

Whitley Park UKS2 Art and Design Curriculum

Intent

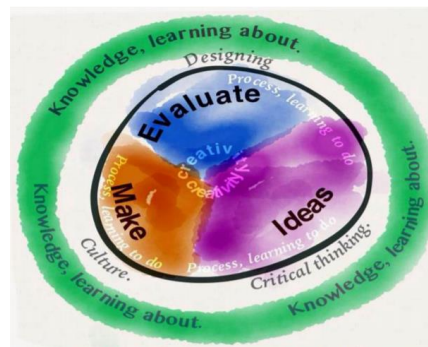
At Whitley Park, we strive to deliver an ambitious art and design curriculum, ensuring coverage of the aims and targets of the National Curriculum, whilst securing access and achievement for all of our students. Our curriculum enables students to express creatively their original ideas and personal experiences. Students produce their own works of art, craft and design, and have continual opportunities for progression without fear of mistakes. Self-expression is widely recognised as playing a vital role in maintaining good mental health, and therefore the Whitley Park curriculum promotes art as a valuable creative outlet. Students are engaged, inspired and challenged through varied and rich experiences that develop skills, knowledge and, in turn, cultural capital for every child. We encourage students to take creative risks through experimentation and innovation of learnt techniques and skills. The balance between breadth and depth is key to our curriculum; it is important that our students be introduced to a wide range of skills with different media, but also that these are revisited and skills developed progressively, both in isolation and in context of thematic topics and artists. Likewise, study of artists, craft makers and designers is balanced between the historical greats and contemporary and diverse artists, in order to promote aspiration and self-belief for all of our students, regardless of gender, socio-economic, cultural or ethnic background. Students explore the impact of art and design on culture and creativity, and how this has shaped our nation's history and its place within the world. They have regular and progressive opportunities to engage critically with works of art and to evaluate their own work, developing use of technical vocabulary to communicate their thoughts accurately and specifically.

KS2 Core Knowledge

- Learn about great artists, architects and designers in history.

KS2 Core Skills

- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.



A conceptual framework to support the planning of a balanced art, craft and design curriculum

(NSEAD, 2014)

TECHNICAL SKILLS	Initiating – Year 5	Building – Year 6	Deepening - Year 5&6
<p>Drawing</p> <p>Suggested materials: graded pencils, charcoal, inks, chalk, pastels, ink, different pens – biro, ballpoint etc.</p> <p>Focus elements: line, shape, colour, texture</p>	<ul style="list-style-type: none"> - Experiment with techniques to explore scale and perspective in compositions. - Use techniques learned so far to produce creative and imaginative artworks. <p>Suggested Vocabulary: Horizon, foreground, middle-ground, background, landscape, cityscape, perspective, scale, one-point perspective, birds-eye view, surreal, realistic</p> <p>LKS2 drawing techniques: HB, 2B, 4H etc. – soft/hard pencils, marks, lines, light/hard (pressure), shading, scribble, hatching, cross-hatching, horizontal/vertical Shadow, highlight, light, dark, , smudge, blend, 3D, height, width, depth, chiaroscuro, contrast</p>	<ul style="list-style-type: none"> - Experiment with techniques to show action and movement in drawings. - Explore the contrast between stylised and realistic drawing. <p>Suggested Vocabulary: Blur, dynamic, weight, action, movement Structure, form, line, stylised, realistic, realism, simplify, shape</p>	<ul style="list-style-type: none"> - Draw for a sustained length of time, over several sessions, to work on a final piece. - Develop proficiency in using a range of drawing tools and techniques. - Select the most appropriate tools and techniques for different tasks and effects. <p>Suggested Vocabulary: Contrast (between colours, light and dark, textures)</p>
<p>Painting</p> <p>Suggested materials: different sized and shaped brushes – angled, fan, bright, flat, round, canvas, oil paints, acrylics, watercolour</p> <p>Focus elements: <u>colour, texture, shape</u>, line, space</p> <p>Poss. Artwork – take picture, black and white print, block in monochromatic colour</p>	<ul style="list-style-type: none"> – Experiment with the use of complementary and harmonious colour combinations, and consider the effect on the mood of a piece. 	<ul style="list-style-type: none"> – Experiment with oil paint, using different brushes (e.g. angled, fan to extend from LKS2) and techniques to create intended effects, e.g. sgraffito, drybrushing, hatching, cross-hatching 	<ul style="list-style-type: none"> – Develop paintings in stages, over time. – Gain proficiency in mixing colours effectively to achieve desired colours and shades. – Explore the works and techniques of major artists, architects and designers to inform own planning and artwork.

