

Art & Design Intention Map

Lower Key Stage Two



Intention Map 2023 - 2024

Placing learning at the heart of everything we do.



Mighty Metals (Sculpture)

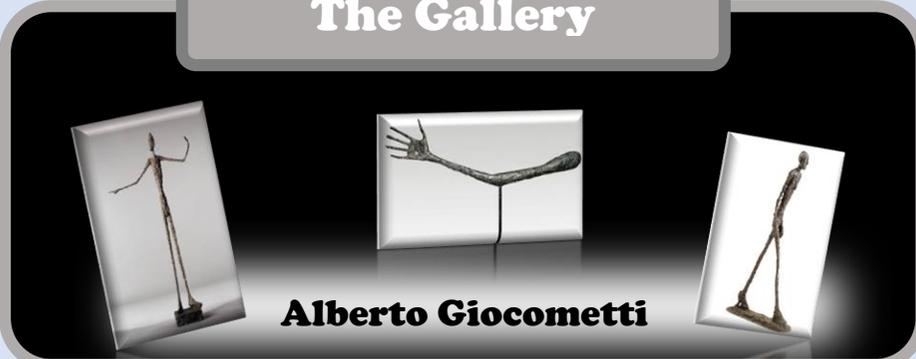
Learning Intentions

Week 1	<p>Who is Alberto Giacometti?</p> <ul style="list-style-type: none"> Identify and describe the work of Alberto Giacometti. Make notes and annotations about his work (including appraisal of work and techniques used).
Week 2	<ul style="list-style-type: none"> Use a sketchbook to plan, collect and develop ideas. Identify & record, through photographs, the human form in action.
Week 3	<ul style="list-style-type: none"> Draw the human form in proportion. Apply proportion to drawings of the human form in action (using a flexible mannequin as a guide).
Week 4	<ul style="list-style-type: none"> Work in a safe & organised way, caring for equipment. Think critically about my art and design work and select and use a 2D sketch to create into a 3D form. Make a maquette. Create a frame as the basis for sculpture.
Week 5	<ul style="list-style-type: none"> Experiment applying different media to a frame. Adapt work as necessary and explain why.
Week 6	<ul style="list-style-type: none"> Apply knowledge, skills, and techniques to create sculpture of the human form. Compare their work to the core artist, describing differences and similarities.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Giacometti was a Swiss sculptor from the past. He was the one of the most important sculptors of the 20th Century. Giacometti worked in clay and plaster. Sculpture refers to the art of making 3D dimensional forms.
Week 2	<ul style="list-style-type: none"> Photographs, pictures, and sketches can form the inspiration for future pieces of art. Different placement, angles and position of the body/limbs is important in creating the impression of movement.
Week 3	<ul style="list-style-type: none"> On average the head to body ration is 1:8. The medial line divides the body vertically into two equal halves, left and right.
Week 4	<ul style="list-style-type: none"> A base will give stability to a sculpture. Understand where greater support is needed to maintain shape.
Week 5	<ul style="list-style-type: none"> Trial pieces of sculpture are created to explore techniques and plan what final outcome might be achieved. Testing out ideas and techniques is a core part of the artist process. Work can be adapted and changed from original sketches.

The Gallery



Assessment

Can the child create a sculpture of a human, using a frame and malleable materials, which reflects their sketched design? Can they compare it to the work of Giacometti?

National Curriculum

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.



