



Grange Park School

Learning for Life - Personalised Pathways for All

Medium Term Plan - Art
Year 5/6 - Cycles A & B
Cycle A September 2023

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle A	<p>Drawing: I need space</p> <p>Lesson 1 LO: I can explore the purpose and effect of imagery.</p> <p>Lesson 2 LO: I can understand and explore decision making in creative processes.</p> <p>Lesson 3 LO: I can develop drawn ideas through printmaking.</p> <p>Lesson 4 LO: I can test and develop</p>		<p>Painting and mixed media: Artist study</p> <p>Lesson 1 LO: I can understand how to analyse a famous painting.</p> <p>Lesson 2 LO: I can understand how to find meaning in painting.</p> <p>Lesson 3 LO: I can apply drama techniques to explore the meaning of a painting.</p> <p>Lesson 4 LO: I can apply interpretation skills to analyse</p>		<p>Craft and design: Photo opportunity</p> <p>Lesson 1 LO: I can apply an understanding of composition to create an effective photomontage advertising poster.</p> <p>Lesson 2 LO: I can apply understanding of abstract art through photography.</p> <p>Lesson 3 LO: I can demonstrate an understanding of design choices made for effect</p>	

	<p>ideas using sketchbooks.</p> <p>Lesson 5 LO: I can apply understanding of drawing processes to revisit and improve ideas.</p>		<p>and respond to an abstract painting.</p> <p>Lesson 5 LO: I can understand how art can tell stories or portray messages.</p> <p>Lesson 6 LO: I can develop starting points for creative outcomes.</p> <p>Lesson 7 LO: I can demonstrate an understanding of painting techniques to make personal choices.</p>		<p>using digital photography techniques.</p> <p>Lesson 4 LO: I can apply an understanding of photography to design and recreate a famous painting.</p> <p>Lesson 5 LO: I can demonstrate observation and proportion to create art in a photorealistic style.</p>	
Hook	See links below for individual lesson plans		Assessment	Creation and evaluation of final pieces.		
Cycle B		Painting and mixed media: Portraits		Craft and design: Architecture		Sculpture and 3D: Making memories

		<p>Lesson 1 LO: I can explore how a drawing can be developed.</p> <p>Lesson 2 LO: I can combine materials for effect.</p> <p>Lesson 3 LO: I can identify the features of self-portraits.</p> <p>Lesson 4 LO: I can develop ideas towards an outcome by experimenting with materials and techniques.</p> <p>Lesson 5</p>		<p>Lesson 1 LO: I can apply observational drawing skills to interpret forms accurately.</p> <p>Lesson 2 LO: I can apply composition skills to develop a drawing into print.</p> <p>Lesson 3 LO: I can apply an understanding of architecture to design a building.</p> <p>Lesson 4 LO: I can extend design ideas through research and sketchbook use.</p>		<p>Lesson 1 LO: I can analyse how art can explore the concept of self.</p> <p>Lesson 2 LO: I can explore sculptural techniques.</p> <p>Lesson 3 LO: I can use creative experience to develop ideas and plan a sculpture.</p> <p>Lesson 4 LO: I can apply an understanding of materials and techniques to work in 3D.</p> <p>Lesson 5</p>
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		LO: I can apply knowledge and skills to create a mixed-media self-portrait.		Lesson 5 LO: I can explore and evaluate the intention of a design.		LO: I can problem solve, evaluate and refine artwork to achieve a chosen outcome.
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Cycle A Art Knowledge and Skills

Term 1 Drawing: I need space

	Unit Outcomes	Key Knowledge
	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> ❖ Understand and explain what retrofuturism is. ❖ Participate in discussions and offer ideas. ❖ Evaluate images using simple responses, sometimes using formal elements to extend ideas. ❖ Provide plausible suggestions for how a piece was created. ❖ Comfortably use different stimuli to draw from. ❖ Use past knowledge and experience to explore a range of drawing processes. ❖ Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. ❖ Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. ❖ Generate a clear composition idea for a final piece that shows how it will be drawn. ❖ Apply confident skills to make an effective collagraph print. ❖ Independently select tools and drawing techniques, with some guidance. ❖ Demonstrate growing independence, discussing ways to improve work. 	<p>Key Knowledge Pupils who are secure will know:</p> <p>Formal elements:</p> <ul style="list-style-type: none"> ❖ Shape: Shapes can be used to place the key elements in a composition. ❖ Line: Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. ❖ Texture: How to create texture on different materials. <p>Making skills:</p> <ul style="list-style-type: none"> ❖ To know what print effects different materials make. ❖ How to analyse an image that considers impact, audience and purpose. ❖ How to draw the same image in different ways with different materials and techniques. ❖ How to make a collagraph plate. How to make a collagraph print. How to develop drawn ideas for a print. ❖ How to combine techniques to create a final composition. How to decide what materials and tools to use based on experience and knowledge. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> ❖ Artists are influenced by what is going on around them; for example, culture, politics and technology. Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. Artists can