	<p>Suggested Vocabulary: Complementary, contrast, harmonious, colour wheel, mood - vibrant, muted, dull, gloomy, cheerful, intense, peaceful etc. From LKS2: tertiary colours, tone, hue From KS1: Shade (i.e. shade of blue, green etc.), tint, dark(er)/light(er) Colour collections: warm, cold, bright, pale, pastel etc.</p>	<p>Suggested Vocabulary: Brushwork, sgraffito, drybrushing, hatching, cross hatching, angled brush, fan brush, From LKS2: Style, technique, experiment, imitate, vocab surrounding chosen artist – e.g. Monet, impressionism, oil, etc. Wash, blocking in, building texture, broad/fine brushstrokes, round brush, bright brush, flat brush From KS1: Brushstroke, sweep, dab, dot, smooth, thick, thin</p>	<p>Suggested Vocabulary: From LKS2: tertiary colours, tone, hue From KS1: Shade (i.e. shade of blue, green etc.), tint, dark(er)/light(er) Colour collections: warm, cold, bright, pale, pastel etc.</p>
<p><u>3D</u> (sculpture, textiles, collage)</p> <p>Suggested materials: boxes, wire, paper sculpture, mod roc, natural materials – leaves, sticks, bark, sand, stones, recycled materials – plastic bags, wrappers, newspaper, ribbon, wrapping paper, foil dye, fabrics – cotton, nylon, silk/satin-like fabric</p> <p>Focus elements: form, shape, texture, colour</p>	<p>Collage</p> <ul style="list-style-type: none"> - Experiment with a range of media (incl. drawing, painting and textiles) to explore colour, texture, shape and form. - Explore different types of figurative and abstract collage, e.g. montage, decoupage, digital, mosaic - Create a collage that communicates a message to the viewer. 	<p>Textiles</p> <ul style="list-style-type: none"> - Experiment with different dyeing techniques to achieve different patterns and effects, e.g. tie-dye methods, using natural/man-made dyes. - Explore the effects of different dyeing techniques on a range of fabrics. 	
	<p>Suggested Vocabulary: Figurative, abstract, represent, montage, decoupage, digital, mosaic From KS1: Mixed media, 3D, collage, combine, layer, tear, cut, overlap, pattern, texture, material, fabric, scraps, shiny, dull/matte, soft, rough, fix</p>	<p>Suggested Vocabulary: Dye, natural dye, stain, dip dye, tie-dye, resists, folding, crumpling, twisting, pleating, binding</p>	
<p><u>Printing</u></p> <p>Suggested materials: acetate, ink, fabrics, cardboard, corrugated surfaces, wood</p> <p>Focus elements: pattern, texture, colour, space</p>		<ul style="list-style-type: none"> - Experiment with a range of monoprinting techniques, working positively and negatively on different surfaces. - Use a range of tools to explore pattern, shape and texture in mark making. 	

		<ul style="list-style-type: none"> – Experiment with layering prints, mixing colours to achieve different effects. 	
		<p>Suggested Vocabulary: Monoprint, positive print, negative print, layering</p> <p>From LKS2: Acetate, carve, roller, pressure, even pressure, design, blunt tool, reverse</p>	
<p><u>Digital</u></p> <p>Suggested media: photography, ICT tools</p> <p>Focus elements: line, colour, shape, space</p>	<ul style="list-style-type: none"> - Apply creative skills learned in computing (Y5 Unit 5.3) to create digital artwork with an intended message. – Modify images on a computer to achieve different effects. – Combine digital visuals to create a collage composition, e.g. photos, graphics, shapes, lines, text 		
	<p>Suggested Vocabulary: photoshop, crop, filter, graphics, text, visuals, cut, copy, paste, clone</p> <p>From LKS2: Camera, image, capture, viewpoint, landscape, portrait, flash, zoom, focus, setting/mode (different modes on digital camera)</p> <p>From KS1: Line, shape, insert, select, enlarge, delete, move, edit</p>		

