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| **Pendeen ART and DESIGN SCOPE, CONTENT and SEQUENCING Year A UPPER KEY STAGE 2** |
| Year Group: 5/6Year A | Half term: Autumn 1 | SCOPE: Colour PicassoSelf 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**Children can: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:**Compare Picasso’s artwork to artwork by Andy WarholExplain preference for artists and write key facts about each artistExplore a range of paints: watercolour, acrylic, poster, oil and explain which is best to use on cardboard | **Knowledge:**Children are able to sketch the outline of their face using a mirror or photographChildren are able to divide the face and sketch features with relevant size proportions | **Knowledge:**Children are able to create their own paint pallet  | **Knowledge:**Children understand Picasso creates artwork in the style of Cubism which means moving facial features around the face | **Knowledge:**Children are able to create a 3D face, adding facial features in a Cubism styleChildren explain CubismChildren recognise artwork of Picasso and talk about his style  | **Knowledge:**Children are able to create a 3D face, adding facial features in a Cubism styleChildren explain CubismChildren recognise artwork of Picasso and talk about his style  | Children are able to use their knowledge of Cubism 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 research and write key facts about Andy Warhol and Picasso.Children express opinions with reasoningChildren explore types of paint and select most appropriate for use | **Success Criteria** Children increase accuracy of size and proportion of featuers to the rest of the features on the face | **Success Criteria**Children know how to mix primary colours to make intended coloursChildren create their own paint pallet of varying shades - labelled | **Success Criteria**Children use a variety of their own created shades of colour and make features of their face in 3D using their own paint pallet | **Success Criteria**Children create a 3D self portrait using Picasso’s Cubism style of artChildren know who Picasso is, recognise his artwork and explain key features of his work | **Success Criteria**Children create a 3D self portrait using Picasso’s Cubism style of artChildren know who Picasso is, recognise his artwork and explain key features of his work |
| **Vocabulary:** sketchbook, develop, refine, texture, shape, form, pattern, structure |

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| **Pendeen ART and DESIGN SCOPE, CONTENT and SEQUENCING Year A UPPER KEY STAGE 2** |
| Year Group: Year 5/6Year A | Half term: Autumn 2 | SCOPE: Printing Orla Kiely Wrapping Paper | 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 print;replicate patterns from observations;make printing blocks;make repeated patterns with precision  | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**Children compare artwork by Orla Kiely and Enid Marx to John Dyer.Children discuss their opinions of the artwork, developing likes and dislikes.Children create a drawing of their favourite repeated pattern by Orla Kiely and add colour appropriately | **Knowledge:**Children explore printing techniques by practising with Hapazome (printing with leaf and flowers) and collograph (fixing 3D textures e.g. string or corregated cardboard)Children can explain what each technique is and how to use it | **Knowledge:**Children are able to design their own printing resources using prior knowledge and inspiration of Orla Kiely and Enid Marx designs | **Knowledge:**Children are able to make a printing resource using their plan  | **Knowledge:**Children use their own collograph resources to make a repeated pattern using inspiration from Orla Kiely and Enid Marx | **Knowledge:**Children create a repeated pattern using collograph printingChildren able to explain what printing is and how to create a printed pattern | 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 can write key facts about specific artists and talk confidently about the features of their workChildren create a colourful drawing inspired by Orla Kiely | **Success Criteria** Children explain what hapazome and collograph techniques are and explore bothChildren choose preference of technique and explain why | **Success Criteria**Children design own printing resource using inspiration of an artist but putting their own style into it  | **Success Criteria**Children create a collograph printing resource | **Success Criteria**Children create a purposeful product with collograph decorative designChildren explain the patterns and styles Orla Kiely and Enid Marx use in their artwork | **Success Criteria**Children are able to create a printed picture for a purpose in the style of Orla KileyChildren explain what printing is and how to print |
| **Vocabulary:** Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph |
| **Pendeen ART and DESIGN SCOPE, CONTENT and SEQUENCING Year A UPPER KEY STAGE 2** |
| Year Group: Year 5/6Year A | Half term: Spring 1 | SCOPE: Mixed Media CollageJane Davenport | 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 are able to explain that collage is cutting, arranging and fixing to create a larger artworkChildren create a small detailed collage of animal print | **Knowledge:**Children carefully research their chosen subject for their artwork (in this case a wild animal)Children use watercolour for purposeChildren are able to explain why they are using watercolour paints | **Knowledge:**Children are able to sketch a large outline of their chosen animal | **Knowledge:**Children recall the definition of collageChildren can carefully select a range of media and tear / arrange and fix showing increasing detail in a collage | **Knowledge:**Children are able to select materials for a purposeChildren can talk about what shadow and highlighting isChildren choose colours to add texture, shadow, shade and highlight | **Knowledge:**Children are able to create a mixed media collage in the style of a famous artist | 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 use a photograph of a preferred animal print to create a small but detailed collage e.g. zebra print, leopard print, a peacock feather | **Success Criteria** Children share facts about an animal through researchChildren use watercolour for purpose and understand the effectiveness | **Success Criteria**Children draw the outline of their animal, knowing it needs no detail due to the collage skill being used within the outline | **Success Criteria**Children select materials appropriately in order to begin a collage of an animal | **Success Criteria**Children add texture and detail to their overall picture selecting appropriate shades of colours and patterns of paper | **Success Criteria**Children choose colours and patterns for a purposeChildren create a detailed, more abstract collage of an animal |
