

Art and Design Knowledge Matrix

Sundial Class (Even Year)

Topic Medium Term Planning			
Topic	Anglo Saxons	Year	Year 5
National Curriculum Objectives KS2 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. Pupils should be taught: - to create sketch books to record their observations and use them to review and revisit ideas - 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] - about great artists, architects and designers in history.			
Prior Learning		Future Learning	
- Knights and castle/ Hot & cold climates (Tower class) - Toys/ Pirates (Tower class) - Pre History (Sheldon class) - Dinosaurs (Sheldon class) - Earth & Space (Sundial class)		-	
What pupils need to know or do to be secure			
Key technique: Clay In the topic of Saxons and Vikings, the children will look at art works created in Anglo Saxon times where they will make thoughtful observations about their starting points and select ideas to use in their work. The children will undertake preparatory work and will use their sketchbooks to design an Anglo Saxon inspired piece of jewellery alongside a cross curriculum Design Technology pot. They will make a serpent's head out of clay to practise using their rolling skills which will then be used to make a piece of jewellery and a clay coil pot. The children will describe the different qualities involved in sculpting. The children will have the opportunity to visit a local potter, Toff Milway, and watch him in action as he creates wonderful works of pottery in front of the children's eyes. The children will also be introduced to other artists who focus on sculptures, such as Rachel Whiteread and Anne Hardy.			
Core Knowledge and Procedural knowledge outcomes			
Factual Knowledge I know female contemporary artist: Rachel Whiteread who produces sculptures taking the form of casts I know female contemporary artist Anne Hardy who combines painting and sculptures together. I understand that to make sculpture can be challenging. I understand that it takes a combination of skills but that we can learn through practice. I understand that it is ok to take creative risks and ok if things go wrong as well as right. I understand that a plinth is a device for establishing the importance or context of a sculptural object. <u>Art of Display</u>			
Procedural Knowledge Exploring & developing ideas: I can enjoy looking at artwork made by artists, craftspeople, architects and designers and reflect upon your response. I look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.			

I look at a variety of types of source material and understand the differences.

I can develop questions to ask when looking at artworks and/ or stimulus:

- Describe the artwork
- Describe what you like/ dislike? Why?
- Which other senses might you bring to this artwork? How does it make me feel?
- What is the artist saying to us in their artwork?
- How might it inspire me to make my own artwork?
- Who or what else might I look at to help feed me creativity?

Evaluating and developing work

As a class

I feel free to express and share an opinion about the artwork.

I can discuss why the work was made as well as how,

I can share my response to the artwork.

I can ask questions about process, technique, idea or outcome..

In small groups:

I can share work to others in small groups and listen to what they think about what I have made.

I can make suggestions about other people's work, using things I have seen or experienced yourself.

I can take photos of work made so that a record can be kept, to be added to a digital folder to capture progression. Use as opportunity to discuss with pupils how to present work and a chance for pupils to use digital media.

I can present work to class, assembly or parents.

One to One

I can talk to a peer or teacher about the artwork made and share what I have enjoyed during the process, and what I like about the end result.

I can discuss problems that have come up and how they were solved.

I can think about what I might try next time.

I can share how other artists/ artwork inspired me and how my work fits into larger context.

3D Form

I can design a plinth for my products to display my works.

I can describe the different qualities involved in modelling, sculpture and construction.

I can incorporate other mixed media into my sculpted coil pot.

I can plan a sculpture/ architecture through drawing and other preparatory work.

I can talk about their work understanding that it has been sculpted, modelled or constructed.

