

Cycle A KS2 Year 5/6

Autumn

Skill Area: Drawing (Make My Voice Heard)
Artist Links: Diego Rivera, Dan Fenelon, Picasso

Recap:

Pupils who are secure will know and remember how to:

- Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. (Y3)
- Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. (Y4)
- Use growing knowledge of different materials, combining media for effect. (Y4)
- Use hands and tools confidently to cut, shape and join materials for a purpose. (Y3)
- Use more complex techniques to shape and join materials, such as carving and modelling wire. (Y4)
- Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. (Y3)
- Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. (Y4)

Learn:

Pupils who are secure will know and remember how to:

- Collect a good range of imagery, adding annotated notes and sketches.
- Make relevant comparisons between different styles of art.
- Use tools effectively to explore a range of effects.
- Respond to the meaning of a spirit animal through drawing. Generate symbols that reflect their likes and dislikes with little support.
- Create a tile that is full of pattern, symbols and colours that represents themselves.
- Discuss ideas to create light and dark through drawing techniques.
- Explain the term chiaroscuro.
- Apply chiaroscuro to create light and form through a tonal drawing.
- Understand the impact of using techniques for effect. Participate in a discussion that examines the similarities and differences between different styles of art.
- Form their own opinions about what art is, justifying their ideas.
- Identify a cause and decide what message they want to convey. Understand artist's choices to convey a message.
- Review sketchbook and creative work to develop a drawn image.
- Review and revisit ideas to develop their work.



Spring

Skill Area: Painting/Mix Media (Artist Study)
Artist Links: David Hockney, Paula Rego, John Singer Sargent, Lubaina Himid, Fiona Rae

Recap:

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 - Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. (Y4)
 - Use growing knowledge of different materials, combining media for effect. (Y4)
 - Use hands and tools confidently to cut, shape and join materials for a purpose. (Y3)
 - Use more complex techniques to shape and join materials, such as carving and modelling wire. (Y4)
 - Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. (Y3)
 - Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. (Y4)
- Pupils who are secure will know and remember how to:**
- Understand a narrative and use descriptive language to tell a story. Suggest ideas for the meaning behind a picture.
 - Identify different features within a painting and use the formal elements to describe it.
 - Be creative and imaginative in finding their own meaning in a painting. Use their own art or personal experiences to justify their ideas.
 - Read a picture well and see beyond the first glance, analysing and evaluating it successfully.
 - Reflect on personal experiences to convey through their own piece of abstract art.
 - Contribute to discussions to either the class, group or talk partner. Understand and choose a meaningful message to convey through imagery, creating some different composition ideas.
 - Select an appropriate artist.
 - Collect a range of information that is presented in an interesting and pleasing way in sketchbooks.
 - Generate an idea for a final piece, demonstrating some inspiration from their chosen artist.
 - Produce a final piece of work, selecting appropriate tools and materials to create an intended effect.
 - Experiment and revisit ideas, drawing on creative experiences.
 - Work in a sustained way to complete a piece, making evaluations at each stage.



Summer

Skill Area: Sculpture & 3D (Making Memories)
Artist Links: Yinka Shonobare, Judith Scott, Nicola Anthony, Louise Nevelson

Recap:

Pupils who are secure will know and remember how to:

- Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. (Y3)
 - Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. (Y4)
 - Use growing knowledge of different materials, combining media for effect. (Y4)
 - Use hands and tools confidently to cut, shape and join materials for a purpose. (Y3)
 - Use more complex techniques to shape and join materials, such as carving and modelling wire. (Y4)
 - Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. (Y3)
 - Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. (Y4)
- Learn:**
- Pupils who are secure will know and remember how to:**
- Discuss the work of artists that appreciate different artistic styles. Create a sculpture to express themselves in a literal or symbolic way. Reflect verbally or in writing about creative decisions.
 - Suggest ways to represent memories through imagery, shapes and colours.
 - Draw a composition of shapes developed from initial ideas to form a plan for a sculpture.
 - Competently use scissors to cut shapes accurately.
 - Talk about artists' work and explain what they might use in their own work.
 - Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. Successfully translate plans to a 3D sculpture.
 - Work mostly independently, experimenting and trying new things. Identify and make improvements to their work.
 - Produce a completed sculpture demonstrating experimentation, originality and technical competence.
 - Competently reflect on successes and personal development.



Colour

Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. (Y5)
 A 'monochromatic' artwork uses tints and shades of just one colour. (Y6)
 Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. (Y6)



Form

An art installation is often a room or environment in which the viewer 'experiences' the art all around them. (Y5)
 The size and scale of three-dimensional artwork changes the effect of the piece. (Y5)
 The surface textures created by different materials can help suggest form in two-dimensional artwork. (Y6)



Shape

Shapes can be used to place the key elements in a composition. (Y5)
 How an understanding of shape and space can support creating effective composition. (Y6)



Line

Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.
 How line is used beyond drawing and can be applied to other art forms.



Pattern

Artists create pattern to add expressive detail to art works (for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.) (Y5)
 Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. (Y6).



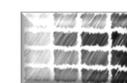
Texture

How to create texture on different materials. (Y5)
 Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture. (Y6)



Tone

Tone can help show the foreground and background in an artwork. (Y5)
 That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images. (Y6)



Knowledge of artists:

Y3/4 Recap:
 Know how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. (Y3)

- Consider how to display artwork, understanding how artists consider their viewer and the impact on them. (Y3)
- Know how to use subject vocabulary confidently to describe and compare creative works. (Y4)
- Know and understand how artists use art to convey messages through the choices they make. (Y4)
- Know how to work as a professional designer does, by collating ideas to generate a theme. (Y4)

Y5/6 Pupils who are secure will know and remember how to:

- Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
- Discuss how artists create work with the intent to create an impact on the viewer.
- Consider what choices can be made in their own work to impact their viewer.
- Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
- Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.
- Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.

Evaluating and analysing:

Y3/4 Recap:
 Know how to explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. (Y3)
 Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. (Y3)

- Begin to carry out a problem-solving process and make changes to improve their work. (Y3)
- Know how to use more complex vocabulary when discussing their own and others' art. (Y4)
- Discuss art considering how it can affect the lives of the viewers or users of the piece. (Y4)
- Evaluate their work more regularly and independently during the planning and making process. (Y4)

Y5/6 Pupils who are secure will know and remember how to:

- Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.
- Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas.
- Give reasoned evaluations of their own and others' work which takes account of context and intention.
- Discuss how art is sometimes used to communicate social, political, or environmental views.
- Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.
- Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work which takes account of context and intention.