

Art and Design Knowledge Matrix

Sundial Class (Odd Year)

Topic Medium Term Planning			
Topic	The Romans	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	
- Oceans (Tower class) - Superheroes (Tower class) - Hot & Cold climates (Tower class) - Space (Tower class) - India (Sheldon Class) - Ancient Egypt (Sheldon class)		- Blitz (Sundial class) - Magnificent Mountains (Sundial class)	
What pupils need to know or do to be secure			
Key Key technique: Collage During the topic on Romans, children will select and record from first hand observation, experience and imagination, using questions and thoughtful observations as their starting points. The children will explore the roles and purposes of artists, studying the work of Amanda Pearce and Julie Morgan as inspiration for their own creations, as well as studying pieces by Kurt Schwitters. They will practise the art of collage, choosing collage as a means of extending work already achieved. They will refine and alter their ideas and explain their choices using art vocabulary, and they will collect visual information from a variety of sources. The children will investigate art, craft and design in the locality, and will work both independently and collaboratively on a project.			
Core Knowledge and Procedural knowledge outcomes			
Factual Knowledge I know who the artists Amanda Pearce, Julie Morgan and Kurt Schwitters are.			
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 I 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 your own artwork?
- Who or what else might I look at to help feed your 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 or 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 their 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 my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

I can use ICT.

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

Key Vocabulary

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

Art and Design Knowledge Matrix

Sundial Class (Odd Year)

Topic	Earth & Space	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	
- Holt & cold climates/ Knights and castle (Tower class) - Toys/ Pirates (Tower class) - Pre-History (Sheldon class) - Dinosaurs (Sheldon class)		- Saxons and Vikings (Sundial class) - Our European Neighbours (Sundial class)	
What pupils need to know or do to be secure			
Key technique: Clay			
During the topic Earth and Space the children will select and record from first hand observations, experience and imagination and explore ideas for different purposes. They will compare their ideas, methods and approaches in their own and others work and say what they think and feel. The children will use clay to make informed choices about the 3D technique chosen. They will plan, design, make and adapt models, cutting out shapes with decisions being made on whether to create pinch pots or coil pots, refining techniques taught and to create a textured relief tile blending and joining pieces of clay using correct tools. The children will show an understanding of shape, space and form and will talk about their work understanding it has been sculpted. <i>The children will be introduced to female contemporary artists who create sculptures, Rachel Whiteread and Anne Hardy..</i>			
Core Knowledge and Procedural knowledge outcomes			
Factual Knowledge			
I know female contemporary artist: Rachel Whiteread			
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 know 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 I 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 your own artwork?
- Who or what else might I look at to help feed your 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 or 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.

Clay/ Sculptures

- I can design a plinth for my products to display my works.
- I can build a textured relief tile joining pieces of clay using correct tools ensuring the detail on the tile is carefully designed and blended together.
- I can describe the different qualities involved in modelling, sculpture and construction.
- I can plan a sculpture through drawing and other preparatory work.
- I can talk about my 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.

Key Vocabulary

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

Art and Design Knowledge Matrix

Sundial Class (Odd Year)

Topic Medium Term Planning			
Topic	Ancient Mayans	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/ Rainforests (Tower class) - Before the Internet/ Ancient Egypt (Sheldon class) - Battle of Tewkesbury (Sundial class)		-	
What pupils need to know or do to be secure			
Key technique: Printing The children will continue to question and make thoughtful observations about their starting points. They will continue to compare their ideas, methods and approaches in their own and others work and say what they think and feel. Through the Mayans topic the children will develop their printing skills. The children will look at the huipil and see modern designs for this; they will then have a go at relief printing for their own design. They will also look at the contemporary designs of Susan Vera Clarke, a modern London based printer, and of Kevin Mourad, a montotype printer comparing and contrasting the styles of the artists.. They will research, create and refine a print using a variety of techniques. They will select broadly the kinds of material to print with in order to get the effect they want. The children will use techniques such as marbling, silkscreen and coldwater paste. The children will use ICT to support their learning and will investigate art works created by the Mayans, including Mayan masks.			
Core Knowledge and Procedural knowledge outcomes			
Factual Knowledge I know the artist Kevork Mourad – montype 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 I 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 your own artwork?
- Who or what else might I look at to help feed your creativity?
- Who or what else might you look at to help feed your 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 or 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.

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

I can use ICT.

