







Art and Design Overview UKS2

	Year 5			Year 6		
NC	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none"> 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. 					
Theme Link	Our School Environment	Science: Space English: Science Fiction Story	Science: Animals including Humans PE: Movement	History: Victorians	English: Debate	
Artists	David Hockney Digital Art/Sculpture Local Artist - Bradford	Peter Thorpe Painting Illustrator	Alberto Giacometti Sculpture Global Artist - Swiss	William Morris Printing/Textiles Classic Artist - Textiles	Banksy Painting/Stencils Modern Artist with a political theme - Bristol	Salvador Dali Sculpture Global Artist - Spanish
Outcome	A photo collage of a landscape 	Science Fiction Book Cover 	A wire and modroc sculpture of 'People in Action' 	Victorian Wallpaper 	Art Project based on a political/environmental issue 	Art Project of a surrealist sculpture 
Further artists	Vincent Van Gogh Pierre-Auguste Renoir https://primaryschoolart.com/category/david-hockney/		Keith Haring Henry Moore	L.S Lowry William Morris History	Nathan Murdoch https://video.link/w/coQNc https://www.bbc.co.uk/newsround/4663254	Bridget Riley René Magritte Dorothea Tanning Eileen Agar Joan Miro
Sequencing	<ul style="list-style-type: none"> In Year 4, children will have explored how landscapes can be created using different media. 	<ul style="list-style-type: none"> In Year 4, children will have explored illustrators. 		In Year 2, children have explored various art forms in nature.	In Year 4, Quentin Blake, Andy Goldsworthy, Iris Scott – Art with a message	In Year 5, children will have explored surrealist sculptures.
Key question	Can we combine photography and collage?	Can we judge a book by its cover?	How can artwork move?	How is artwork inspired by nature?	Who does public art belong to?	How can we turn dreams into reality?
Enquiry	Why did Hockney begin to use photo collage? How can photos show a passing of time? What types of photo collages did David Hockney use? What is perspective? How can photos be arranged to create an image? Can we create a landscape using collage?	Why is a book cover important? What is a background? Is tipping paint art? What is the difference between tint, shade and tone? What might I find in space? How does a book cover convey the story within?	How do we position our bodies? How do joints move? What can I do with wire? What bones are in my body? How can I make my sculpture stronger? Can something stationary show movement?	What was the arts and crafts movement? Where can I find patterns in nature? How can I create a tonal scale? What is a motif? What materials can I print on? What message does my piece give?	Is Banksy an artist or a vandal? Why does Banksy remain anonymous? What is important to me? What is a stencil? How can I make my voice heard? Can art change society's viewpoint?	What is surrealism? Can I create optical illusion? How surrealism and landscape be combined? How can clocks melt? Which objects can we put together? Do we always have to live in reality?
Core Vocabulary	Culture Evolution of ideas, Respond, Relationship of line, form and colour, Creative response, Sculptural balance, Physical Aesthetic Film / literature / drama, Evolve and inform, Scaling up, Portraiture, Still life observation, Geometric design, Pattern Structure, Intricate, Collaborate, Mixed media, Transformation, Convey personality.					
Specific Theme Vocabulary	focal point, shallow focus, close-up, photo effect, filter, colourise, desaturate, perspective, layer, cubism	stippled, splattered, dabbed, scraped, dotted, stroked, abstract	proportion, balance, shape, form, model, construct, movement, flexible, pliable.	Motif, repeated pattern, symmetry, colour scheme, aesthetic, pattern, motif, victorian, rotation, reflection, symmetrical, repetition.	graffiti, vandalism, spray can, street art, stencils, anonymous, identity, political, racism, immigration, British Values, public art.	Surrealism, conscious and unconscious, reality, optical illusion, slabs, coils, slips,

Substantive Knowledge	<ul style="list-style-type: none"> David Hockney was born in Bradford in 1937 and was one of the big artists involved in the pop art movement in the 1960s. Pop art was a style of art that was bright, full of colour. It was made by lots of young artists who felt that the art they saw in galleries was a little bit boring. Hockney has spent over 50 years working as an artist and his styles and methods have adapted and changed with the “fashions” of the time. His motives originally began to change when he moved to California for some time and focussed on examining architecture, particularly swimming pools. Artists can change their style and motives for their artwork as they get older, much like fashion in clothes. Hockney is still painting and trying lots of new experiments with art. Some of his most recent work includes painting on iPads. Artists can combine a range of materials to create collage, this can include smaller sketches and drawings as well as be painted and drawn over. When we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image. Digital media is a very up to date and popular method of creating artwork, and galleries have moved to including digital exhibits and sculptures very regularly. 	<ul style="list-style-type: none"> Peter Thorpe was born on the 9th November 1957 in Portland, Oregon, USA. Thorpe is an abstract artist. Abstract art is a painting or sculpture that does not represent a person, place or thing in the natural world. 	<ul style="list-style-type: none"> Alberto Giacometti was a Swiss artist who specialized in sculpture, drafting and printmaking. He was born on the 10th October 1901 and died on the 11th January 1966. Giacometti made sculptures by having people model for him. Giacometti is best known for the bronze sculptures of tall, thin human figures, made in the years 1945 to 1960. He was influenced by the impressions he took from the people hurrying in the big cities. People in motion he saw as ‘a succession of moments of stillness’. Modroc hardens when it dries to create structure. 	<ul style="list-style-type: none"> William Morris was a leading member of the Arts and Crafts Movement. He was born on 25th March 1834 and died 3rd October 1896 He was known as a designer of patterns for wallpaper and textiles. ▪ But he was also an artist, designer, printer, typographer, bookbinder, craftsman, poet, and writer. Morris believed that nature was the perfect example of God's design. He believed that all design should be based on nature which he saw as the spiritual remedy to the inferior standards of art and design during the Industrial Revolution. 	<ul style="list-style-type: none"> Banksy is described as an anonymous England-based graffiti artist, political activist and film director of unverified identity. Banksy may be one person or a group of people. Graffiti is written, painted or drawn on a wall or other surface, usually without permission and within public view. Banksy is an anonymous British street and graffiti artist. Graffiti is a form of vandalism. Graffiti art uses satire to express an opinion. Art can be used to express a view. 	<ul style="list-style-type: none"> Salvador Dali was a Spanish artist born on 11th May 1904 and died 23rd January 1989. There are 2 types of surrealist art. The first stems from dreams and combines objects which wouldn't normally be seen together. The second is automatism, art made without thinking. In 1931 Salvador Dali painted what would become his most famous painting and perhaps the most famous painting of the Surrealist movement. It is titled <i>The Persistence of Memory</i>. The scene is a normal looking desert landscape, but it is covered with melting watches.
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Analysing and exploring Art

