

Art and Design Cycle 2 Lower Key Stage 2				
	Prehistoric Painting Painting and mixed Media	Light and Dark Painting and Mixed Media	Ancient Egyptian Scrolls (Stand alone lessons 1, 2 &3) Craft and Design	The Fabric of Nature Craft and Design
	6 hours	5 hours	3 hours	5 hours
Knowledge Pupils know that...				
Formal Elements	<p><b>Colour:</b> Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p> <p><b>Shape:</b> Negative shapes show the space around and between objects.</p> <p><b>Line:</b> Using different tools or using the same tool in different ways can create different types of lines.</p> <p><b>Texture:</b> Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p> <p>Artists can make their own tools. Artists experiment with different tools and materials to create texture. Artist make decisions about how their work will be displayed.</p>	<p><b>Colour:</b> Adding black to a colour creates a shade.</p> <p><b>Colour:</b> Adding white to a colour creates a tint</p> <p><b>Form:</b> Using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p><b>Tone:</b> That using lighter and darker tints and shades of a colour can create a 3D effect</p> <p><b>Tone:</b> Tone can be used to create contrast in an artwork.</p>	<p><b>Pattern:</b> Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p>	<p><b>Shape:</b> Basic shapes can be used to form more complex shapes and patterns.</p> <p><b>Pattern:</b> Patterns can be irregular, and change in ways you wouldn't expect.</p> <p><b>Pattern:</b> The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p> <p><b>Texture:</b> Texture can be used more purposely to achieve a specific effect or to replicate a natural surface.</p> <p><b>Tone:</b> Using lighter and darker tints and shades of a colour can create a 3D effect.</p>
Making Skills			Layering materials in opposite directions make the handmade paper stronger.	A mood board is a visual collection which aims to convey a general feeling or idea. Batik is a traditional fabric decoration technique that uses hot wax.
Knowledge of Artists	Art from the past can give us clues about what it was like to live at that time. Artists have different materials available to them depending on when they live in history.			Designers can make beautiful things to try and improve people's everyday lives. Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. Artists and designers sometimes choose techniques based on the time and money available to them.

<b>Evaluating and Analysing</b>	Artists make art in more than one way. People use art to tell stories and communicate. People use art to help explain or teach things. One artwork can have several meanings.	Artists make choices about what, how and where they create art. Artworks can fit more than one genre. Art is influenced by the time and place it was made, and this affects how people interpret it. Artists may hide messages or meaning in their work.		Artists make choices about what, how and where they create art. Artists use drawing to plan ideas for work in different media. Art can be created to make money; being an artist is a job for some people. Art, craft and design affects the lives of people who see or use something that has been created.
<b>Skills Pupils know how to...</b>				
<b>.Generating Ideas</b>	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.
<b>Using sketchbooks</b>		Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. Wash fabric to remove glue to finish a decorative fabric piece.
<b>Making skills</b>	Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion Use simple shapes to scale up a drawing to make it bigger. Make a cave wall surface. Paint on a rough surface Make natural paints using natural materials. Create different textures using different parts of a brush. Use colour mixing to make natural colours Make a negative and positive image. Create a textured background using charcoal and chalk. Use natural objects to make tools to paint with.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Mix a tint and a shade by adding black or white. Use tints and shades of a colour to create a 3D effect when painting. Apply paint using different techniques eg. stippling, dabbing, washing. Choose suitable painting tools. Arrange objects to create a still life composition. Plan a painting by drawing first. Organise painting equipment independently, making choices about tools and materials.	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. Use a sketchbook to research a subject using different techniques and materials to present ideas. Construct a new paper material using paper, water and glue Use symbols to reflect both literal and figurative ideas. Produce and select an effective final design. Make a scroll.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Select imagery and use as inspiration for a design project. Make a mood board. Recognise a theme and develop colour palettes using selected imagery and drawings. Draw small sections of one image to focus on colours and texture. Develop observational drawings into shapes and pattern for design. Transfer a design using a tracing method. Make a repeating pattern tile using cut and torn paper shapes. Use glue as an alternative batik technique to create patterns on fabric.

				Use materials, like glue, in different ways depending on the desired effect. Paint on fabric.
<b>Knowledge of Artists</b>	Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.	Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make.		Use subject vocabulary confidently to describe and compare creative works. Work as a professional designer does, by collating ideas to generate a theme.
<b>Evaluating and Analysing</b>	Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.	Use more complex vocabulary when discussing their own and others' art. Discuss art considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.		Use more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.
<b>Vocabulary</b>				
Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone	Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism	Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material		Rainforest, Inspiration, Imagery, Colour palette, Mood board, Theme, Design, Designer, Texture, Develop, Pattern, Batik, Repeat, Repeating, Organic, Symmetrical, Craft, Craftsperson, Industry