**Art and Design Curriculum – Cycle B**





**Upper Key Stage 2 – Year 5 & 6**

* to create sketch books 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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| **Autumn** | **Spring** | **Summer** |
| **Unit Title:** Drawing and Colour - abstract |  | **Unit Title:**  - sculpture |
| **Artist:** Wassily Kandinsky 1866 – 1944  **Movement:** Expressionism  https://tse2.mm.bing.net/th?id=OIP.9xG2XY8PxI4tsvCmBE-eNAHaHk&pid=Api&P=0&w=300&h=300 https://s.yimg.com/fz/api/res/1.2/3OmPMg3a5krXbUNA9.cXSg--~C/YXBwaWQ9c3JjaGRkO2ZpPWZpdDtoPTE4MDtxPTgwO3c9MTI0/https:/s.yimg.com/zb/imgv1/d13924e4-bc3e-3452-b5f2-1181ee15f920/t_500x300 canvasprint, Wall Art, Home Decor, abstractart  <https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-kandinskys-schaukeln/zv7g7nb>  <https://www.slideshare.net/nivaca2/wassily-kandinsky-for-kids>  **Compare with the work of:**  **Artist: C**hristine Ay Tjoe 1973 -  **Movement:** Contemporary    <https://www.artsy.net/artist/christine-ay-tjoe> |  | **Artist:** Barbara Hepworth 1903 - 1975  **Movement:** Modernism    <https://www.tate.org.uk/art/artists/dame-barbara-hepworth-1274>  <https://en.wikipedia.org/wiki/Barbara_Hepworth>  <http://barbarahepworth.org.uk/>  **Compare with the work of:**  **Artist:** Antony Gormley 1950 -  **Movement:** Contemporary  Image result for anthony gormley art Image result for anthony gormley  <https://www.antonygormley.com/>  <https://www.britannica.com/biography/Antony-Gormley> |
| **Prior Knowledge:**   * Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (3) * Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (3) * Explain what he/she likes or dislikes about their work. (3) * Know about some of the great artists, architects and designers in history and describe their work. (3) * Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. (3) * Use a sketchbook for collecting ideas and developing a plan for a   completed piece of artwork. (4)   * Use taught technical skills to adapt and improve his/her work. (4) * Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (4) * Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. (4) * Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. (4) * Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques. (4)   **Prior Vocabulary:**  Bleeds, washes, scratches, splashes  Mood, feeling, movement  Complementary colours, tone, warm and cold colours  Artists, designers, architects |  | **Prior Knowledge:**   * Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (3) * Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (3) * Explain what he/she likes or dislikes about their work. (3) * Know about some of the great artists, architects and designers in history and describe their work. (3) * Use a sketchbook for collecting ideas and developing a plan for a   completed piece of artwork. (4)   * Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (4) * Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. (4) * Compare and recreate form of natural and manmade objects. (3) * Create a collage using overlapping and layering. (3) * Plan a sculpture through drawing and other preparatory work. (4) * Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques. (4)   **Prior Vocabulary:**  Mood, feeling, movement  Natural/manmade  Form  Artists, designers, architects  Sculpture  Overlapping/layering techniques |
| **Skills:**   * Mix colours to express mood or demonstrate tones. (5) * Return to work over longer periods of time and use a wider range of materials. (5) * Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices. (6) |  | **Skills:** |
| **Knowledge:**   * Develop different ideas which can be used and explain his/her choices for the materials and techniques used. (5) * Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. (5) * Evaluate his/her work against their intended outcome. (5) * Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. (5) * Select ideas based on first hand observations, experience or imagination and develop these through open ended research. (6) * Refine his/her use of learnt techniques. (6) * Adapt his/her own final work following feedback or discussion based on their preparatory ideas. (6) * Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. (6) * Explain and justify preferences towards different styles and artists. (6) |  | **Knowledge:** |
| **Key moments in sketchbook:**   * Artist research (Kandinsky) * Experiment with different techniques, colours and textures to express mood or demonstrate tones. * Annotations to show reflections on their work and that of others. |  | **Key moments in sketchbook:**   * Artist research (Barbara Hepworth) * Experiment with different materials, techniques, colours and textures to express mood or demonstrate tones. * Photos of temporary art instillations. * Annotations to show reflections on their work and that of others. |
| **Final artwork:**  Kandinksy inspired abstract, music-inspired work of art |  | **Final artwork:**  Goldsworthy inspired art sculpture using natural materials |
| **Key Vocabulary:**  Abstract  Warm/cool colours  Primary/secondary colours  Tints/shades  Line, shape, tone  Mood/feeling  Expressionism |  | **Key Vocabulary:**  Sculpture  Instillation  Temporary/permanent  Environmentalist  Land/environmental art  Form, space, texture |
| **Curriculum links:**  Music, History |  | **Curriculum links:**  Geography |
| **Jobs in Art & Design:**  Fashion, textile designers  Architect  Interior designer  Animator  Illustrator  Web designer  Graphic designer  Photographer  Computer aided designer |  | **Jobs in Art & Design:**  Fashion, textile designers  Architect  Interior designer  Animator  Illustrator  Web designer  Graphic designer  Photographer  Computer aided designer |