



Hanslope Primary School

Summer 1 Art Knowledge Organiser

Year 1 and 2: Stick Transformation Project

How does this link to my previous learning?

- To use a range of materials creatively to design and make products.

National Curriculum Links:

- To use collaboration skills when working with others.
- To develop a deeper understanding of the world around us including different cultures.
- To learn about the work of a range of artists and to make links to our own work.

How does this link to my future learning?

- To improve mastery to create and design products, using a range of materials and techniques.

What key vocabulary will I learn:

Sketch – a rough drawing or painting.

Line -a mark made on a surface that joins different points.

Fragile – an object easily broken or damaged.

Design – a plan or drawing produced to show the look and function workings of an object before it is made.

Explore - To try out new ideas in order to learn about the world and discover.

Tradition – the customs or beliefs from generation to generation.

Ethnic – belonging to a population group made of people who share a common cultural background.

Reinvent – change something so much that it appears entirely new.

Arrange - the composition or collection of visual elements in an artwork.

Position – a place where something is located or has been put.

Focus - the centre of interest or activity in a work of art.

Personality – the combination of characteristics or qualities that form an individual's distinct character.

What will I know by the end of this unit:

- To use my sketchbook to generate ideas and to test ideas.
- To use a variety of materials to transform my object, thinking about form and colour.
- To cut materials with simple tools and fasten materials together to construct my sculpture.
- To share my sketchbook and sculpture with the class and talk about how I made it and what I liked.
- To listen to feedback about my work.
- To listen to others, talk about their work and share my thoughts about their work.
- To take a photograph of my sculpture, thinking about focus.



Hanslope Primary School

Art Knowledge Organiser – Summer 1

Year 4: Festival Feasts

How does this link to my previous learning?

- To produce creative sculpture, exploring ideas and recording experiences.
- To learn about famous artists and their work.

What key vocabulary will I learn:

Soft Pencil – a type of pencil that contains a thicker, oilier and darker form of graphite.

Graphite – a common mineral, soft carbon, occurring in black to dark-grey with a metallic luster and greasy feel.

Pastel – a soft, coloured substance in the form of a small stick used to draw.

Oil Pastel – a soft coloured stick which consists of pigment mixed with a binder mixture of non-drying oil and wax.

Observation – an act of viewing or noting a fact or occurrence for some special purpose

Close Study – to look carefully and make observations

Blending – to mix or combine things together or to mix or combine with something else to make a substance

Texture – the structure, feel and appearance of something.

National Curriculum Links:

To increase confidence in drawing, painting, sculpture and other art, craft and design techniques.

How does this link to my future learning?

- To become proficient in designing and creating sculpture and other art, craft and design techniques.

What will I know by the end of this unit:

To explore the work of artists who are inspired by food and I can share my responses with the class.

To use my sketchbook to record and reflect how the artist's work makes me feel.

To use my sketchbook to draw food using a variety of media, drawing from still images and from life, exploring how I can use line, shape, and colour to capture the texture and form of the food.

To make a sculpture of food, understanding that by working in 3d my sculpture will be seen from different viewpoints.

To explore and experiment using "Design through Making", and I can discover how I can transform and construct with different materials to make my sculpture.

To see how my own sculpture can form part of a larger artwork, and how we can all find inspiration in each other's' ideas.

To explore drawing on different surfaces such as fabric, understanding how the drawing materials act differently to when they are used on paper.

To present my work as part of a larger artwork, and I can share my response to my own work and also to the work of my peers.



Hanslope Primary School

Art Knowledge Organiser – Summer 1

Year 5: Architecture: Dream Big or Small?

How does this link to my previous learning?

- To produce creative sculpture, exploring ideas and recording experiences.
- To create sketch books to record observations

National Curriculum Links:

To become proficient in drawing, painting, sculpture and other art, craft and design techniques

How does this link to my future learning?

- To increase mastery of art and design techniques, including drawing and sculpture.

What key vocabulary will I learn:

Domestic Architecture – the architecture of single or multiple dwellings.

Aspirational – having high hopes

Visionary – a strong vision for the future

Tiny House Movement – an architectural and social movement that encourages living a simpler life in a smaller place.

Form – the shape and structure of something

Structure – a building or other constructed object.

Interior – within, inside of anything.

Exterior – outer, being on the outside.

Context – the parts of conversation that throw light on meaning.

Location – the position occupied by an object.

Model – a representation of an object

Maquette – a small drawing or model that is used for the basis of a sculpture.

What will I know by the end of this unit:

To explore domestic architecture which is aspirational and large, and I have explored the Tiny House movement. I can discuss with the class how both these ways of designing might affect our lives.

To use my sketchbook to collect, record and reflect my ideas and thoughts.

To make larger drawings working from still imagery, using various drawing techniques for fifteen or so minutes.

To explore how line, form, structure, material, and scale are all used to make architecture interesting, and help the designer meet the design brief.

To make an architectural model using the 'design through making' technique, using my sketchbook to help free my imagination.

To present my work, reflect and share it with my classmates.

To respond to the work of my classmates, sharing my thoughts about their work in relation to the architecture we looked at during the project.

To photograph my work considering lighting, focus and composition.

To make short films of my work giving a close-up tour of my architectural model.