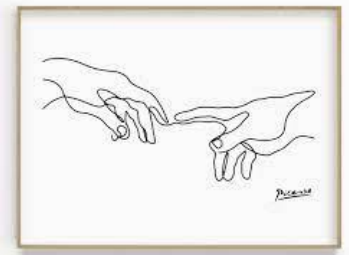







Upper Key Stage 2	Summer	Drawing Unit	
Key Vocabulary		Key Artists	
continous highlight shadow midtone flowing swift delicate broken varied		Leonardo Da Vinci vs Picasso	
Media & Tools		 	
Graded pencils, drawing pens, cartridge paper.			
Prior Learning			
<ul style="list-style-type: none"> ○ use different grades of pencil to shade and show tones and textures. ○ Demonstrate three or more different mark making techniques. ○ Demonstrate that HB, 2B and 6B give different shades, depth of pigment. ○ Demonstrate drawing can be used as a starting point for other processes - smaller scale for larger drawings plans or models etc. ○ Know it is important to carefully observe when drawing from life, noting scale, shape and position of the original subject. 			
Curriculum Skills		Learning Intention	Knowledge
<ul style="list-style-type: none"> ○ Use a sketchbook to record ideas, observations and imaginative drawings using a range of strategies - shading, cross-hatching and developing perspective by using different viewpoints. ○ Use drawing as a starting point that may be taken forward into work with other media. ○ Use a wide variety of drawing tools and media, using increased control - choosing from mark-making 		<p>What was Da Vinci famous for? Place Da Vinci in the chronology of history. Explore what he was famous for. Compare some of his inventions to modern day equivalents. Annotate images and acknowledge him as a scientist before his time.</p> <p>Who was the 'Vitruvian Man'? Using digital images recreate Davinci 'Vitruvian Man' laying images on top of each other. Progress to observing proportions of the body to draw outline version of 'Vitruvian Man'. Observational drawing of a hand/finger practising use of mark making techniques: light to heavy; cross hatching; stippling and blending</p> <p>How can you use Picasso for highly stylised inspiration? Create a stylised picture of a hand/finger in the style of Picasso.</p> <p>Which do you prefer? How affective is the stylised hand/finger? Which is your preference and why?</p>	<p>Drawing develops spatial concepts. There is a difference between a stylised and accurate drawing, and they can assess their own work in the light of it. Different artists draw in different ways – each have their own style and technique depending on purpose and intent.</p>
Assessment			
Year 5			
<ul style="list-style-type: none"> ● Use a variety of source material for their work. ● Work in a sustained and independent way from observation, experience and imagination. ● Use a sketchbook to develop ideas. ● Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. 			
Year 6			
<ul style="list-style-type: none"> ● Demonstrate a wide variety of ways to make different marks with dry and wet media. ● Identify artists who have worked in a similar way to their own work. ● Develop ideas using different or mixed media, using a sketchbook. ● Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. 			



