



St Augustine's Catholic Academy
Art Intent

Knowledge in red aimed at Y1, Knowledge in green aimed at Y2, Knowledge in black aimed at both Y1 and Y2.

Painting – Printing	
Indian Wood Block Printing	
Year 1/2 Cycle A Topic	
National Curriculum	<ul style="list-style-type: none"> To use drawing, printing, painting and sculpture to develop and share their ideas, experiences and imagination. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Core Knowledge	<ol style="list-style-type: none"> Know that printing is to transfer a mark or image from one material to another. Know that prints can be made from ordinary objects e.g. paper, string, and cardboard. Know that prints can be made from natural block objects. Know what Indian wood block print looks like. Know how to describe what they can see in the artwork of Indian Wood block. Know how to identify the similarities and differences in selected artwork and some artists. Know that the primary colours are red, yellow and blue. Know that primary colours can be mixed to make secondary colours. Know that a pattern is shapes, colours or lines repeated. Know how to apply paint to a range of objects and experiment with printing. Know how to carry out block prints by aligning the images sequentially. Know how to design their own block print to create repeating patterns. Know how to create their own a simple design for a block print using string, card and PVA glue. Know how to design and make their own detailed relief printing block using polystyrene (printing from a block that has recessed areas). Know how to identify what went well in their work and what changes they would make next time. Know how to <u>discuss own work and others' work, expressing thoughts and feelings</u>. Know how to <u>discuss their own work and peers work</u>: referring to the effectiveness of simple <u>techniques</u> used. (KSH – Kind, specific, helpful).
Wider Knowledge	<p>Know that Indian woodblock printing is a technique used for printing images, texts and patterns onto fabric. Know that it started in India around 1000 years ago and in China before this.</p> <p>Know the woodblock were made from trees that grow in the Indian villages where the they are made. Know wood blocks are typically made from Sheesham wood, a tree native to India.</p> <p>Know that Indian woodblock printing can be used to decorate fabric to be made into Saree's – traditional Asian womenswear. Know that the images used e.g. birds, animals, organics patterns can be specific to the region the fabric is made in.</p>



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Skills	<ol style="list-style-type: none"> 1. Explain that block printing is creating a design onto a wooden or other surface and using it to create a repeating pattern. 2. Describe what they can see from the prints. Identify similarities and differences in the images used in the prints. 3. Identify which colours are primary and which are secondary colours. Choose which primary colours to mix to make a specific secondary colour e.g. blue & yellow to make green. 4. Apply paint to the block evenly covering the whole surface of the block design. Use appropriate pressure when applying the block to the surface of the paper/fabric and hold it still when the block is applied. 5. Make clear marks into the 'pressprint' leaving space between lines. Apply string etc securely to the base block and cover with PVA glue to ensure it is waterproof before printing. 6. Express preferences about their own and others work. Make suggestions referring to what worked well and what could be improved.
Diversity Links	<p>To know that Indian woodblock printing is a technique that has been used for centuries but these techniques first originated in China. The wood blocks are typically made from Sheesham wood, a tree native to India. The printing can be used to decorate fabric to be made into Saree's – traditional Asian womenswear.</p>
Vocabulary	<p>Printing, Indian woodblock printing, press, clean, image, roller, palette/tray, repeating pattern, design, primary and secondary colours, natural objects, relief printing, print making.</p>

Knowledge in red aimed at Y3, Knowledge in green aimed at Y4, Knowledge in black aimed at both Y3 and Y4.

Year 3/4 Cycle A Topic	Drawing – Still Life Georgia O'Keeffe/Nature
National Curriculum	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • About great artists, architects and designers in history.
Core Knowledge	<ol style="list-style-type: none"> 1. Know that still life is a drawing or painting that focuses on still objects. Know that still life subject matter is typically everyday objects. Know that a viewfinder is used to focus on part of an object when drawing instead of the whole still life composition. 2. Know that the work 'Oriental Poppies' 1928, 'Jimson Weed' 1936 'Jonquils I' 1936 - O'Keeffe are still life paintings. Know how to select interesting parts of the flower and make careful drawings, using a pencil. Know that H pencils are used to create a hard line, HB creates a medium softness and B creates a softer line (H, HB, 6B). 3. Know how to use line to create tone and texture. Using their knowledge from lesson 2, know how to use different grades of pencil H, HB, B to create tones of light and dark.



