



Stoke By Nayland C of E Primary School

KS2 Art 4 Year Knowledge and Skills Cycle

Cycle 1				
	Inspiration	Technique	Creativity	Key Vocabulary
<p><b>Autumn 2</b> <b>Prehistoric Art</b></p>	<p>I can understand how prehistoric man made art and reflect this style in my work</p> <p>I can identify features that prehistoric paintings have in common</p>	<p>I can describe why prehistoric people often painted animals</p> <p>I can look for basic shapes within an animal drawing to help get the proportions of my drawing accurate</p> <p>I know how to create a range of paints using natural resources and the colours that can easily be made.</p> <p>I know how to add texture to a surface to create a cave wall to paint.</p>	<p>I know how to use earth colours and charcoal to produce artwork in the style of pre-historic artwork</p> <p>I know how to layer on colour using natural paints to create a piece of artwork in the style of pre-historic art</p> <p>I know how to produce negative and positive impressions of my hands and other objects and can create a collaborative piece of artwork in this style</p>	<p>Iron age Stone Age Prehistoric Charcoal Smudge Rub Proportions Earth colours Cave Art</p>
<p><b>Spring 2</b> <b>Formal Elements of Art</b></p>	<p>I know that a range of artists use simple shape to guide their artwork: Modrian Escher Matisse Andy Goldsworthy</p>	<p>I know that basic shapes form all things within the environment and that I can use shape as the basis for my artwork.</p> <p>I know a range of techniques to create artwork using shape to portray 2D and 3D form.</p> <p>I know how to use guidelines to sketch and can use a consistent sketching technique</p> <p>I know how to create tone, can capture facial features and structures.</p>	<p>I know how I can use simple geometric shapes to create a piece of artwork, I can shade to add depth and tone to create structure.</p> <p>I know how to create a range of 3D forms using a combination of 2D form.</p>	<p>Wavy Straight Curled Angled Sketch Tone Geometric Form</p>
<p><b>Summer 2</b> <b>Craft and Art and Design Skills</b></p>	<p>I know about the minimalist art movement and can discuss artwork from a range of minimalists: David Hockney</p> <p>I know that artists have their own 'style' and can share my feelings about my likes and dislikes, my ideas and inspirations.</p> <p>I know that artwork can take many forms: Carl Giles - Mother's Day</p> <p>I know about the role of an interior designer and can explore the work of a range of interior designers</p>	<p>I know how to create a silhouette and how this can be created as part of a piece of artwork</p> <p>I know how to create tones and shades with paint</p> <p>I can combine materials to create a mood board</p> <p>I know how to produce a tie dyed product</p> <p>I know that wax can be used to create a wax resist artwork</p>	<p>I can create a cartoon artwork to convey meaning and evoke emotion.</p> <p>I can create a mood board to reflect my personal style and share reasons for my choices</p> <p>I know how to create a tie dyed t-shirt to create a planned effect.</p> <p>I know how to create woven fabric and how to create a planned effect using wax and paint on fabric.</p>	<p>Minimalist Style Tones Shades Tints Intersection Interior designer Mood board Tie dye Weave and loom Warp wax resist</p>

Cycle 2				
	Inspiration	Technique	Creativity	Key Vocabulary
<p><b><u>Autumn 1</u></b> <b><u>Art and Design Skills</u></b></p>	<p>Paul Cezanne - French Post-Impressionist I have analysed paintings by the artist Paul Cézanne and can remember key facts about his work</p> <p>Luz Perez Ojeda - Lenticular Artist</p> <p>Willow Pattern Design</p>	<p>I know how to create an image using an artistic process</p> <p>I know that lenticular printing gives an optical illusion</p> <p>I know that this illusion is created using two images</p> <p>I know how to apply an understanding of tint to recreate a traditional design style</p> <p>I know about the creation of the willow pattern</p> <p>I can choose three parts from a story to use in my willow pattern design</p> <p>I can select and use tools appropriately in my work</p> <p>I have knowledge about how to make tints; using undiluted ink to add detail and using a water wash to add lighter tones</p> <p>I know how to paint in the style of a famous artist</p> <p>I can paint in the style of Paul Cézanne by: mixing colours as he did: mixing colours as he did using the same brushstroke techniques</p>	<p>I can create an image using the principles of lenticular printing</p> <p>I can score lines safely</p> <p>I can create a piece of artwork in the style of the Willow Pattern designs</p> <p>I can create artwork, drawing on the influences of Paul Cezanne</p>	<p>Thematic</p> <p>Abstract</p> <p>Optical illusion</p> <p>Lens</p> <p>Tone</p> <p>Sequential</p> <p>curator</p> <p>lenticular</p>
<p><b><u>Spring 1</u></b> <b><u>Formal Elements of</u></b> <b><u>Art</u></b></p>	<p>Printing techniques from around the world</p>	<p>I know how to develop a range of mark-making techniques</p> <p>I know that charcoal can be used to create different textures and effects</p> <p>I know how to create patterns using printing techniques</p> <p>I know how to make a printing block using a range of resources to create texture and pattern</p> <p>I can print using my clay/playdough/foam block by: coating the surface in ink and placing paper over the block and pressing with my hand</p> <p>I know how to create patterns using a stamp</p> <p>I know how to make my own stamp using geometric and mathematical shapes</p> <p>I know how to use my stamp to create prints</p>	<p>I can express the meaning of words and phrases in an abstract way using an appropriate charcoal technique</p> <p>I can create prints that are unique and show my style through my use of colour and pattern. When printing I have tried to use: Repeating patterns Symmetrical patterns A simple symmetrical figure</p>	<p>Motif</p> <p>Depth</p> <p>Abstract art</p> <p>Charcoal</p> <p>Symmetry</p> <p>Stamping</p> <p>Texture</p>