		<p>choose their medium to create a particular effect on the viewer. Artists can combine materials; for example, digital imagery, with paint or print.</p> <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> ❖ People make art to fit in with popular ideas or fashions. People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or sharing ideas online. Talking about plans for artwork, or evaluating finished work, can help improve what artists create.
	Key Vocabulary	Resources
	<p>Cold war Collagraph Collagraphy Composition Culture Decision Develop Evaluate Futuristic Imagery Printing plate</p>	<p>Printmaking Process Propaganda Purpose Repetition Retrofuturism Revisit Space race Stimulus Technique</p>
	Key Skills	
	<p>Generating ideas:</p> <ul style="list-style-type: none"> ❖ Develop ideas more independently from their own research. ❖ Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> ❖ Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. 	

Lessons 1-5

Assessment resources

Knowledge Organisers

Assessment Tracker

Making skills:

- ❖ Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.
- ❖ Combine a wider range of media, e.g. photography and digital art effects.
- ❖ Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.

Knowledge of artists:

- ❖ 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.

Evaluating and analysing:

- ❖ Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.
- ❖ Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

Cycle A Art Knowledge and Skills

Term 3 Painting and mixed media: Artist study

	Unit Outcomes	Key Knowledge
	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> ❖ Understand a narrative and use descriptive language to tell a story. ❖ Suggest ideas for the meaning behind a picture. ❖ Identify different features within a painting and use the formal elements to describe it. ❖ Be creative and imaginative in finding their own meaning in a painting. ❖ Use their own art or personal experiences to justify their ideas. ❖ Read a picture well and see beyond the first glance, analysing and evaluating it successfully. ❖ Reflect on personal experiences to convey through their own piece of abstract art. ❖ Contribute to discussions to either the class, group or talk partner. ❖ Understand and choose a meaningful message to convey through imagery, creating some different composition ideas. ❖ Select an appropriate artist. ❖ Collect a range of information that is presented in an interesting and pleasing way in sketchbooks. ❖ Generate an idea for a final piece, demonstrating some inspiration from their chosen artist. ❖ Produce a final piece of work, selecting appropriate tools and materials to create an intended effect. ❖ Experiment and revisit ideas, drawing on creative experiences. ❖ Work in a sustained way to complete a piece, making evaluations at each stage. 	<p>Key Knowledge Pupils who are secure will know:</p> <p>Formal elements:</p> <ul style="list-style-type: none"> ❖ Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. ❖ Line: How line is used beyond drawing and can be applied to other art forms. ❖ Pattern: 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. ❖ Texture: 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:</p> <ul style="list-style-type: none"> ❖ 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. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> ❖ 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. <p>Evaluating and analysing:</p>

		<ul style="list-style-type: none"> ❖ Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. ❖ 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. ❖ People can have varying ideas about the value of art. ❖ Art can be analysed and interpreted in lots of ways and can be different for everyone. ❖ Everyone has a unique way of experiencing art.
	Key Vocabulary	Resources
	<p>abstract analyse artist compose compositions convey evaluation inference interpret justify</p>	<p>meaning medium mixed media narrative respond tableau technique thought-provoking translate</p> <p><u>Lessons 1-9</u></p> <p><u>Assessment resources</u></p> <p><u>Knowledge Organisers</u></p> <p><u>Assessment Tracker</u></p>
	Key Skills	
	<p>Generating ideas:</p> <ul style="list-style-type: none"> ❖ Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> ❖ Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. <p>Making skills:</p> <ul style="list-style-type: none"> ❖ 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.

Knowledge of artists:

- ❖ 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.