Flow (Paint)

Learning Intentions

Week 1	<p>Who is David Hockney?</p> <ul style="list-style-type: none"> Identify and describe the work of David Hockney. Make notes and annotations about his work (including appraisal of work and techniques used)
Week 2	<ul style="list-style-type: none"> Develop control of watercolours using "wet on dry" & "wet on wet". Mix colours, shades and tones with increasing confidence. Develop care of brushes & painting equipment.
Week 3	<ul style="list-style-type: none"> Collect and examine images of water. Explore & experiment with a range of mediums to begin to recreate the fluidity & movement of water. Enhance water colour techniques with different media including crayons, blotting & salt.
Week 4	<ul style="list-style-type: none"> Understand how to make a background using a wash. Attempt to draw a landscape reflection.
Week 5	<ul style="list-style-type: none"> Create a series of sketches to plan a "waterscape" piece of art
Week 6	<ul style="list-style-type: none"> Apply knowledge, skills and techniques to create a waterscape picture using watercolour and pastels. Reflect and explain the successes and challenges in a piece of art created.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> David Hockney is a current British artist and one of the most influential artist of the 20th Century. Hockney used different approaches, techniques and materials to capture & visually describe what water looks (and feels) like.
Week 2	<ul style="list-style-type: none"> Dip, dab, brush. Understand that the depth of a watercolour hue is determined by the amount of water that you mix it with.
Week 3	<ul style="list-style-type: none"> Understand that water does not have flat colour. It varies according to the ambient conditions. Water colours can be mixed with other mediums to create new effects.
Week 4	<ul style="list-style-type: none"> A watercolour wash refers to a layer of colour applied with diluted paint over a large area of a painting to help create backgrounds or build layers of colour. Reflections appear distorted and broken on the surface of water.
Week 5	<ul style="list-style-type: none"> Sketches from the basis of experimentation, planning and mapping out a final piece. Sketches do not contain high detail. Understand and use the terms "foreground" and "background".
Week 6	<ul style="list-style-type: none"> Words relating to colour, shape, materials and subject matter can be used to explore the art of others.

The Gallery



David Hockney

Assessment

Can the child create a waterscape scene (e.g. swimming pool, pond, river, sea) which represents the movement, colour and fluidity of water?

National Curriculum

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.



Predators (Pencil)

Learning Intentions

Week 1	<p>Who is Debbie Boon?</p> <ul style="list-style-type: none"> Identify and describe the work of Debbie Boon. Make notes and annotations about her work (including appraisal of work and techniques used)
Week 2	<ul style="list-style-type: none"> Show understanding of the different hardness of pencils to achieve a varied tone and texture in my drawings. Experiment with shading to create a three-dimensional image. Use shading to show light and shadow effects.
Week 3	<ul style="list-style-type: none"> To research, organise and present a range of dynamic images of predators in action.
Week 4	<ul style="list-style-type: none"> Make basic sketches of predators in action. Use core shapes as the basis of creating a framework for animal sketches.
Week 5 & 6	<ul style="list-style-type: none"> Draw for extended periods, applying knowledge, skills and techniques to create a drawing of a predator in action. To use artistic language to evaluate and analyse their work.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Debbie Boon is a current English artist. The focus of most of her work is wildlife.
Week 2	<ul style="list-style-type: none"> Tone is the relative lightness and darkness of a colour. Pencils are classified through letters and numbers. Letters refer to: soft black (B), hard (H), hard black (HB), and firm (F). These are further sorted by numbers, the higher the number the higher the intensity. Contour lines and shading make images three-dimensional. Hatching, cross hatching and stippling are forms of shading. The closer the lines/marks are together, the darker that portion of the drawing appears.
Week 3	<ul style="list-style-type: none"> Looking at other works of art is an effective way to build ideas for your own pieces of work, in addition to direct observation.
Week 4	<ul style="list-style-type: none"> Preliminary sketches are usually simple line drawings that are created to explore ideas and plan what a final piece of art will look like. Core shapes and simple contours provide the framework upon which finer detail can be added at a later stage in the artistic process.
Week 5 & 6	<ul style="list-style-type: none"> Core shapes and simple contours provide the framework upon which finer detail can be added at a later stage in the artistic process.

The Gallery



Debbie Boon

Assessment

Can the child create a drawing of a predator in a dynamic pose, based on preliminary research? Can they apply shading to make the predator three-dimensional? Can they add texture to define fur, feathers etc?

National Curriculum

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.