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| Art Curriculum Planning KS2Being Our Best SelvesEnd 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 installationLearning 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** – PortraitsInvestigating 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.
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