


## Round Hill Primary School




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


#### Cycle A

	<p><b>Painting</b></p>	<p>Autumn 1- <b>Artist Study</b></p>
<p><b>Summary</b></p>	<p><b>Painting</b>- 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><b>Key Artist(s)</b></p>	<p>Pablo Picasso</p>	
<p><b>Key Skills</b></p>	<p><b>Year 5</b> <b>Painting</b></p> <ul style="list-style-type: none"> <li>○ I can select colour appropriately to evoke mood.</li> <li>○ I can make hues, tints, tones and shades.</li> </ul>	<p><b>Year 6</b> <b>Painting</b></p> <ul style="list-style-type: none"> <li>○ I can make colours lighter/darker without using black and white.</li> <li>○ I can use tone, line, texture and colour to express mood and feeling.</li> <li>○ I can paint 'blocks' of colour.</li> </ul>
<p><b>Key Knowledge</b></p>	<p><b>Year 5</b> <b>Painting</b></p> <ul style="list-style-type: none"> <li>○ I know what complementary colour ranges are and how they impact art.</li> <li>○ I know that the use and portrayal of shade and colour can impact on the mood and expression conveyed by a piece of art.</li> </ul>	<p><b>Year 6</b> <b>Painting</b></p> <ul style="list-style-type: none"> <li>○ I know of and can describe a range of art movements: <b>abstract, realism, surrealism, pop art.</b></li> <li>○ I know the difference between a spectrum colour wheel and a complementary colour wheel.</li> </ul>

<b>Key Vocabulary</b>	<i>complementary colour ranges, applicators, expression, composition, cubism, harmonious colours, contrast</i>	<i>spectrum colour wheel, brushwork. abstract, realism, surrealism</i>
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	<p><b>Mixed Media- Drawing and Collage</b></p>	<p>Spring 1- <b>Architecture (Art and DT focus)</b></p>
<p><b>Summary</b></p>	<p><b>Drawing</b> - Children focus on line and shading to draw a perspective drawing of the Flat Iron Building in New York (Frederick Dinkelberg).</p> <p><b>Collage</b>: Children explore architecture, focusing on weird and wonderful buildings 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.</p>	
<p><b>Key Artist(s)</b></p>	<p><i>Frederick Dinkelberg, Antoni Gaudi and Frank Gehry</i></p>	
<p><b>Key Skills</b></p>	<p><b>Year 5</b></p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>○ I can create perspective to give impression of depth.</li> <li>○ I can discuss and practise a range of visual elements when drawing.</li> <li>○ I can use line, tone and shade to create 3D effect using a range of materials</li> <li>○ U can create light on drawn objects (use of rubber)</li> <li>○ I can explore drawing techniques (eg cross hatching, pencil pressure, pin method)</li> <li>○</li> </ul> <p><b>Collage</b></p>	<p><b>Year 6</b></p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>○ I can draw landscapes using perspective and shading to give effect of depth.</li> <li>○ I can independently select media for purpose/ intention – pen nib size, pencil grade</li> <li>○ I can use proportion/ scale</li> <li>○ I can use grids, viewfinders</li> <li>○ I can make choices about composition, colours and materials to suit their intent</li> </ul> <p><b>Collage</b></p>

	<ul style="list-style-type: none"> <li>○ I can use a range of materials to create a decoupage collage.</li> <li>○ I can create decorative papers which can be used for collage (e.g. marbling, bubble painting)</li> <li>○ I can use collage to embellish another medium of art (i.e. 3D form).</li> </ul>	<ul style="list-style-type: none"> <li>○ I can use a range of materials to create a decoupage collage.</li> <li>○ 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?)</li> <li>○ I can use PVA glue/mod podge to finish and set a decoupage collage.</li> </ul>
<b>Key Knowledge</b>	<p><b>Year 5</b></p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>○ I know that a vanishing point can be used to give the impression of depth in a picture.</li> <li>○ I know that when considering perspective, smaller images in a painting can give the illusion of distance and larger objects can appear closer.</li> <li>○ I know that drawing skills are linked to a range of practical careers including engineering, designing and architecture.</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>○ I know that collage can be used to embellish 2D art and 3D art.</li> <li>○ I know that decoupage is a type of collage.</li> </ul>	<p><b>Year 6</b></p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>○ I know that 2 point perspective drawing involves two lines diverging into two separate vanishing points to create the impression of depth.</li> <li>○ I know how to scale drawings.</li> <li>○ I know that a variety of techniques can add interesting effects (e.g. Reflections, shadows, direction of sunlight).</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ I know that some materials are more effective than others when creating a decoupage collage.</li> </ul>
<b>Key Vocabulary</b>	<p><i>Scale, smudge, blend, image, depth, vanishing point, perspective, decoupage, embellish</i></p>	<p><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></p>