Upper Key Stage 2	Autumn	Printing Unit	
Key Vocabulary		Key Artists	
Straight Curved Long Short Tessellated geometric ornate well-balanced intricate concentric		<p>William Morris</p> 	
Media & Tools			
Press print/lino tile, tools for etching out design, rollers, printing trays, printing ink, array of coloured papers.			
Prior Learning			
<ul style="list-style-type: none"> ○ Demonstrate that images can be repeated and/or rotated. ○ Know that colourways can alter the design. 			
Curriculum Skills		Learning Intention	Knowledge
<ul style="list-style-type: none"> ○ Learn to design patterns of increasing complexity - studying how repetition, rotation and symmetry are used. ○ Be familiar with layering prints ○ Plan and explore several alternatives before arriving at a final design. ○ Use drawings as a starting point for a printed image ○ . Make a printing block from a drawn design. 		<p>Who was William Morris and why was he influential? Children to explore the work and cultural context of the artist.</p> <p>What inspired the works of William Morris? Explore the main theme of the artwork. Analyse works of the artist and the medium they were produced in.</p> <p>How can you design a piece of artwork around the same theme?</p> <p>Use images of nature and architecture or observe real nature outdoors as inspiration for designs in sketch books. Develop sketch into a two-tone piece using card and scissors. What could you do to develop your artwork? Explore the technique of relief printing (etching out the tile). Explore the use of more than one colour by creating layers. Explore the use of rotation and repetition</p> <p>Can we use our single tiles to create a larger scale piece of artwork? Children to apply the techniques of rotating and repetition to create a final printed piece of work in the style of William Morris.</p> <p>Does your artwork represent the style well? Children to compare their artwork to that of William Morris. Considering the purpose of Morris' artwork, children to consider whether their printed patterns would be suitable. Would you have the pattern in you home?</p>	<p>Different processes create different outcomes. An original printing block must be created with care and accuracy as the process cannot be reversed. The planning process allows for a variation of choice</p>
Assessment			
<p>Year 5</p> <ul style="list-style-type: none"> ● Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. ● Choose the printing method appropriate to task. ● Build up layers and colours/textures. ● Organise their work in terms of pattern, repetition, symmetry or random printing styles. ● Choose inks and overlay colour ● 			
<p>Year 6</p> <ul style="list-style-type: none"> ● Explain a range of techniques, inc' the use of poly-blocks, relief, mono and resist printing. ● Use various printing methods for the appropriate to task. ● Build up layers and colours/textures effectively. ● Organise their work in terms of pattern, repetition, symmetry or random printing styles. ● Confidently choose inks and overlay colours. 			



Upper Key Stage 2	Spring	Textiles Unit	
Key Vocabulary		Key Artists	
Straight Curved Long Short Glossy matt raised jagged pitted coarse		Tracey McCracken Palmer	
Media & Tools			
Coloured felting wool, bubble wrap, washing up liquid, embellishments			
Prior Learning			
<ul style="list-style-type: none"> Explore and work from images from the natural and designed world to produce textured pieces (selecting fabrics, papers and stitches that relate to these images) Use a range of colours, shapes, stitches and textures and materials to create an image to represent elements of the natural and designed world – creating a stitched and quilted autumn leaf, constructing a collage of a window frame or an image based on a landscape/cityscape/rainforest/space Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements 			
Curriculum Skills		Learning Intention	Knowledge
<ul style="list-style-type: none"> Collect ideas for work in sketchbooks - including photographs, colour swatches and combinations of textiles Engage in opportunities to increase awareness of colour, pattern, shape and texture by manipulating and combining textiles – soft sculpture in a range of matching tones to convey an abstract image of out of space Extend skills of changing fabric through dyeing, rolling, twisting and appliqué. Be expressive and analytical to adapt, extend and justify their work. 		<p>= Why has the artist used this medium? Explore the felt work of Tracey McCracken Palmer. Discuss the subject/theme in the picture. Discuss the effectiveness of the medium used.</p> <p>Which piece do you think is most effective? Explore felt artwork, including comparing to other felt artists. Form opinions about favourite work and what it is that makes it effective</p> <p>How can I design a work in this style? Sketch ideas for a landscape felt collage in a similar style. Reflect on how it could be created with a particular medium (felt) and alter designs appropriately</p> <p>How can I develop my artwork? Using a range of materials, children to create a collage to develop their sketch design. Children to consider any changes necessary prior to making their final piece of felt artwork.</p> <p>What are aesthetic qualities of your artwork? Reflect on the overall outcome of the collage. Are the shapes defined? Have they achieved what they designed and envisaged?</p>	<p>What are aesthetic qualities of your artwork? Reflect on the overall outcome of the collage. Are the shapes defined? Have they achieved what they designed and envisaged?</p>
Assessment			
Year 5			
<ul style="list-style-type: none"> Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specified technique. Use a range of media to create collage. Experiment with using batik safely. 			
Year 6			
<ul style="list-style-type: none"> Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. Be expressive and analytical to adapt, extend and justify their work. 			