Breadth of study

I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

I can investigate art, craft and design in the locality and in a variety of genres, styles

Key Vocabulary

3Dimension, make, adapt, shape, space, form, sculpted, modelled, constructed, rolling

Art and Design Knowledge Matrix

Sundial Class (Even Year)

Topic Medium Term Planning			
Topic	Our European Neighbours	Year	Year 5
National Curriculum Objectives KS2 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. Pupils should be taught: - to create sketch books to record their observations and use them to review and revisit ideas - 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] - about great artists, architects and designers in history.			
Prior Learning		Future Learning	
- Here we grow! (Tower class) - Superheroes (Tower class) - Oceans (Tower class) - India(Sheldon class) - France (Sheldon class) - Overbury a study (Sheldon class) - Volcanoes and earthquakes (Sheldon class) - Non-European country study/ Canada (Sundial class)		-	
What pupils need to know or do to be secure			
Key technique: Painting The children will Select and record from first hand observation, experience and imagination, and explore ideas for painting. They will ask question and make thoughtful observations about starting points and select ideas and processes to use in their painting. They will explore the artists Pablo Picasso (abstract works of art/ cubism), Canaletto ((landscapes) and Gallen-Kallela (realism/ symbolism/ graphic art) considering how they used their art, and how particular artworks make the children feel. They will compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. They will demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Children in Year 5 will be encouraged to create artworks where media is mixed to generate depth and creativity.			
Core Knowledge and Procedural knowledge outcomes			
Factual Knowledge I know who artists Pablo Picasso (cubism/ abstract work), Canaletto (Landscapes) and Gallen-Kallela (realism/ symbolism) are and their difference in styles. I know landscapes is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today. I know that there is a tradition of artists working from land, sea or cityscapes. I know that artists can use a variety of media to capture the energy of a place, and that artists often work outside to do this.			
Procedural Knowledge Exploring & developing ideas: I can enjoy looking at artwork made by artists, craftspeople, architects and designers and reflect upon your response. I look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form. I look at a variety of types of source material and understand the differences.			

I can develop questions to ask when looking at artworks and/ or stimulus:

- Describe the artwork
- Describe what you like/ dislike? Why?
- Which other senses might you bring to this artwork? How does it make me feel?
- What is the artist saying to us in their artwork?
- How might it inspire me to make my own artwork?
- Who or what else might I look at to help feed me creativity?

Evaluating and developing work

As a class

I feel free to express and share an opinion about the artwork.

I can discuss why the work was made as well as how,

I can share my response to the artwork.

I can ask questions about process, technique, idea or outcome.

In small groups:

I can share work to others in small groups and listen to what they think about what I have made.

I can make suggestions about other people's work, using things I have seen or experienced yourself.

I can take photos of work made so that a record can be kept, to be added to a digital folder to capture progression. Use as opportunity to discuss with pupils how to present work and a chance for pupils to use digital media.

I can present work to class, assembly or parents.

One to One

I can talk to a peer or teacher about the artwork made and share what I have enjoyed during the process, and what I like about the end result.

I can discuss problems that have come up and how they were solved.

I can think about what I might try next time.

I can share how other artists/ artwork inspired me and how my work fits into larger context.

Painting

I can demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.

I can create imaginative work from a variety of sources.

I can explore how I can paint, (possibly combined with drawing/ coloured pencils/ ink or another media such as pastels) to capture your response to a place.

I can explore how the media you chose, combined with the marks you make and how you move your body, will affect the end result.

I can think about colour, composition and mark making.

I can explore light and dark, movement and energy.

I can mix colour intuitively

Breadth of study

I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

I can use ICT

Key Vocabulary

Paint, brushes, scale, shades, tones, secondary, tools, techniques, mixing, layering, imagination, evaluate, tint, tone, shade, hue, warm and cold colours, complementary and contrasting colours, small scale, large scale. Picasso, Canaletto, Gallen-Kallela