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

Key Vocabulary

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

Art and Design Knowledge Matrix

Sundial Class (Odd Year)

Topic Medium Term Planning			
Topic	Bridges	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) - Minibeasts (Tower class) - Life on the farm(Tower class) - Islands (Sheldon class), School through history (Sheldon class) - Galapagos (Sundial class)		-	
What pupils need to know or do to be secure			
Key technique: Drawing During the topic on Bridges, children will select and record from first hand observation, experience and imagination, using questions and thoughtful observations as their starting points. The topic of 'Bridges' will enable the children to continue to master their skills on drawing. They will make informed choices in drawing including paper and media. The children will alter and refine drawings and describe changes using art vocabulary. The children will collect images and information independently in a sketchbook and use research to inspire drawings from memory and imagination. They will explore relationships between line and tone, pattern and shape, line and texture. The children will use the locality to inspire their art works and look at drawings, paintings and pictures of Bredon Hill. The children will learn about some famous artists who have produced bridges in art, including 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.			
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 I 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 your own artwork?
- Who or what else might I look at to help feed your 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 or 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.

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.

Key Vocabulary

Drawing, line, tone, pattern, shape, sketch, shade, pencil, crayon, chalk pastels, oil pastels, charcoal, felt-tips, ballpoint pen

Art and Design Knowledge Matrix

Sundial Class (Odd Year)

	and water colour pencils, perspective		
Topic Medium Term Planning			
Topic	The Blitz	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	
- Space (Tower class) - Superheroes (Tower class) - Ancient Egypt (Sheldon class)		-	
What pupils need to know or do to be secure			
Key technique: Textiles During the topic on the Blitz, children will make thoughtful observations about their starting points and select ideas to use in their work. Children will continue to enhance their knowledge when using textiles. They will match the correct tool to the material and choose textiles as a means of extending work already achieved. The children will refine and alter ideas and explain choices using an art vocabulary. They will collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. They will have the opportunity to compare ideas, methods and approaches in their own and others' work. The children will be working both on their own and collaboratively on projects of 2 and 3 dimensions making mini patchwork. The children will learn about artists that use embroidery to draw/ add detail: Alice Fox and Rosie James.			
Core Knowledge and Procedural knowledge outcomes			
Factual Knowledge I know what the art of applique is. I know Alice Fox and Rosie James (artists that use embroidery to draw/ add detail)			
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 I 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 your own artwork?
- Who or what else might I look at to help feed your 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 or 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.

Textiles

I can use quilting, embroidery, and appliqué.

I can learn a selection of different stitches, including running and blanket and back stitch.

I can use embroidery to give detail on fabric.

I join fabrics in different ways, including using the skill of stitching.

I can use different grades and uses of threads and needles.

I can combine different materials together using stitching e.g 2 pieces of fabric together buttons etc

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

Breadth of study

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

Art and Design Knowledge Matrix

Sundial Class (Odd Year)

Key Vocabulary		Weaving, sewing. Fabric dye/ paint, batik, threads, decorations, tie dye	
Topic Medium Term Planning			
Topic	Non European Country (Canada [North America])	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! (Year 1) - Superheroes (Year 1) - Oceans (Year 1) - France (Sheldon Class) - India (Sheldon class) - Volcanoes and earthquakes (Sheldon class) - Overbury a study (Sheldon class)		- Our European neighbours (Sundial class)	
What pupils need to know or do to be secure			
Key technique: Paint and Inspiration from the Greats			
This topic will be based on Canada (a non-European Country in North America). We will take the opportunity to take inspiration from great artists, relevant to Canada. We will learn about the so-called "Group of Seven." These consisted of landscape painters who were active between 1920 and 1933, including Lawren Harris and Emily Carr, both famous for Canadian landscapes and/ or nature and we will use the work of these artists to inspire our own art pieces. The children will make and match colours with increasing accuracy and use more specific colour language e.g. tint, tone, shade, hue. They will choose paints and implements appropriately. The children will plan and create different effects and textures with paint according to what they need for the task and show increasing independence and creativity with the painting process. They will continue to have the opportunity to compare ideas, methods and approaches in their own and others' work and consider how they might develop their work in the future.			
Core Knowledge and Procedural knowledge outcomes			
Factual Knowledge			
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. That artists can use a variety of media to capture the energy of a place, and that artists often work outside to do this.			
I know about the so-called "Group of Seven." These consisted of landscape painters who were active between 1920 and 1933, including Lawren Harris and Emily Carr, both famous for Canadian landscapes.			
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 I 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 your own artwork?
- Who or what else might I look at to help feed your 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 or 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 my response to a place.

I can explore how the media I choose, combined with the marks I make and how I move my 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.

Breath of study

Art and Design Knowledge Matrix

Sundial Class (Odd Year)

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.	
I can investigate art, craft and design in the locality and in a variety of genres, styles	
Key Vocabulary	<i>Paint, brushes, scale, shades, tones, secondary, tools, techniques, mixing, layering, imagination, evaluate, tint, tone, shade, hue</i>