



Falcon Junior School—Art and Design Curriculum Map

<p>KNOWLEDGE</p> <p>Y3</p> <p>To know about great artists, architects and designers in history. To know how to use a sketchbook To know what a still-life is To know what art from a different culture/a different historical period looks like To know about at least one great artist, their works of art & their impact</p>		<p>KNOWLEDGE</p> <p>Y4</p> <p>To know about great artists, architects and designers in history. To know of an artist who shows facial expression in their art and recognise what they mean To know about a particular style of art movement To know what art from a different historical period looks like To know about at least one great artist, their works of art & their impact</p>		<p>KNOWLEDGE</p> <p>Y5</p> <p>To know about great artists, architects and designers in history. To know of an artist who expresses emotion through/in their work To know how colours affect how emotion is portrayed in artwork To know about at least one great artist, their works of art & their impact</p>		<p>KNOWLEDGE</p> <p>Y6</p> <p>To know about great artists, architects and designers in history. Know about a famous artist in detail, their works of art & their impact Know about and be proficient in a wide range of artistic techniques by the end of KS2 in drawing, painting, collage and 3D sculpture To know about at least four different art styles/movements on leaving Falcon Junior School To know about at least four different artists To know about art from different cultures and from different periods of history Draw detailed analytical drawings from observations Evaluate artwork using appropriate language</p>
<p>SKILLS / OBJECTIVES</p> <p>I can identify, mix and use primary colours. I can arrange a simple still-life and draw it using observation, focusing on the outline. I can use different grades of pencil to shade and to show different tones. I can begin to use the following LKS2 language to compare and evaluate the work of different artists: Busy, plain, thick, thin, rough, smooth, swirling, uneven, big, small, colourful, bright, dark, realistic, unrealistic, simple, boring I can identify art from a different historical period through sorting visual images. I can respond to historical art by recreating similar historic techniques (e.g. stone age painting by using fingers rather than brushes as they didn't have them! Chalk drawing outside) I can experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent different textures. I can make a printing block using the impressed method. I can understand the basic proportions for drawing a portrait. I can create 3D art/a 3D sculpture using simple joining techniques (manipulating, coiling). I can understand and use tints in artwork. I can annotate the techniques used by different artists. I can evaluate my artwork saying what I like/could develop about my work I can present research on a significant artist, architect or designer and their works using a mind map. I can cut and shape fabric using scissors and apply shapes/appliques with glue. I can explore different effects made with different sized brushes and paint.</p> <ul style="list-style-type: none"> I understand what the foreground of a picture is. I understand how to use a sketchbook (having looked at model example pages from different books/schools/artists/designers). 		<p>SKILLS / OBJECTIVES</p> <p>I can identify, mix and use primary and secondary colours. I can draw a still life focusing on texture. I can use marks and lines to show texture in my art when drawing. I can use the following LKS2 language to compare and evaluate the work of different artists: Busy, plain, thick, thin, rough, smooth, swirling, uneven, big, small, colourful, bright, dark, realistic, unrealistic, simple, boring I can explain features of art from a historical period using simple sentences. I can respond to historical artwork by recreating simple historical patterns and designs. I can use collage as a way to collect ideas and information and build up a visual vocabulary. I can make a printing block using the relief method. I can show different emotions in portrait work. I can create a 3D piece of artwork by carving patterns into a malleable surface. I can understand and use tints and shades in my artwork. I can experiment with the styles used by another artist. I can evaluate my artwork saying what I like/could develop about my work and others'. I can present research a significant artist, architect or designer and their works, by bullet pointing key facts about the artist and their life. I can explore weaving different materials to create textural effects (including using natural materials or plastic bags – links to literacy unit+H.Hill) I can explore different effects made with watercolour paint. I understand what the background of a picture is. I am developing use of my sketchbook by exploring my ideas.</p>		<p>SKILLS / OBJECTIVES</p> <p>I can identify mix and use primary, secondary and complimentary colours and use them to express emotion in my art. I can identify and draw objects from still life and using shading techniques to show light. I can successfully use shading to create mood and feeling when drawing. I can begin to use the following additional UKS2 language to compare and evaluate the work of different artists: fine, dull, patterned, crowded, flat, natural, colourful, bright, dark, realistic, unrealistic, simple, boring, opaque, translucent, focus, distance, symbolic, subtle, complex, complementary, contrasting I can identify art from a historical period and say what I like/could develop about it. I can respond to historical artwork by creating my own design influenced by its style. I can add collage to a printed or painted background. I understand the difference between mono-printing and block printing and can use them to create art. I can create a detailed self-portrait I can create a 3D sculpture using recycled materials/natural materials. I can explain the style of my work and how it has been influenced by a famous artist. I can evaluate my artwork saying what I like/could develop about my work and what I might change. I can present research on a significant artist, architect or designer, by writing a short paragraph about their life and works. I can continue to develop weaving skills using different materials (e.g. paper weaving to create tartan designs) I can explore different effects made with textured paint e.g. paint mixed with other mediums such as sawdust, sand or salt etc. I understand the foreground, background and middleground of a picture. I am developing use of my sketchbook by exploring my ideas.