

## Stukeley Federation Art and Design – UKS2

Throughout the year the children will cover a variety of aspects of the art and design curriculum to ensure all children:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

### Autumn 1

#### World War 1 & World War 2

##### **Knowledge of artists and applying knowledge – *John Piper***

Study famous works of art – content, describing the art, social/historical factors affecting the work, process, when and how it was made and what materials were used, formal elements (line, tone etc) and mood (what emotions does the art convey to us)

##### **Painting**

Paint from observation, describing different surfaces and textures using tone, line, texture and colour to express mood and feeling.

Paint with form and depth. Be introduced to artists style. Mix colours with care and sensitivity to show ideas and feelings. Know, complementary and harmonious colours. Mix tertiary and secondary colours.

**Vocabulary-** blend, mix, line, tone, abstract, impressionism, collage.

##### **Craft – Textiles & Collage**

Gain more experience in collage as an art form – relate own collage to other collage artists. Continue to explore crafts such as embroidering, sewing, knitting, crochet, felt making, batik, modelling, sewing, weaving, jewellery etc

##### **Evaluating own art**

Increasing awareness of purpose and reasons for art and awareness of choices and decisions in their own art. Understand the importance of art in UK economy. Know that the making process is difficult so not to be too self critical. Fairly appraise their own and others work.

##### **Sketchbook experimentation**

Use Sketch books to experiment with techniques to see what works and what doesn't. label their experiences with notes and labels (about method, materials and what they like)

- Silhouettes
- Landscape – Battlefield collage
- Colour, tone and texture
- Collage

<b>Spring 2</b>	<p><b>Knowledge of artists and applying knowledge – <i>Andy Warhol (Pop Art)</i></b> Study famous works of art – content, describing the art, social/historical factors affecting the work, process, when and how it's made and what materials were used, formal elements (line, tone etc) and mood (what emotions does the art convey to us)</p> <p><b>Painting</b> Paint from observation, describing different surfaces and textures using tone, line, texture and colour to express mood and feeling. <b>Vocabulary-</b> colour, pattern, flat, line</p> <p><b>Evaluating own art</b> - Fairly appraise their own work and others work and understand how to improve it, accept criticism of other pupils. Increasing awareness of purpose and reasons for art and awareness of choices and decisions in their own art</p> <p><b>Sketchbook experimentation</b> Use Sketch books to experiment with techniques to see what works and what doesn't. label their experiences with notes and labels (about method, materials and what they like)</p> <ul style="list-style-type: none"> <li>• Pop Art volcanoes</li> <li>• Colour wheel- secondary and tertiary</li> </ul>
<b>Summer 2</b>	<p><b><u>Water, Water Everywhere!</u></b> <b>Knowledge of artists and applying knowledge – <i>Hokusai</i></b> Study famous works of art – content, describing the art, social/historical factors affecting the work, process, when and how it's made and what materials were used, formal elements (line, tone etc) and mood (what emotions does the art convey to us)</p> <p><b>Painting</b> Paint from observation, describing different surfaces and textures using tone, line, texture and colour to express mood and feeling.</p> <p><b>Printing</b> Develop more complex monoprints, block prints and relief prints – creating images or patterns with their printing. Use more complex printing blocks with mathematical and visual precision. <b>Vocabulary – hapa-zone, pattern, shape, tile, colour, arrange, collagraph</b></p> <p><b>Evaluating own art</b> Increasing awareness of purpose and reasons for art and awareness of choices and decisions in their own art.</p> <p><b>Sketchbook experimentation</b> Use Sketch books to experiment with techniques to see what works and what doesn't. label their experiences with notes and labels (about method, materials and what they like)</p> <ul style="list-style-type: none"> <li>• Print making</li> <li>• Create an image &amp; patterns with printing</li> </ul>