

St. Benedict's Primary School
Art and Design
KNOWLEDGE AND SKILLS BUILDER

Art and Design element from the National Curriculum –
 Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.

Phase	Context for learning	Knowledge and Skills
KEY STAGE 1	<p>Year 2 Autumn 1 Street Detectives Big Question– Context – Looking after our community – Urban landscapes Programmes of Study Learn 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.</p>	<p>Skills Describe similarities and differences between artwork on a common theme.</p> <p>Knowledge Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events.</p>
	<p>Year 2 Spring 1 Muck, Mess and Mixtures Big Question– What impact does heating and cooling have on materials? Context – Kitchen capers – Food landscapes Programmes of Study Learn 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.</p>	<p>Skills Explain why a painting, piece of artwork, body of work or artist is important.</p> <p>Knowledge Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time.</p>
LOWER KEY STAGE 2	<p>Year 3 Spring 1 Tremors Big Question – What causes tremors on earth? Context – Rocks – sculptural stone work Programmes of Study Learn about great artists, architects and designers in history.</p>	<p>Skills Work in the style of a significant artist, architect, culture or designer.</p> <p>Knowledge The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used.</p>
	<p>Year 4 ILP Autumn 2 Potions Big Question - What is the difference between a solid, liquid and gas? Context – Hearts and herbs – Love potions Programmes of Study Learn about great artists, architects and designers in history.</p>	<p>Skills Compare and contrast artwork from different times and cultures</p> <p>Knowledge 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.</p>
	<p>Year 4 ILP Spring 1 Traders and Raiders Big Question - Where did the Anglo Saxons settle and why? Context – The final showdown – Exhibition! Programmes of Study</p>	<p>Skills Explain the significance of art, architecture or design from history and create work inspired by it.</p> <p>Knowledge</p>

	Learn about great artists, architects and designers in history.	Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used.
UPPER KEY STAGE 2	<p>Year 5 ILP Autumn 2 Off with her Head!</p> <p>Big Question: Context – Meet the Tudors – Portraits! Programmes of Study Learn about great artists, architects and designers in history.</p>	<p>Skills Describe and discuss how different artists and cultures have used a range of visual elements in their work.</p> <p>Knowledge Visual elements include line, light, shape, colour, pattern, tone, space and form.</p>
	<p>Year 6 ILP Summer 2 Gallery Rebels</p> <p>Big Question: Context – Art gallery visit/Let’s start the art! – Practical activities Programmes of Study/Using source materials/ The Surrealists – The life and times of Salvador Dali /Creating gallery exhibits – step 1 Learn about great artists, architects and designers in history.</p>	<p>Skills Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.</p> <p>Knowledge Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject.</p>
	<p>Year 6 ILP Summer 2 Gallery Rebels</p> <p>Big Question: Context – Express yourself – Exploring Expressionist artwork/The Surrealists – Dream or reality – Automatic drawing Programmes of Study Learn about great artists, architects and designers in history.</p>	<p>Skills Compare and contrast artists’ use of perspective, abstraction, figurative and conceptual art.</p> <p>Knowledge Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece.</p>