**Art and Design Curriculum – Cycle A**





**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 – Graffiti Art |  | **Unit Title:** Printing – Pop Art |
| **Artist:**Corey Barksdale 1972 –  **Movement:** Post Modernism  https://tse2.mm.bing.net/th?id=OIP.yBPdixlgx_9DejluELXzNAHaHS&pid=Api&P=0&w=175&h=173Today in street art: You'll see Africa in Corey Barksdale's lines ...  https://i.pinimg.com/236x/35/d8/57/35d8571bf8539755e154c7bce519cc61--atlanta-art-black-artists.jpgCorey Barksdale Atlanta Art Gallery - Home | FacebookCorey Barksdale Art on Twitter: "I painted last night for the ...  <https://www.bbc.co.uk/teach/abstract-art-timeline-colour-and-shape/zmhy6v4>  <https://www.coreybarksdale.com/about.html>  <https://www.youtube.com/watch?v=Y_9L97MJ1-c&list=PLi4I83Z4sTcAHusSOC46w_YkALKQRpCva&index=2>  <https://www.youtube.com/watch?v=cqY0vfhT72U> |  | **Artist:**Andy Warhol 1928 –1987  **Movement:**Post Modernism  https://tse2.mm.bing.net/th?id=OIP.AHbILSBBwr3nuQ8pF4UxQwHaHV&pid=Api&P=0&w=172&h=171https://i.ytimg.com/vi/GeWTJ9UPluQ/maxresdefault.jpg  Andy Warhol: The Façade of Pop Art | "If you want to know all ...Andy Warhol - Pop Artist, Why Is This Art? - ThingLink (With ...  <https://www.tate.org.uk/kids/explore/who-is/who-andy-warhol>  <https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-andy-warhols-marilyn-diptych/z42r2sg>  <https://youtu.be/DhEyoDCTSDQ>  <https://www.bbc.co.uk/teach/class-clips-video/art-and-design-printmaking-different-materials/zhytscw> |
| **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 asbleeds, 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:**  Mood, feeling, movement  Complementary colours, tone, warm and cold colours  Artists, designers, architects  Primary, secondary colours |  | **Prior Knowledge:**   * Use a sketchbook for recording observations, for experimenting withtechniques or planning out ideas. (3) * Experiment with different materials to create a range of effects and usethese 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 historyand describe their work. (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 andreasons 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) * Understand and identify key aspects such as complementary colours, colouras tone, warm and cold colours. (3) * Create printing blocks using relief or impressed techniques. (3) * Draws familiar objects with correct proportions. (4) * Use a variety of techniques e.g. marbling, silkscreen and cold water paste. (4) * Print on fabrics using tie-dyes or batik. (4)   **Prior Vocabulary:**  Print, printing  Artists, designers, architects  Primary, secondary colours |
| **Skills:**   * Mix colours to express mood ordemonstrate tones. (5) * Return to work over longer periods of time and use a wider range ofmaterials. (5) * Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices. (6) |  | **Skills:**   * Return to work over longer periods of time and use a wider range ofmaterials. (5) * Mix colours to express mood (Y5) * Use different techniques, colours and textures when designing and makingpieces of work and explain his/her choices. (6) * Create intricate printing patterns by simplifying and modifying sketchbookdesigns. (6) |
| **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:**   * Develop different ideas which can be used and explain his/her choices forthe 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 discusstheir processes and explain how these were used in the finished product. (5) * Select ideas based on first hand observations, experience or imaginationand 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 ontheir 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) |
| **Key moments in sketchbook:**   * Artist research (Barksdale) * 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 (Warhol) * Experiment with different techniques, colours and textures to express mood. * Annotations to show reflections on their work and that of others. |
| **Final artwork:**  Barksdale inspired abstract portrait |  | **Final artwork:**  Warhol inspired pop art print |
| **Key Vocabulary:**  Elements of art – colour, line, shape, texture, value, tone  Abstract  Graffiti art  Mural/muralist  Mood/feeling  Back to back  Hip-hop  Writer |  | **Key Vocabulary:**  Elements of art – colour, line, shape, space, texture, value  Pop art  Contemporary  Abstract art  Screen printing  Repeated images  Graphic design  Computer aided design (CAD) |
| **Curriculum links:**  History, Music |  | **Curriculum links:**  History |
| **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 |