

Art & Design Intention Map

Lower Key Stage Two



Placing learning at the heart of everything we do.



Lower KS2 Intention Map 2021 - 2022



Learning Intentions

1. Use and combine a range of visual elements in artwork.
2. Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.
3. Create a 3-D form using malleable or rigid materials, or a combination of materials.
4. Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.



Gods & Mortals

Knowledge Intentions

1. Visual elements include colour, line, shape, form, pattern and tone.
2. Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.
3. Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques.
4. Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.

End product: Evidence of a process that leads to a sculpture of the human form.

The Gallery



Alberto Giacometti

Auguste Rodin, Louise Bourgeois & Gianlorenzo Bernini



Learning Intentions

1. Use and combine a range of visual elements in artwork.
2. Identify, mix and use contrasting coloured paints.
3. To develop control over the fluidity of watercolours; to develop paint techniques (wet on wet) and colour mixing using watercolours.
4. To enhance water colour techniques with different media, including crayons, blotting and salt.
5. To create a series of paintings to develop ideas, through experimentation on a theme (water) or mastery of a technique.



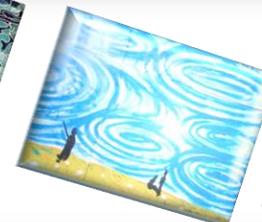
Flow

1. Visual elements include colour, line, shape, form, pattern and tone.
2. Examples of contrasting colours include red and green, blue and orange, purple (violet) and yellow. They are obviously different to one another and are opposite each other on the colour wheel.
3. Cool colours remind the viewer of ice, water, snow; they can make people feel calm.
4. How much water you mix with water colour paint determines both the depth of its hue and value.
5. The colour of water varies with the ambient conditions in which that water is present.
6. Reflections appear distorted and broken on the surface of water.

End product: A waterscape study – watercolours/collages/pastels

Knowledge Intentions

The Gallery



David Hockney

Karen Gunderson, Zaria Forman & Matthew Cusick



Learning Intentions

1. Use nature and natural forms as a starting point for artwork.
2. Create a series of sketches over time to develop ideas on a theme or mastery of a technique.
3. Represent movement and perspective in drawings



Predator

Knowledge Intentions

1. Nature and natural forms can be used as a starting point for creating artwork.
2. Techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.
3. Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching.
4. Tone is the relative lightness and darkness of a colour.

End product: Evidence of Sketches and drawings of dynamic animal poses using a range of media such as charcoal, pencils; light and shadow.

The Gallery



Debbie Boon

Albrecht Durer, George Stubbs & Henri Rousseau



Lower KS2 Intention Map 2022 - 2023



Learning Intentions

1. Develop techniques through experimentation to create different types of art
2. Create a series of sketches over time to develop ideas on a theme or mastery of a technique.
3. Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.
4. Use the properties of pen, ink and charcoal to create a range of effects in drawing.
5. Choose an interesting or unusual perspective or viewpoint for a landscape
6. Compare and contrast artwork from different times and cultures.
7. Explain the significance of art, architecture or design from history and create work inspired by it.



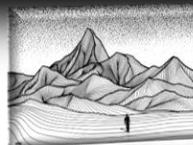
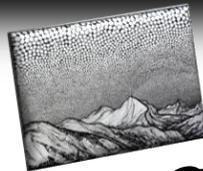
Misty Mountain Sierra

Knowledge Intentions

1. Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.
2. Artists use sketching to develop an idea over time.
3. Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture.
4. Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together.
5. Art can display interesting or unusual perspectives and viewpoints.
6. Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.

End product: Evidence of the process of developing the use of line visually describe texture – pen & ink landscapes

The Gallery



Christa Rijnveld

Peter Paul Rubens, Jacques Callot & Sir Anthony Van Dyck



Learning Intentions

1. Develop techniques through experimentation to create different types of art.
2. Use clay to create a detailed 3-D form.
3. Combine a variety of printmaking techniques and materials to create a print on a theme.
4. Explain the significance of art, architecture or design from history and create work inspired by it.



Traders & Raiders

Knowledge Intentions

1. Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.
2. Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms.
3. Different printmaking techniques include mono printing, engraving, etching, screen printing and lithography.
4. Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used.
5. Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.

End product: Evidence of a study of traditional Japanese prints.

The Gallery



Hokusai

Taiso Yoshitoshi, Utagawa Kunisada & Kitagawa Utamaro



Learning Intentions

1. Develop techniques through experimentation to create different types of art.
2. Create a series of sketches over time to develop ideas on a theme or mastery of a technique.
3. Use a range of stitches to add detail and texture to fabric or mixed-media collages.
4. Explore and develop art that uses the human form to create a narrative, using ideas from contemporary or historical starting points.



1066

Knowledge Intentions

1. Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.
2. Artists use sketching to develop an idea over time.
3. Stitches include running stitch, cross stitch and blanket stitch.
4. Art can be developed that depicts the human form to create a narrative.
5. Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used.
6. Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.

End product: simple stitch work following an outline in the style of Bayeux Tapestry.

The Gallery



Grayson Perry

Sir Edward Burne-Jones, Charles Le Brun & Graham Sutherland



Checklist



National Curriculum Programme of Study		2021 - 2022	2022 - 2023
Art & Design	Produce creative work, exploring their ideas and recording their experiences.	T4, T5, T6,	T3, T4, T6,
	Become proficient in drawing, painting, sculpture and other art, craft and design techniques.	T4, T5, T6,	T3, T4, T6,
	Evaluate and analyse creative works using the language of art, craft and design.	T4, T5, T6,	T3, T4, T6,
	Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	T4, T5, T6,	T3, T4, T6,
	to create sketch books to record their observations and use them to review and revisit ideas.	T4, T5, T6,	T3, T4, T6,
	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of material.	T4, T5, T6,	T3, T4, T6,
	about great artists, architects and designers in history.	T4, T5, T6,	T3, T4, T6,

	YEAR A 2021 - 2022						Year B 2022 - 2023					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Produce creative work												
Become proficient												
Evaluate and analyse												
Create sketch books												
Improve their mastery												
About great artists												

Completed in depth