Exploring and Developing Ideas	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
Evaluating and Developing Work	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in a sketchbook.
Artists, designers and sculptures	<ul style="list-style-type: none"> Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.

Disciplinary

Drawing	Experimenting with media	Experiment with a variety of media Focus: pastels/ink/pencil Work from a variety of sources including observation, photographs and digital images. Select, use and manipulate a range of drawing tools to accurately represent a landscape from an observation. Start to develop their own style using tonal contrast and mixed media	Experiment with a variety of media Focus: crayons/pastels/chalk	Experiment with a variety of media. Focus: pencil/charcoal/ink Work in a sustained and independent way to create a detailed drawing	Experiment with a variety of media Focus: ink/coloured pencil/pen	Experiment with a variety of media Focus: pencil/chalk/charcoal Evaluate public art Discuss key topics such as immigration, tolerance and democracy.	Experiment with a variety of media Focus: crayon/pastels/pencil
	Lines and marks					<ul style="list-style-type: none"> Use a stencil to guide marks Explore and replicate lines and marks made by artists. 	<ul style="list-style-type: none"> Demonstrate a wide range of line and mark techniques including straight, wavy, curved and circle lines.
	Shape space and form		<ul style="list-style-type: none"> Show background and foreground in a drawing 	<ul style="list-style-type: none"> Show an awareness of proportion of the human body Depict movement and perspective in drawings 	<ul style="list-style-type: none"> Develop close observation skills using a variety of view finders. 		<ul style="list-style-type: none"> Depict, understand and experiment with perspective in sketches.
	Tone and colour	<ul style="list-style-type: none"> Understand how primary and secondary colours can be mixed with black and white to create a hue. Understand how artists use cool and warm colour, using this when mixing colours to express mood. 	<ul style="list-style-type: none"> Explore colour mixing and blending techniques with coloured pencils and pastels Develop tint, shade and tone using pastels and chalk 	<ul style="list-style-type: none"> Use and recognise a range of shading techniques to include hatching, cross hatching and stippling Evaluate which method of shading is appropriate for a drawing. 	<ul style="list-style-type: none"> Explore and create tonal scale Explore colour within nature 		<ul style="list-style-type: none"> Mix and blend colours to add another dimension to drawing. Use bold, bright colours to mimic the style of an artist.
	Pattern and texture				<ul style="list-style-type: none"> Identify and replicate pattern within nature 	<ul style="list-style-type: none"> Create and use a stencil 	
Painting	Tone and colour		<ul style="list-style-type: none"> Develop a painting from a drawing Mix and match colours to create atmosphere and light effects 			<ul style="list-style-type: none"> Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Colour - Mix and match colours to create atmosphere and light effects Be able to identify and work with complementary and contrasting colours 	
	Tools and technique		<ul style="list-style-type: none"> Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music 	<ul style="list-style-type: none"> I can apply paint to a 3D sculpture to add depth. 		<ul style="list-style-type: none"> Develop a painting from a drawing Create imaginative work which portrays a message 	
Printing					<ul style="list-style-type: none"> Create printing blocks by simplifying an initial journal idea Use relief or impressed method Create prints with three overlays Work into prints with a range of media e.g. pens, colour pens and paints 		

				<ul style="list-style-type: none"> Explore how a printing reel is effective in transferring motif. 		
Digital media	<ul style="list-style-type: none"> Record, collect and store visual information using digital cameras etc Present recorded visual images using software e.g. Photostory, Powerpoint Use a graphics package to create and manipulate new images Be able to Import an image (scanned, retrieved, taken) into a graphics package Understand that a digital image is created by layering Create layered images from original ideas 		<ul style="list-style-type: none"> 			
Textiles						
Sculpture	Shape and form	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Shape, form, model and construct from observation or imagination Develop an understanding of how Modroc can be used as a sculptural material. 			Shape, form, model and construct from imagination
	Tools and techniques	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Use recycled, natural and man-made materials to create sculptures. Plan a sculpture through drawing and other preparatory work Mould, twist and shape wire. Combine materials to make a sculpture 			<ul style="list-style-type: none"> Plan a sculpture through drawing and other preparatory work Develop skills in using clay inc. slabs, coils, slips, etc
Collage	<ul style="list-style-type: none"> Use and alter images to create art. Build a picture using other pictures. Cut multiple shapes with scissors and arrange them for purpose. 	<ul style="list-style-type: none"> 				