

# Art & Design Intention Map

## Upper Key Stage Two



Intention Map 2024 - 2025

**Placing learning at the heart of everything we do.**



# Revolution / Firedamp & Davy Lights (Printing)



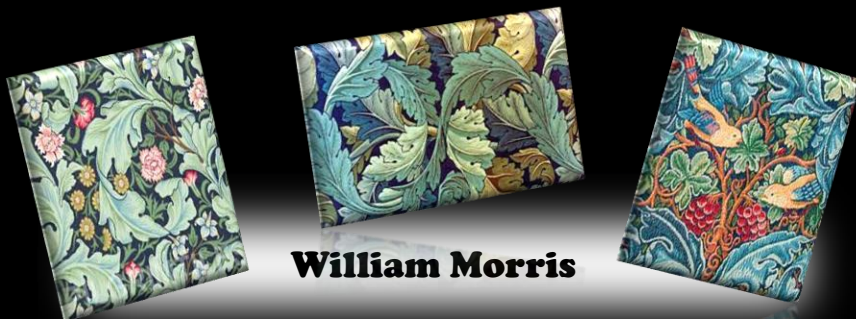
## Learning Intentions

Week 1	<p>Who is William Morris?</p> <ul style="list-style-type: none"> <li>Identify and describe the work of William Morris.</li> <li>Identify his place and influence within from a historical viewpoint.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Draw natural objects/nature from observation, using a range of mediums.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Create a montage, using digital technology to create a design influenced by the work of Morris.</li> <li>To consider size, rotation and the colour palette used in Morris' work.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>To use lino tools safely</li> <li>To control tools when creating lines, patterns and texture.</li> <li>Plan the series of steps required for overlaying colours.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>To organise their workspace and materials.</li> <li>To master the application of printing ink.</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>To organise their workspace and materials.</li> <li>To master the application of overlaying printing ink.</li> <li>To reflect upon their work, considering how they might develop their work further.</li> </ul>

## Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>William Morris was a British textile designer, working in the 19<sup>th</sup> century.</li> <li>He is amongst the most celebrated designers of the 19<sup>th</sup> century.</li> <li>His prints are still used today.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Morris' designs were inspired by gardens and hedgerows - Plants, flowers and animals.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>A montage is a set of separate images that are related to each other and placed together to create a single image.</li> <li>Morris used natural dyes and colours in his work</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Lino should be cut away from the body.</li> <li>When printing, lighter colours should be printed first. Darker colours add detail.</li> <li>Areas that are cut away are not printed.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>A Brayer is a small tool used a spread ink evenly on a surface before printing.</li> <li>A Gouge is tool for cutting and clearing areas of block from lino.</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>A corner registration is a tool to help to ensure that prints line up accurately.</li> </ul>

## The Gallery



**William Morris**

## Assessment

Can the child create a sample wallpaper, using lino print techniques, which draw on the influence of the work of William Morris?

## 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.



# Frozen Kingdom (Paint)



## Learning Intentions

<b>Week 1</b>	<p>Who is Claude Monet?</p> <ul style="list-style-type: none"> <li>Identify and describe the work of Claude Monet.</li> <li>Understand the term "impressionism"</li> </ul>
<b>Week 2</b>	<ul style="list-style-type: none"> <li>Compare landscape paintings painted by Monet.</li> <li>Observe and identify how sunlight is depicted in Monet's work.</li> </ul>
<b>Week 3</b>	<ul style="list-style-type: none"> <li>Experiment and record, with paint, how sunlight can be represented.</li> <li>Experiment and record how sunlight changes colour of an object.</li> <li>Use brushstrokes characterised by impressionism.</li> </ul>
<b>Week 4</b>	<ul style="list-style-type: none"> <li>Capture local landscapes using digital technology.</li> <li>Identify a focal point for a photo.</li> </ul>
<b>Week 5</b>	<ul style="list-style-type: none"> <li>Paint a chosen landscape using brushstrokes characterised by Impressionism.</li> </ul>
<b>Week 6</b>	<ul style="list-style-type: none"> <li>Add texture and dimension to a painting using oil pastels.</li> <li>Reflect upon their work and evaluate using the language of art.</li> </ul>

## Knowledge Intentions

<b>Week 1</b>	<ul style="list-style-type: none"> <li>Claude Monet was a French impressionist landscape painter.</li> <li>Impressionism is the process of painting on the spot, rather than from sketches.</li> <li>Landscapes were the subjects of impressionist work.</li> <li>"Water lilies", "Wild Poppies Near Argenteuil" and "San Giorgio Maggiore At Dusk" are amongst Monet's most famous paintings.</li> </ul>
<b>Week 2</b>	<ul style="list-style-type: none"> <li>Impressionism paintings emphasise and lay focus upon how the light affects the landscape.</li> <li>Understand the term "drawing the eye" and how it is used in landscape paintings.</li> <li>Monet did not use static colours, rather broken colours that blend when seen from a distance.</li> </ul>
<b>Week 3</b>	<ul style="list-style-type: none"> <li>Impressionist painting is characterized by the use of small, visible brush strokes.</li> <li>Using a larger brush helps to generalise shapes and break colour.</li> <li>Warm colours are used to represent an object in sunlight.</li> <li>Sunlight is soft and muted.</li> </ul>
<b>Week 4</b>	<ul style="list-style-type: none"> <li>Focal points attract the eye but do not need to be central.</li> <li>Place the main subject somewhere near the lower, upper, left, or right third of the photo.</li> </ul>
<b>Week 5</b>	<ul style="list-style-type: none"> <li>Blues are effective against warm tones to create shadow (as in the painting "House of Parliament.")</li> <li>Simplify rather than use high detail.</li> </ul>
<b>Week 6</b>	<ul style="list-style-type: none"> <li>Media can be combined to create artworks.</li> </ul>

## The Gallery



**Claude Monet**

## Assessment

*Can the child use paint and pastel to produce a Monet style picture of a familiar landscape?*

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## Darwin (Pencil/ Ink)

### Learning Intentions

Week 1	Who is Paul Jackson? <ul style="list-style-type: none"> <li>Identify and describe the work of Paul Jackson.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Use digital media to create "glitch" art.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Draw a glitch effect (using felt pens) on a simple image.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Explore and experiment stippling with ink to create shade.</li> <li>Explore and experiment with ink to create highly detailed texture and pattern (animal skin)</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Draw an animal face building up from a simple framework.</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>Draw for extended periods, refining and adjusting their work.</li> <li>Add finer detail to a drawing.</li> </ul>

### Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>Paul Jackson is an American artist who prefers to use the medium of pen and ink to create precise and intricate artwork.</li> <li>He describes his work as realistic surrealism.</li> <li>Anatomy, bones and organs feature in his work.</li> </ul>
Weeks 2 & 3	<ul style="list-style-type: none"> <li>Glitch art includes distorting or manipulating an image. Elongation and double exposure are amongst techniques used.</li> <li>Pen and ink create dark lines that strongly contrast with white paper</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Stippling refers to a process of shading using small dots.</li> <li>To work from the darkest area to the lightest when stippling.</li> <li>Darker areas have a higher concentration of dots.</li> <li>Pen and ink techniques also include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths).</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Sketching provides the shape and structure upon which finer detail can be added.</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>Processes in drawing include - Sketch, detail, refine, shade, review, adjust.</li> </ul>

### The Gallery



**Paul Jackson**

### Assessment

Can the child use effects such as stippling, hatching and "glitching" to complete a high detailed section of an existing drawing?

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