


Round Hill Primary School




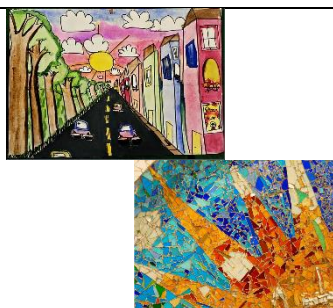
Art and Design Curriculum Overview- Upper Key Stage 2 Cycle A and Cycle B

Cycle A

	Mixed Media- Painting, Digital Art and Collage	Autumn 1- Around the World
Summary	<p>Painting - Children complete an artist study on Pablo Picasso and explore the different periods he went through. Children explore colour and how this can impact the mood of a painting. Children take inspiration from Picasso's work to create their own self-portrait, making thoughtful decisions about the colours and styles they use.</p> <p>Digital art: Children take photographs of their faces and experiment with photo manipulation using colour filters and resizing.</p> <p>Collage- Children create a digital abstract self-portrait in the style of Pablo Picasso by producing a photo montage of their edited photographs.</p>	
Key Artist(s)	Pablo Picasso	
Key Skills	<p>Year 5</p> <p>Painting</p> <ul style="list-style-type: none"> ○ I can select colour appropriately to evoke mood. <p>Digital art</p> <ul style="list-style-type: none"> ○ I can compose and take self-taken image of my own face to evoke different emotions. ○ I can use photography in combination with collage. <p>Collage</p>	<p>Year 6</p> <p>Painting</p> <ul style="list-style-type: none"> ○ I can use texture and colour to indicate emotion. <p>Digital art</p> <ul style="list-style-type: none"> ○ I can use photo editing software effectively ○ I can use photography to produce a mixed media self-portrait. <p>Collage</p>


	<ul style="list-style-type: none"> ○ I can sort cuttings of self-taken images by colour, size and shape. ○ I can begin to assemble cuttings of self-taken images into a photomontage that resembles a recognisable image. 	<ul style="list-style-type: none"> ○ I can assemble cuttings of self-taken images into a photomontage that resembles a self-portrait. ○ I can try different ways of assembling a self-portrait photomontage before finalizing my work.
Key Knowledge	<p>Year 5</p> <p>Painting</p> <ul style="list-style-type: none"> ○ I know what complementary colour ranges are and how they impact art. ○ I know that the use and portrayal of shade and colour can impact on the mood and expression conveyed by a piece of art. <p>Digital art</p> <ul style="list-style-type: none"> ○ I know of and can describe a range of photograph filters: monotone, sepia, fish eye <p>Collage</p> <ul style="list-style-type: none"> ○ I know that a montage is a singular image created through the combination of smaller images (including photographs). 	<p>Year 6</p> <p>Painting</p> <ul style="list-style-type: none"> ○ I know of and can describe a range of art movements: abstract, realism, surrealism, pop art. ○ I know the difference between a spectrum colour wheel and a complementary colour wheel. <p>Digital art</p> <ul style="list-style-type: none"> ○ I know how the composition and filter of a digital image can evoke certain moods and responses. <p>Collage</p> <ul style="list-style-type: none"> ○ I know that varying the colour of the same piece of art can create a contrasting mood and alter the viewer's perception.
Key Vocabulary	<i>complementary colour ranges, applicators, expression, composition, self-taken imagery, filters, monotone, sepia, fish eye, montage.</i>	<i>spectrum colour wheel, brushwork. abstract, realism, surrealism, software, mixed media, photomontage, digital image, perception, mood, response.</i>

