

Art and Design

Upper Key Stage 2 B	Big Picture Question: Can a picture paint a thousand words?	National Curriculum reference																				
	Vocabulary: structure – the arrangement or placement of the different elements foreground – the area that appears closest to the viewer on a painting middle ground – the area between the foreground and background on a painting background – the area that appears furthest from the viewer on a painting prototype – an early example model built to test out an idea statement – an artist’s written description of their work, to help the viewer understand create – making something special mood board – a type of collage using images, text, samples and colours made to share an idea or a feeling about a particular topic.	Children should study: <u>Key Stage 2</u> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art and design.																				
Big concepts:	Curriculum Focus: Using a range of techniques and materials to develop their own work, and evaluating pieces by established artists, children will explore the Big Picture question.																					
creativity imagination	For each task in art and design, children will have opportunities to plan, review and evaluate: <table><tr><th>Exploring and Developing Ideas</th><th>Evaluating and Developing Work</th></tr><tr><td> - Select and record from first-hand observations, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. </td><td> - Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. - Annotate/edit work in the light of reflections. </td></tr></table>	Exploring and Developing Ideas	Evaluating and Developing Work	- Select and record from first-hand observations, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work.	- Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. - Annotate/edit work in the light of reflections.	Pupils should be taught: - to create sketchbooks to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) - about great artists, architects and designers in history																
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Focus artists: <u>Year 5</u> Hokusai John Constable Andy Warhol Banksy William Henry Playfair Eva Rothschild Gunta Stoltz <u>Year 6</u> L S Lowry Joseph Turner Hunderwasser William Morris Pierre Auguste Renoir Anish Kapoor Joan Miro	<table><tr><th>Painting</th><th>Printing</th><th>3D</th><th>Textiles and Collage</th></tr><tr><td>Select most appropriate techniques to create desired effects, drawn from those studied in Y3/4 (see plan) Mix and match colours to create atmosphere and light effects Identify tertiary colours and mix complementary and contrasting colours</td><td>Use artists’ work as a source of ideas to create printing templates</td><td>Use recycled, natural and manmade materials to create sculptures</td><td>Add collage to a painted, printed or drawn background Translate a painting into collage form</td></tr><tr><td colspan="4">Drawing (skills to be developed throughout the year)</td></tr><tr><th>Lines and Marks</th><th>Form and Shape</th><th>Tone and Texture</th><th>Perspective and Composition</th></tr><tr><td>Experiment with both wet and dry media to make marks, patterns and shapes Refine outcomes to suit a purpose</td><td>Begin to include 3 dimensions within compositions</td><td>Mix and blend colours Use different techniques to create texture, e.g. hatching/cross-hatching</td><td>Use a single focal point and horizon Begin to develop an awareness of composition, scale and proportion (middle ground, foreground, background)</td></tr></table>	Painting	Printing	3D	Textiles and Collage	Select most appropriate techniques to create desired effects, drawn from those studied in Y3/4 (see plan) Mix and match colours to create atmosphere and light effects Identify tertiary colours and mix complementary and contrasting colours	Use artists’ work as a source of ideas to create printing templates	Use recycled, natural and manmade materials to create sculptures	Add collage to a painted, printed or drawn background Translate a painting into collage form	Drawing (skills to be developed throughout the year)				Lines and Marks	Form and Shape	Tone and Texture	Perspective and Composition	Experiment with both wet and dry media to make marks, patterns and shapes Refine outcomes to suit a purpose	Begin to include 3 dimensions within compositions	Mix and blend colours Use different techniques to create texture, e.g. hatching/cross-hatching	Use a single focal point and horizon Begin to develop an awareness of composition, scale and proportion (middle ground, foreground, background)	
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