



**The BIG Picture**

From the Ancient Maya to modern-day street art, children look at how artists convey a message. Exploring imagery, symbols, expressive mark making, and 'chiaroscuro' children consider audience and impact to create powerful drawings to make their voices heard.

**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

•Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.

Unit Outcome

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

- Collect a good range of imagery, adding annotated notes and sketches.
- Make relevant comparisons between different styles of art.
- Use tools effectively to explore a range of effects.
- Respond to the meaning of a spirit animal through drawing.
- Generate symbols that reflect their likes and dislikes with little support.
- Create a tile that is full of pattern, symbols and colours that represents themselves.
- Discuss ideas to create light and dark through drawing techniques.
- Explain the term chiaroscuro.
- Apply chiaroscuro to create light and form through a tonal drawing.
- Understand the impact of using techniques for effect.
- Participate in a discussion that examines the similarities and differences between different styles of art.
- Form their own opinions about what art is, justifying their ideas.
- Identify a cause and decide what message they want to convey.
- Understand artist's choices to convey a message.
- Review sketchbook and creative work to develop a drawn image.
- Review and revisit ideas to develop their work.

Generating ideas:

Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.

Sketchbook- (objectives to cover all year)

Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

Making skills:

Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriate to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.

Evaluating & analysing:

Give reasoned evaluations of their own and others' work which takes account of context and intention. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. Discuss how art is sometimes used to communicate social, political, or environmental views

Key Knowledge

**Formal elements:**

- Colour:** A 'monochromatic' artwork uses tints and shades of just one colour.
- **Colour:** Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
- **Form:** The surface textures created by different materials can help suggest form in two-dimensional art work.
- **Shape:** How an understanding of shape and space can support creating effective composition.
- **Line:** How line is used beyond drawing and can be applied to other art forms.
- **Tone:** That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.

**Making skills:**

- To know gestural and expressive ways to make marks.
- To know the effects different materials make.
- To know the effects created when drawing on different surfaces.
- How to use symbolism as a way to create imagery.
- How to combine imagery into unique compositions.
- How to achieve the tonal technique called chiaroscuro.
- How to make handmade tools to draw with.
- How to use charcoal to create chiaroscuro effects.

**Knowledge of artists:**

- Artists can use symbols in their artwork to convey meaning.
- Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work.
- Artists find inspiration in other artists' work, adapting and interpreting ideas and techniques to create something new.
- Art can be a form of protest.
- Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.
- Art sometimes creates difficult feelings when we look at it.
- Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting.

**Evaluating and analysing:**

- Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract.
- Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical.
- Sometimes people make art to create reactions.
- People use art as a means to reflect on their unique characteristics.
- People can have varying ideas about the value of art.
- Art can be analysed and interpreted in lots of ways and can be different for everyone.
- Everyone has a unique way of experiencing art.



### The **BIG** Picture

In this unit, children will apply an understanding of composition to create an effective photomontage advertising poster. They will demonstrate an understanding of design choices made for effect using digital photography techniques. Children will demonstrate observation and proportion to create art in a photorealistic style

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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

#### Craft & design: Architecture



#### Knowledge Of Artists

- Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
- Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.
- Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.

### Unit Outcome

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

- Explain how a new image can be created using a combination of other images.
- Understand what photomontage is and recognise how artists use photography.
- Select relevant images and cut them with confidence and a level of control.
- Demonstrate a competent knowledge of effective composition, discussing their ideas.
- Use recording devices and available software with confidence.
- Demonstrate a confident understanding of Edward Weston's style through their artistic choices.
- Discuss the features of a design, e.g. explaining what is effective about a composition.
- Select a suitable range of props, considering the design brief and their initial ideas.
- Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects.
- Use editing software to change their image, reflecting an artist's style.
- Choose a suitable painting and suggest appropriate ways to recreate it photographically with props.
- Set up a composition and think about a space that will provide good lighting levels.
- Take a portrait that is focused and appropriately framed.
- Draw an accurately measured grid, with some support, understanding how it can support them with their drawing.
- Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned.
- Create a final painting or drawing with tonal differences that create a photo-realistic effect.

#### Generating ideas:

Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.

#### Sketchbook- (objectives to cover all year)

Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

#### Making skills:

Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.

#### Evaluating & analysing:

Give reasoned evaluations of their own and others' work which takes account of context and intention. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

### Key Knowledge

#### **Formal elements:**

- Colour:** Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
- **Shape:** How an understanding of shape and space can support creating effective composition.
- **Line:** How line is used beyond drawing and can be applied to other art forms.
- **Pattern:** Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.

#### **Making skills:**

- To know how different materials can be used to produce photorealistic artwork.
- To know that macro photography is showing a subject as larger than it is in real life.
- How to create a photomontage.
- How to create artwork for a design brief.
- How to use a camera or tablet for photography.
- How to identify the parts of a camera.
- How to take a macro photo, choosing an interesting composition.
- How to manipulate a photograph using photo editing tools.
- How to use drama and props to recreate imagery.
- How to take a portrait photograph.
- How to use a grid method to copy a photograph into a drawing.

#### **Knowledge of artists:**

- Artists can use symbols in their artwork to convey meaning.
- Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.
- Artists take risks to try out ideas; this can lead to new techniques being developed.

#### **Evaluating and analysing:**

- Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.
- Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical.
- Art can be a digital art form, like photography.
- People use art as a means to reflect on their unique characteristics.
- Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way.
- People can have varying ideas about the value of art.



**The BIG Picture**

Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.

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**Knowledge Of Artists**

- Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
- Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.
- Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.

**Unit Outcome**

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

- Discuss the work of artists that appreciate different artistic styles.
- Create a sculpture to express themselves in a literal or symbolic way.
- Reflect verbally or in writing about creative decisions.
- Suggest ways to represent memories through imagery, shapes and colours.
- Draw a composition of shapes developed from initial ideas to form a plan for a sculpture.
- Competently use scissors to cut shapes accurately.
- Talk about artists' work and explain what they might use in their own work.
- Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed.
- Successfully translate plans to a 3D sculpture.
- Work mostly independently, experimenting and trying new things.
- Identify and make improvements to their work.
- Produce a completed sculpture demonstrating experimentation, originality and technical competence.
- Competently reflect on successes and personal development.

**Generating ideas:**

Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.

**Sketchbook- (objectives to cover all year)**

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**Key Knowledge**

**Formal elements:**

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**Making skills:**

- How to translate a 2D image into a 3D form.
- How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).
- How to manipulate cardboard to create different textures.
- How to make a cardboard relief sculpture.
- How to make visual notes to generate ideas for a final piece.
- How to translate ideas into sculptural forms.

**Knowledge of artists:**

- Artists can use symbols in their artwork to convey meaning.
- Art can be a form of protest.
- Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.
- Artists can use materials to respond to a feeling or idea in an abstract way.
- Artists take risks to try out ideas; this can lead to new techniques being developed.
- Artists can make work by collecting and combining ready-made objects to create 'assemblage'.

**Evaluating and analysing:**

- Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.
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