	Printing	Spring 2- Awe and Wonder
Summary	Children explore collograph printing in the context of abstract art, including the work of Brooke Lambert. Children compare collograph printing to the other printing styles they have learned about. Children apply their learning to create a collograph print of a landscape thinking carefully about the materials and textures they use.	
Key Artist(s)	Brooke Lambert	
Key Skills	Year 5 <ul style="list-style-type: none"> ○ I can describe a few printing techniques. ○ I can choose the printing method appropriate for the task ○ I can build up layers colours and textures ○ I can organise my work in terms of pattern, repetition, symmetry or random printing styles ○ I can choose inks and overlay colours for effect. 	Year 6 <ul style="list-style-type: none"> ○ I can describe a variety of printing techniques ○ I can use layering prints ○ I can alter and modify my printing work.
Key Knowledge	Year 5 <ul style="list-style-type: none"> ○ I know of and can describe a wider range of pattern types when printing: symmetry, random. ○ I know that printing techniques can be combined to create multi-layered prints. 	Year 6 <ul style="list-style-type: none"> ○ I know of a range of printing techniques including: monoprinting, block printing, lino printing, screen printing and collograph printing.
Key Vocabulary	<i>symmetry, inverted, collograph, abstract, landscape, material, texture.</i>	<i>Layering, monoprinting, block printing, lino printing, screen printing, collograph printing</i>


	Mixed Media- Drawing and Collage	Summer 1- Great Achievements
Summary	Drawing - Children focus on line and shading to draw a perspective drawing of the Flat Iron Building in New York (Frederick Dinkelberg). Collage : Children explore architecture, focusing on weird and wonderful buildings (link to Alice in Wonderland) by studying examples from Antoni Gaudi and Frank Gehry. Children build a building and design a pattern for its exterior. Children add this embellishment to their model by creating a decoupage collage.	
Key Artist(s)	Frederick Dinkelberg, Antoni Gaudi and Frank Gehry	
Key Skills	Year 5 Drawing <ul style="list-style-type: none">○ I can create perspective to give impression of depth.○ I can discuss and practise a range of visual elements when drawing. Collage <ul style="list-style-type: none">○ I can use a range of materials to create a decoupage collage.○ I can use collage to embellish another medium of art (i.e. 3D form).	Year 6 Drawing <ul style="list-style-type: none">○ I can draw landscapes using perspective and shading to give effect of depth. Collage <ul style="list-style-type: none">○ I can use a range of materials to create a decoupage collage.○ I can select materials based on colour, thickness and texture to match intentions (i.e. will this material be effective when creating a decoupage collage?)○ I can use PVA glue/mod podge to finish and set a decoupage collage.
Key Knowledge	Year 5 Drawing <ul style="list-style-type: none">○ I know that a vanishing point can be used to give the impression of depth in a picture.	Year 6 Drawing <ul style="list-style-type: none">○ I know that 2 point perspective drawing involves two lines diverging into two separate vanishing points to create the impression of depth.○ I know how to scale drawings.


	<ul style="list-style-type: none"> ○ I know that when considering perspective, smaller images in a painting can give the illusion of distance and larger objects can appear closer. ○ I know that drawing skills are linked to a range of practical careers including engineering, designing and architecture. <p>Collage</p> <ul style="list-style-type: none"> ○ I know that collage can be used to embellish 2D art and 3D art. ○ I know that decoupage is a type of collage. 	<ul style="list-style-type: none"> ○ I know that a variety of techniques can add interesting effects (e.g. Reflections, shadows, direction of sunlight). <p>Collage</p> <ul style="list-style-type: none"> ○ I know that decoupage refers to cutting pieces of paper, gluing them onto a hard surface, then coating the images with decoupage media to obtain a flat appearance as if the images were painted on. ○ I know that some materials are more effective than others when creating a decoupage collage.
Key Vocabulary	<i>Scale, smudge, blend, image, depth, vanishing point, perspective, decoupage, embellish</i>	<i>1-point perspective, 2-point perspective, vanishing point, diverging line, converging line, hatching, contour hatching, cross hatching, random hatching, stippling, charcoal, reflections, shadows, sunlight direction, decoupage, coat, PVA glue, mod podge, finishing.</i>