Topic Medium Term Planning			
Topic	Transport	Year	Year 5
National Curriculum Objectives KS2 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. Pupils should be taught: - to create sketch books to record their observations and use them to review and revisit ideas - 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] - about great artists, architects and designers in history			
Prior Learning		Future Learning	
-		-	
What pupils need to know or do to be secure			
Key technique: Digital images into pictures Through the topic of transport, the children will question and make thoughtful observations about starting points and select ideas and processes to use in their work. They will explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. The focus in this topic will be ICT, where the children will turn digital images into pictures working on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. They will compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. The children will be building on from skills in computing where they will create imaginative and thoughtful posters inspired by the Vintage Railway Art Posters.			
Core Knowledge and Procedural knowledge outcomes			
Procedural Knowledge Exploring & developing ideas: I can enjoy looking at artwork made by artists, craftspeople, architects and designers and reflect upon your response. I look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form. I look at a variety of types of source material and understand the differences. I can develop questions to ask when looking at artworks and/ or stimulus: - Describe the artwork - Describe what you like/ dislike? Why? - Which other senses might you bring to this artwork? How does it make me feel? - What is the artist saying to us in their artwork? - How might it inspire me to make my own artwork?			

- Who or what else might I look at to help feed me creativity?

Evaluating and developing work

As a class

I feel free to express and share an opinion about the artwork.

I can discuss why the work was made as well as how,

I can share my response to the artwork.

I can ask questions about process, technique, idea or outcome.

In small groups:

I can share work to others in small groups and listen to what they think about what I have made.

I can make suggestions about other people's work, using things I have seen or experienced yourself.

I can take photos of work made so that a record can be kept, to be added to a digital folder to capture progression. Use as opportunity to discuss with pupils how to present work and a chance for pupils to use digital media.

I can present work to class, assembly or parents.

One to One

I can talk to a peer or teacher about the artwork made and share what I have enjoyed during the process, and what I like about the end result.

I can discuss problems that have come up and how they were solved.

I can think about what I might try next time.

I can share how other artists/ artwork inspired me and how my work fits into larger context.

Key Vocabulary

Digital images, digital media, Vintage, posters, design, make, evaluate

Art and Design Knowledge Matrix

Sundial Class (Even Year)

Topic Medium Term Planning			
Topic	Magnificent Moutains	Year	Year 5
National Curriculum Objectives KS2 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. Pupils should be taught: - to create sketch books to record their observations and use them to review and revisit ideas - 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] - about great artists, architects and designers in history			
Prior Learning		Future Learning	
- Hot & Cold climates (Tower class) - Space (Tower class) - India (Sheldon class) - Ancient Egypt (Sheldon class) - Romans (Sundial class)		-	
What pupils need to know or do to be secure			
Key technique: Collage In the topic of Mountains children will continue to ask questions and make thoughtful observations about starting points and select ideas and processes to use in their work. They will compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. The children will master their collage skills by creating their own art piece choosing, suiting, arranging and applying materials focusing on colour, shape, texture and pattern using their work on Magnificent mountains and 'Our European neighbours' to inspire them. They will create an effect using just two or three colours. The children will cut and shape paper accurately for their design. The children will learn about Amanda Pearce, Julie Morgan and Kurt Schwitters, comparing and contrasting their artworks and using their works as inspiration for their own creations.			
Core Knowledge and Procedural knowledge outcomes			
Factual Knowledge I know who artists Pablo Picasso (cubism/ abstract work), Canaletto (Landscapes) and Gallen-Kallela (realism/ symbolism) are and their difference in styles. I know landscapes is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today. I know that there is a tradition of artists working from land, sea or cityscapes. I know that artists can use a variety of media to capture the energy of a place, and that artists often work outside to do this.			
Procedural Knowledge Exploring & developing ideas: I can enjoy looking at artwork made by artists, craftspeople, architects and designers and reflect upon your response. I look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form. I look at a variety of types of source material and understand the differences. I can develop questions to ask when looking at artworks and/ or stimulus:			

- Describe the artwork
- Describe what you like/ dislike? Why?
- Which other senses might you bring to this artwork? How does it make me feel?
- What is the artist saying to us in their artwork?
- How might it inspire me to make my own artwork?
- Who or what else might I look at to help feed me creativity?

Evaluating and developing work

As a class

I feel free to express and share an opinion about the artwork.

I can discuss why the work was made as well as how,

I can share my response to the artwork.

