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| **Pendeen ART and DESIGN SCOPE, CONTENT and SEQUENCING Year B UPPER KEY STAGE 2** |
| Year Group: 5/6Year B | Half term: Autumn 1 | SCOPE: Colour Andy WarholPop ArtSelf Portrait | CONTENT / INTENT: create a colour palette, demonstrating mixing techniques;use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces |
| **Prior Learning**use varied brush techniques to create shapes, textures, patterns and lines;mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;create different textures and effects with paint | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**Recognise the artwork of Andy WarholKnow that Pop Art is based on modern popular culture Children are able to talk about the differences between portraits and landscape and subsequently what ‘impressionism’ was | **Knowledge:**Children to name primary and secondary coloursChildren are able to mix and make new colours, demonstrating mixing techniques and creating their own colour palette | **Knowledge:**Children use a range of paint (acrylic, oil, watercolour), demonstrating their understanding of how each type of paint changes the image visually  | **Knowledge:**Children are able to draw a self portraitChildren recognise and explain how to divide the face in order to create symmetrical facial features | **Knowledge:**Children are able to use bright colours to paint in the style of Pop Art by Andy Warhol, selecting their preferred paint typesChildren know and explain how to use different brushes and brushstrokes for different purposes | **Knowledge:**Children create a self portrait using inspiration of Andy WarholChildren are increasingly developing their own style of artwork which can be seen in their portrait | Children are able to use their knowledge of Pop Art to apply to future artworkChildren are able to mix and make various shades of different colours to create their own pallet for painting |
| **Success Criteria**Children use words ‘impressionism’ and ‘modern popular culture’ when talking about and comparing artwork | **Success Criteria** Children create their own paint palette of colours they have mixed and made themselves | **Success Criteria**Children talk confidently about the differences in paint types and are able to choose paint for a particular purpose or effect | **Success Criteria**Children are able to create a detailed self portrait with increasingly recognisable features | **Success Criteria**Children use brushes to create shape, texture, pattern and linesChildren create a Pop Art painting in the style of Andy Warhol | **Success Criteria**Children choose preferred paints to create their own pallete, painting a Pop Art self portrait |
| Vocabulary: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists, pop art, modern popular culture, Andy Warhol |
| **Pendeen ART and DESIGN SCOPE, CONTENT and SEQUENCING Year B UPPER KEY STAGE 2** |
| Year Group: 5/6Year B | Half term: Autumn 2 | SCOPE: Printing John DyerLandscape | CONTENT / INTENT: design and create printing blocks/tiles;develop techniques in mono, block and relief printing;create and arrange accurate patterns |
| **Prior Learning**use more than one colour to layer in a printreplicate patterns from observationsmake printing blocksmake repeated patterns with precision  | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**Recognise artwork of John Dyer’s based on his style and techniqueExplain that a print is an impression made by any method involving transfer from one surface to anotherChildren compare printing artwork to artwork where the artist has used brushes | **Knowledge:**Children explore printing techniques by practising with Hapazome (printing with leaf and flowers) Children can explain what each technique is and how to use it | **Knowledge:**Children explore printing techniques by practising with collograph (fixing 3D textures e.g. string or corregated cardboard)Children can explain what technique they have used and how to use it  | **Knowledge:**Children design their own printing blocksChildren explore different materials to create a successful printing block | **Knowledge:**Children create their own block prints Children reflect on colour knowledge and know how to apply colour to printed paintings | **Knowledge:**Children are able to talk about John Dyer paintings and reference how he has or could use the printing techniqueChildren can create and arrange accurate patterns | Children can apply their knowledge of printing to future pieces of artChildren have experience of a range of different artistsChildren can talk about the work of several artists and talk about their likes and dislikes Children are developing their own creative style  |
| **Success Criteria**Children identify John Dyer’s artwork naming key featuresChildren explain definition of printingChildren compare 2 artists | **Success Criteria** Children explain what hapazome is and how they have created artwork with it, talking about the effects created by the technique | **Success Criteria** Children explain what hapazome and collograph techniques are and explore bothChildren choose preference of technique and explain why | **Success Criteria**Children design their own printing block after experimenting with different materials | **Success Criteria**Children use block paintings to show a repeated pattern | **Success Criteria**Children create John Dyer inspired paintings using printing techniqueChildren apply skills and techniques learnt over the term |
