

Be Brave, Be
Curious, Be Kind

Subject Leader Summary – Art and Design



Lesson by lesson breakdown.

Autumn – Cycle B – UKS2

Project: Tints, Tones and Shades.	Learning Objective	Skills	Knowledge
Engage: Lesson 1	Lesson: Mixing tints, shades and tones. Create sketchbooks to record their observations and use them to review and revisit ideas.	Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.	A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.
Develop: Lesson 1	Lesson: Tints, shades and tones in landscapes. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).	Use colour palettes and characteristics of an artistic movement or artist in artwork.	Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours. Landscape artists include Claude Monet, Peter Graham, Max Liebermann, Robert Spencer and Joseph Mallord William Turner.

Be Brave, Be
Curious, Be Kind

Subject Leader Summary – Art and Design



<p>Develop: Lesson 2</p>	<p>Lesson: Drawing landscapes. Create sketchbooks to record their observations and use them to review and revisit ideas.</p>	<p>Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.</p>	<p>A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image.</p> <p>Perspective in artwork, gives the illusion of depth and distance.</p>
<p>Innovate</p>	<p>Lesson: Creating landscape paintings. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Draw or paint detailed landscapes that include perspective.</p>	<p>Perspective is the art of representing 3-D objects on a 2-D surface.</p>
<p>Express</p>	<p>Lesson: Evaluation. Evaluate and analyse creative works using the language of art, craft and design.</p>	<p>Adapt and refine artwork in light of constructive feedback and reflection.</p>	<p>Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention.</p>
<p>Links within other projects</p>			

Be Brave, Be
Curious, Be Kind

Subject Leader Summary – Art and Design



Project: Trailblazers, Barrier Breakers	Learning Objective	Skills	Knowledge
Engage: Lesson 1	Lesson: Exploring trailblazers. Learn about great artists, architects and designers in history.	Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.	Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject. Significant black artists include Edmonia Lewis c1844–1907, Henry Ossawa Tanner 1859–1937, Augusta Savage 1892–1962, Gordon Parks 1912–2006, Elizabeth Catlett 1915–2012, Yinka Shonibare 1962–present, Barbara Walker 1964–present, Hurvin Anderson 1965–present and Chris Ofili and Turgo Bastien, both 1968–present.
Develop: Lesson 1	Lesson: Breaking barriers. Create sketchbooks to record their observations and use them to review and revisit ideas.	Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.	A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image.
Develop: Lesson 2	Lesson: Critical analysis. Learn about great artists, architects and designers in history.	Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.	Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece

Be Brave, Be
Curious, Be Kind

Subject Leader Summary – Art and Design



			<p>is more important than the look of the final piece.</p> <p>Art analysis explores aspects of an artwork, including the people depicted, setting, story, movement, abstraction, use of text, emotional response, the arrangement of objects, the title, dominance, lines and edges, visual language, tonal range, light sources and shadows, colour, texture, space, viewpoint and use of media.</p>
Develop: Lesson 3	<p>Lesson: In the style.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	Use colour palettes and characteristics of an artistic movement or artist in artwork.	<p>Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours.</p> <p>Visual elements of an artwork include colour, texture, line, pattern and form.</p>
Innovate	<p>Lesson: Inspired artwork.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	Create innovative art that has personal, historic or conceptual meaning.	In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.
Express	<p>Lesson: Exhibition plaques.</p> <p>Learn about great artists, architects and designers in history.</p>	Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.	Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject.

Be Brave, Be
Curious, Be Kind

Subject Leader Summary – Art and Design



			An exhibition plaque can include the title and date of the artwork's creation, alongside the name of the artist. It should also include the big ideas and concepts explored in the artwork and the cultural and artistic influences that have inspired the artist.
Links within other projects			

Spring – Cycle B – UKS2

Project: Inuit	Learning Objective	Skills	Knowledge
Engage: Lesson 1	Lesson: Inuit art. Create sketchbooks to record their observations and use them to review and revisit ideas.	Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.	A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. Arctic animals are an important subject matter for Inuit artists. The individual appearance of the creatures in Inuit art demonstrates the respect and significance that the Inuit people give to all living things.

