

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembroke 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: UKS2

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

- Apply objectives from LKS2

End of Unit Objectives

Children should be able to:

Drawing	Painting	Printing	Sketch books
• Identify and draw simple objects, and use marks and lines to produce texture • successfully use shading to create mood and feeling • 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 • sketches communicate emotions and a sense of self with accuracy and imagination • explain why they have combined different tools to create their drawings • explain why they have chosen specific drawing techniques	• Create all the colours they need • create mood in their paintings • express their emotions accurately through their painting and sketches • explain what their own style is • use a wide range of techniques in their work • explain why they have chosen specific painting techniques	• Print using a number of colours • create an accurate print design that meets a given criteria • print onto different materials • overprint using different colours • look very carefully at the methods they use and make decisions about look very carefully at the methods they use and make decisions about the effectiveness of their printing methods	• Keep notes in their sketch books as to how they might develop their work further • use their sketch books to compare and discuss ideas with others • sketch books contain detailed notes, and quotes explaining about items • compare their methods to those of others and keep notes in their sketch books • combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books • adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books
3D/Textiles	Use of IT	Collage	Knowledge
• Experiment with and combine materials and processes to design and make 3D form • sculpt clay and other mouldable materials • use textile and sewing skills as part of a project, e.g. hanging, textile book, etc..? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery • create models on a range of scales • create work which is open to interpretation by the audience • include both visual and tactile elements in their work	• create a piece of art work which includes the integration of digital images they have taken • combine graphics and text based on their research • scan images and take digital photos, and use software to alter them, adapt them and create work with meaning • create digital images with animation, video and sound to communicate their ideas. • use software packages to create pieces of digital art to design • create a piece of art which can be used as part of a wider presentation	• use ceramic mosaic to produce a piece of art • combine visual and tactile qualities • justify the materials they have chosen • combine pattern, tone and shape	• experiment with different styles which artists have used • learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information • make a record about the styles and qualities in their work • Explain what their work is influenced by • include technical aspects in their work, e.g. architectural design

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

Autumn		Spring		Summer	
IT How can I use digital images, animation and sound, to illustrate my knowledge about mountains and volcanoes?	Painting How can I paint a design in the style of an Islamic tile?	Drawing/ink/painting How can I design an illuminated letter?	Textiles How can we make a decorative piece of work based around a letter using decorative stitching and applique?	Painting/printing How can I use the work of Andy Warhol to inspire portraiture?	3D/sculpture How can I use American icons to make our own museum of modern art?
Wax-resist How can I use wax to create a Henry Moore-inspired piece of art?	Sculpture How can I create a sculpture inspired by Henry Moore?	Drawing/painting/collage How can I create a design for a Greek pot?	3D How can I construct a Greek pot using clay or mod roc?	Painting How can I use watercolours to create an image of our locality? J W Turner	IT How can I use digital techniques to illustrate the history of the River Thames?
ENRICHMENT OPPORTUNITIES We will endeavour to include: • visits to local galleries • use of local sites e.g. river • visits from local artists • use of IT to view world mosques		SUBJECT-SPECIFIC VOCABULARY We will expect children to use these words and phrases: shade, tone, sketch, cross hatch, pattern, line, shape, primary, secondary, wash, stipple, broad, fine, effect, horizon, portrait, perspective foreground, background, wax-resist, animation, font, typography, collage, sculpture		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 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
Self-motivates	use research and own ideas to explore and complete finished pieces
Concentrates	show focus to the end of the task
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