**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 Modernismhttps://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 Modernismhttps://tse2.mm.bing.net/th?id=OIP.AHbILSBBwr3nuQ8pF4UxQwHaHV&pid=Api&P=0&w=172&h=171https://i.ytimg.com/vi/GeWTJ9UPluQ/maxresdefault.jpgAndy 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, movementComplementary colours, tone, warm and cold coloursArtists, designers, architectsPrimary, 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)
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* 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, printingArtists, designers, architectsPrimary, 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)
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| **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)
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unfamiliar materials and use these learnt techniques within his/her work.(5)* Evaluate his/her work against their intended outcome. (5)
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* 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.
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| **Final artwork:**Barksdale inspired abstract portrait |  | **Final artwork:**Warhol inspired pop art print |
| **Key Vocabulary:**Elements of art – colour, line, shape, texture, value, toneAbstractGraffiti artMural/muralistMood/feelingBack to backHip-hopWriter |  | **Key Vocabulary:**Elements of art – colour, line, shape, space, texture, valuePop artContemporaryAbstract artScreen printingRepeated imagesGraphic designComputer aided design (CAD) |
| **Curriculum links:**History, Music |  | **Curriculum links:**History  |
| **Jobs in Art & Design:**Fashion, textile designersArchitectInterior designerAnimatorIllustratorWeb designer Graphic designerPhotographerComputer aided designer |  | **Jobs in Art & Design:**Fashion, textile designersArchitectInterior designerAnimatorIllustratorWeb designer Graphic designerPhotographerComputer aided designer |