

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

SUBJECT: Art

YEAR GROUPS: LKS2

PREVIOUS KNOWLEDGE We would expect most children to already be able to:

- Apply objectives from KS1

End of Unit Objectives

Children should be able to:

Drawing	Painting	Printing	Sketch books
• show facial expressions and body language in their drawings • use their sketches to produce a final piece of work • write an explanation of their sketch in notes • use different grades of pencil shade to show different tones and texture • identify and draw simple objects, and use marks and lines to produce texture • organise line, tone, shape and colour to represent figures and forms in movement • show reflections • explain why they have chosen specific materials to draw with	• predict with accuracy the colours that they mix • know where each of the primary and secondary colours sits on the colour wheel • create a background using a wash • use a range of brushes to create different effects • create all the colours they need • create mood in their paintings • successfully use shading to create mood and feeling	• make a printing block • make a 2-colour print • print using at least four colours • create an accurate print design • print onto different materials	• use their sketch books to express feelings about a subject and to describe likes and dislikes • make notes in their sketch books about techniques used by artists • suggest improvements to their work by keeping notes in their sketch books • use their sketch books to express their feelings about various subjects and outline likes and dislikes • produce a montage all about themselves • use their sketch books to adapt and improve their original ideas • keep notes about the purpose of their work in their sketch books
3D/Textiles	Use of IT	Collage	Knowledge
• add onto their work to create texture and shape • work with life size materials • create pop-ups • use more than one type of stitch • join fabric together to form a quilt using padding • use sewing to add detail to a piece of work • add texture to a piece of work • experiment with and combine materials and processes to design and make 3D form • begin to sculpt clay and other mouldable materials • use early textile and sewing skills as part of a project	• use the printed images they take with a digital camera and combine them with other media to produce art work • IT programs to create a piece of work that includes their own work and that of others (using web) • use the web to research an artists or style of art • present a collection of their work on a slide show • create a piece of art work which includes the integration of digital images they have taken • combine graphics and text based on their research	• cut very accurately • overlap materials • experiment using different colours • use mosaic • use montage • use ceramic mosaic to produce a piece of art • combine visual and tactile qualities	• compare the work of different artists • explore work from other cultures • explore work from other periods of time • understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work • experiment with different styles which artists have used • explain art from other periods of history

ASSESSMENT OPPORTUNITIES Children will be able to demonstrate their learning through:

Autumn		Spring		Summer	
Drawing: What shades of grey can I create with pencil to draw portraits in the style of the Ancient Romans?	Painting/Collage: What do I need to create a volcano painting inspired by Frank Bowling? AA	Drawing/IT: How can I design an articulated beast and animate it on film? AA	3D/Textiles: What stitches do I need to use to join fabric and add detail and embellishments?	Drawing/Printing: How do shapes tessellate and what do they look like in a mosque?	Drawing/Collage: What typography would best advertise a loaf of bread? AA
Drawing/3D: How can Medieval architecture inspire designs for clay tiles? AA	Printing: How can I use printing to replicate a 'black and white' house?	Drawing/Painting: How could the Jabberwocky be illustrated? AA	IT: What makes 'art'? Creating a pocket gallery. AA	Painting/Drawing/Collage: How can I use different techniques to display 'birds in trees'? AA	3D: What sewing skills should I use to create a simple beach bag?

ENRICHMENT OPPORTUNITIES

We will endeavour to include:

- visits to The Rodd and other local galleries
- walks around the village
- links with Border Oak construction
- use of IT to view world mosques
- working with local artists

SUBJECT-SPECIFIC VOCABULARY

We will expect children to use these words and phrases:

shade, tone, sketch, pattern, line, shape, primary, secondary, wash, stipple, broad, fine, effect, horizon, portrait, foreground, background, wax-resist, animation, font, typography, collage

CROSS-CURRICULAR LINKS

This itinerary fits with our other learning through:

- Design and technology – working with textiles
- English – power of language
- Maths – measurement, symmetry, rotation
- Topic – related to current themes in history/geography/etc

LEARNING BEHAVIOURS Children will be expected to:

Tries new things	enjoy exploring new materials and learning from different artists
Works hard	persevere from beginning to end
Concentrates	focus on work to complete tasks.
Self-motivates	use research and own ideas to explore and complete finished pieces
Imagines	consider alternatives to overcome challenges
Improves	demonstrate changes and developing ideas in sketchbooks
Understands others	listen to others' opinions in order to adapt and refine artwork
Doesn't give up	Keep going, even if the process or idea is challenging