Be Brave, Be
Curious, Be Kind

Subject Leader Summary – Art and Design



<p>Develop: Lesson 1</p>	<p>Lesson: Inuit carvings. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.</p>	<p>A 3-D form is a sculpture made by carving, modelling, casting or constructing.</p> <p>Inuits have been expert carvers for thousands of years. They carve art objects from materials such as bone, ivory and wood. Birds, bears and other land animals are the common artistic subject matter.</p>
<p>Develop: Lesson 2</p>	<p>Lesson: Inuit printing. Learn about great artists, architects and designers in history.</p>	<p>Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.</p>	<p>Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece.</p> <p>Inuit prints are made using a stencilling technique.</p>
<p>Develop: Lesson 3</p>	<p>Lesson: The Enchanted Owl. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Use colour palettes and characteristics of an artistic movement or artist in artwork.</p>	<p>Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours.</p> <p><i>The Enchanted Owl</i> is a significant example of an Inuit print, created by Inuit artist Kenojuak Ashevak in 1960.</p>

Be Brave, Be
Curious, Be Kind

Subject Leader Summary – Art and Design



<p>Innovate</p>	<p>Lesson: My print. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Create innovative art that has personal, historic or conceptual meaning.</p>	<p>In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.</p> <p>Stencils can be reused if made from a durable material such as card or acetate. Each print will vary slightly due to factors such as colour fade, colour merging and pressure applied to either surface.</p>
<p>Express</p>	<p>Lesson: Stamp. Evaluate and analyse creative works using the language of art, craft and design.</p>	<p>Adapt and refine artwork in light of constructive feedback and reflection.</p>	<p>Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention.</p> <p>In 1970, Canada Post put <i>The Enchanted Owl</i> print on a postage stamp. The stamp commemorated the centennial of the Northwest Territories.</p>
<p>Links within other projects</p>			

Be Brave, Be
Curious, Be Kind

Subject Leader Summary – Art and Design



Project: Environmental Artists	Learning Objective	Skills	Knowledge
Engage: Lesson 1	Lesson: Exploring environmental art. Learn about great artists, architects and designers in history.	Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.	<p>Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece.</p> <p>Environmental art addresses social and political issues relating to the natural and urban environment.</p>
Develop: Lesson 1	Lesson: Recycle, reuse, and repurpose – Part 1. Create sketchbooks to record their observations and use them to review and revisit ideas.	Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.	A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image.
Develop: Lesson 2	Lesson: Recycle, reuse, and repurpose – Part 2. Create sketchbooks to record their observations and use them to review and revisit ideas.	Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.	A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image.

Be Brave, Be
Curious, Be Kind

Subject Leader Summary – Art and Design



<p>Develop: Lesson 3</p>	<p>Lesson: Ocean art. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.</p>	<p>A 3-D form is a sculpture made by carving, modelling, casting or constructing.</p> <p>Art can be an effective way of portraying environmental messages. This is because artworks can have an immediate, sensory impact on the viewer.</p>
<p>Innovate</p>	<p>Lesson: Creating environmental art. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Create innovative art that has personal, historic or conceptual meaning.</p> <p>Create art inspired by or giving an environmental message.</p>	<p>In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.</p> <p>Environmental art addresses social and political issues relating to natural and urban environments.</p>
<p>Express</p>	<p>Lesson: Evaluation. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Select, use and combine a variety of software, including internet services, to meet a goal.</p>	<p>A variety of software, such as word processing software, image editing software or internet services, can be selected, used and combined to meet a goal.</p>
<p>Links within other projects</p>			

