

A Sense of Place -Programme of Study- Art and Design Key Stage 2

This document demonstrates how the Ben Uri Learning Resources can be used to support the Programme of Study for Art and Design Key Stage 2

Art and Design Programme of Study Requirements	Relevant Ben Uri Resource and Suggested Activities
<p>Knowledge, skills and understanding Exploring and developing ideas 1. Pupils should be taught to:</p> <ol style="list-style-type: none"> record from experience and imagination, to select and record from first-hand observation and to explore ideas for different purposes question and make thoughtful observations about starting points and select ideas to use in their work collect visual and other information [for example, images, materials] to help them develop their ideas, including using a sketchbook. 	<p>1a. Use the Art Skills for Teachers <i>Drawing Games</i> and <i>Drawing</i> resource for drawing activities and starting points for imaginative and observational work. 1b. Use the <i>A Sense of Place</i> Teaching Notes to engage pupils in discussion about the work of other artists and to discuss ideas for their own work. 1c. Use the Ben Uri On-Line Gallery to source other relevant works</p>
<p>Investigating and making art, craft and design 2. Pupils should be taught to:</p> <ol style="list-style-type: none"> investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work apply their experience of materials and processes, including drawing, developing their control of tools and techniques use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artifacts. 	<p>2a to b. Use some of the techniques from the <i>Painting, Collage, 3D Skills</i> and <i>Printing</i>, Art Skills for Teachers resources for ideas on how to introduce a range of materials and processes into the classroom. The mark making and experimental painting activity (found in the <i>Drawing</i> and <i>Painting Art Skills for Teachers</i> resources can also be used to encourage investigation and exploration. 2c. Use the <i>A Sense of Place</i> Teachers Notes to explore the techniques of artists and why certain materials and techniques are more suitable approaches. The <i>'Form and Composition'</i> and <i>'Materials and Techniques'</i> sections in each resource are particularly relevant here.</p>
<p>Evaluating and developing work 3. Pupils should be taught to:</p> <ol style="list-style-type: none"> compare ideas, methods and approaches in their own and others' work and say what they think and feel about them adapt their work according to their views and describe how they might develop it further. 	<p>3a and b. A display of 'work in progress' as discussed in the Art Skills for Teachers <i>Drawing</i> resource and <i>Movement Previous Project Examples</i>, is useful as a starting point for discussion and on-going work development.</p>
<p>Knowledge and understanding 4. Pupils should be taught about:</p> <ol style="list-style-type: none"> visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes materials and processes used in art, craft and design and how these can be matched to ideas and intentions the roles and purposes of artists, craftspeople and designers working in different times and cultures [for example, Western Europe and the wider world]. 	<p>4a to c. Use the <i>A Sense of Place</i> Teachers Notes to explore how artists have used these visual and tactile elements in their work. The <i>'Form and Composition'</i> and <i>'Materials and Techniques'</i> sections in each resource are particularly relevant here as is the biographical information about the featured artists.</p>
<p>Breadth of study 5. During the key stage, pupils should be taught the Knowledge, skills and understanding through:</p> <ol style="list-style-type: none"> exploring a range of starting points for practical work [for example, themselves, their experiences, images, stories, drama, music, natural and made objects and environments] working on their own, and collaborating with others, on projects in two and three dimensions and on different scales using a range of materials and processes, including ICT [for example, 	<p>5a. Use the Teachers Notes <i>A Sense of Place</i>, to generate discussion and for starting points for work. Explore the work of other children with pupils, as found in the Previous Project Examples, and discuss how the work interprets the theme. 5b. Use the Art Skills for Teachers resources (all) for ideas for independent and group learning as well as ideas for 2D and 3D work 5c. Use the Art Skills for Teachers resources for ideas on how to introduce a range of materials and processes. 5d. Use the Teachers Notes <i>Relationships</i> to explore the work of artists from the Ben Uri collection. Use the Ben Uri online gallery to access the general collection and other relevant works.</p>

painting, collage, print making, digital media, textiles, sculpture]
d. investigating art, craft and design in the locality and in a variety of genres, styles and traditions [for example, in original and reproduction form, during visits to museums, galleries and sites, on the internet].

Cross Curricular Opportunities- Explanatory text

Note for 1b

Cross reference to English

En1 Speaking and listening: Listening

2. To listen, understand and respond appropriately to others, pupils should be taught to:
- b. ask relevant questions to clarify, extend and follow up ideas
 - e. respond to others appropriately, taking into account what they say

Note for 1c

ICT opportunity

Pupils could use digital and video cameras to record observations.

Note for 2b

Cross reference to design and technology

Working with tools, equipment, materials and components to make quality products

2. Pupils should be taught to:
- d. measure, mark out, cut and shape a range of materials, and assemble, join and combine components and materials accurately

ICT opportunity

Pupils could use digital images as a starting point for creative textile work.

Note for 3a

Cross reference to English

En1 Speaking and listening: Group discussion and interaction

3. To talk effectively as members of a group, pupils should be taught to:
- b. vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusions or actions
 - c. qualify or justify what they think after listening to others' questions or accounts

ICT opportunity

Pupils could develop their own class art gallery on the school website.

Note for 4a

Cross reference to mathematics

Ma3 Shape, space and measures: Understanding properties of shape

2. Pupils should be taught to:
- d. visualise 3-D shapes from 2-D drawings

Ma3 Shape, space and measures: Understanding properties of position and movement

3. Pupils should be taught to:
- b. transform objects in practical situations; transform images using ICT; visualise and predict the position of a shape following a rotation, reflection or translation