



Year A

To be taught throughout the year:

Exploring and Developing Ideas	Evaluating and Developing Work	Drawing
<ul style="list-style-type: none"> Select and record from first hand observation, 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. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> 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. <p>Annotate work in a journal.</p>	<ul style="list-style-type: none"> Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a journal to collect and develop ideas. <p>Identify artists who have worked in a similar way to their own work.</p> <p>Knowledge and skills from Year B unit to be incorporated in the 3 units over the year if possible/applicable.</p>

Textiles - To be incorporated into DT textiles unit
<ul style="list-style-type: none"> Use fabrics to create 3D structures. Use different grades of threads and needles. Experiment with batik techniques. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.

UKS2 Autumn term - Painting				
Knowledge and skills	Understanding	Cultural	Linked artists	Vocabulary
<i>Children will learn to</i>	<i>Children will learn that</i>	<i>Children will learn</i>		
<ul style="list-style-type: none"> Develop a painting from a drawing. 	There is a need to experiment.	That artists have used still life as a record of	Henri Rousseau, Ivan Fedorovich Choultsé	Still life Traditional Modern



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<ul style="list-style-type: none"> Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. <p>Colour</p> <ul style="list-style-type: none"> Mix and match colours to create atmosphere and light effects. <p>Be able to identify and work with complementary and contrasting colours.</p> <p>Texture</p> <ul style="list-style-type: none"> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing. 	<p>To develop skills in colour mixing it is necessary to consolidate prior knowledge.</p> <p>Working on a large scale does not necessarily mean working with a large piece of paper.</p> <p>Different colours create different effects that may not always be pleasing to everyone.</p>	<p>a certain place and time - war art.</p> <p>Artists across the world have used different approaches to painting still life.</p>		<p>Abstract Imaginary Natural Inanimate Composition Arrangement Complimentary Tonal Shading Contrasting Stippling Texture</p>
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UKS2 Spring term - 3D				
Knowledge and skills	Understanding	Cultural	Linked artists	Vocabulary
<i>Children will learn to</i>	<i>Children will learn that</i>	<i>Children will learn to</i>		
<ul style="list-style-type: none"> Shape, form, model and construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures. 	<p>The design process is a necessary starting point for sculpture - sculpture based on previously drawn figures.</p> <p>Materials have their limitations - E.g. Mod-roc is very wet and messy and takes time to dry.</p>	<p>Recognise the work of sculptors working with linear figures on a small scale -, Alberto Giacometti.</p> <p>Recognise sculptures of famous sports personalities - Stan</p>	<p>Alberto Giacometti,</p>	<p>Line Shape Pose Position Gesture Repetition Sequence Dynamic</p>



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<ul style="list-style-type: none"> Plan a sculpture through drawing and other preparatory work. Develop skills in using clay including slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media. 	<p>Sculpture may require different stages of completion.</p>	<p>Mortenson and Jimmy Arnfield at BFC</p>		<p>Flowing Motion Rhythm Proportion Balance</p>
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UKS2 Summer term - Digital Media				
Knowledge and skills	Understanding	Cultural	Linked artists	Vocabulary
<i>Children will learn to</i>	<i>Children will learn that</i>	<i>Children will learn to</i>		
<ul style="list-style-type: none"> Record, collect and store visual information using digital cameras etc. Present recorded visual images using software e.g. Photostory, Powerpoint. Use a graphics package to create and manipulate new images. Be able to Import an image (scanned, retrieved, taken) into a graphics package. 	<p>Digital art provides a tool to combine images to create dramatic and aesthetic compositions - e.g. adding layers to create atmosphere and depth to an image.</p> <p>Digital Imagery is a flexible art form. Ideas for digital imagery need to be organised in a sequential way - using green screen technology, e.g. to combine real life with digital media.</p>	<p>Recognise the use of digital technology in the world of design - the world of publishing, non-fiction books, fact files.</p>	<p>Cassius Marcellus Coolidge Picasso</p>	<p>Cloning Opacity Scale Merge Architecture Structure Detail Textures Layer palette Text box Style</p>



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- *Understand that a digital image is created by layering.*

Create layered images from original ideas

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