National Curriculum Requirements of ART at KS2

Aims

The national curriculum for art and design aims to ensure that all pupils:

♣ 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.

Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

♣ 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.

Our Intent

In Art, we aim to provide children with a variety of experiences where both their imagination and technical skills can be developed. Children have the opportunity to experiment and explore by improving their skills in drawing, painting, printing, model making and pottery. During each project children are taught to progress by learning and building on their knowledge of the formal elements in each medium. At Stanley Park Junior's we show progression through; Line, tone, colour, form, composition and depth. We help all children to respond creatively to the world around them and to the work of great artists, craft makers and designers

In each project we study art history and the children learn skills in the formal elements of art and design relating to the mediums they are exploring and working with. Each project taught develops children's understanding of the formal elements; line, tone, colour, form, composition and depth. Every child has a sketchbook where they record most of their progress and end of project evaluations, usually alongside photographs, of final pieces produced.

Children in the world today learn as much through visual images as they do through words. The understanding and use of visually communicated information, gathered from a wide range of sources, has become a basic skill. Pupils need to learn that pictures and symbols can have several meanings and that different interpretations of them are possible and valid in a multicultural world. Understanding art is the appropriate path towards such visual literacy.

A great deal of art work undertaken in the school will be topic related but specific skills which need to be developed may not necessarily lend themselves to being taught in a topic based format. Some lessons will be devoted to the teaching of specific skills and techniques in additional projects, to ensure children explore a range of techniques and media.

We give children opportunities to explore their ideas and find challenge, enjoyment and satisfaction through art. They are encouraged to analyse and evaluate creative works using technical language. We aim to increase children's awareness of the works of artists, craft makers and designers from our own country as well as others and to understand the historical and cultural development of their art forms.

		Autumn Term	Spring Term	
	Main Theme Of Learning	**Pop Art** **Cross –curricular Art and design linked with PSCHE** **Architecture- one lesson**	**Rainforest Art**	**3D Robots**
	Artist	**Andy Warhol** **And various architectural designers- tallest buildings**	**Oenone Hammersley** **and revisit Henri Rousseau**	**Rodney Mc Coubrey** **And some other junk modellers**
Disciplinary Knowledge: To be an artist		- Can reflect on a range of Pop Art - Can use a sketchbook to record observations about Andy Warhol. - Can use collage techniques to create own responses to Andy Warhol - Can apply tissue paper on top of photocopies of Andy Warhol photographs, in different colours and using different techniques - Can reflect on and evaluate the collages created (Children should be introduced to key vocabulary to use, see below. Also see resource in Art co-ordinator folder for assessment support and review examples)	- Can research to find out facts about the artist - Can respond to one of her artworks using coloured pencils to match colours and shapes observed - Can design and compose a rainforest landscape including an animal and foliage - Can reflect on and evaluate design and robot made (Children should be introduced to key vocabulary to use, see below.)	- Can reflect on a range of artworks produced by junk modelling artists and talk about the message within the work - Can annotate one of Rodney Mc Coubrey's artworks - Can design a robot that will then be made out of junk (brought in from home to be reused) - Can reflect on and evaluate design and robot made (Children should be introduced to key vocabulary to use, see below.)
Substantive Knowledge Skills they need to learn	**Artist What they need to know**	- He an artist who was part of the Pop art movement, known as a Pop artist - He is one of the most famous artists in the world - He was born in America in 1928, his parents were Slovakian and moved to New York in 1920 - He is famous for exploring popular culture; Coca-Cola, fashion, pop stars and popular new foods of the times. From the 1950s post Second World War a lot of modernisation was happening and his work reflects on these	- Oenone Hammersley is a an artist who creates semi-abstract rainforest and wildlife paintings - Her landscapes are inspired by nature - The foregrounds of her paintings are realistic, with semi-abstract backgrounds. - Her backgrounds are often abstract. This way you get an impression of the colours and shapes without taking away focus from the subject of the paintings; often the animal(s) - Her paintings are inspired by her travels and	- Rodney McCoubrey is also known as Rodrigo - He is a junk modelling artist who uses found and recycled objects, junk he finds on beaches and in bins to make sculptures - He enjoys having fun creating his artwork and is inspired by his emotions - He calls himself an, 'Environmental folk artist.' - The message within his work is about