I can ask questions about process, technique, idea or outcome.

In small groups:

I can share work to others in small groups and listen to what they think about what I have made.

I can make suggestions about other people's work, using things I have seen or experienced yourself.

I can take photos of work made so that a record can be kept, to be added to a digital folder to capture progression. Use as opportunity to discuss with pupils how to present work and a chance for pupils to use digital media.

I can present work to class, assembly or parents.

One to One

I can talk to a peer or teacher about the artwork made and share what I have enjoyed during the process, and what I like about the end result.

I can discuss problems that have come up and how they were solved.

I can think about what I might try next time.

I can share how other artists/ artwork inspired me and how my work fits into larger context.

Collage

I can collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.

I can extend my work within a specified technique.

I can use a range of media to create collage.

I can choose most appropriate combination of media/s that will be the best fit for the collage.

I can experiment with techniques in sketch book before deciding best technique/s for final collage.

Breadth of study

I can work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

Key Vocabulary

Collage, colour, shape, pattern, texture, crumpling, creasing, folding, pleating, scoring, tearing, fraying, cut, tear, shape, over-lap

Art and Design Knowledge Matrix

Sundial Class (Even Year)

Topic Medium Term Planning			
Topic	Battle of Tewkesbury	Year	Year 5
National Curriculum Objectives KS2 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. Pupils should be taught: - to create sketch books to record their observations and use them to review and revisit ideas - 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] - about great artists, architects and designers in history			
Prior Learning		Future Learning	
- African animals (Tower class) - Rainforests (Tower class) - Before the Internet (Sheldon class) - Ancient Egypt (Sheldon class) - Ancient Mayans (Sundial class)		-	
What pupils need to know or do to be secure			
Key technique: Printing In the topic of Mountains children will continue to ask questions and make thoughtful observations about starting points and select ideas and processes to use in their work. They will compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. The children will master their collage skills by creating their own art piece choosing, suiting, arranging and applying materials focusing on colour, shape, texture and pattern using their work on Magnificent mountains and 'Our European neighbours' to inspire them. They will create an effect using just two or three colours. The children will cut and shape paper accurately for their design. The children will learn about Amanda Pearce, Julie Morgan and Kurt Schwitters, comparing and contrasting their artworks and using their works as inspiration for their own creations.			
Core Knowledge and Procedural knowledge outcomes			
Factual Knowledge I know the artist Kevork Mourad - monotype printer I know the artist Susan Vera Clarke I understand what different printing methods there are including mono, relief, block and resist and know how they are different..			
Procedural Knowledge Exploring & developing ideas: I can enjoy looking at artwork made by artists, craftspeople, architects and designers and reflect upon your response. I look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form. I look at a variety of types of source material and understand the differences. I can develop questions to ask when looking at artworks and/ or stimulus:			

- Describe the artwork
- Describe what you like/ dislike? Why?
- Which other senses might you bring to this artwork? How does it make me feel?
- What is the artist saying to us in their artwork?
- How might it inspire me to make my own artwork?
- Who or what else might I look at to help feed me creativity?

Evaluating and developing work

As a class

I feel free to express and share an opinion about the artwork.

I can discuss why the work was made as well as how,

I can share my response to the artwork.

I can ask questions about process, technique, idea or outcome.

In small groups:

I can share work to others in small groups and listen to what they think about what I have made.

I can make suggestions about other people's work, using things I have seen or experienced yourself.

I can take photos of work made so that a record can be kept, to be added to a digital folder to capture progression. Use as opportunity to discuss with pupils how to present work and a chance for pupils to use digital media.

I can present work to class, assembly or parents.

One to One

I can talk to a peer or teacher about the artwork made and share what I have enjoyed during the process, and what I like about the end result.

I can discuss problems that have come up and how they were solved.

I can think about what I might try next time.

I can share how other artists/ artwork inspired me and how my work fits into larger context.