| Vocabulary: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph  |
| **Pendeen ART and DESIGN SCOPE, CONTENT and SEQUENCING Year B UPPER KEY STAGE 2** |
| Year Group: 5/6Year B | Half term: Spring 1 | SCOPE: CollageVan GoghStarry NightLocal landscape | CONTENT / INTENT: add collage to a painted or printed background;create and arrange accurate patterns;use a range of mixed media;plan and design a collage |
| **Prior Learning**select colours and materials to create effect, giving reasons for their choices;refine work as they go to ensure precision;learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**Children explore the skill of ‘collage’ and explain how to tear, arrange and fix pieces of material to create a collageChildren talk about collage techniques when planning their own design | **Knowledge:**Children explain that Van Gogh painted to help his well being. Children explain that Van Gogh enjoyed painting real life landscapes that he could see – inspired by Impressionism | **Knowledge:**Children have an understanding of how colour, texture and pattern can be altered within a collage depending on which materials are chosen and how they are arranged / fixed | **Knowledge:**Children draw large outlines for landmarks and understand collage must stay within the boundaryChildren are able to apply mixed media in an effective way | **Knowledge:**Children are able to talk about layering mixed medias in order to change the visual appearance of their collage | **Knowledge:**Children refine their work and add texture using materialsChildren create artwork in the style of Van Gogh landscape Starry Night | Children pay attention to detail and understand the finer details added to artwork Children are able to create larger pieces of artwork that take longer periods of engagementChildren can visualize and plan the bigger picture before they begin artwork |
| **Success Criteria**Children explain how to collage and are able to show others what this looks likeChildren plan and design their own collage | **Success Criteria** Children know who Van Gogh was and talk about his life, art and inspirations / reasons for paintingChildren paint a landscape painted background | **Success Criteria**Children explore mixed media and choose colours, patterns and textures appropriately for use in their own collage | **Success Criteria**Children use a range of mixed media to change texture, form, shape, pattern and alter shadows and highlights | **Success Criteria**Children demonstrate knowledge of overlapping and layering materials to change texture  | **Success Criteria**Children self evaluate and refine artworkChildren show accurate patterns in their collage Children create a collage version of ‘Starry Night’ |
| **Vocabulary:** texture, shape, form, pattern, mosaic, sketch, outline, perspective, scale, base, composition, layer, overlap, shadow, highlight |
| **Pendeen ART and DESIGN SCOPE, CONTENT and SEQUENCING Year B UPPER KEY STAGE 2** |
| Year Group: 5/6Year B | Half term: Spring 2  | SCOPE: FormBarbara HepworthClay | CONTENT / INTENT: plan and design a sculpture;use tools and materials to carve, add shape, add texture and pattern;develop cutting and joining skills, e.g. using wire, coils, slabs and slips;use materials other than clay to create a 3D sculpture |
| **Prior Learning**cut, make and combine shapes to create recognisable forms;use clay and other malleable materials and practise joining techniques;add materials to the sculpture to create detail; | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**Children explain Hepworth focussed on relationship between colour and texture to display in sculpturesChildren understand the terms ‘join and cast’ | **Knowledge:**Children explore and practise joining techniques by using playdough or plasticineChildren self evaluate their creation and use to inform next lesson using clay | **Knowledge:**Children explore using a range of tools to cut and join clayChildren use wire coils slabs and slips  | **Knowledge:**Children use are able to talk about a range of tools and techniques in sculpting and explain what they are doing e.g. carving or adding texture | **Knowledge:**Children use materials other than clay to create a 3D sculptureChildren explain ‘casting’ | **Knowledge:**Children use sculpture / form vocabulary with confidenceChildren can create a sculpture using inspiration from a famous artist  | Children have the fundamental skills of sculpting in order to create a range of sculptures using inspiration from different artists |
| **Success Criteria**Recognise artwork by Barbara Hepworth and explain distinguished featuresChildren explain terms ‘join’ and ‘cast’ in relation to sculpting | **Success Criteria**Children are able to critically self reflect and learn from experiencesChildren practise joining techniques and describe the process | **Success Criteria**Children create a sculpture taking inspiration from Barbara HepworthChildren have experience of using a range of tools and techniques | **Success Criteria**Children can use tools to successfully carve, add shape, add texture and add pattern to their clay sculptures | **Success Criteria**Children use wax or plaster to create a 3D sculpture, explaining how they used the ‘casting’ technique | **Success Criteria**Children create a sculpture that has 2D shapes joined togetherChildren make their own sculpture with colour and texture |
