

## Relationships -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><b>Knowledge, skills and understanding</b>  <b>Exploring and developing ideas</b>            1. Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>a. record from experience and imagination, to select and record from first-hand observation and to explore ideas for different purposes</li> <li>b. question and make thoughtful observations about starting points and select ideas to use in their work</li> <li>c. collect visual and other information [for example, images, materials] to help them develop their ideas, including using a sketchbook.</li> </ol>	<ol style="list-style-type: none"> <li>1a. Use the <b>Art Skills for Teachers</b> <i>Drawing Games</i> and <i>Drawing</i> resource for drawing activities and starting points for imaginative work.</li> <li>1b. Use the <i>Relationships Teachers Notes</i> to engage pupils in discussion about the work of other artists and to discuss ideas for their own work.</li> <li>1c. Use the Ben Uri On-Line Gallery to source other relevant works</li> </ol>
<p><b>Investigating and making art, craft and design</b>            2. Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>a. investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work</li> <li>b. apply their experience of materials and processes, including drawing, developing their control of tools and techniques</li> <li>c. use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artifacts.</li> </ol>	<ol style="list-style-type: none"> <li>2a to b. Use some of the techniques from the <i>Painting, Collage, 3D Skills</i> and <i>Printing, Art Skills for Teachers</i> 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.</li> <li>2c. Use the <i>Relationships Teachers Notes</i> 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.</li> </ol>
<p><b>Evaluating and developing work</b>            3. Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>a. compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</li> <li>b. adapt their work according to their views and describe how they might develop it further.</li> </ol>	<ol style="list-style-type: none"> <li>3a and b. A display of ‘work in progress’ as discussed in the <b>Art Skills for Teachers</b> <i>Drawing</i> resource and <i>Movement Previous Project Examples</i>, is useful as a starting point for discussion and on-going work development.</li> </ol>
<p><b>Knowledge and understanding</b>            4. Pupils should be taught about:</p> <ol style="list-style-type: none"> <li>a. 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</li> <li>b. materials and processes used in art, craft and design and how these can be matched to ideas and intentions</li> <li>c. the roles and purposes of artists, craftspeople and designers working in different times and cultures [for example, Western Europe and the wider world].</li> </ol>	<ol style="list-style-type: none"> <li>4a to c. Use the <i>Relationships Teachers Notes</i> 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.</li> </ol>
<p><b>Breadth of study</b>            5. During the key stage, pupils should be taught the Knowledge, skills and understanding through:</p> <ol style="list-style-type: none"> <li>a. exploring a range of starting points for practical work [for example, themselves, their experiences, images, stories, drama, music, natural and made objects and environments]</li> <li>b. working on their own, and collaborating with others, on projects in two and three dimensions and on different scales</li> <li>c. using a range of materials and processes, including ICT [for example,</li> </ol>	<ol style="list-style-type: none"> <li>5a. Use the <b>Teachers Notes</b> <i>Relationships</i>, to generate discussion and for starting points for work. Explore the work of other children with pupils, as found in the <b>Previous Project Examples</b>, and discuss how the work interprets the theme.</li> <li>5b. Use the <b>Art Skills for Teachers</b> resources (all) for ideas for independent and group learning as well as ideas for 2D and 3D work</li> <li>5c. Use the <b>Art Skills for Teachers</b> resources for ideas on how to introduce a range of materials and processes.</li> <li>5d. Use the <b>Teachers Notes</b> <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.</li> </ol>

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