<p><b>Summer 1</b> <b><u>Every Picture Tells a Story</u></b></p>	<p>The inspiration from this unit explores a range of artists and encourages children to analyse paintings and to explore how an artist tells a story through their artwork. The focus is to encourage children to interpret a picture and suggest meaning and describe formal elements of a picture.</p> <p>I can respond to a painting by making inferences justifying my ideas using my own experiences I can develop a narrative from the elements in a painting.</p> <p>David Hockney Paula Rego Edward Hopper Pieter Bruegel Fiona Rae</p>	<p>I can respond to an artwork with a modern interpretation, sharing my own ideas, feelings and a range of taught techniques.</p> <p>I can reflect on the feelings that a painting evokes I can create an abstract piece using personal experiences that reflect how I felt.</p>	<p>To develop an understanding of art through role-play I know that artists tell stories in their artwork and that art can be about feelings.</p> <p>I can understand and describe the story behind a painting I can act out the story behind a picture.</p>	<p>Abstract Emotions Feelings Interpretation Analyse</p>
<b>Cycle 3</b>				
	<b>Inspiration</b>	<b>Technique</b>	<b>Creativity</b>	<b>Key Vocabulary</b>
<p><b>Autumn 2</b> <b><u>Formal Elements of Art - Architecture</u></b></p>	<p>Inspiration from exploring a range of architectural styles through the ages. Exploration of a range of functional and ornate features from architectural eras. Exploring the work of Hundertwasser</p> <p>I can describe Hundertwasser's work and recognise it from key features.</p>	<p>I know how to create observational drawings of buildings and I can capture them accurately</p> <p>I know how to create a detailed mono print of a section of my observational drawing</p> <p>I can reimagine buildings in this style</p> <p>I can add colours and motifs to a design to transform the look of a building</p> <p>I can design a building based on an architectural style</p> <p>I can use perspective view, a plan view or front elevation to draw my design</p> <p>I can design a building based on a theme or to suit a specified purpose</p>	<p>I know how to create a mono print from an observational drawing.</p> <p>I know how to create a building design based on my own theme.</p> <p>I know how to use influences of different artists to create a building for a specific purpose.</p>	<p>Abstract Amphitheatre Ancient Architecture Compositions Cryptic Legacy Mono print Ornate Pattern Plaque Representation Shading Sketch Stadium Symbolism temple</p>
<p><b>Spring 2</b> <b><u>Every Picture Tells a Story</u></b></p>	<p>Inspiration from Street Artists</p> <p>Banksy Roschach Inkblot Images (1921) Andy Warhol (Inkblot) 1984</p> <p>Gassed by John Singer Sargent</p>	<p>I know how to evaluate and analyse a work of street art and relate it to the news and current affairs and to British Values I can suggest how an image could be altered to change its message I can create a meaningful message using visual symbols</p>	<p>I can create a piece of street art linked to artists that I have learned about</p> <p>I know that art can be shared through many forms and can share feelings through a range of media.</p> <p>I can collaborate to perform a piece of drama that shares ideas addressed in this unit.</p>	<p>Street art Values Media Messages Symbolic Performance 2D/3D unconventional</p>

	Magdalene Odundo - 3D art through 2D sketches	<p>I can describe how people throughout history have used visual symbol</p> <p>I can express how a piece of artwork makes me feel</p> <p>I can compare events in a piece of artwork to current news and the 'Fundamental British Values'</p> <p>I can use drama to demonstrate my understanding of the meaning of a piece of artwork</p>		
<b>Summer 2</b> <b>Art and Design Skills</b>	<p>Inspiration based on Paul Klee's quote 'a drawing is simply a line going for a walk'</p> <p>Further inspiration from the concept that everything that is made starts with an idea, a drawing, a sketch, a design and that we can use our imagination to brainstorm ideas for an invention that has a set purpose</p> <p>Inspiration to be gathered from exploring the work of Leonardo DaVinci and Dominic Wilcox</p> <p>Inspiration from poets and poetry to link design, art and literature to create a combined effect.</p>	<p>I know that using words to describe an object help my visual literacy skills in being able to draw the object</p> <p>I can use fine control with a pencil to make a detailed and analytical observational drawing</p> <p>I can use a HB pencil to extend the drawing so that the lines are a continuation of the lines that are already there</p> <p>I can add tonal graduation using a 2B pencil</p> <p>I know how to develop and communicate my ideas through notes and drawings</p>	<p>I can select one idea and draw this in full - including annotations</p> <p>I can create a combine piece of artwork using my inspiration from poetry, line and performance by successfully draw a portrait using the continuous line method</p> <p>I can use text to add detail to my portrait: varying the size of the words varying the size of individual letters placing the letters artistically</p> <p>I can perform my poem to the rest of the class</p>	<p>Analytical</p> <p>Observational</p> <p>Drawings</p> <p>Annotation</p> <p>Collage</p> <p>Computer aided design</p> <p>Diagram</p> <p>Exploded diagram</p> <p>Invention</p> <p>Portrait</p> <p>Prototype</p> <p>Sketch</p> <p>texture</p>

