

# KS2 Art Curriculum



The 6 areas of art should be given equal coverage throughout the school year and cross curricular where appropriate.

**Aims:**

- To develop original creative and imaginative ideas
- To realise these ideas in some tangible form, developing skills and using a range of materials and techniques
- To understand, recognise and appreciate the qualities of creative works, improving their own work in the process
- To know about the world of visual arts (art, craft and design), placing their own work in this wider context

**Pupils should be taught:**

- To develop their techniques including how they control and use a range of materials
- To be creative, to experiment and to increase their awareness of different kinds of art, craft and design.
- 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

<b>Drawing</b>	<b>Painting</b>	<b>Printing</b>	<b>Collage/Textiles</b>	<b>3D/ Sculpture</b>	<b>Digital Media/ICT</b>
Show improved confidence with a variety of drawing tools including different grades of pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and ink. Demonstrate an ability to draw for sustained periods of time	Know when and how to use different types of brushes such as thin brush on small paper, large brush on large scales. Paint with increasingly confident brush control. Be able to mix and match colours to artefacts and objects	Print with a variety of natural and manmade objects. Demonstrate experience with a variety of techniques such as Making printing blocks using relief or impressed methods. Use Quick print tiles, inking rollers and block	Use a variety of techniques including weaving, newspaper, using templates, and fabric, and cottons, fabric paints, stuffing materials, appliqué and embroidery. Show improved fluency with manipulative skills like stitching, threading, and cutting,	Show development in expressive and technical skills in different forms of 3D work including sculpture, modelling and construction. Replicate patterns and textures on 3d form to create a desired effect. Shape, form and construct 3 D forms	Experiment with visual elements working from imagination or stimulus such as internet, photographs and programmes. Experiment with ICT, creating designs which can be extended using

<p>including single and grouped objects and figures, showing focus and attention to detail. Draw confidently, with knowledge and increasing skill when drawing from experience, observation and imagination. Draw for different purposes: sketching, planning a painting, designing</p> <p><u>Experiment with line:</u> draw on different surfaces with a range of mark makers Invent new lines Draw lines from observation Experiment with adding surface detail to drawings. Represent scale and proportion.</p> <p><u>Experiment with tone and colour:</u> Represent tonal scale, effect of light on an object, including shadows.</p>	<p>and create own colour palettes using my knowledge of the colour wheel. Demonstrate an increase in their range of technical and expressive skills when painting from experience, observation and imagination, including landscapes and still life. Experiment with a variety of techniques such as layering, mixing media, splattering, dripping, and creating texture. Use different kinds of paints such as ready mixed, powder, oil and water colours, Brusho and textured paint for a specific purpose. Match colours for a desired effect, knowing the difference between hue (colour), saturation (weak or strong) and tonal (dulling) value of a colour. Confidently mix</p>	<p>printing inks. Make patterns of increasing complexity. Recognise different colours, shapes and patterns from observation from artefacts, images and the environment and in the work of textile workers and print makers. Experiment with overprinting motifs and colours, and repetitive patterns. Be able to work in different scales. Be able to discuss the work of textile workers and print makers.</p>	<p>gluing and trimming. Be able to match tools to the material. Cut and shape fabric using scissors. Stitch, knot and use other manipulative skills with improved fluency. Recognise manmade and natural materials. Create textured collages using a range of techniques and a variety of media including tearing, overlapping and layering to create images and represent textures. Be able to work in different scales. Design and make a simple mosaic. Create different images from their imagination, experience and observation. Use a wide range of vocabulary to describe texture. Build a visual vocabulary. Talk about the work of</p>	<p>using malleable and rigid materials, Including clay, papier mache, Mod Roc and clay and be able to select the most appropriate material for their task. Experiment with, construct and join recycled, natural and manmade materials, making a simple base for extending and modelling other shapes. Explore shape, form and space and extend vocabulary related to it. Discuss the work of sculptors, using reproductions or from first hand experience. Understand the safety and basic care of materials and tools and select them appropriately.</p>	<p>different media and use tools to manipulate artistic ideas Explore an artist's work using similar techniques including British and European, classic and modern. Record visual information using digital cameras and video.</p>
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<p>Investigate by drawing dark/light lines, patterns and shape Use coloured pencil inside lines and shapes and shade detail where necessary.</p> <p><u>Experiment with pattern and shape:</u> Observe and draw shapes from observation. Draw shapes in between objects. Create new shapes. Draw positive( subject or area of interest) and negative spaces( background) in drawing.</p> <p><u>Experiment with texture:</u> Describe and name different textures. Experiment with representing manmade and natural textures. Look at and talk about the work of other artists who have used drawing in different ways.</p>	<p>secondary colours, shades and tints. ( water- paint- palette method) Experiment mixing tertiary colours. Work on a variety of different scales with control. Care correctly for painting equipment. Demonstrate an awareness of how different artists have used paint to develop their own style such as Michelangelo painting on the ceiling.</p>		<p>artists who have explored and used textiles and collage.</p>		
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## **Exploring and Developing ideas using artists work** (Ongoing through all 6 areas)

Describe the work of a range of designers, architects and artists introduced.

Explore the work of artists, designers and architects from different times and cultures.

If possible provide some experience of an artist in residence or artists visiting the school.

Arrange to visit an art gallery or museum.

Begin to show some familiarity of reproductions of art works.

See, discuss and handle artefacts, recognising similarities and differences, materials and techniques, comparing and contrasting different cultures.

Introduce elements of art history in a cross curricular way.

Experience a range of different artists work to understand range of techniques used and be able to make some links with their own work.

Discuss a variety of art works in different contexts and settings.

### **Lower Key Stage 2 Art Units Year A**

<b>Term</b>	<b>Unit Title</b>	<b>Media</b>	<b>Artist inspiration</b>
<b>Autumn</b>	<b>Autumn</b>	<b>Drawing , printing and sculpture</b>	<b>Paul Cezanne, Jackson Pollock, Claude Monet</b>
<b>Spring</b>	<b>European art and artists</b>	<b>Collage and painting</b>	<b>Anselm Kiefer, Michelangelo, Coco Chanel, Salvador Dali</b>
<b>Summer</b>	<b>Bodies</b>	<b>Sculpture and drawing</b>	<b>Julian Opie, Henry Moore, Giacometti, Vivienne Westwood</b>

**Lower Key Stage 1 Art Units Year B**

<b>Term</b>	<b>Unit Title</b>	<b>Media</b>	<b>Artist inspiration</b>
<b>Autumn</b>	<b>Insects</b>	<b>Collage and sculpture</b>	<b>Jennifer Angus, Louise Bourgeois</b>
<b>Spring</b>	<b>British art</b>	<b>Painting and 3D</b>	<b>Gainsborough, Sonia Boyce, Howard Hodgkin, Anish Kapoor</b>
<b>Summer</b>	<b>Fruit and Vegetables</b>	<b>Textiles and drawing</b>	<b>Michael Brennand- Wood , Carl warner, Caravaggio</b>