



The **BIG** Picture

In this unit, children will create an installation plan using materials and specific designs.

Work will be displayed in a whole school art exhibition.



NC Objectives- Key Stage 2

Pupils should be taught:

Pupils should be taught to develop their techniques, including their control and their use of materials.

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].

To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Suggested Prior Learning

Sculpture & 3D: Mega Materials

Knowledge Of Artists

- Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
- Discuss how artists create work with the intent to create an impact on the viewer.
- Consider what choices can be made in their own work to impact their viewer.

Unit Outcome

Pupils who are **secure** will be able to:

- Group images together, explaining their choices.
- Answer questions about a chosen installation thoughtfully and generate their own questions.
- Show that they understand what installation art means.
- Justify their opinions of installation artworks.
- Evaluate their box designs, considering how they might appear as full-sized spaces.
- Suggest changes they could make if they repeated the activity to create a different atmosphere in the space.
- Create an installation plan, model or space.
- Describe their creations and the changes they made as they worked.
- Describe how their space conveys a particular message or theme.
- Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation.
- Show they have considered options for how to display their installation best e.g. lighting effects.
- Present information about their installation clearly in the chosen format.
- Justify choices made, explaining how they improve the viewer experience or make it interactive.

Generating ideas:

Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.

Sketchbook- (objectives to cover all year)

Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.

Making skills:

Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.

Evaluating & analysing:

Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.

Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas.

Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

Key Knowledge

Formal elements:

•**Form:** An art installation is often a room or environment in which the viewer 'experiences' the art all around them.

• **Form:** The size and scale of three-dimensional artwork change the effect of the piece.

Making skills:

•How to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.

• How to try out ideas on a small scale to assess their effect.

• How to use everyday objects to form a sculpture.

• How to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.

• How to try out ideas for making a sculpture interactive.

• How to plan an installation proposal, making choices about light, sound and display.

Knowledge of artists:

•Artists are influenced by what is going on around them; for example, culture, politics and technology.

• How an artwork is interpreted will depend on the life experiences of the person looking at it.

• Artists create works that make us question our beliefs.

• Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.

Evaluating and analysing:

•Sometimes people disagree about whether something can be called 'art'.

• Art doesn't always last for a long time; it can be temporary.

• People make art to express emotion.

• People make art to encourage others to question their ideas or beliefs.

• People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online.

• Some artists become well-known or famous, and people tend to talk more about their work because it is familiar.

• Talking about plans for artwork, or evaluating finished work, can help improve what artists create.

• Comparing artworks can help people understand them better.



The BIG Picture

Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.

NC Objectives- Key Stage 2

Pupils should be taught:

Pupils should be taught to develop their techniques, including their control and their use of materials.

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].

To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Knowledge Of Artists

- Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
- Discuss how artists create work with the intent to create an impact on the viewer.
- Consider what choices can be made in their own work to impact their viewer.

Unit Outcome

Pupils who are **secure** will be able to:

- Outline a portrait drawing with words, varying the size, shape and placement of words to create interest.
- Try a variety of materials and compositions for the backgrounds of their drawings.
- Communicate to their partner what kind of photo portrait they want.
- Show that they are making decisions about the position of a drawing on their background, trying multiple ideas.
- Create a successful print.
- Use some Art vocabulary to talk about and compare portraits.
- Identify key facts using a website as a reference.
- Explain their opinion of an artwork.
- Experiment with materials and techniques when adapting their photo portraits.
- Create a self-portrait that aims to represent something about them.
- Show they have considered the effect created by their choice of materials and composition in their final piece.

Generating ideas:

Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.

Sketchbook- (objectives to cover all year)

Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.

Making skills:

Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, e.g. photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.

Evaluating & analysing:

Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.

Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

Key Knowledge

Formal elements:

- **Colour:** Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.
- **Pattern:** Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.
- **Tone:** Tone can help show the foreground and background in an artwork.

Making skills:

- How to develop a drawing into a painting.
- How to create a drawing using text as lines and tone.
- How to experiment with materials and create different backgrounds to draw onto.
- How to use a photograph as a starting point for a mixed-media artwork.
- How to take an interesting portrait photograph, exploring different angles.
- How to adapt an image to create a new one.
- How to combine materials to create an effect.
- How to choose colours to represent an idea or atmosphere.
- How to develop a final composition from sketchbook ideas.

Knowledge of artists:

- Artists are influenced by what is going on around them; for example, culture, politics and technology.
- Artists use self-portraits to represent important things about themselves.
- Artists can choose their medium to create a particular effect on the viewer.
- Artists can combine materials; for example, digital imagery, with paint or print.

Evaluating and analysing:

- People make art to portray ideas about identity.
- Talking about plans for artwork, or evaluating finished work, can help improve what artists create.
- Comparing artworks can help people understand them better.



The **BIG** Picture

Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid, creatively presenting research on artist Hundertwasser and exploring the symbolism of monument design.

NC Objectives- Key Stage 2

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To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Knowledge Of Artists

- Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
- Discuss how artists create work with the intent to create an impact on the viewer.
- Consider what choices can be made in their own work to impact their viewer.

Unit Outcome

Pupils who are **secure** will be able to:

- Sketch a house from first-hand or second-hand observation.
- Use basic shapes to place key features and form the composition, measuring to work out proportions.
- Notice small details to incorporate into the drawing by observing.
- Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture.
- Follow steps to create a print with clear lines, with some smudging.
- Purposefully evaluate their work, demonstrating what went well and what could be improved.
- Create a building design based on a theme or set purpose.
- Draw a plan view or front elevation of their building, annotating the key features.
- Discuss Hundertwasser’s work and recognise his style.
- Create a factual presentation about Hundertwasser in a visually pleasing way.
- Show understanding of what a monument is for by designing a monument that symbolises a person or event.
- Describe their monument and explain their choices.
- Give constructive feedback to others about their monument designs.

Generating ideas:

Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.

Sketchbook- (objectives to cover all year)

Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.

Making skills:

Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.
Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.

Evaluating & analysing:

Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.

Key Knowledge

Formal elements:

•**Shape:** Shapes can be used to place the key elements in a composition.

• **Line:** Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.

Making skills:

- To know the steps to make a monoprint when a roller is sufficiently inked.
- How to make an observational drawing of a house.
- How to use shapes and measuring as methods to draw accurate proportions.
- How to select a small section of a drawing to use as a print design.
- How to develop drawings further to use as a design for print.
- How to design a building that fits a specific brief.
- How to draw an idea in the style of an architect that is annotated to explain key features.
- How to draw from different views, such as a front or side elevation.
- How to use sketchbooks to research and present information about an artist.
- How to interpret an idea in into a design for a structure.

Knowledge of artists:

- Artists are influenced by what is going on around them; for example, culture, politics and technology.
- Artists ‘borrow’ ideas and imagery from other times and cultures to create new artworks.
- Visual designs can represent big ideas like harmony with nature or peace.

Evaluating and analysing:

- Art, craft and design can be functional and affect human environments and experiences.
- People make art to portray ideas about identity.
- People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online.
- Some artists become well-known or famous, and people tend to talk more about their work because it is familiar.
- Talking about plans for artwork, or evaluating finished work, can help improve what artists create.