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| Art Curriculum Planning KS2  Being Our Best Selves  End points | | | |
| Year group | Autumn Term | Spring Term | Summer term |
| 5 | **Drawing: I need space**  Exploring the purpose and impact of images from the ‘Space race’ era of the 1950s and 60s; developing independence and decision-making using open-ended and experimental processes; combining drawing and collagraph printmaking to create a futuristic image. | **Sculpture and 3D –** Interactive installation  Learning about the features of installation art and how it can communicate a message; exploring the work of Cai Guo-Qiang and discovering how our life experiences can inspire our art; investigating how scale, location and interactive elements affect the way visitors experience installation art. | **Paints and mixed media** – Portraits  Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media. |
|  | Pupils who are **secure** will be able to:   * Understand and explain what retrofuturism is. * Participate in discussions and offer ideas. * Evaluate images using simple responses, sometimes using formal elements to extend ideas. * Provide plausible suggestions for how a piece was created. * Comfortably use different stimuli to draw from. * Use past knowledge and experience to explore a range of drawing processes. * Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. * Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. * Generate a clear composition idea for a final piece that shows how it will be drawn. * Apply confident skills to make an effective collagraph print. * Independently select tools and drawing techniques, with some guidance. * Demonstrate growing independence, discussing ways to improve work. | Pupils who are **secure** will be able to:   * Group images together, explaining their choices. * Answer questions about a chosen installation thoughtfully and generate their own questions. * Show that they understand what installation art means. * Justify their opinions of installation artworks. * Evaluate their box designs, considering how they might appear as full-sized spaces. * Suggest changes they could make if they repeated the activity to create a different atmosphere in the space. * Create an installation plan, model or space. * Describe their creations and the changes they made as they worked. * Describe how their space conveys a particular message or theme. * Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation. * Show they have considered options for how to display their installation best e.g. lighting effects. * Present information about their installation clearly in the chosen format. * Justify choices made, explaining how they improve the viewer experience or make it interactive. | Pupils who are **secure** will be able to:   * Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. * Try a variety of materials and compositions for the backgrounds of their drawings. * Communicate to their partner what kind of photo portrait they want. * Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. * Create a successful print. * Use some Art vocabulary to talk about and compare portraits. * Identify key facts using a website as a reference. * Explain their opinion of an artwork. * Experiment with materials and techniques when adapting their photo portraits. * Create a self-portrait that aims to represent something about them. * Show they have considered the effect created by their choice of materials and composition in their final piece. |