| **Vocabulary:** form, structure, texture, shape, mark, soft, join, tram, cast. |
| **Pendeen ART and DESIGN SCOPE, CONTENT and SEQUENCING Year B UPPER KEY STAGE 2** |
| Year Group: 5/6Year B | Half term: Summer 1 | SCOPE: PatternTie DyePoppy Treffry | CONTENT / INTENT: experiment with a range of media by overlapping and layering in order to create texture, effect and colour;add decoration to create effect |
| **Prior Learning**select appropriate materials, giving reasons;use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;develop skills in stitching, cutting and joining | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**Children can talk about the artwork of Poppy Treffry and how she uses fabric to create artChildren talk about what a mood board is and talk through their own | **Knowledge:**Children explore different techniques: dyeing, weaving and stitchingChildren explain what each technique involves and the effect it creates | **Knowledge:**Children explain the process and reason for dyeing fabricChildren dye fabric that is going to be used for a product with a purpose | **Knowledge:**Children cut and join materials, developing their skills in stitchingChildren thread their own needle for stitching | **Knowledge:**Children are able to stitch to add embellishments and pattern to decorate using stitchingChildren overlap materials of layers that create texture, effect and colour | **Knowledge:**Children use inspiration from Poppy Treffry to create a patterned fabric designChildren talk with increasing confidence about a variety of textile techniques | Children use their knowledge and experience of a range of skills relating to pattern and textile to plan and create their own designs |
| **Success Criteria**Children create a detailed mood board to show their preferences for colour, texture and pattern for their own product | **Success Criteria** Children use a variety of techniques and explain and model them to others | **Success Criteria**Children are able to dye fabric to create different textures and patterns | **Success Criteria**Children cut and join materials to add to their final product | **Success Criteria**Children develop stitching skill by sewing their own design of patternsChildren add embellishments to their own artworkChildren are able to layer materials to add colour and teture | **Success Criteria**Children are able to dye fabric in different colours to create different patterns and effectsChildren make a product for a purpose that has embellishments |
| **Vocabulary:** pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration, fabric, weave, pattern |

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| **Pendeen ART and DESIGN SCOPE, CONTENT and SEQUENCING Year B UPPER KEY STAGE 2** |
| Year Group: 5/6Year B | Half term: Summer 2  | SCOPE: Nature Sketching Kurt Jackson | CONTENT / INTENT: use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;depict movement and perspective in drawings;use a variety of tools and select the most appropriate |
| **Prior Learning**experiment with showing line, tone and texture with different hardness of pencils;use shading to show light and shadow effects;use different materials to draw, e.g. pastels, chalk, felt tips;show an awareness of space when drawing | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**Experiment with line, tone and texture using a range of pencils | **Knowledge:**Children are able to draw a real life objectChildren use cross hatching to add tone and texture to a sketch | **Knowledge:**Children understand and explain ‘hatching’ as a way of sketching parallel lines to add shadowChildren use hatching to add a shadow to their still life sketch  | **Knowledge:**Children identify details within a plant or flower found in nature and focus on sketching featuresChildren can explain what perspective means and how they show it in their sketch | **Knowledge:**Children understand how to sketch movement using lines or curvesChildren explain how they have added movement to their drawing | **Knowledge:**Children are able to use drawing skills learnt to draw flowers in the local environment Share their creations, explaining theprocess they have used. | Children are able to sketch in more detail and for longer periods of timeChildren understand the ranges of pencils and explain their usesChildren use sketching fundamentals to create detailed sketches, adding shadow, shade and highlights |
| **Success Criteria**Children show their understanding of how to effectively use a range of sketching pencils in their sketchbooks | **Success Criteria** Children draw a still life sketch outside using cross hatch to add tone and texture | **Success Criteria**Children use photographs as guidance for adding light and shadow | **Success Criteria**Children are able to sketch outside in front of the subject.Children sketch features with increasing detail, shadow, shade, tone | **Success Criteria**Children add movement to their sketch e.g. the wind moving a flower or petal  | **Success Criteria** Children use drawing skills to find flowers they like in the local environment and draw them with the support of local artist Kurt Jackson |
| Vocabulary: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti. |