		changes. - He used bold, bright colours inspired by cartoons and advertising https://www.tate.org.uk/kids/explore/who-is/who-is-who-andy-warhol Architectural structures (PSCHE link) - Can recognise some of the tallest buildings around the world - Can understand that many countries worldwide pride themselves on having very tall towers and buildings - Can understand that these buildings demonstrate a countries' wealth, architectural strength, are a tourist attraction and act as a status symbol	her wish to shine a light on the conservation work that is needed to protect and restore different habitats https://oenonehammersley.com/ / Y2 REVIEW- - Henri Rousseaux is a French painter - Although his paintings often show jungle scenes, he never left France in his life. The inspiration for his paintings comes from visits to botanical gardens in Paris and stories from his soldier friends. - Henri painted 'Tiger in Tropical Storm (Surprised!) (1891)'	looking after our environment and nature https://www.rodrigosrecycledart.com/
	Skills	- To use a photo as a background - To learn scrunching as a collage technique - To learn to use flat colour with outlines for effect (see examples on slides) - To use these techniques to highlight or exaggerate different parts of the photographs	- Can choose a rainforest animal and create a line drawing of it within a rainforest landscape, representing shapes with some accuracy - Can create a line drawing/ design a Rainforest landscape that contains chosen animal - Can make some decisions about foreground and background and layering - Can develop colour mixing skills to create a tonal range in green using coloured pencil and poster paint; Can mix poster paint yellow and light blue or dark blue to create a range of 3-4 different greens, from light green to dark green. Adding more yellow paint lightens the green. Mixing with darker blue darkens the green.	- Can create a line drawing/ sketch of a robot design that will then be made out of junk (brought in from home to be reused) - Can represent 2D and 3D shapes to show the boxes, cylinders and junk materials that they will use to assemble robot. - Can annotate a design with materials they plan to use
		Architectural structures - Form- Modelling newspaper using masking tape. Making architectural structure - Can make the tallest tower possible working as a team	- Can use poster paint to mix secondary	3D Junk modelling/ sculpture - Can assemble the boxes, cylinders and junk materials to construct robot designed. - Can adapt design based on materials available to them

Key	Vocabulary	Year 4	Year 4	
		- Can learn to overcome disappointment (PSCHE link)	colours and apply tones of colour for variation and interest when representing the rain forest, in landscapes - Can use a variety of mark making skills to apply paint to represent fur/feathers/skin of the chosen animal and foliage - Can apply washes of paint to create backgrounds for sky or grassy/mossy/earthy undergrowth	- Can use masking tape, glue and glue guns as required to fix and help shape robots - Can add details and some colour to add character to robots

Additional key words				
		- **Mixed media** - Working in mixed media, collaging in tissue paper on top of photocopied photographs (adding a layer) - **Pop-art**- art based on modern popular culture and the mass media; An abbreviation of Popular Art, Pop art is characterized by a deconstruction of images seen in popular culture – television, comic books, magazines, movies and other various - **Composition** - In a painting, generally refers to how the parts of the image relate to each other to create a whole. This includes the placement of objects on the picture plane, the relationship of these objects to each other, and how both of these components contribute to the expressive content of the image. - forms of advertising	- **Abstract**- art that does not attempt to represent external reality, but rather seeks to achieve its effect using shapes, colours, and textures. **Semi-abstract**- art that only partially attempts to represent external reality, but rather seeks to achieve its effect using a mixture of recognisable shapes and forms as well as other shapes, colours, and textures. (Eg. A landscape with animals in the foreground, with the background made of shapes that could be interpreted as trees, however, they are not shapes or forms of trees, even though they are green.)	- **Junk-modelling**- is creating new and exciting things from discarded items - **Construction -** An art work that is actually assembled or built - **Folk-artist-** Folk arts reflect the cultural life of a community - **Mixed media** - Working with reused found objects in mixed media, in 3D -

Formal Elements Showing progression				
	Line	- **Line**- Using line to bring out outlines when adding flat colour	- **Line** - Can create a line drawing of a rainforest animal within a rainforest landscape, representing shapes with some accuracy	- **Line**- children should create a line drawing/ sketch of a robot
	Tone	- **Tone**- Black and white, grayscale photographs		
	Colour	- **Colour** – bold, bright colours	- **Colour** - can develop colour mixing skills, can apply tones for variation and interest	- **Colour**- colour can be used to add character and interesting details that stand out on robots
	Form	- **Form**- Modelling newspaper using masking tape. <u>Making architectural structures</u>	- **Colour**- can utilise mark making skills to apply colour and apply washes of paint to create backgrounds for sky or grassy/mossy/earthy undergrowth	- **Form**- 3D Robots reshaping and forming of recycled materials to create a 3D robot. Junk-modelling – sculpture; - Can begin to think in 3 dimensions, can consider how the robot will look from different directions
	Composition	- **Composition**- How colour is used within the image. (To use collage techniques to highlight or exaggerate different parts of the photographs)	- **Composition**- can make some decisions about foreground and background	
	Vocabulary Colour	**Review Year 3** Colour- revise primary and secondary colours What is collage (Y2 revision)?	**Review Year 2/3** Revisit Henri Rousseau (as an artist who also paints rainforest landscapes, the children should have studied him in year 2 at SPIS and produced collages in response to his work) Line- mark making Colour- revise primary and secondary colours	**Review Year 3** Colour- revise primary and secondary colours
		Year 4 vocabulary Pop-art, Line, tone, mixed media, colour, form, composition, collage, outlines, scrunching, layers,	**Year 4 vocabulary** Line, tone, tonal range, mixed media, colour, form, composition, foreground, background, washes, mark-making, layering	**Year 4 vocabulary** Junk-modelling, line, tone, mixed media, colour, form, composition, construction, found objects