</p>		<p>SKILLS / OBJECTIVES</p> <p>I can identify mix and use primary, secondary, complimentary and contrasting (hot and cold) colours I can work on a sustained, detailed, independent drawing from observation using shading and texture. I can use a full range of techniques as well as hatching and blending when drawing. I can use the following UKS2 additional language to compare and evaluate the work of different artists: fine, dull, patterned, crowded, flat, natural, colourful, bright, dark, realistic, unrealistic, simple, boring, opaque, translucent, focus, distance, symbolic, atmosphere, contrasting, engaging, delicate, flowing, vibrant, representation I can respond to artwork from a historical period by making my own creative response to a chosen historic art style. I can use a range of media to create a collage including from electronic resources I can over print to create different patterns. I can create my portrait in the style of a chosen artist. I can create a 3D sculpture in response to a chosen artist. I can explain why I have chosen specific techniques and tools to create my art. I can evaluate my artwork saying what I like/could develop about my work and what I might change, then use this or others' feedback to make amendments and improvement to my art. I can present research on a significant artist, architect or designer and their works in depth, by writing a fact file about their life and key works. I can experiment with a range of media to overlap and layer creating textures, effects and colours. I can explore different painting effects using different tools. I understand background and foreground and middleground in artwork and I can begin to use simple one-point perspective in my art. To create a sketch book to record my observations and use them to review and revisit ideas.</p>
<p>VOCABULARY</p> <p>Annotate – Label artist techniques used in a piece of art Background – The space behind the foreground – what is the eye not immediately attracted to? Foreground – Draws your eye to the front / middle of the piece Tone – Tells how much light and dark can be seen. It can help to suggest volume or depth. Colour wash – A wash or whitewash or other water-based paint tinted with a coloured pigment. Texture – how something feels or looks e.g. smooth, bumpy, hard, light, clear, rough etc. Tint – Where WHITE ONLY is added to a colour. Observation – The action or process of closely observing or monitoring something or someone. Still-life – An arrangement of in-animate (non-living) objects, often used to reflect how time affects everything. Manipulating – The process of kneading clay so it is soft and durable to use for modelling Coiling – Process of rolling clay into thin or thick strips to coil around and layer to create a layered shape. This can then be smoothed if desired. Impressed method of printing – Carve into an object's surface the pattern you wish to print – cereal boxes are good for this. Primary colours – Red, blue, green and yellow Shade – Darken or lighten with pencil or colour Grades of pencil – Pencil lead comes in different grades to help blend it easier – the higher the grade the softer/darker the pencil</p>		<p>VOCABULARY</p> <p>Perspective – A different viewing point Marks – Can be big/little, detailed or simple Lines – They can be bold/sensitive, angled or curved, soft or hard. Texture – how something feels or looks e.g. smooth, bumpy, hard, light, clear, rough etc. Carving – The action of cutting or shaping into a solid material. Landscape – The term for a picture when it is 'horizontal' Tint – To make a colour lighter by adding white Shade – To make a colour darker by adding black Relief method of printing – Cover a surface with paint and press a printing design into it to create an image. Malleable surface – A surface that can be carved into e.g. card, clay, salt dough, polystyrene, putty etc.</p>		<p>VOCABULARY</p> <p>Mono printing – Paint a surface. Take a sheet of paper, and lay the painted surface over the paper, paint side down. Using a pencil, or the wrong end of a brush, or your finger nail, draw onto the clean side of the surface. The pressure of your marks will apply the paint to the paper. Roller over it to press. Block printing – Carve shapes into a medium e.g. a potato/polystyrene...Cover with ink and print onto a clean surface. Collage – A piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing. Shading – To change the pressure applied by the tool to the media e.g. paper. To add texture and change colour. Complimentary colours – colours that are opposite one another on the colour wheel</p>		<p>VOCABULARY</p> <p>Hatching – A drawing technique where lines create a shaded effect by being drawn parallel to each other in a horizontal or vertical way. (Cross hatching is when they 'cross' over) Blending – Where colours are 'smudged' with a finger or rubber to make the end of each colour merge into another subsequent colour. Perspective – Where there is one focal point in a drawing. It adds depth to pictures – particularly landscape pictures. Contrasting colours – Looking at colours that are hot and cold is also the same as looking at contrasting colours. Over-print – Literally print over previous printed images and layer them to create interesting effects.</p>
<p>Artist ideas</p> <p>Carvaggio + Paul Cezanne + Paston Treasure(this would be a lovely link to a local masterpiece – still at Norwich castle!!!) – still life art Andy Warhol / Piet Mondrian – primary colours Amadeo Modigliani – Simple portraits Paul Klee / Matisse - collage</p>		<p>Artist ideas</p> <p>Van Gogh – Used marks and lines to produce texture in his landscapes Hokusai – The Wave (make links to how Van Gogh liked this art work – he owned many Japanese prints - as this connects learning about Van Gogh) Barbara Hepworth – Green man artwork African artwork – link to One Plastic Bag/weaving</p>		<p>Artist ideas</p> <p>David Hockney (mono printing) Picasso/Frank Auerbach (portraits + mood) Henri Matisse – Background, middle ground and foreground Sigmar Polke/Jackson Pollock – Texture (Tate kids has a suggested 1 hour lesson on this area)</p>		<p>Artist ideas</p> <p>Patrick Heron – use to explore colours MC Escher – Drawing techniques of hatching and blending and shading etc. Frida Kahlo – Portraits Giacometti/Henry Moore/Hepworth – 3D sculpture</p>