**Cycle 4**

	<b>Inspiration</b>	<b>Technique</b>	<b>Creativity</b>	<b>Key Vocabulary</b>
<b>Autumn 1</b> <b>Photography</b>	<p>Inspiration from photography from the Dada movement</p> <p>Hannah Hoch</p> <p>Raoul Hausmann</p> <p>Inspiration from Macro photography:</p> <p>Edward Weston</p>	<p>I know what photomontage is</p> <p>To select images and create a composition</p> <p>I know about the history of photomontage</p> <p>I can create my own 'truism' which communicates meaning and which has impact</p> <p>I know that contemporary artists use digital techniques to convey their messages</p> <p>I can take photographs and make choices about how to edit and use them in context</p> <p>I can look at the school environment through the lens of a camera and make choices about photographing aspects of it</p> <p>I can take photographs with care and choice</p> <p>I can make decisions about cropping, editing and presentation of photographic images</p>	<p>I can create a photomontage image by selecting images and creating a new image with them</p> <p>I can create my own 'truism' which communicates meaning and which has impact</p> <p>I can create a successful close up photograph of a natural form and edit the photograph in appropriate software/apps.</p> <p>I can develop a self portrait from a photograph and understand how this can be used to create expression in an image</p> <p>I can combine photography with learning how to draw a portrait</p>	<p>Crop</p> <p>Rotate</p> <p>Micro</p> <p>Macro</p> <p>Form</p> <p>Photomontage</p> <p>Contrast</p> <p>Truism</p> <p>Saturate</p> <p>De-saturate</p> <p>Tone</p>

		<p>I know that artists use photography to record and observe, I understand the terms macro, and monochromatic</p> <p>I can take photographs in different poses which show different expressions I can develop one of these into a line drawing, using continuous line</p> <p>I can take photographs in different poses which show different expressions I know that paintings and photographs can express emotion I can replicate the mood and expression of a painting I can edit photos successfully</p>		
<p><b><u>Spring 1</u></b> <b><u>Make My Voice</u></b> <b><u>Heard</u></b></p>	<p>Inspiration for this unit is drawn from Pablo Picasso and Kathe Kollwitz</p> <p>I understand that the work of the artist Käthe Kollwitz is based on difficult experiences</p> <p>I know about some of the symbolism used in Picasso's 'Guernica'</p>	<p>I can draw a series of lines to create a simple portrait of a face I can use Käthe Kollwitz as an inspiration to add to these lines to show an emotional expression I can use charcoal to add shadows to my portrait drawing</p>	<p>I can plan and create a drawn composition in the style of Picasso's 'Guernica' by: I can use symbols in my artwork to convey a message I use tones of black, grey and white to create effect</p> <p>I can use paint to produce a carefully finished piece of art in the style of Picasso's 'Guernica' I know how to use masking tape to create a straight line I can keep balance in my final composition by viewing my work from a distance to see where tones of black would work.</p>	<p>Symbolism Shadow Divergent lines Abstract chiaroscuro</p>
<p><b><u>Summer 1</u></b> <b><u>Still Life</u></b></p>	<p>Inspiration for this unit is taken from a range of still life work from a range of artists over time.</p> <p>Still Life Apples by Paul Cezanne Composition, glass and ball by Jaromir Funke Still Life by Ben Nicholson</p>	<p>I can draw with attention to form line and layout I can draw observing with care I know that my sketches are not the finished article and I can do several attempts</p> <p>I can use charcoal and chalk to show light and shadow I can create a piece of abstract art I can create clear lines and shapes</p> <p>I can use other materials to draw with I know what is meant by a negative image I can pick out areas of light and shadow</p> <p>I can paint with attention to form line and layout I know how to mix colours to create the hue that I need I know how to mix darker and lighter tones</p>	<p>I can create a still life using a range of materials and techniques</p>	<p>Font Negative image Underpainting Hue Spectrum</p>

Art is taught for a half term block every term alongside a yearly art week, Take One picture week and whole school collaborative projects. We also hold a whole school art day in the second half of the Autumn term.

