

KS2 Year 5/6

Autumn

Skill Area: Painting/Mix Media (Portraits)
Artist: Vincent Van Gogh, Chila Kumari Singh Burman
Recap:
Pupils will know 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 will know how to:

Develop a drawing into a painting.
 Create a drawing using text as lines and tone.
 Experiment with materials and create different backgrounds to draw onto.
 Use a photograph as a starting point for a mixed-media artwork.
 Take an interesting portrait photograph, exploring different angles.
 Adapt an image to create a new one.
 Combine materials to create an effect.
 Choose colours to represent an idea or atmosphere.
 Develop a final composition from sketchbook ideas.

So that they can:

Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. (Y5)
 Combine a wider range of media, eg photography and digital art effects. (Y5)
 Work in a sustained way over several sessions to complete a piece, including incorporating the formal elements of art. (Y6)

Outcome: Mix media portraits

Spring

Skill Area: Drawing (I need space)
Artist: Teis Albers/ Karen Rose



Recap:
Pupils will know 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)

Pupils will know:

What print effects different materials make.
how to: Analyse an image that considers impact, audience and purpose.
 Draw the same image in different ways with different materials and techniques.
 Make a collagraph plate.
 Make a collagraph print.
 Develop drawn ideas for a print.
 Combine techniques to create a final composition.
 Decide what materials and tools to use based on experience and knowledge.

So that they can:

Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. (Y5)
 Combine a wider range of media, eg photography and digital art effects. (Y5)
 Combine materials and techniques appropriately to fit with ideas. (Y6)
 Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. (Y5)
 Work in a sustained way over several sessions to complete a piece. (Y6)

Outcome: Space inspired collagraph print drawing

Summer

Skill Area: Sculpture & 3D (Interactive installation)
Artist: 'Inopportune: Stage One' by Cai Guo-Qiang



Recap:
Pupils will know 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 will know how to:

Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.
 Try out ideas on a small scale to assess their effect.
 Use everyday objects to form a sculpture.
 Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.
 Try out ideas for making a sculpture interactive.
 Plan an installation proposal, making choices about light, sound and display.

So that they can:

Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. (Y5)
 Combine a wider range of media, eg photography and digital art effects. (Y5)
 Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. (Y6)

Outcome: Installation Art

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).



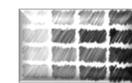
Texture

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 Know 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 Know 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.