



# 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.

| Year 1/2<br>Cycle A Topic  | <b>Painting – Printing</b><br><br><b>Indian Wood Block Printing</b>   |
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| <b>National Curriculum</b> | <ul style="list-style-type: none"> <li>To use <b>drawing, printing, painting</b> and sculpture to develop and share their ideas, experiences and imagination.</li> <li>About the work of a range of artists, <b>craft makers and designers</b>, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>   |
| <b>Core Knowledge</b>      | <ol style="list-style-type: none"> <li>Know that printing is to transfer a mark or image from one material to another.<br/>           Know that prints can be made from ordinary objects e.g. paper, string, and cardboard.<br/>           Know that prints can be made from natural block objects.</li> <li>Know what Indian wood block print looks like.<br/>           Know how to describe what they can see in the artwork of Indian Wood block.<br/>           Know how to identify the similarities and differences in selected artwork and some artists.</li> <li>Know that the primary colours are red, yellow and blue.<br/>           Know that primary colours can be mixed to make secondary colours.</li> <li>Know that a pattern is shapes, colours or lines repeated.<br/>           Know how to apply paint to a range of objects and experiment with printing.<br/>           Know how to carry out block prints by aligning the images sequentially.</li> <li>Know how to design their own block print to create repeating patterns.<br/>           Know how to create their own a simple design for a block print using string, card and PVA glue.<br/>           Know how to design and make their own detailed relief printing block using polystyrene (printing from a block that has recessed areas).</li> <li>Know how to identify what went well in their work and what changes they would make next time.<br/>           Know how to <u>discuss own work and others' work, expressing thoughts and feelings</u>.<br/>           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).</li> </ol> |
| <b>Wider Knowledge</b>     | <p>Know that Indian woodblock printing is a technique used for printing images, texts and patterns onto fabric.<br/>           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.<br/>           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.<br/>           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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| <b>Skills</b>          | <ol style="list-style-type: none"> <li>1. Explain that block printing is creating a design onto a wooden or other surface and using it to create a repeating pattern.</li> <li>2. <b>Describe what they can see from the prints.</b><br/>Identify similarities and differences in the images used in the prints.</li> <li>3. <b>Identify which colours are primary and which are secondary colours.</b><br/>Choose which primary colours to mix to make a specific secondary colour e.g. blue &amp; yellow to make green.</li> <li>4. Apply paint to the block evenly covering the whole surface of the block design.<br/>Use appropriate pressure when applying the block to the surface of the paper/fabric and hold it still when the block is applied.</li> <li>5. Make clear marks into the 'pressprint' leaving space between lines.<br/>Apply string etc securely to the base block and cover with PVA glue to ensure it is waterproof before printing.</li> <li>6. <b>Express preferences about their own and others work.</b><br/>Make suggestions referring to what worked well and what could be improved.</li> </ol> |
| <b>Diversity Links</b> | <p>To know that Indian woodblock printing is a technique that has been used for centuries but these techniques first originated in China.<br/>The wood blocks are typically made from Sheesham wood, a tree native to India.<br/>The printing can be used to decorate fabric to be made into Saree's – traditional Asian womenswear.</p>   |
| <b>Vocabulary</b>      | <p>Printing, Indian woodblock printing, press, clean, image, roller, palette/tray, repeating pattern, design, primary and secondary colours, <b>natural objects, relief printing, print making.</b></p>  |

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

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



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|                        | <p>4. Know that different materials can create different effects in drawing. E.g. pastels, chalk, felt tips.<br/>Know which techniques to use to create tone including:<br/>Hatching – Closely spaced parallel lines.<br/>Stippling – Areas of light and shadow using nothing but dots.<br/>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.<br/>Know how to draw the still life flower and have awareness of line and space.<br/>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)<br/>Know which things they would change or modify on their composition.<br/>Know and give reasons for choices of colour/material/technique.</p>   |
| <b>Wider Knowledge</b> | <p>Know that Georgia O'Keeffe she lived and worked in America.<br/>Know that Georgia O'Keeffe is one of the most important female artists of the 20<sup>th</sup> century.</p> <p>Know Georgia O'Keeffe painted thousands of paintings in her lifetime many of them were still life flower arrangements.<br/>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.<br/>Georgia O'Keeffe is known as a leader of American modernism which is a type of art.</p>  |
| <b>Skills</b>          | <p>1. Look at part of an object when drawing rather than the whole object.<br/>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.<br/>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.<br/>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.<br/>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.<br/>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> |
| <b>Diversity Links</b> | Georgia O'Keefe – American Artist   |
| <b>Vocabulary</b>      | 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. |   |
|---|---|
| <b>Y5/6<br/>Cycle A Topic</b>   | <b>Sculpture –<br/>Interactive Installation</b>   |
| <b>National Curriculum</b>  | <p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>To improve their mastery of art and design techniques, including <b>sculpture</b> with a range of materials [for example, pencil, charcoal, paint, <b>clay</b>].</li> <li>About great <b>artists</b>, architects and designers in history.</li> </ul>   |
| <b>Core Knowledge</b>   | <ol style="list-style-type: none"> <li>Know art installations are large constructions/sculptures often made from mixed materials designed for a specific place.<br/>Know the space the installation is in is as important as the installation itself and the artists designs them to work together.</li> <li>Know the effect of space and scale when creating sculpture installations.<br/>Know the effect they want to create as they choose and combine materials.</li> <li>Know how to try alternatives and problem solve when creating installations.<br/>Know how ordinary spaces can be transformed by using everyday objects in an installation.<br/>Know the location and how they construct their installation impacts how it appears to a viewer.</li> <li>Know how to plan an installation that communicates a message.<br/>Know how their installation idea might make the viewer feel and how to communicate their message.<br/>Know what effect the choice of materials, arrangement, construction of materials and how they plan to use space will have on the viewer.</li> <li>Know how to apply their knowledge of installation art and develop ideas into a finished piece.<br/>Know that 'interactive' means the audience can be actively involved with the installation.<br/>Know ways to make an installation interactive to e.g. in how to include more than one interactive element, such as sound and lighting.</li> <li>Enrichment Trip to Rufford Park.<br/>Know how an installation makes you feel and what the artist has used to make it interactive.<br/>Know how the artist has combined the use of space, environment and materials to communicate the intended message.</li> </ol> |
| <b>Wider Knowledge</b>  | <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"> <li>Define installation art.<br/>Identify similarities and differences between art installations indoors and outdoors.<br/>Analyse artworks and justify my opinions about how the artists' choice of materials suit the environment.</li> </ol>  |



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| <b>Skills</b>          | <p>2. Work safely when creating my prototype installation space.<br/>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.<br/><b>Adapt everyday objects and make them interesting for the viewer.</b><br/><b>Make changes and try new ideas if something doesn't work first time.</b></p> <p>4. Choose a clear message for the installation.<br/><b>Identify the intended impact of the installation on the audience's feelings.</b><br/><b>Describe how space, materials and arrangement have been considered and planned in the installation.</b></p> <p>5. Describe how installations can be interactive.<br/>Include interactive elements.<br/><b>Show new knowledge learned about installation art in final construction.</b><br/><b>Explain the choices made when displaying the final installation art.</b><br/><b>Collect the opinions of the audience.</b><br/><b>Evaluate existing installations indoors and outdoors.</b></p> |
| <b>Diversity Links</b> | <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: <a href="#">'Netflix trailer for 'Sky Ladder' documentary 2016'</a> *</p> <p>Link: <a href="#">'White Tone' 2016 by Cai Guo-Qiang</a> 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>  |
| <b>Vocabulary</b>      | <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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