Cycle B

	Mixed Media- 3D form and Digital Art	Autumn 2- Earth and Space
Summary	<p>3D form: Children mold and carve clay figurines of astronauts and rockets</p> <p>Digital art Children watch examples of stop motion animation (Payton Curtis, Henry Selick, Nick Park) and discuss how the creators have achieved movement with an inanimate object. Children use digital software to create their own stop motion animation of a moon landing using their 3D figures.</p>	
Key Artist(s)	Payton Curtis, Henry Selick and Nick Park	
Key Skills	<p>Year 5</p> <p>3D form</p> <ul style="list-style-type: none"> ○ I can make informed decisions about the 3D technique I choose. ○ I can describe the different qualities involved in modelling, sculpture and construction. ○ I can shape materials to represent more complex figures i.e. people, animals. <p>Digital art</p> <ul style="list-style-type: none"> ○ I can develop basic video and film techniques including adding sound effects 	<p>Year 6</p> <p>3D form</p> <ul style="list-style-type: none"> ○ I can carve patterns on different malleable materials more intricately techniques using a variety of tools. ○ I can plan a sculpture through drawing and other preparatory work <p>Digital art</p> <ul style="list-style-type: none"> ○ I can create my own animation <p>I can develop my 3 skills in shooting & editing film</p>
Key Knowledge	<p>Year 5</p> <p>3D form</p> <ul style="list-style-type: none"> ○ I know that tools can carve and add shapes, texture and pattern ○ I know that carving from clay, rather than sticking on it, can achieve a stronger model. 	<p>Year 6</p> <p>3D form</p> <ul style="list-style-type: none"> ○ I know that a range of images and examples can be used to inform a new design, which can develop and be refined over time.

	<ul style="list-style-type: none"> ○ I know that thinner pieces of clay are more susceptible to damage when the clay dries. ○ I know where shadows fall on a 3D form and use this to develop own techniques for representing 3D forms with 2D sketches and drawings. <p>Digital art</p> <ul style="list-style-type: none"> ○ I know of and can describe a range of camera angles: close up, medium shot, long shot, tilted frame, low angle, high angle. 	<ul style="list-style-type: none"> ○ I know which materials suit different parts of the artistic process, from the development of initial ideas to the realisation of a 3D body sculpture. ○ I know and select materials according to how appropriate they are for specific purposes within the overall process (including clay for modelling) <p>Digital art</p> <ul style="list-style-type: none"> ○ I know of and can explain the stop motion animation technique of video making.
Key Vocabulary	<i>Sculptural, figurative, trim, carve, shadows, represent. animation, video, effects, camera angles, close up, medium shot, long shot, tilted frame, low angle, high angle, positioning, placement, series, still image, loop</i>	<i>positioning, slip, design, mark, cast, top motion animation, video editing software, frame, upload, frame rate, record, stop, play, backdrop, structured timing</i>

	Painting (stand alone unit)	Spring 2- Animals
Summary	Children compare and contrast the art movements of realism and surrealism. Children develop their painting toolkit by exploring different painting techniques and mediums (acrylic, water colour, oil paints) and learn theory about complementary colours. Children apply their skills and knowledge to produce their own surrealism painting, taking inspiration from Salvador Dali and adding materials for texture (i.e. sand, stones).	
Key Artist(s)	Salvador Dali	
Key Skills	Year 5 <ul style="list-style-type: none"> ○ I can select and use different paints and techniques for a desired effect. ○ I can change texture by adding materials like sand and stone to paintings. 	Year 6 <ul style="list-style-type: none"> ○ I can use a range of different paints effectively including watercolour, oil and acrylic.
Key Knowledge	Year 5 <ul style="list-style-type: none"> ○ I know the effects of different painting techniques and can make informed decisions of which to use in a piece of art. 	Year 6 <ul style="list-style-type: none"> ○ I know of and can describe a range of art movements: abstract, realism, surrealism, pop art. ○ I know that there are a range of paints and can identify the differences in their properties: oil paints. ○ I know the effects of different painting techniques and application tools can make informed decisions of which to use in a piece of art.
Key Vocabulary	<i>complementary colour ranges, applicators, acrylic, water colour, oil paints, texture</i>	<i>spectrum colour wheel, brushwork. abstract, realism, surrealism, pop art, application tools.</i>

