

**Our children are receptive, inquisitive learners who, through our Gospel values, have a unique sense of the world**

**The Art & Design Curriculum K&S at St Teresa’s Catholic Academy – Upper Key Stage 2**

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|  |  | **Upper KS 2** | | | |
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|  |  | Year 5 | | Year 6 | |
|  | Skills | Knowledge | Skills | Knowledge |

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| **Drawing**    Pencils, graphite sticks, charcoal, chalk, pastels |                | Begin to develop an awareness of composition, scale and proportion.  Explore the Fibonacci sequence in number, nature and art.  Use different techniques such as shading, hatching and cross hatching within their work.  Begin to develop their own style using tonal contrast. Make variations in line, tone, texture, shape and pattern. Use their sketchbooks to collect, record, refine and plan for future projects. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders. Draw for a sustained period of time and over more than one session on a piece of art work. |                | To begin to know that there are rules for composition, proportion and perspective. To begin to understand how the Fibonacci rule has affected the art of famous artists.  To know that different techniques have different effects eg shading, hatching, cross hatching.  To know the importance of developing their own style. To know how to make variations in the elements of line, tone, texture, shape and pattern.  To understand the importance of collecting, recording, refining and planning their work in sketchbooks. To know that a variety of sources can be used to define their work.  To know the importance of working for a sustained period over more than one session on a piece of art work. |                      | Develop 3D drawing by using vanishing points, one point perspective, rule of thirds etc. Attempt to apply the Fibonacci rule.  Develop 3D form by using foreshortening.  Continue to use light and shade to portray dimensions. Develop their own style using the elements of line, tone, shape, pattern and texture. Use different techniques such as shading, hatching and crosshatching to make a desired effect. Make informed choices regarding paper and media. Use sketchbooks to collect, record, research, and plan for future works. Adapt their work according to their views and describe how they might develop it further using art vocabulary.  Draw proportionally accurate faces and bodies using light and shade to give form.  Work on a variety of scales. Work for a sustained period of time over several sessions on one piece of work. |                  | To know the basic rules of composition, proportion, dimensions and perspective. To know that applying the Fibonacci rule makes art work pleasing to the eye.  To understand the importance of choosing the correct media and using different techniques to make a chosen effect. To understand the importance of recording, adapting, researching and planning work independently in sketchbooks. To describe their thought process using art vocabulary. To understand relationships between the visual elements of line, tone etc. To know the rules for proportions of face and whole body but also be able to adapt for foreshortening.  To know that it is important to work on a variety of scales. To know the importance of working on one piece for a sustained period and over several sessions. |
| **Painting** |  | Continue to confidently control the types of marks made and experiment with |  | To know how to confidently use a range of tools and techniques. |  | Use various paint techniques such as dry brush, wet on wet, sgraffito, layering, splattering, |  | To continue to confidently know how to use an increase range of tools and techniques |

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| Water colour, poster paint, acrylic, water colour pencils, flat and pointed brushes of different sizes.  Different grades of paper. |          | different effects and textures such as washes, thickened paint creating textural effects.  Mix and match colours to create atmosphere and light effects.  Mix colour, shades and tints with confidence building on previous knowledge. Mix different skin tones. Start to develop their own style using tonal contrast and mixed media.  Express their own emotions accurately through their painting and verbally explain. |          | To know how to mix and match colours to create atmosphere and light effects. To confidently know how to mix colour, shades and tints. To know how to mix different skin tones.  To understand how they wish to develop their own style using tonal contrast and mixed media.  To understand how to express their emotions accurately through their painting and use appropriate vocabulary. |        | thick layers applied with glue spreaders, adding salt, folded cling film added and then removed etc.  Add texture using sand, sawdust, glue for an effect. Confidently mix colour, shades, tints, tones.  Explain and establish their own style including why they have chosen certain techniques. Confidently use a range of painting vocabulary. |      | eg flat and round tipped brushes, spreaders, salt, cling film, paper of different weight.  To know how to add texture to paint by adding other ingredients.  To confidently know how to mix colour, shades, tints and tones.  To understand how to express their own style and use appropriate vocabulary to explain why they have chosen certain techniques. |
| **Printing**    Relief – print from a raised surface.    Intaglio – print from a cut surface.    Paint, printing ink, rollers, paint trays, paper or fabric. |            | Use tools safely and experience overlaying colours. Work back into prints with stitching, collage, drawing etc.  Overlay prints with different media.  Continue to use a range of mono-print techniques. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.  Explore different printing techniques used by different |            | To know how to use tools and overlay colours.  To understand that prints can be worked back into using stitching, collage and drawing etc.  To know how to overlay prints with different media.  To know there are a range of mono-print techniques. To understand the importance of recording visual  information and planning work in a sketchbook.  To know that various artists have used different printing techniques such as Escher, Morris. |          | Use tonal contrast and mixed media.  Print for specific purpose ie Christmas card, wrapping paper etc.  Link to numeracy by rotating relief prints.  Adapt and refine their work using sketchbooks to record influences and the development stages of their work.  Look at artists such as Andy Warhol. |          | To know how to use tonal contrast and mixed media when printing.  To understand that printing can be used for a specific purpose.  To understand the link between printing and numeracy through rotation. To understand the importance of using sketchbooks to adapt, refine, record influences and plan.  To know various artists that have used printing in their work. |
|  |  | artists such as Escher and William Morris. |  |  |  |  |  |  |
| **Collage** |    | Justify the materials they use in collage.  Combine pattern, tone, colour and shape in their collage. |    | To know how to explain their  use of collage using appropriate vocabulary. To understand how to show pattern, tone, colour and shape in collage. |  |  |  |  |
| **Textiles** |      | Use textile skills as part of a project (running stitch, cross stitch, back stitch, applique and/or embroidery). Make easy batik using unbleached fabric, gel glue that won’t spread and fabric dyes or tempera.  Sketch designs to prepare work using sketchbooks.  Make notations on colours. |      | To know how to use their various skills to work on a project ie stitching, printing, over painting etc. To know how to make a simples batik.  To understand the need to plan design and colours in a sketchbook. |    | Use the computer to create designs and print onto fabric using transfer paper.  Parabolic curves string/thread designs. |    | To use transfer paper to make designs on fabric from the computer.  To know how parabolic curves work (straight lines that look curved) and how to make using string or thread. |
| **3D** |      | Make coil pots and practise techniques such as pinching and slabbing.  Use recycled, manmade and natural materials.  Use appropriate vocabulary. |      | To know and develop techniques such as coiling, pinching and slabbing. To understand how to use a variety of materials for 3D work.  To know appropriate vocabulary eg coil, pinch, slab, impress, roll, square off, strengthen, join, pull forms, subtract, score, ceramic, glaze etc |        | Create models on a range of scales.  Experience different ways of finishing work ie painting, varnishing etc.  Solve problems as they occur.  Use appropriate vocabulary. |        | To understand how to create models on a range of scales. To understand various ways of finishing work ie painting, glazing etc  To know how to solve problems as they occur. To know appropriate vocabulary ie construct, join, man-made, form, manipulate etc |