Evaluating and analysing:

- ❖ Give reasoned evaluations of their own and others' work which takes account of context and intention.
- ❖ Discuss how art is sometimes used to communicate social, political, or environmental views.
- ❖ Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

Cycle A Art Knowledge and Skills

Term 5 Craft and design: Photo opportunity

	Unit Outcomes	Key Knowledge
	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> ❖ Explain how a new image can be created using a combination of other images. ❖ Understand what photomontage is and recognise how artists use photography. ❖ Select relevant images and cut them with confidence and a level of control. ❖ Demonstrate a competent knowledge of effective composition, discussing their ideas. ❖ Use recording devices and available software with confidence. ❖ Demonstrate a confident understanding of Edward Weston's style through their artistic choices. ❖ Discuss the features of a design, e.g. explaining what is effective about a composition. ❖ Select a suitable range of props, considering the design brief and their initial ideas. ❖ Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects. ❖ Use editing software to change their image, reflecting an artist's style. ❖ Choose a suitable painting and suggest appropriate ways to recreate it photographically with props. ❖ Set up a composition and think about a space that will provide good lighting levels. ❖ Take a portrait that is focused and appropriately framed. ❖ Draw an accurately measured grid, with some support, understanding how it can support them with their drawing. 	<p>Key Knowledge Pupils who are secure will know:</p> <p>Formal elements:</p> <ul style="list-style-type: none"> ❖ Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. ❖ Shape: How an understanding of shape and space can support creating effective composition. ❖ Line: How line is used beyond drawing and can be applied to other art forms. ❖ Pattern: 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>Making skills:</p> <ul style="list-style-type: none"> ❖ To know how different materials can be used to produce photorealistic artwork. ❖ To know that macro photography is showing a subject as larger than it is in real life. How to create a photomontage. ❖ How to create artwork for a design brief. ❖ How to use a camera or tablet for photography. How to identify the parts of a camera. ❖ How to take a macro photo, choosing an interesting composition. ❖ How to manipulate a photograph using photo editing tools. ❖ How to use drama and props to recreate imagery. ❖ How to take a portrait photograph. ❖ How to use a grid method to copy a photograph into a drawing. <p>Knowledge of artists:</p>



	<ul style="list-style-type: none"> ❖ Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned. ❖ Create a final painting or drawing with tonal differences that create a photo-realistic effect. 	<ul style="list-style-type: none"> ❖ 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 take risks to try out ideas; this can lead to new techniques being developed. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> ❖ Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. 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. Art can be a digital art form, like photography. People use art as a means to reflect on their unique characteristics. Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. People can have varying ideas about the value of art. 																												
Key Vocabulary		Resources																												
	<table border="0"> <tr> <td>album</td> <td>monochromatic</td> </tr> <tr> <td>arrangement</td> <td>monochrome</td> </tr> <tr> <td>cityscape</td> <td>photography</td> </tr> <tr> <td>composition</td> <td>photomontage</td> </tr> <tr> <td>Dada</td> <td>photorealism</td> </tr> <tr> <td>digital</td> <td>photorealistic</td> </tr> <tr> <td>editing</td> <td>portrait</td> </tr> <tr> <td>emulate</td> <td>pose</td> </tr> <tr> <td>focus</td> <td>prop</td> </tr> <tr> <td>frame</td> <td>proportion</td> </tr> <tr> <td>grid</td> <td>recreate</td> </tr> <tr> <td>image</td> <td>replacement</td> </tr> <tr> <td>layout</td> <td>saturation</td> </tr> <tr> <td>macro</td> <td>software</td> </tr> </table>	album	monochromatic	arrangement	monochrome	cityscape	photography	composition	photomontage	Dada	photorealism	digital	photorealistic	editing	portrait	emulate	pose	focus	prop	frame	proportion	grid	recreate	image	replacement	layout	saturation	macro	software	<p><u>Lessons 1-5</u></p> <p><u>Assessment resources</u></p> <p><u>Knowledge Organisers</u></p> <p><u>Assessment Tracker</u></p>
album	monochromatic																													
arrangement	monochrome																													
cityscape	photography																													
composition	photomontage																													
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digital	photorealistic																													
editing	portrait																													
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focus	prop																													
frame	proportion																													
grid	recreate																													
image	replacement																													
layout	saturation																													
macro	software																													
Key Skills																														

Generating ideas:

- ❖ Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.

Using sketchbooks:

- ❖ Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

Making skills:

- ❖ Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.

Knowledge of artists:

- ❖ 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.
- ❖ Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.

Evaluating and analysing:

- ❖ 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 alternative solutions and make improvements to their work.