CREATIVE EXPRESSION & KNOWLEDGE	Initiating – Year 5	Building – Year 6	Deepening – Year 5 & 6
<p>Design & Production</p>	<ul style="list-style-type: none"> - Independently use a sketchbook as part of the design process: experimenting, drawing, practising skills, collecting ideas and examples of materials. - Use the artistic process as a creative outlet to express feelings, mood or views. 	<ul style="list-style-type: none"> - Consider the work of other artists and art movements during the design process, drawing on subject matter, techniques, artistic ideas etc. as inspiration for own artwork. - Adapt and refine sketchbook designs during the production process. 	<ul style="list-style-type: none"> - Plan and design in response to a stimulus, following own interests, experimenting with and developing own styles. - Consider art as a representation of ideas, with varying degrees of realism/abstraction.
<p>Evaluation</p> <p>Elements: line, shape, form, texture, colour, space, pattern</p>	<ul style="list-style-type: none"> - Begin to evaluate independently throughout the production process, refining and adapting in response to reflections. 	<ul style="list-style-type: none"> - Independently analyse and critique artists' works, following own interests and commenting on appropriate artistic elements at their level. 	<ul style="list-style-type: none"> - Independently use critical art vocabulary to describe and evaluate own work and work of artists. (Use suggested vocabulary as a guide.) - Seek out opinions of peers to assist in evaluation throughout production process, and provide others with constructive feedback. - Independently evaluate during production process, refining and adapting throughout.
<p>Knowledge of Artists and Movements Link to skills/topics/both Artists, designers, architects Culture, creativity, wealth</p> <p>Ensure a balance of breadth and depth by focussing on 2/3 artists per year, to include some more in-depth studies and comparisons between artists, architects and designers.</p> <p>Artists with links to topics have been suggested only if they also allow for teaching of year groups skills. Equally, teachers may feel that some skill areas would be better taught in isolation, without an artist focus.</p> <p>All artists listed here are suggestions only; teachers may choose to focus on different artists that allow for teaching and development of year group skills. Please check other year group coverage or consult art lead to avoid repetition and ensure progression.</p> <p>Check the Artists Coverage Audit document to ensure a balanced coverage of artists from different societal groups.</p>	<p>Suggested artist links Skills:</p> <ul style="list-style-type: none"> - <u>Scale & Perspective:</u> Bridget Riley, Chesley Bonestell, Surrealism – Salvador Dali, Rene Magritte, Leonora Carrington, Jan Miro. - <u>Collage:</u> Matisse, Ben Giles (combines photos with collage), Hannah Hoch (photomontage), James Rosenquist (pop art, creates mixed medias collage as plan for oil painting) - <u>Complementary/harmonious colour:</u> Fauvism (Matisse, Derain, Vlaminck), Akbar Padamsee - <u>Digital:</u> Ben Giles (combines photos with collage) <p>Topics:</p> <ul style="list-style-type: none"> - <u>Ancient Egypt:</u> - <u>Space:</u> Chesley Bonestell (artist/designer), Hubble telescope pictures - <u>Around the World in 80 Days:</u> Link to aerial perspectiveness, see Resources/Drawing/Perspective_Tate - <u>Living Things & Habitats:</u> 	<p>Suggested artist links Skills:</p> <ul style="list-style-type: none"> - <u>Movement:</u> Hassan Massoudy (contemporary, Iraqi – could combine with poetry topic), Degas, Futurism - <u>Stylisation vs. Realism:</u> Toyin Ojih Odutola (distinctive multimedia style) - <u>Oil paints:</u> Impressionist movement - Claude Monet, Edouard Manet, Pissaro, Pierre Auguste Renoir - Post-impressionism - Van Gogh, Leon Kossoff (contemporary, British) - <u>Monoprinting:</u> - <u>Textiles/Dye:</u> Nnenna Okore <p>Topics:</p> <ul style="list-style-type: none"> - <u>WW2:</u> - <u>The Americas:</u> Frank Lloyd Wright (architect), - use to practise evaluation, could link in with DT. - <u>Magic, Myth and Mystery</u> 	<ul style="list-style-type: none"> - Learn about some key movements in art history and how they contributed to culture, creativity and wealth. - Continue to develop an increasing awareness of different kinds of art, craft and design. - Learn about great artists, architects and designers in history.

- It's All Greek to Me: