



Urban Art Pioneers

Key Vocabulary: Collage, cutting, tearing, overlapping, photomontage, Nouveau Réalisme, 3D elements.					
National Curriculum	Week	NC - Coverage	Procedural (I know how) and Disciplinary Knowledge (I know why/how)	Substantive Knowledge (I know that)	Activity Outline
<p><b>The national curriculum for Art and Design aims to ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>Evaluate and analyse creative works using the language of art, craft and design</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p><b>Key stage 2 Subject Content</b> Pupils should be taught 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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>To improve their mastery of art and design techniques, including drawing, painting and</li> </ul>	Project 1 1	<p>Produce creative work, exploring their ideas and recording their experiences.</p> <p>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]</p> <p>About great artists, architects and designers in History.</p>	<p>I know how to select colours and materials to create effect, giving reasons for my choices.</p> <p>I know how to use ICT to capture Images.</p> <p>I know how Hannah Hoch and Jacques Villeglé used collage.</p>	<p>I know that collage can be made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.</p> <p>I know that Hannah Höch is known for her political collages and photomontages and Jacques Villeglé was known for his symbolic letters and decollage with ripped or lacerated posters.</p>	<p>Look at Artists: Hannah Höch (German Artist) and Jacques Villeglé (French Artist) to compare their collage techniques. Children to use I-Pad to capture images/research and print images that will be used in their urban collage. Capturing images in the classroom/school area of patterns or shapes. Children to include a word (e.g., love, happiness, friends, family, football).</p>
	Project 1 2	<p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p> <p>Produce creative work, exploring their ideas and recording their experiences</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity.</p>	<p>I know how to use different techniques, e.g., cutting, tearing, overlapping, create different effects.</p> <p>I know how colour combinations, can create different effects</p>	<p>I know that I can refine my work as I go to ensure precision.</p>	<p>Images to be printed and other images of 'urban' landscapes to be provided (magazines/pictures from the internet).</p> <p>Children to start designing their collage.</p>
	Project 1 3	<p>Become proficient in other art, craft and design techniques.</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity. Produce creative work, exploring their ideas and recording their experience.</p>	<p>I know how to overlap materials to experiment with different final looks.</p>	<p>I know that drawing, painting and 3D elements can be used by an artist to create a piece of art that can be experienced both visually and textually.</p>	<p>Children to continue and complete their 'urban' collage.</p>
	<b>Project 1 complete.</b>				



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Key Vocabulary: Street Art, Graffiti Art, tone, colour mixing,					
<p>sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> <li>About great artists, architects and designers in History.</li> </ul>	<p><b>Project 2</b> <b>4</b></p>	<p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>About great artists, architects and designers in History.</p>	<p>I know how to express an opinion on the work of famous, notable artists and refer to techniques and effect.</p> <p>I know how to explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>I know that Banksy (street artist) and Frank Shepard Fairey (contemporary artist) are street artists.</p> <p>I know that Graffiti art has its origins in 1970s New York. I know that early exponents of graffiti in art included the French artist Jean Dubuffet who incorporated tags and graphic motifs into his paintings</p>	<p>Compare Frank Shepard Fairey: American contemporary street artist and Banksy: anonymous England-based street artist.</p> <p>What do their pieces of work mean? Are they important? Compare to Cave Paintings – do they have the same meanings? How has this Art form developed over History?</p>
	<p><b>Project 2</b> <b>5</b></p>	<p>Produce creative work, exploring their ideas and recording their experiences.</p> <p>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]</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p>	<p>I know how to use sketchbooks to record ideas.</p> <p>I know how to use complementary colours to enhance my piece.</p> <p>I know how to question and make observations about starting points and respond positively to suggestions.</p>	<p>I know that when complementary colours are mixed together, they make each other darker. A range of tones can be made using this technique.</p> <p>I know that Art can be observational or created from imagination and memory. It can also use/be inspired by first-hand experiences</p>	<p>Children to design their own 'Art with a meaning'. Think about things that are important to them and symbols that are associated. For example: Love – heart, red, family members: Could these symbols be incorporated into an Art piece.</p>
	<p><b>Project 2</b> <b>6</b></p>	<p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p> <p>Produce creative work, exploring their ideas and recording their experiences</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity.</p>	<p>I know why it is important to discuss my own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>I know how to mix colours with accuracy.</p>	<p>I know that different artists and artistic styles can represent the same subject matter in different ways.</p> <p>I know that my Art can have meaning and can portray an important message.</p>	<p>Children to create their final painting.</p>
<b>Project 2 completed</b>					