Cycle B Art Knowledge and Skills

Term 2 Painting and mixed media: Portraits

	Unit Outcomes	Key Knowledge
	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> ❖ Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. ❖ Try a variety of materials and compositions for the backgrounds of their drawings. ❖ Communicate to their partner what kind of photo portrait they want. ❖ Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. ❖ Create a successful print. ❖ Use some Art vocabulary to talk about and compare portraits. ❖ Identify key facts using a website as a reference. ❖ Explain their opinion of an artwork. ❖ Experiment with materials and techniques when adapting their photo portraits. ❖ Create a self-portrait that aims to represent something about them. ❖ Show they have considered the effect created by their choice of materials and composition in their final piece. 	<p>Key Knowledge Pupils who are secure will know:</p> <p>Formal elements:</p> <ul style="list-style-type: none"> ❖ Colour: Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. ❖ Pattern: Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. ❖ Tone: Tone can help show the foreground and background in an artwork. <p>Making skills:</p> <ul style="list-style-type: none"> ❖ How to develop a drawing into a painting. ❖ How to create a drawing using text as lines and tone. ❖ How to experiment with materials and create different backgrounds to draw onto. ❖ How to use a photograph as a starting point for a mixed-media artwork. ❖ How to take an interesting portrait photograph, exploring different angles. ❖ How to adapt an image to create a new one. ❖ How to combine materials to create an effect. ❖ How to choose colours to represent an idea or atmosphere. ❖ How to develop a final composition from sketchbook ideas. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> ❖ Artists are influenced by what is going on around them; for example, culture, politics and technology. Artists use self-portraits to represent important things about themselves. Artists can choose their medium to create a particular effect on the viewer. Artists can combine materials; for example, digital imagery, with paint or print.



		<p>Evaluating and analysing:</p> <ul style="list-style-type: none"> ❖ People make art to portray ideas about identity. ❖ Talking about plans for artwork, or evaluating finished work, can help improve what artists create. ❖ Comparing artworks can help people understand them better.
	Key Vocabulary	Resources
	<p>art medium atmosphere background carbon paper collage composition continuous line drawing evaluate justify</p>	<p>mixed media monoprint multi media paint wash portrait printmaking represent research self-portrait Texture transfer</p> <p><u>Lessons 1-5</u></p> <p><u>Assessment resources</u></p> <p><u>Knowledge Organisers</u></p> <p><u>Assessment Tracker</u></p>
	Key Skills	
	<p>Generating ideas:</p> <ul style="list-style-type: none"> ❖ Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> ❖ Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. <p>Making skills:</p> <ul style="list-style-type: none"> ❖ Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. ❖ Combine a wider range of media, e.g. photography and digital art effects. ❖ Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. 	

	<p>Knowledge of artists:</p> <ul style="list-style-type: none"> ❖ 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>Evaluating and analysing:</p> <ul style="list-style-type: none"> ❖ Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. ❖ Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
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Cycle B Art Knowledge and Skills

Term 4 Craft and design: Architecture

	Unit Outcomes	Key Knowledge
	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> ❖ Sketch a house from first-hand or second-hand observation. ❖ Use basic shapes to place key features and form the composition, measuring to work out proportions. ❖ Notice small details to incorporate into the drawing by observing. ❖ Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture. ❖ Follow steps to create a print with clear lines, with some smudging. ❖ Purposefully evaluate their work, demonstrating what went well and what could be improved. ❖ Create a building design based on a theme or set purpose. ❖ Draw a plan view or front elevation of their building, annotating the key features. ❖ Discuss Hundertwasser's work and recognise his style. 	<p>Key Knowledge Pupils who are secure will know:</p> <p>Formal elements:</p> <ul style="list-style-type: none"> ❖ Shape: Shapes can be used to place the key elements in a composition. ❖ Line: Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. <p>Making skills:</p> <ul style="list-style-type: none"> ❖ To know the steps to make a monoprint when a roller is sufficiently inked. ❖ How to make an observational drawing of a house. ❖ How to use shapes and measuring as methods to draw accurate proportions. ❖ How to select a small section of a drawing to use as a print design. ❖ How to develop drawings further to use as a design for print. ❖ How to design a building that fits a specific brief.

	<ul style="list-style-type: none"> ❖ Create a factual presentation about Hundertwasser in a visually pleasing way. ❖ Show understanding of what a monument is for by designing a monument that symbolises a person or event. ❖ Describe their monument and explain their choices. ❖ Give constructive feedback to others about their monument designs. 	<ul style="list-style-type: none"> ❖ How to draw an idea in the style of an architect that is annotated to explain key features. ❖ How to draw from different views, such as a front or side elevation. ❖ How to use sketchbooks to research and present information about an artist. ❖ How to interpret an idea in into a design for a structure. ❖ Knowledge of artists: ❖ Artists are influenced by what is going on around them; for example, culture, politics and technology. ❖ Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. ❖ Visual designs can represent big ideas like harmony with nature or peace. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> ❖ Art, craft and design can be functional and affect human environments and experiences. ❖ People make art to portray ideas about identity. ❖ People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online. ❖ 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.
Key Vocabulary		Resources
	<p>abstract annotate architect architectural architecture birds eye view built environment commemorate</p>	<p>form futuristic individuality interpret legacy literal monoprint monument</p>
		<p><u>Lessons 1-5</u></p> <p><u>Assessment resources</u></p> <p><u>Knowledge Organisers</u></p>



	composition crop design design brief design intention elevation evaluate external	observational drawing organic perspective pressure proportion style symbolism viewfinder	<u>Assessment Tracker</u>
Key Skills			
	<p>Generating ideas:</p> <ul style="list-style-type: none"> ❖ Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> ❖ Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. <p>Making skills:</p> <ul style="list-style-type: none"> ❖ Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. ❖ Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> ❖ 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>Evaluating and analysing:</p> <ul style="list-style-type: none"> ❖ Discuss the processes used by themselves, and by other artists, and describe the particular outcome achieved. 		



Cycle B Art Knowledge and Skills

Term 6 Sculpture and 3D: Making memories

	Unit Outcomes	Key Knowledge
	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> ❖ Discuss the work of artists that appreciate different artistic styles. ❖ Create a sculpture to express themselves in a literal or symbolic way. ❖ Reflect verbally or in writing about creative decisions. ❖ Suggest ways to represent memories through imagery, shapes and colours. ❖ Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. ❖ Competently use scissors to cut shapes accurately. ❖ Talk about artists' work and explain what they might use in their own work. ❖ Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. ❖ Successfully translate plans to a 3D sculpture. ❖ Work mostly independently, experimenting and trying new things. ❖ Identify and make improvements to their work. ❖ Produce a completed sculpture demonstrating experimentation, originality and technical competence. ❖ Competently reflect on successes and personal development. 	<p>Key Knowledge Pupils who are secure will know:</p> <p>Formal elements:</p> <ul style="list-style-type: none"> ❖ Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. ❖ Form: The surface textures created by different materials can help suggest form in two-dimensional art work. ❖ Shape: How an understanding of shape and space can support creating effective composition. ❖ Line: How line is used beyond drawing and can be applied to other art forms. ❖ Pattern: 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>Making skills:</p> <ul style="list-style-type: none"> ❖ How to translate a 2D image into a 3D form. ❖ How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). ❖ How to manipulate cardboard to create different textures. ❖ How to make a cardboard relief sculpture. ❖ How to make visual notes to generate ideas for a final piece. ❖ How to translate ideas into sculptural forms. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> ❖ Artists can use symbols in their artwork to convey meaning ❖ Art can be a form of protest.

		<ul style="list-style-type: none"> ❖ 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 make work by collecting and combining ready-made objects to create 'assemblage'. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> ❖ Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. ❖ 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. ❖ Sometimes people make art to create reactions. ❖ People use art as a means to reflect on their unique characteristics.
	Key Vocabulary	Resources
	<p>assemblage attribute collection composition embedded expression identity juxtaposition literal</p>	<p>manipulate originality pitfall relief representation sculpture self symbolic tradition</p>
	Key Skills	
	<p>Generating ideas:</p> <ul style="list-style-type: none"> ❖ Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. 	
	<p><u>Lessons 1-5</u></p> <p><u>Assessment resources</u></p> <p><u>Knowledge Organisers</u></p> <p><u>Assessment Tracker</u></p>	

- ❖ Using sketchbooks:
- ❖ Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

Making skills:

- ❖ 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.

Knowledge of artists:

- ❖ 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.
- ❖ Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.

Evaluating and analysing:

- ❖ 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 alternative solutions and make improvements to their work.
- ❖ Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.
- ❖ Art can represent abstract concepts, like memories and experiences.
- ❖ Sometimes people make art to create reactions.
- ❖ People use art as a means to reflect on their unique characteristics.