

**The Saints Academies**  
**St. Augustine's CE Academy**  
**Art and Design**



***“He has made everything beautiful in its time.” Ecclesiastes 3:11***

| Year Group and Cycle                | Substantive Knowledge  | Disciplinary Knowledge   | Vocabulary                                     | Resources  |
|-------------------------------------|--|--|--|--|
| <b>Key Stage 2</b><br><b>Year A</b> | <p><b>Spring:</b><br/> <b>Block Printing and Illustrations - Victorian Patterns</b></p> <ul style="list-style-type: none"> <li>▪ Know that William Morris was a 19<sup>th</sup> century British textile designer.</li> <li>▪ Know that many of his designs still influence textile and print today, on wallpapers and textiles.</li> </ul> | <p><u>Evaluate artists, architects and designers:</u></p> <ul style="list-style-type: none"> <li>▪ Compare the different work of William Morris - identify similarities and differences (shape, scale, colour, repeating pattern)</li> <li>▪ Consider what their inspiration is for their own pieces</li> </ul> <p><u>Design:</u></p> <ul style="list-style-type: none"> <li>▪ Investigate and test techniques to improve their own practice – experiment with different colours, forms and tints to create different effects. Explore using different stencils, rollers and frames to create prints.</li> <li>▪ Sketch to plan the position of images for their stencils.</li> <li>▪ Use both their own ideas and the ideas used in a range of Morris prints as starting points to create their own work.</li> </ul> <p><u>Techniques and Create:</u></p> <ul style="list-style-type: none"> <li>▪ Demonstrate increasing control with the types of marks made using inks and paint.</li> <li>▪ Experiment with different effects and shape, choosing and designing stencils to create effective repeating patterns.</li> <li>▪ Create different shapes, lines and effects from above with increasing confidence. Annotate sketchbooks to show what they had to do to create different patterns.</li> <li>▪ Sketch different images on card using graded pencils to design stencils (outline/form).</li> <li>▪ Annotate prints, identifying what can be seen (patterns, shapes and colours) and what similarities and differences can be compared to Morris' work.</li> </ul> <p><u>Evaluate:</u></p> <p>Evaluate their own and others work commenting on how they have used techniques used.</p> | illustration, textile, printing, shape, scale, | Sketchbooks, printing paints and inks, printing frames, rollers, card, pencils, scissors, examples of Morris' work |

|                                |  |   |   |  |
|--------------------------------|--|---|---|--|
|                                | <p><b>Summer:</b><br/> <b>Mixed Media/Collage - Animal Art</b></p> <ul style="list-style-type: none"> <li>▪ Know that Michel Keck is an American contemporary artist.</li> <li>▪ Know that she is a self-taught multi-disciplinary artist.</li> <li>▪ Know that she started to sell her art on eBay and made her art known to the world.</li> <li>▪ Know that she is inspired particularly by nature and animals for her pieces.</li> </ul>  | <p><u>Evaluate artists, architects and designers:</u></p> <ul style="list-style-type: none"> <li>▪ Compare the different work of Michel Keck - identify similarities and differences (colour, shape, materials, layers)</li> <li>▪ Consider what their inspiration is for their own pieces</li> </ul> <p><u>Design:</u></p> <ul style="list-style-type: none"> <li>▪ Investigate and test techniques to improve their own practice – experiment with different materials, forms and colours to create different effects. Explore using different natural and man-made materials to create images of animals in the style of Keck.</li> <li>▪ Sketch to plan the position of images.</li> <li>▪ Use both their own ideas and the ideas used in a range of Keck collages as starting points to create their own work.</li> </ul> <p><u>Techniques and Create:</u></p> <ul style="list-style-type: none"> <li>▪ Demonstrate increasing control with the types of marks made using pencils and materials.</li> <li>▪ Experiment with different effects and textures, choosing materials and manipulating them to create shape and texture.</li> <li>▪ Create different layers, textures and effects from above with increasing confidence. Annotate sketchbooks to show what they had to do to create different tints and shades.</li> <li>▪ Sketch different images in sketchbooks using graded pencils (outline/form).</li> <li>▪ Annotate collages, identifying what can be seen (parts of the animal, different materials) and what do they represent.</li> </ul> <p><u>Evaluate:</u><br/> Evaluate their own and others work commenting on how they have used techniques used.</p> | collage, sketch, mixed media, texture, pattern, shape, material, layers   | Sketchbooks, mixed media materials, sketching pencils, examples of Michel Keck’s work                                  |
| <b>Key Stage 2<br/> Year B</b> | <p><b>Autumn:</b><br/> <b>Sketching and Painting - European Artists</b></p> <ul style="list-style-type: none"> <li>▪ Know that Anselm Kiefer is a contemporary, German artist, who draws inspiration from broken buildings from his childhood after WW2.</li> <li>▪ Know that Michelangelo was an Italian sculptor and painter of the High Renaissance, famous for the painted ceiling of the Sistine Chapel.</li> <li>▪ Know that Le Corbusier was a Swiss-French architect and city planner who was inspired to</li> </ul> | <p><u>Evaluate artists, architects and designers:</u></p> <ul style="list-style-type: none"> <li>▪ Compare the different work of Kiefer- identify similarities and differences (shape, imagery of broken buildings)</li> <li>▪ Compare the different work of Michelangelo - identify similarities and differences (colour, tone, shade, shapes)</li> <li>▪ Compare the different work of Le Corbusier - identify similarities and differences (form, shape, size)</li> <li>▪ Consider what their inspiration is for their own pieces</li> </ul> <p><u>Design:</u></p>   | sketch, draw, shape, shade, light, dark, form, perspective, architect, painting, texture, tone, primary colours, secondary colours. | Sketchbooks, sketching pencils, water-based paints, tape, examples of Kiefer’s, Michelangelo’s and Le Corbusier’s work |