Printing

I can explain a number of printing techniques, inc' the use of poly-blocks, relief mono and resist printing printing.

I can choose the method most appropriate to task.

I can build up layers and colours/textures.

I can organise my work in terms of pattern, repetition, symmetry or random printing styles. I can choose inks and overlay colours.

Breadth of study

I can work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

I can investigate art, craft and design in the locality and in a variety of genres, styles and traditions.

Key Vocabulary

Printing, materials, technique, layering, process, pattern, shape, rubbings, stencils, sponges, wood blocks, press print, lino print,

Art and Design Knowledge Matrix

Sundial Class (Even Year)

	mono-print, string, poly blocks, mono, resist painting		
Topic Medium Term Planning			
Topic	Galapagos	Year	Year 5
National Curriculum Objectives KS2			
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.			
Pupils should be taught:			
- to create sketch books to record their observations and use them to review and revisit ideas - 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] - about great artists, architects and designers in history			
Prior Learning		Future Learning	
- Minibeasts (Tower class) - Life on the farm (Tower class) - Islands (Sheldon class) - School through history (Sheldon class) - Fire and gunpowder (Sheldon class) - Britain from above (Sheldon class) - Bridges (Sundial class)		-	
What pupils need to know or do to be secure			
Key technique: Drawing			
The children will compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. They will adapt their work according to their views and describe how they might develop their further. The focus for the children will be drawing where they will use a variety of source material for their work. They will work in a sustained and independent way from observation, experience and imagination together with using a sketchbook to develop their ideas. The children will explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. The children will work for a sustained period of time working on one piece, developing their skills in arranging a composition, observational drawing, drawing to scale and in proportion. The children will consider different artists they have learnt about to date which may include Da Vinci, Julie Mehretu, Paul Gauguin, Kathe Kollitz, Leon Kassoff, Sofonisba Anguissola, Paul Cadde, Canaletto, Claude Monet and JMW Turner.			
Core Knowledge and Procedural knowledge outcomes			
Factual Knowledge			
I understand that artists can work with pattern for different reasons.			
I understand that patterns can be purely decorative or hold symbolic significance.			
I know some famous artists who have produced bridges in art, including Canaletto, Claude Monet and JMW Turner.			
I understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.			
Procedural Knowledge			
Exploring & developing ideas:			
I can enjoy looking at artwork made by artists, craftspeople, architects and designers and reflect upon your response.			

I look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.

I look at a variety of types of source material and understand the differences.

I can develop questions to ask when looking at artworks and/ or stimulus:

- Describe the artwork
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Evaluating and developing work

As a class

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In small groups:

I can share work to others in small groups and listen to what they think about what I have made.

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I can take photos of work made so that a record can be kept, to be added to a digital folder to capture progression. Use as opportunity to discuss with pupils how to present work and a chance for pupils to use digital media.

I can present work to class, assembly or parents.

One to One

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I can discuss problems that have come up and how they were solved.

I can think about what I might try next time.

I can share how other artists/ artwork inspired me and how my work fits into larger context.

Drawing

I can use charcoal, graphite, pencil, pastel to create drawings of atmosphere. To feel able to take creative risks in pursuit of creating drawings with energy and feelings.

I can use a variety of source material for their work.

I can work in a sustained and independent way from observation, experience and imagination.

I can explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.

I can alter and refine drawings and describe changes using art vocabulary.

I can work in sketchbooks to:

- Explore mark making
- Brainstorm ideas
- Make visual notes to capture, consolidate and reflect upon the artist studied.
- Experiment with different media and different marks to capture the energy of a landscape

Breadth of study

I can investigate art, craft and design in the locality and in a variety of genres, styles and traditions.

I can use ICT

Art and Design Knowledge Matrix

Sundial Class (Even Year)

Key Vocabulary	<i>Drawing, line, tone, pattern, shape, sketch, shade, pencil, crayon, chalk pastels, oil pastels, charcoal, felt-tips, ballpoint pen and water colour pencils, perspective</i>
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