials and create different backgrounds to draw onto.</p> <p>I can use a photograph as a starting point for a mixed media artwork.</p> <p>I can take an interesting portrait photograph, exploring different angles.</p> <p>I can adapt an image to create a new one.</p> <p>I can combine materials to create an effect.</p> <p>I can choose colours to represent an idea or atmosphere.</p> <p>I can develop a final composition from sketchbook ideas.</p> <p>.</p>	<p>I can research and discuss the ideas and approaches of artists across a variety of disciplines.</p> <p>I can describe how the cultural and historical context may have influenced their creative work</p>



UKS2 Cycle B Phase Overview

I will know...		
Substantive knowledge		Disciplinary knowledge
Practical	Theoretical	Disciplinary
Making Skills	Knowledge of artists	Evaluating and analysing
<p>To use a broader range of stimulus to draw from, such as architecture, culture and photography.</p> <p>Begin to develop drawn ideas as part of an exploratory journey.</p> <p>Apply known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>Draw in a more sustained way, revisiting a drawing over time and applying an understanding of tone, texture, line, colour and form.</p> <p>Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design.</p> <p>Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.</p> <p>Investigate how scale, display location and interactive elements impact 3D art.</p> <p>Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions.</p> <p>Persevere when constructions are challenging and work to problem solve more independently.</p> <p>Apply paint with control in different ways to achieve different effects,</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>



UKS2 Cycle B Phase Overview

<p>experimenting with techniques used by other artists and applying ideas to their own artworks.</p> <p>Make choices about painting surfaces or mixing paint with other materials.</p> <p>Develop a painting from a drawing or other stimulus.</p> <p>Explore how collage can extend original ideas.</p> <p>Combine a wider range of media e.g. photography and digital art effects.</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>



UKS2 Cycle B Phase Overview

<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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