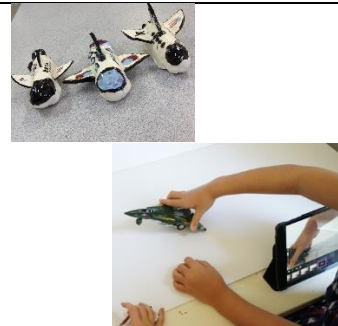
	<p><b>Printing</b></p>	<p>Summer 1- <b>Stand-alone Collagraph Printmaking</b></p>
<p><b>Summary</b></p>	<p>Children explore collagraph printing in the context of abstract art, including the work of Brooke Lambert. Children compare collagraph printing to the other printing styles they have learned about. Children apply their learning to create a collagraph print of a landscape thinking carefully about the materials and textures they use.</p>	
<p><b>Key Artist(s)</b></p>	<p><a href="#">Brooke Lambert</a></p>	
<p><b>Key Skills</b></p>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>○ I can describe a few printing techniques.</li> <li>○ I can choose the printing method appropriate for the task</li> <li>○ I can build up layers colours and textures</li> <li>○ I can organise my work in terms of pattern, repetition, symmetry or random printing styles</li> <li>○ I can choose inks and overlay colours for effect.</li> </ul>	<p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>○ I can describe a variety of printing techniques</li> <li>○ I can use layering prints</li> <li>○ I can alter and modify my printing work.</li> </ul>
<p><b>Key Knowledge</b></p>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>○ I know of and can describe a wider range of pattern types when printing: <b>symmetry, random.</b></li> </ul>	<p><b>Year 6</b></p>

	<ul style="list-style-type: none"> <li>○ I know that printing techniques can be combined to create multi-layered prints.</li> </ul>	<ul style="list-style-type: none"> <li>○ I know of a range of printing techniques including: <b>monoprinting, block printing, lino printing, screen printing and collograph printing.</b></li> </ul>
<b>Key Vocabulary</b>	<i>symmetry, inverted, collograph, abstract, landscape, material, texture.</i>	<i>Layering, monoprinting, block printing, lino printing, screen printing, collograph printing</i>

## Cycle B


	<b>Painting</b>	Autumn 1- <b>Artist Study</b>
<b>Summary</b>	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).	
<b>Key Artist(s)</b>	<a href="#">Salvador Dali</a>	
<b>Key Skills</b>	<b>Year 5</b> <ul style="list-style-type: none"> <li>○ I can select and use different paints and techniques for a desired effect.</li> <li>○ I can change texture by adding materials like sand and stone to paintings.</li> <li>○ I can use techniques, colours, tools and effects to represent things seen, remembered or imagined</li> </ul>	<b>Year 6</b> <ul style="list-style-type: none"> <li>○ I can use a range of different paints effectively including watercolour, oil and acrylic.</li> <li>○ I can create depth and distance (eg sky lighter at horizon, things get 'bluer' with distance)</li> <li>○ I can create fine details.</li> </ul>
<b>Key Knowledge</b>	<b>Year 5</b>	<b>Year 6</b>

	<ul style="list-style-type: none"> <li>○ I know the effects of different painting techniques and can make informed decisions of which to use in a piece of art.</li> <li>○ I have an expansive colour vocabulary (e.g. PURPLE: violet, lilac, lavender, plum, maroon)</li> </ul>	<ul style="list-style-type: none"> <li>○ I know of and can describe a range of art movements: <b>abstract, realism, surrealism, pop art.</b></li> <li>○ I know that there are a range of paints and can identify the differences in their properties: <b>oil paints.</b></li> <li>○ I know the effects of different painting techniques and application tools can make informed decisions of which to use in a piece of art.</li> </ul>
<b>Key Vocabulary</b>	<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>