|  |   |   |  |   |
|--|---|---|--|---|
|  | <p>design better living conditions for people of crowded cities.</p>  | <ul style="list-style-type: none"> <li>▪ Investigate and test techniques to improve their own practice – experiment with different shapes, forms and colours (brown, orange and red). Explore using different effects to create images of animals upside down.</li> <li>▪ Sketch to plan the position of images.</li> <li>▪ Use both their own ideas and the ideas used in a range of Michelangelo paintings as starting points to create their own work.</li> </ul> <p><u>Techniques and Create:</u></p> <ul style="list-style-type: none"> <li>▪ Develop intricate patterns of geometric shapes when drawing.</li> <li>▪ Use different grades of pencil shade to show different tone.</li> <li>▪ Begin to show an awareness of objects having a third dimension and perspective.</li> <li>▪ Demonstrate increasing control with the types of marks made using pencils and brushes.</li> <li>▪ Experiment with different effects and textures, blocking in colour, washes, thickened paint and textural effects</li> <li>▪ Use a range of brushes to create different effects e.g., flat brush for painting large areas and blending and a smaller brush for outlines</li> <li>▪ Mix colour, tints and shades with increasing confidence – focus upon primary colours. Annotate sketchbooks to show what they had to do to create different tints and shades.</li> <li>▪ Sketch different images in sketchbooks using graded pencils.</li> <li>▪ Annotate sketches, identifying what can be seen (animals, people, weapons etc.) and what do they represent.</li> </ul> <p><u>Evaluate:</u><br/>Evaluate their own and others work commenting on how they have used techniques used.</p> |  |   |
|  | <p><b><u>Spring:</u></b><br/><b>3D models/sculpture and Pastel – Self Portraits and Bodies</b></p> <ul style="list-style-type: none"> <li>▪ Know that Julian Opie is a visual artist from the New British Sculpture movement.</li> <li>▪ He is a sculptor and digital artist who uses basic lines and colours to form vivid pieces.</li> <li>▪ Know that Henry Moore was a modern sculptor who was famous for his bronze sculptures.</li> </ul> | <p><u>Evaluate artists, architects and designers:</u></p> <ul style="list-style-type: none"> <li>▪ Compare the different work of Julian Opie - identify similarities and differences (form, shape, lines, colour palette)</li> <li>▪ Describe how the work of Julian Opie makes them feel.</li> <li>▪ Compare 'Blur,' 'Elena, schoolgirl' and "Julian Opie, self-portrait 2005' noting similarities and differences. Note the different subjects (portraits) but the same painting technique</li> <li>▪ Compare the Julian Opie's portraits to the self-portrait produced by Van Gogh (although it is the same subject, the techniques are</li> </ul>   | <p>texture, tint, line, tone, form, sculpture, malleable, roll, knead, shape</p> | <p>Sketchbooks, clay, charcoal, aprons, examples of Opie's and Moore's work</p> |

|  |  |   |  |  |
|--|--|---|--|--|
|  | <ul style="list-style-type: none"><li>▪ He also made carvings, drawings and prints using a range of media.</li></ul> | <p>very different – linking back to Early Years when they explored Van Gogh.</p> <ul style="list-style-type: none"><li>▪ Compare the different work of Henry Moore - identify similarities and differences (form, shape, size, texture)</li><li>▪ Consider what their inspiration is for their own pieces</li></ul> <p><u>Design:</u></p> <ul style="list-style-type: none"><li>▪ Investigate geometric shapes which can be found in our own environment – photograph using iPads.</li><li>▪ Draw own Opie inspired self-portraits, paying attention to the use of geometric shapes, lines and colour.</li><li>▪ Sculpt own Moore inspired bodies, paying attention to the use of geometric shapes, form and scale.</li><li>▪ Use both their own ideas and the ideas of Opie and Moore as starting points to create their own work.</li></ul> <p><u>Techniques and Create:</u></p> <ul style="list-style-type: none"><li>▪ Use malleable media such as clay to create an imaginary or realistic form.</li><li>▪ Manipulate malleable materials in a variety of ways including rolling, pinching and carving.</li><li>▪ Demonstrate experience in surface patterns and textures and use them when appropriate.</li></ul> <p><u>Evaluate:</u></p> <p>Evaluate their own and others work commenting on how they have used techniques used.</p> |  |  |
|--|--|---|--|--|