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	<p>4. Know that different materials can create different effects in drawing. E.g. pastels, chalk, felt tips. Know which techniques to use to create tone including: Hatching – Closely spaced parallel lines. Stippling – Areas of light and shadow using nothing but dots. Know how to use hatching and stippling together with different materials to show light and shadow effects.</p> <p>5. Know how to draw an aspect of a still life flower composition inspired by Georgia O'Keeffe. Know how to draw the still life flower and have awareness of line and space. Know how to focus on a specific area of a flower and replicate in own artwork using line and tone.</p> <p>6. Know how to evaluate and analyse creative works using specific language of art taught in the unit. (KSH – Kind, specific, helpful) Know which things they would change or modify on their composition. Know and give reasons for choices of colour/material/technique.</p>
Wider Knowledge	<p>Know that Georgia O'Keeffe she lived and worked in America. Know that Georgia O'Keeffe is one of the most important female artists of the 20th century.</p> <p>Know Georgia O'Keeffe painted thousands of paintings in her lifetime many of them were still life flower arrangements. The Georgia O'Keeffe Museum opened in Santa Fe in America 1997; it displays over 3000 of her works.</p> <p>Most successful artists are men so she was a leader for women in art. Georgia O'Keeffe is known as a leader of American modernism which is a type of art.</p>
Skills	<p>1. Look at part of an object when drawing rather than the whole object. Use a viewfinder to pay close attention to part of a subject being drawn.</p> <p>2. Choose an interesting part of an object to make a line drawing of with a pencil. Use observation skills to look and observe still life objects when making a line drawing with a pencil.</p> <p>3. Space lines out to create lighter areas and close together to make darker areas when adding tone to a drawing. Refine their drawing skills, know which type of pencil to use to create tone.</p> <p>4. Select drawing materials and techniques based on their understanding of the possible marks that can be made.</p> <p>5. Create own composition. Select the materials/equipment to create the effect wanted.</p> <p>6. Say what has worked well in a drawing to create line and tone. Evaluate and analyse creative works using the language of art: tone, line, space, shade, light, dark and make reference to the effect of the different materials used.</p>
Diversity Links	Georgia O'Keefe – American Artist
Vocabulary	Still life, realistic, Georgia O'Keeffe, viewfinder, subject, perspective, hard pencils, soft pencils, grade, marks, line, sketching, technique, hatching, stippling,



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Composition, focal point, tone, contour line, H, HB, B pencils

Knowledge in red aimed at Y5, Knowledge in green aimed at Y6, Knowledge in black aimed at both Y5 and Y6.	
Y5/6 Cycle A Topic	Sculpture – Interactive Installation
National Curriculum	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To improve their mastery of art and design techniques, including sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.
Core Knowledge	<ol style="list-style-type: none"> Know art installations are large constructions/sculptures often made from mixed materials designed for a specific place. Know the space the installation is in is as important as the installation itself and the artists designs them to work together. Know the effect of space and scale when creating sculpture installations. Know the effect they want to create as they choose and combine materials. Know how to try alternatives and problem solve when creating installations. Know how ordinary spaces can be transformed by using everyday objects in an installation. Know the location and how they construct their installation impacts how it appears to a viewer. Know how to plan an installation that communicates a message. Know how their installation idea might make the viewer feel and how to communicate their message. Know what effect the choice of materials, arrangement, construction of materials and how they plan to use space will have on the viewer. Know how to apply their knowledge of installation art and develop ideas into a finished piece. Know that 'interactive' means the audience can be actively involved with the installation. Know ways to make an installation interactive to e.g. in how to include more than one interactive element, such as sound and lighting. Enrichment Trip to Rufford Park. Know how an installation makes you feel and what the artist has used to make it interactive. Know how the artist has combined the use of space, environment and materials to communicate the intended message.
Wider Knowledge	<p>Know that installation is often large in scale and can be indoors and outdoors.</p> <p>Know that location of installation art is important and impacts the choice of materials.</p> <p>Know some of the sites close to Nottingham that house installation art e.g. the Nottingham Contemporary Art Gallery, Rufford Park, Yorkshire Sculpture Park.</p>
	<ol style="list-style-type: none"> Define installation art. Identify similarities and differences between art installations indoors and outdoors. Analyse artworks and justify my opinions about how the artists' choice of materials suit the environment.



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Skills	<p>2. Work safely when creating my prototype installation space. Create the effect of a large-scale space within a box.</p> <p>3. Move objects around within a space and find the best way to display it. Adapt everyday objects and make them interesting for the viewer. Make changes and try new ideas if something doesn't work first time.</p> <p>4. Choose a clear message for the installation. Identify the intended impact of the installation on the audience's feelings. Describe how space, materials and arrangement have been considered and planned in the installation.</p> <p>5. Describe how installations can be interactive. Include interactive elements. Show new knowledge learned about installation art in final construction. Explain the choices made when displaying the final installation art. Collect the opinions of the audience. Evaluate existing installations indoors and outdoors.</p>
Diversity Links	<p>Guo-Qiang was born in 1957 in the Fujian Province, China. He grew up during China's Cultural Revolution, when explosions were part of everyday life. Guo-Qiang took part in demonstrations against political changes. He creates sculpture, drawings, installations and performance work. His art explores culture, politics and science and sometimes features explosions.</p> <p>Link: 'Netflix trailer for 'Sky Ladder' documentary 2016' *</p> <p>Link: 'White Tone' 2016 by Cai Guo-Qiang on Google Arts and Culture *</p> <p>*check the content of these external websites before sharing with children as we don't have control over their content changing overtime.</p>
Vocabulary	<p>Installation art, sculpture, location, space, environment, atmosphere, message, concept, location, interactive, performance art, scale, viewer, analyse, annotate, display, evaluate.</p>

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