Be Brave, Be
Curious, Be Kind

Subject Leader Summary – Art and Design



Summer – Cycle B – UKS2

Project: Distortion and Abstraction	Learning Objective	Skills	Knowledge
Engage: Lesson 1	Lesson: What is abstract art? Learn about great artists, architects and designers in history.	Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.	<p>Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece.</p> <p>Artists use distortion or abstraction to convey feelings and moods rather than to realistically represent things.</p>
Develop: Lesson 1	Lesson: Abstraction by line. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).	Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.	<p>In art, distortion is an alteration to an original shape, abstraction refers to art that doesn't depict the world realistically and exaggeration is the depiction of something that is larger than in real life.</p> <p>Abstract artists can use line as a way of representing and capturing complex imagery.</p>
Develop: Lesson 2	Lesson: Abstraction by colour. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).	Use colour palettes and characteristics of an artistic movement or artist in artwork.	Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours.

Be Brave, Be
Curious, Be Kind

Subject Leader Summary – Art and Design



			<p>Colour is one of the main ways that abstract artists represent their subject matter. The colour palettes of abstract artists are often unnatural and used freely or in combination with shapes to represent the artists' ideas and observations.</p>
<p>Develop: Lesson 3</p>	<p>Lesson: Abstraction by shape. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>Use line, tone or shape to draw observational detail or perspective.</p>	<p>Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above).</p> <p>Abstract art can represent the basic essence of a shape so that it remains recognisable or use a very simplified organic or geometric shape to represent ideas or observations more abstractly.</p>
<p>Develop: Lesson 4</p>	<p>Lesson: Guernica. Abstract art can represent the basic essence of a shape so that it remains recognisable or use a very simplified organic or geometric shape to represent ideas or observations more abstractly.</p>	<p>Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.</p>	<p>A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image.</p>

Be Brave, Be
Curious, Be Kind

Subject Leader Summary – Art and Design



Develop: Lesson 5	Lesson: Orphism. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).	Create innovative art that has personal, historic or conceptual meaning.	In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece. Orphism was an artistic movement started by artists Robert and Sonia Delaunay.
Innovate	Lesson: Creating Orphism-style art. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).	Create innovative art that has personal, historic or conceptual meaning.	In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.
Express	Lesson: Evaluation. Evaluate and analyse creative works using the language of art, craft and design.	Adapt and refine artwork in light of constructive feedback and reflection.	Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention.
Links within other projects			

Be Brave, Be
Curious, Be Kind

Subject Leader Summary – Art and Design



Project: Bees, Beetles and Butterflies.	Learning Objective	Skills	Knowledge
Engage: Lesson 1	Lesson: Collecting images Create sketchbooks to record their observations and use them to review and revisit ideas.	Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.	A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. Most artists begin their work with a sketch. Artists often use sketchbooks to draw their observations, take notes, or write down an idea that they can develop later.
Develop: Lesson 1	Lesson: Insect artists Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).	Use colour palettes and characteristics of an artistic movement or artist in artwork.	Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours. Lucy Arnold is a contemporary illustrator. She is greatly inspired by nature and expresses her ideas with a bold use of colour.
Develop: Lesson 2	Lesson: Observational drawing Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).	Use line, tone or shape to draw observational detail or perspective.	Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one

Be Brave, Be
Curious, Be Kind

Subject Leader Summary – Art and Design



			<p>vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above).</p> <p>Observational drawing means drawing what you see. It is a realistic portrayal of the subject matter.</p>
Develop: Lesson 3	<p>Lesson: Mixed media collages of beetles</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	Combine the qualities of different materials including paper, fabric and print techniques to create textural effects.	<p>Materials have different qualities, such as rough or smooth, hard or soft, heavy or light, opaque or transparent and fragile or robust. These different qualities can be used to add texture to a piece of artwork.</p> <p>In visual art, mixed media describes artwork in which more than one medium or material is used. Materials used to create mixed media art include, paint, paper, fabric, wood and found or decorative objects.</p>
Develop: Lesson 4	<p>Lesson: Pop Art bees</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	Use the work of a significant printmaker to influence artwork.	<p>Printmakers create artwork by transferring paint, ink or other art materials from one surface to another.</p> <p>Pop Art was an art movement that began in the United Kingdom and United States in the mid to late 1950s. The movement was inspired by popular culture. Pop Art is characterised by images of everyday objects, words and people, but presented using vibrant colours and bold outlines.</p>