	<p><b>Mixed Media- 3D form and Digital Art</b></p>	<p>Spring 1 and 2- <b>Aardman Animation</b></p>
<b>Summary</b>	<p><b>3D form:</b> Children mold and carve clay figurines of astronauts and rockets</p> <p><b>Digital art</b> 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>	
<b>Key Artist(s)</b>	Payton Curtis, Henry Selick and Nick Park	
<b>Key Skills</b>	<p><b>Year 5</b></p> <p><b>3D form</b></p> <ul style="list-style-type: none"> <li>○ I can make informed decisions about the 3D technique I choose.</li> </ul>	<p><b>Year 6</b></p> <p><b>3D form</b></p> <ul style="list-style-type: none"> <li>○ I can plan a sculpture through drawing and other preparatory work</li> </ul>

	<ul style="list-style-type: none"> <li>○ I can describe the different qualities involved in modelling, sculpture and construction.</li> <li>○ I can shape materials to represent more complex figures i.e. people, animals.</li> <li>○ I can consider purpose, shape, materials and methods when designing a 3D object.</li> <li>○ I can apply paint to 3D objects carefully</li> </ul> <p><b>Digital art</b></p> <ul style="list-style-type: none"> <li>○ I can develop basic video and film techniques including adding sound effects</li> </ul>	<ul style="list-style-type: none"> <li>○ I can design and make complex forms in 3D using a range of modelling materials</li> <li>○ I understand how to finish work to a good standard</li> <li>○ I can make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</li> </ul> <p><b>Digital art</b></p> <ul style="list-style-type: none"> <li>○ I can create my own animation</li> <li>○ I can develop my skills in shooting &amp; editing film</li> </ul>
<p><b>Key Knowledge</b></p>	<p><b>Year 5</b></p> <p><b>3D form</b></p> <ul style="list-style-type: none"> <li>○ I know that tools can carve and add shapes, texture and pattern</li> <li>○ I know that carving from clay, rather than sticking on it, can achieve a stronger model.</li> <li>○ I know that thinner pieces of clay are more susceptible to damage when the clay dries.</li> <li>○ 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.</li> </ul> <p><b>Digital art</b></p> <ul style="list-style-type: none"> <li>○ I know of and can describe a range of camera angles: <b>close up, medium shot, long shot, tilted frame, low angle, high angle.</b></li> </ul>	<p><b>Year 6</b></p> <p><b>3D form</b></p> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ 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.</li> <li>○ I know and select materials according to how appropriate they are for specific purposes within the overall process (including clay for modelling)</li> </ul> <p><b>Digital art</b></p> <ul style="list-style-type: none"> <li>○ I know of and can explain the stop motion animation technique of video making.</li> </ul>
<p><b>Key Vocabulary</b></p>	<p><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></p>	<p><i>positioning, slip, design, mark, cast, top motion animation, video editing software, frame, upload, frame rate, record, stop, play, backdrop, structured timing</i></p>



	<p><b>Drawing</b></p>	<p>Summer 2- <b>Baghdad and the Middle East</b></p>
<p><b>Summary</b></p>	<p>Children independently research Islamic Art and it's cultural significance in the Middle East across history. Children experiment with mark making and geometric patterns using a wide range of drawing tools in the style of Islamic Art, including calligraphy.</p>	
<p><b>Key Artist(s)</b></p>	<p>n/a</p>	
<p><b>Key Skills</b></p>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>○ I can discuss and practise a range of visual elements when drawing.</li> <li>○ I can draw with a wider range of drawing tools with increased control.</li> <li>○ I can retrieve key facts about the cultural and historical significance of art and identify the most important information independently.</li> </ul>	<p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>○ I can make informed decisions about the effect of different drawing tools when considering line, form and texture.</li> <li>○ I can make links between art and historical learning.</li> <li>○ I can independently research the historical and cultural significance of art using search engines and books.</li> </ul>
<p><b>Key Knowledge</b></p>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>○ I know that art can have cultural and historical significance.</li> <li>○ 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).</li> <li>○ I know that Islamic art is made as part of the religion of Islam.</li> <li>○ I know that Islamic art often showcases geometrical designs and patterns.</li> <li>○ I know that calligraphy is a type of decorative handwriting.</li> </ul>	<p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>○ I know that Islamic art can be found on objects and in places such as prayer mats, ornaments and mosques.</li> <li>○ I know that calligraphy is found in the Quran and on many Islamic buildings.</li> <li>○ I know that a lot but not all art from the Islamic world is non-figurative.</li> <li>○ I know that Islamic art often takes inspiration from nature.</li> </ul>
<p><b>Key Vocabulary</b></p>	<p><i>Islamic, religion, geometric, decorative, calligraphy</i></p>	<p><i>Calligraphy, non-figurative, ornaments, mosques</i></p>



## Ongoing skills: Knowledge, Creativity and Reflection

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

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