Drawing Birds of Prey

Key Vocabulary: Photorealism, blending, tones, pressure, outline, realism.					
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	Project 1 2	<p>Pupils should be taught 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. Become proficient in drawing 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].</p>	<p>I know how to use shading to show light and shadow effects (reflect upon crystal drawings – Spring 2).</p> <p>I know how to use different materials to draw.</p> <p>I know how to incorporate the techniques of Alan M Hunt and Andrew Ellis in my own work.</p>	<p>I know that when shading I need to blend tones gradually.</p> <p>I know that my drawing materials can include: pencils, coloured pencils, graphite sticks, charcoal, biros, crayons, fine line and felt-tip pens, drawing ink, chalk pastels and oil pastels and erasers.</p>	<p>Creating their drawing of Birds of Prey in flight.</p>
	Project 1 3	<p>Become proficient in drawing 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].</p>	<p>I know how to use an accurate colour palette when creating my painting.</p> <p>I know how to mix and blend colours with increasing accuracy.</p>	<p>I know that when painting in the style of realism, I should use a realistic colour palette.</p>	<p>Creating their drawing of Birds of Prey in flight, adding colour.</p>
	<b>Project 1 complete.</b>				





Animal / Self-portraits

<ul style="list-style-type: none"> <li>About great artists, architects and designers in History.</li> </ul>	<p><b>Key Vocabulary: Smudge, soft, hard, self-portrait, proportion, oil pastels, depth, facial proportion lines.</b></p>				
	<p><b>Project 2 4</b></p>	<p>To create sketch books to record their observations and use them to review and revisit ideas Exploring their ideas and recording their experiences.</p>	<p>I know how to annotate my work in sketchbook. I know how to develop an accurate representation of the face through my sketchbook drawings. I know why different cultures celebrate animals within Art (e.g., by incorporating elephants into their paintings, Tanzanian artists are able to explore themes of wisdom, intuition, and spiritual awareness).</p>	<p>I know that exploring through sketching will help to develop my final piece.</p>	<p>Designing their own self-portrait: Incorporating elements of 'predators'. E.g one half themselves, one half a bird of prey/lion. Explore different styles of paintings that have been previously created.</p>
	<p><b>Project 2 5</b></p>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation. Become proficient in drawing. To improve their mastery of art and design techniques, including drawing, painting and a range of materials [for example, pencil, charcoal, paint, clay].</p>	<p>I know how to use different pressures to create hard and soft lines. I know how to use shading to show light and shadow (reflect upon Spring 2).</p>	<p>I know that I have to hold my pencil correctly to create different effects e.g. smudge, soft, hard, tight detail, loose detail. I know that proportion, size and depth are significant when drawing self-portraits.</p>	<p>Continuing with self-portrait.</p> 
	<p><b>Project 2 6</b></p>	<p>Pupils should be taught to develop their techniques, including their control. Become proficient in drawing To improve their Mastery of art and design techniques, including drawing, painting and a range of materials [for example, pencil, charcoal, paint, clay]. Produce creative work</p>	<p>I know how to develop intricate marks with a variety of media.</p>	<p>I know that I can use different materials such as oil pastels and colouring pencils for different effects. I know that some objects have a third dimension and perspective.</p>	<p>Finalising self-portrait.</p> 
<p><b>Project 2 completed</b></p>					