	Drawing	Summer 1- Stone Age and Iron Age
Summary	Children research prehistoric cave paintings from the stone age and the significance during this period of time. Children experiment with a wider range of drawing tools including chalk and charcoal to experiment with mark making in the style of prehistoric cave paintings. Children then explore how charcoal has been used historically beyond cave paintings and learn about Albert Durer, one of the artists to use charcoal as a main medium for his portraits. Children finish the unit by using the medium of charcoal to produce more contemporary drawings focusing on the use of different lines and mark making techniques to sketch bodies in motion.	
Key Artist(s)	Albert Durer	
Key Skills	Year 5 <ul style="list-style-type: none"> ○ I can discuss and practise a range of visual elements when drawing. ○ I can draw with a wider range of drawing tools with increased control (i.e. charcoal) 	Year 6 <ul style="list-style-type: none"> ○ I can make informed decisions about the effect of different drawing tools when considering line, form and texture. ○ I can draw bodies in motion
Key Knowledge	Year 5 <ul style="list-style-type: none"> ○ I know that specific art pencils are more suitable to achieve a chosen effect. ○ I know that varying the type of paper can change the outcome (some types of paper are more appropriate to a specific medium than others). 	Year 6 <ul style="list-style-type: none"> ○ I know a range of methods to adding texture to drawings: hatching, contour hatching, cross hatching, random hatching, stippling, ink wash. ○ I know that charcoal is an effective sketching tool as it can give soft and strong lines. ○ I know that charcoal has been used historically in art (i.e. cave paintings, Renaissance,
Key Vocabulary	<i>scale, smudge, blend, image, charcoal, blend, tones, shades, expressive,</i>	<i>Medium, quick sketch,</i>

Ongoing skills: Knowledge, Creativity and Reflection

	Design and Idea Generation	Artists and Designers	Reflecting	Sketchbooks
Year 5	<ul style="list-style-type: none"> ○ I can engage in open ended research and exploration in the process of initiating and developing my own personal ideas ○ I can confidently and effectively use sketchbooks to develop ideas and document the process (<i>see sketchbooks section</i>). 	<p>Skills</p> <ul style="list-style-type: none"> ○ I can use artists as a starting point for some my work, making specific links between the artists' work and my own. ○ I can collect representations of the work of artists who inspire me. <p>Knowledge</p> <ul style="list-style-type: none"> ○ I know the name of the artist being studied. ○ I know the time period in which they lived. ○ I know the reason why their art is being studied. ○ I know their techniques and the subjects of their work. ○ I know that art can be autobiographical and be influenced by an artist's own experiences. 	<ul style="list-style-type: none"> ○ I can discuss and describe the visual elements of my artwork using increasingly sophisticated vocabulary. ○ I can regularly analyse and reflect on my progress taking account of what I hoped to achieve. 	<ul style="list-style-type: none"> ○ I can keep notes in sketch books to show how my work has developed. ○ I can use my sketch books to capture discussions with other pupils
Year 6	<ul style="list-style-type: none"> ○ I can independently develop a range of ideas which show curiosity, imagination and originality ○ I can systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches ○ I can confidently and effectively use sketchbooks to develop ideas and document the process (<i>see sketchbooks section</i>). 	<p>Skills</p> <ul style="list-style-type: none"> ○ I can use artists as a starting point for some my work, making specific links between the artists' work and my own. ○ I can use expanded vocabulary to give more substantiated opinions about artists' work, including what I would do differently. <p>Knowledge</p>	<ul style="list-style-type: none"> ○ I can evaluate my own, my peers' and professionals' work which takes account of the starting points, intentions and context behind the work. 	<ul style="list-style-type: none"> ○ I can keep notes in my sketchbook to document how my ideas have changed over a sequence of learning, using increasingly sophisticated vocabulary. ○ I can respond to others' comments on my work in my sketchbook.

		<ul style="list-style-type: none"> ○ I know the name of the artist being studied. ○ I know how the time period in which they lived influenced their work. ○ I know how important elements of their biographies influenced their work, ○ I know the cultural significance of their work (when appropriate). 		
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These skills should be taught, developed and applied as part of every Art and Design unit.