Be Brave, Be
Curious, Be Kind

Subject Leader Summary – Art and Design



Innovate	Lesson: Insect-inspired artwork Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).	Create innovative art that has personal, historic or conceptual meaning.	In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.
Express	Lesson: Evaluation Evaluate and analyse creative works using the language of art, craft and design.	Adapt and refine artwork in light of constructive feedback and reflection.	Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention.
Links within other projects			
<u>GAPS:</u>			

Be Brave, Be
Curious, Be Kind

Subject Leader Summary – Art and Design



Key Vocabulary:

Evaluation – discussion, evaluate, feedback, improve, progress, reflect, change, result, adaptation, evaluation, reflection, exhibition

Generation of ideas – digital mood board, montage, mood board, colour, form, observation, pattern, shape, discussion, experimentation, exploration, information, inspiration, research, annotation, colour swatch, sketchbook, sketching

Compare and contrast – analysis, colour, compare, composition, effect, meaning, technique, theme, contrast, preference, style, message, abstract art, abstraction, analyse, distortion, line, shape

Malleable materials – carve, 3-D form, sculpture, soapstone

Paint – Impressionist, atmosphere, black, colour, colour theory, darkness, effect, grey, hue, landscape art, light, lightness, mixing palette, shade, shadow, sketchbook, tint, tone, vibrancy, white, element, form, line, pattern, replica, texture, visual, Inuit-inspired print, abstract, shape, stylised, Orphism, colour palette, contemporary, digital painting, illustration, painting, watercolour paint

Printing – ink, paint, print, printmaking, stencil, stencil print, stencilling technique, Andy Warhol, Pop Art

Significant people, artwork and movements – Another Call from Africa by Turgo Bastien, Forever Free by Edmonia Lewis, Nelson's Ship in a Bottle by Yinka Shonibare, No Woman, No Cry by Chris Ofili, Peter's Sitters 3 by Hurvin Anderson, Students Aspire by Elizabeth Catlett, The Banjo Lesson by Henry Ossawa Tanner, The Fontenelles at the Poverty Board by Gordon Parks, The Harp by Augusta Savage, Vanishing Point 7 by Barbara Walker, The Enchanted Owl by Kenojuak Ashevak, David Ruben Pigtoukun, Inuit art, Inuit community, Jessie Oonark, Karoo Ashevak, Lucy Tasseor Tutsweetak, Pitseolak Ashoona, Anthony Gormley, Chris Jordan, Edith Meusnier, John Akomfrah, Olafur Eliasson, Abstract art, Cubism, Orphism, Pablo Picasso, Robert and Sonia Delaunay

Creation – composition, detail, fantasy, foreground, horizon, landscape, perspective, real, scale, sketch, sketchbook, adaptation, change, design, reflect, mixed media collage

Landscapes – cityscape, coastal landscape, colour, depth, fantasy landscape, horizon, landscape, light, mid space, middle ground, outline, perspective, real landscape, scale, shade, sky, tint, tone

Natural art – environmental art, land art, meaning, message

Human form – portrait

Pencil, ink, charcoal and pen – shape, observational drawing

Paper and fabric – collage, decorative stitching, embellishment, mixed media, mixed media collage

Be Brave, Be
Curious, Be Kind

Subject Leader Summary – Art and Design



Be Brave, Be
Curious, Be Kind

Subject Leader Summary – Art and Design

