

Art and Design Cycle 2 Upper Key Stage 2				
	Interactive Installation Sculpture and 3D	Photo Opportunity Craft and Design	Making Memories Sculpture and 3D	Artist Study (Stand alone lessons 1, 4 and 5) Painting and Mixed Media
	5 hours	5 hours	5 hours	3 hours
Knowledge Pupils know that...				
Formal Elements	<p><b>Form:</b> An art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p><b>Form:</b> The size and scale of three-dimensional artwork changes the effect of the piece.</p>	<p><b>Colour:</b> Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p><b>Shape:</b> How an understanding of shape and space can support creating effective composition.</p> <p><b>Line:</b> How line is used beyond drawing and can be applied to other art forms.</p> <p><b>Pattern:</b> Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p>	<p><b>Colour:</b> Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p><b>Form:</b> The surface textures created by different materials can help suggest form in two-dimensional art work.</p> <p><b>Shape:</b> How an understanding of shape and space can support creating effective composition.</p> <p><b>Line:</b> How line is used beyond drawing and can be applied to other art forms.</p> <p><b>Pattern:</b> Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p>	<p><b>Colour:</b> Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p><b>Line:</b> How line is used beyond drawing and can be applied to other art forms.</p> <p><b>Pattern:</b> Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p> <p><b>Texture:</b> Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p>
Making Skills		How different materials can be used to produce photorealistic artwork. That macro photography is showing a subject as larger than it is in real life.		How to use sketchbooks to research and present information. How to develop ideas into a plan for a final piece. How to make a personal response to the artwork of another artist. How to use different methods to analyse artwork such as drama, discussion and questioning.
Knowledge of Artists	Artists are influenced by what is going on around them; for example culture, politics and technology. How an artwork is interpreted will depend on the life experiences of the person looking at it. Artists create works that make us question our beliefs. Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.	Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Artists take risks to try out ideas; this can lead to new techniques being developed. Artforms are always evolving as materials and techniques change over time.	Artists can use symbols in their artwork to convey meaning. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Artists can use materials to respond to a feeling or idea in an abstract way. Artists take risks to try out ideas; this can lead to new techniques being developed.	Artists can use symbols in their artwork to convey meaning. Art can be a form of protest. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Art sometimes creates difficult feelings when we look at it. Artists can use materials to respond to a feeling or idea in an abstract way.

			Artists can make work by collecting and combining ready-made objects to create 'assemblage'.	
<b>Evaluating and Analysing</b>	<p>Sometimes people disagree about whether something can be called 'art'.</p> <p>Art doesn't always last for a long time; it can be temporary.</p> <p>People make art to express emotion.</p> <p>People make art to encourage others to question their ideas or beliefs.</p> <p>People can explore and discuss art in different ways, for example, by visiting galleries, by discussing it, by writing about it, by using it as inspiration for their own work or by sharing ideas online.</p> <p>Some artists become well-known or famous and people tend to talk more about their work because it is familiar. Talking about plans for artwork, or evaluating finished work, can help improve what artists create.</p> <p>Comparing artworks can help people understand them better.</p>	<p>Art doesn't have to a literal representation of something, it can sometimes be imagined and abstract. Evaluating and analysing</p> <p>Art can represent abstract concepts, like memories and experiences.</p> <p>Art can be a digital art form, like photography.</p> <p>People use art as a means to reflect on their unique characteristics.</p> <p>Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way.</p> <p>People can have varying ideas about the value of art.</p>	<p>Art doesn't have to a literal representation of something, it can sometimes be imagined and abstract.</p> <p>Art can represent abstract concepts, like memories and experiences.</p> <p>Sometime people make art to create reactions.</p> <p>People use art as a means to reflect on their unique characteristics.</p>	<p>Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.</p> <p>Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical.</p> <p>People can have varying ideas about the value of art.</p> <p>Art can be analysed and interpreted in lots of ways and can be different for everyone.</p> <p>Everyone has a unique way of experiencing art.</p>
<b>Skills</b>				
<b>Pupils know how to...</b>				
<b>Generating Ideas</b>	<p>Develop ideas more independently from their own research.</p> <p>Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p>	<p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p>	<p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p>	<p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p>
<b>Using Sketchbooks</b>	<p>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p>	<p>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p>	<p>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p>	<p>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p>

<p><b>Making skills</b></p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.          Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.          Try out ideas on a small scale to assess their effect.          Use everyday objects to form a sculpture.          Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.          Try out ideas for making a sculpture interactive.          Plan an installation proposal, making choices about light, sound and display.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.          Create a photomontage.          Create artwork for a design brief.          Use a camera or tablet for photography.          Identify the parts of a camera.          Take a macro photo, choosing an interesting composition.          Manipulate a photograph using photo editing tools.          Use drama and props to recreate imagery.          Take a portrait photograph.          Use a grid method to copy a photograph into a drawing.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.          Combine materials and techniques appropriately to fit with ideas.          Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.          Translate a 2D image into a 3D form.          Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).          Manipulate cardboard to create different textures.          Make a cardboard relief sculpture.          Make visual notes to generate ideas for a final piece.          Translate ideas into sculptural forms.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.          Combine materials and techniques appropriate to fit with ideas.          Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>
<p><b>Knowledge of Artists</b></p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.          Discuss how artists create work with the intent to create an impact on the viewer.          Consider what choices can be made in their own work to impact their viewer.</p>	<p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Knowledge of artists          Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces .          Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p>	<p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Knowledge of artists          Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.          Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p>	<p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.          Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces .</p>
<p><b>Evaluating and Analysing</b></p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others' work which takes account of context and intention.          Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.          Independently use their knowledge of tools, materials and processes to try</p>	<p>Give reasoned evaluations of their own and others' work which takes account of context and intention.          Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.          Independently use their knowledge of tools, materials and processes to try</p>	<p>Give reasoned evaluations of their own and others' work which takes account of context and intention.          Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.          Discuss how art is sometimes used to communicate social, political, or environmental views.</p>

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<b>Vocabulary</b>				
Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive	Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion	Expression, Self, Identity, Attribute, Symbolic, Literal, Assemblage, sculpture, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Pitfall, Representation, Originality, Collection	Artist, Compositions, Evaluation, Medium, Mixed media, Technique, Translate, Analyse, Meaning, Narrative, Interpret, Justify, Inference, Respond, Tableau, Abstract, Convey, Compose, Thought-provoking	