| **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 A UPPER KEY STAGE 2** |
| Year Group: Year 5/6Year A | Half term: Spring 2  | SCOPE: FormAntoni GaudiClay | 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:**Identify artwork by Antoni GaudiExplore putting smaller pieces together to create a larger picture | **Knowledge:**Children recognise mining is part of the history of Pendeen and our local communityChildren are able to draw a local landscape which includes mining | **Knowledge:**Children explore using clay to mould and shape for a purposeChildren practise joining pieces of clay together for a purpose, discussing what works well and why | **Knowledge:**Children work collaboratively to make a section of a larger pictureChildren can carve, mould and join clay together to create an image | **Knowledge:**Children select paint colours for a purpose and paint their sculpture piece | **Knowledge:**Children recognise that Antoni Gaudi creates clay artwork where small pieces fit together to make a large piece | Children have the fundamental skills of sculpting in order to create a range of sculptures using inspiration from different artists |
| **Success Criteria**Be able to recognise and identify artwork children have seen before by Antoni GaudiChildren are able to piece together smaller pieces of a picture to create a large picture | **Success Criteria**Children develop drawing ability to draw more realistic picturesChildren explain the difference between landscape and portrait artwork  | **Success Criteria**Children create a detailed feature of a tin mine or engine house with multiple pieces of clay joined together  | **Success Criteria** Children create a collaborative tin mining sculpture made from clay which shows a local landscape Children talk about carving and joining techniques  | **Success Criteria**Children use prior knowledge to mix and make new coloursChildren paint their tiles with increasing detail (shade, shadow, highlight) | **Success Criteria**Every child in Year 5/6 creates a tile which pieces together to form a collaborative sculpture with their class  |
| **Vocabulary:** form, structure, texture, shape, mark, soft, join, tram, cast. |

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| **Pendeen ART and DESIGN SCOPE, CONTENT and SEQUENCING Year A UPPER KEY STAGE 2** |
| Year Group: Year 5/6Year A | Half term: Summer 1 | SCOPE: PatternThetis Blacker | 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:**Explore the work of Thetis Blacker, identifying the bright colours usedDiscuss Batik and identify key features Sketch a range of Batik designs in sketchbook – adding colour to represent wax / paint | **Knowledge:**Children understand how Batik has been used to decorate in different artworks around the worldChildren explore Batik artwork using wax crayons | **Knowledge:**Children plan and design a Summer themed Batik design to add to fabric | **Knowledge:**Children learn about ‘weaving’ as a technique textiles and explain the technique to othersChildren plan by drawing a weaveChildren explore weaving and weave around the edge of their fabric | **Knowledge:**Line up design onto material ready to BatikUse wax resist sticks to trace design onto the fabric, using appropriate pressureChildren make a detailed Batik pattern | **Knowledge:**Children evaluate their work and explain what worked well and what they would do differentlyChildren are able to talk about Batik as a technique, explaining that it uses wax, paint and an iron for heat | 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 explain what Batik is and how the technique is applied to fabricChildren sketch their own Batik designs | **Success Criteria** Children explore Batik artwork from around the world and write comparisons in sketchbookChildren create a detailed wax crayon image | **Success Criteria**Children design and plan with intent, using increasing detail, and for a purpose | **Success Criteria**Children explain weaving techniqueChildren plan their weaveChildren weave into fabric | **Success Criteria**Children successfully create a detailed Batik pattern onto fabric | **Success Criteria**Children explain key features of BatikChildren talk about weaving to create pattern and texture within textiles |
| **Vocabulary:** colour, fabric, weave, pattern |
| **Pendeen ART and DESIGN SCOPE, CONTENT and SEQUENCING Year A UPPER KEY STAGE 2** |
| Year Group: Year 5/6Year A | Half term: Summer 2  | SCOPE: Nature Sketching Cornish Wildlife / Feathers | 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 an animal 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 prior knowledge of sketching methods to create a sketch of their chosing that shows hatching, cross-hatching, shadow and movement | 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 create a sketch of a reflection | **Success Criteria** Children draw a still life sketch 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 features with increasing detail, shadow, shade, tone | **Success Criteria**Children create a sketch of an animal in motion  | **Success Criteria**Children use learnt skills to create a detailed sketch |
| Vocabulary: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti. |