



UKS2 Markland Hill Art Curriculum – UPKS2 YEAR B

Autumn	Spring	Summer
Print & Activism Artists: Luba Lukova, Faith Ringgold, Shepard Fairey Substantive Knowledge(NC objectives): - That artists can use art as a way to express their opinions, using their skills to speak for sectors of society. - That artists acting as activists often use print because it allows them to duplicate and distribute their message. - That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language. - That through art as activism we can come together. Disciplinary Knowledge (NC objectives): Printing, Collaging, Drawing Curriculum Links History: Look at the messaging from WW2 posters. Science: Environmental changes, deforestation.	Architecture: Dream Big or Small? Artists: Zaha Hadid, Antoni Gaudi Substantive Knowledge(NC objectives): - That architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they design. - That we can make creative choices which both serves ourselves as individuals and the communities we belong to. - That we can use form, structure, materials, and scale to design innovative buildings. - That we can build architectural models to test out our ideas and share our vision. Disciplinary Knowledge (NC objectives):	Mixed Media Land And City Scapes Artists: Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones Substantive Knowledge(NC objectives): - That artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or city scapes. - That artists often work outside (plein air) so that all their senses can be used to inform the work. - That as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things “wrong”. - We can share our artistic discoveries with, and be inspired by each other. - We can use sketchbooks to focus this exploration and we do not always need to create an “end result” – sometimes the exploratory journey is more than enough. Disciplinary Knowledge (NC objectives): Painting, Drawing, Sketchbooks

PSHE: Responsibility to the planet, Collaboration, Peer Discussion, Different Religions, Ethnic Identity.

Medium:

Paper, Pen, Paint

End Point

- I have seen how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities.
- I have explored how I can find out what I care about, and find ways I might share my ideas with us.
- I have seen how my classmates may have different things they care about, or share things we care about, but they are all valid.
- I can create visuals and text which communicate my message.
- I can use line, shape and colour to make my artwork.
- I can use typography to make my messages stand out.
- I can combine different techniques such as print, collage and drawing.
- I can reflect and articulate about my own artwork and artwork made by my classmates.

Key Vocabulary:

Printing, Collaging, Drawing

Architecture, Drawing, Sketchbooks

Curriculum Links

Geography: Opportunity to talk about issues surrounding climate change to inform the type of houses you make, and the materials you use.

History: Changes in Britain – How architecture has changed from your chosen civilisation topic. Design a bomb shelter inspired by WW2?

Maths: Measuring, 2D and 3D shapes, symmetry, angles.

PSHE: Responsibility to the planet, Collaboration, Peer Discussion

Medium:

Foamboard, Ink, Card

End Point

- I have explored domestic architecture which is aspirational and large, and I have explored the Tiny House movement. I can discuss with the class how both these ways of designing might affect our lives.
- I can use my sketchbook to collect, record and reflect my ideas and thoughts.

Curriculum Links

Geography: Link your landscapes to your chosen topic e.g. cities in the Northern hemisphere, settlements and land use, digital mapping.

Science: Local habitat, Environmental changes.

PSHE: Responsibility to the planet, Collaboration, Peer Discussion.

Medium:

Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, Paper, (Sketchbook Making Task: Paper, string, elastic bands, glue)

End Point

- I have seen how artists respond to land and city scapes in various ways by using inventive mixed media combinations.
- I have seen how artists work outside amongst the land and city scapes which inspire them, and how they use all their senses to capture the spirit of the place. I have been able to share my response to their work.
- I can extend my sketchbook thinking creatively about how I can change the pages giving myself different sizes and shapes of paper to work on.
- I can use my sketchbook to explore and experiment. I have taken creative risks and been able to reflect upon what worked and what didn't work.
- I have continued my exploratory work outside the sketchbooks, bringing my

- I can make larger drawings working from still imagery, using various drawing techniques for fifteen or so minutes.
- I can explore how line, form, structure, material, and scale are all used to make architecture interesting, and help the designer meet the design brief.
- I can make an architectural model using the 'design through making' technique, using my sketchbook to help free my imagination.
- I can present my work, reflect and share it with my classmates.
- I can respond to the work of my classmates, sharing my thoughts about their work in relation to the architecture we looked at during the project.
- I can photograph my work considering lighting, focus and composition.

Key Vocabulary:

- Domestic Architecture, Aspirational, Visionary, Environmental, Tiny House, Movement,
- Form, Structure, Materials, Balance, Scale, Interior, Exterior, Context, Location Design through Making, Model, Maquette, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

"sketchbook way of thinking" to larger sheets of paper.

- I can share my journey and discoveries with others and am able to reflect upon what I have learnt.
- I can appreciate and be inspired by the work of my classmates, and I can share my response to their work.

Key Vocabulary:

Printing, Collaging, Drawing, Soft B pencils, handwriting pens, sharpies, coloured pencils, oil/chalk pastels, charcoal, water colour, acrylic paint, ink, assorted papers and envelopes, glue.

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