

<b>Year: 5</b>	<b>Term: Autumn 1</b>	<b>Timescale: 5 weeks</b>
<b>Subject</b>	<b>Art and Design</b>	
<b>Unit</b>	I need space	
<b>Objectives Linked to NC</b>	<ul style="list-style-type: none"> <li>• Produce creative work, exploring their ideas and recording their experiences</li> <li>• Become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• Evaluate and analyse creative works using the language of art, craft and design</li> <li>• Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li> </ul>	
<b>Art and Design Area of Making</b>	Drawing	
<b>Key Learning</b>	<ul style="list-style-type: none"> <li>• Understand and explain what retro futurism is.</li> <li>• Participate in discussions and offer ideas. Evaluate images using simple responses, sometimes using formal elements to extend ideas.</li> <li>• Provide plausible suggestions for how a piece was created. Comfortably use different stimuli to draw from.</li> <li>• Use past knowledge and experience to explore a range of drawing processes.</li> <li>• Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing.</li> <li>• Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks.</li> <li>• Generate a clear composition idea for a final piece that shows how it will be drawn.</li> <li>• Apply confident skills to make an effective collagraph print.</li> <li>• Independently select tools and drawing techniques, with some guidance.</li> <li>• Demonstrate growing independence, discussing ways to improve work.</li> </ul>	
<b>Prior Learning</b>	<ul style="list-style-type: none"> <li>• Create several pencil tones when shading and create a simple 3D effect.</li> <li>• Explore the effect of holding a pencil in different ways and applying different pressures. Use charcoal and rubber to show areas of light and dark in their drawings.</li> <li>• Demonstrate an awareness of the relative size of the objects they draw.</li> <li>• Use scissors with care and purpose to cut out images.</li> <li>• Try out multiple arrangements of cut images to decide on their composition.</li> <li>• Use different tools to create marks and patterns when scratching into a painted surface.</li> <li>• Show some awareness of how to create contrast by including areas with more and less marks.</li> <li>• Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern.</li> <li>• Work co-operatively to create a joint artwork, experimenting with their methods.</li> </ul>	
<b>Future Learning</b>	<ul style="list-style-type: none"> <li>• Collect a good range of imagery, adding annotated notes and sketches.</li> <li>• Make relevant comparisons between different styles of art.</li> <li>• Use tools effectively to explore a range of effects.</li> <li>• Respond to the meaning of a spirit animal through drawing. Generate symbols that reflect their likes and dislikes with little support.</li> <li>• Create a tile that is full of pattern, symbols and colours that represents themselves.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Discuss ideas to create light and dark through drawing techniques.</li> <li>• Explain the term chiaroscuro.</li> <li>• Apply chiaroscuro to create light and form through a tonal drawing. Understand the impact of using techniques for effect.</li> <li>• Participate in a discussion that examines the similarities and differences between different styles of art.</li> <li>• Form their own opinions about what art is, justifying their ideas. Identify a cause and decide what message they want to convey.</li> <li>• Understand artist's choices to convey a message. Review sketchbook and creative work to develop a drawn image.</li> <li>• Review and revisit ideas to develop their work</li> </ul>
<b>Key Vocabulary</b>	Retro-futurism, imagery propaganda, printing plate, colliagraph
<b>Prior Vocabulary</b>	Contract, observational drawing, gradient, symmetry, precision, mixed media, wax resist, collaborative, figurative, mono-print, block print
<b>Future Vocabulary</b>	Maya(n), character traits, symbolic, aesthetic, chiaroscuro, graffiti, mural, commissioned, composition
<b>Activities</b>	<ul style="list-style-type: none"> <li>• To explore the purpose and effect of imagery</li> <li>• To understand and explore decision making in creative process</li> <li>• To develop drawn ideas through printmaking</li> <li>• To test and develop ideas using sketchbooks</li> <li>• To apply an understanding of drawing processes to revisit and improve ideas</li> </ul>
<b>Artist Focus</b>	Teis Albers and Karen Rose Textile artist
<b>Links to Other Subjects</b>	Science – earth and space

<b>Year: 5</b>	<b>Term: Spring 1</b>	<b>Timescale:</b>
<b>Subject</b>	<b>Art and Design</b>	
<b>Unit</b>	Self portrait	
<b>Objectives Linked to NC</b>	<ul style="list-style-type: none"> <li>• Produce creative work, exploring their ideas and recording their experiences</li> <li>• Become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• Evaluate and analyse creative works using the language of art, craft and design</li> <li>• Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li> </ul>	
<b>Art and Design Area of Making</b>	Painting	
<b>Key Learning</b>	<ul style="list-style-type: none"> <li>• Understand and explain what retrofuturism is.</li> <li>• Participate in discussions and offer ideas.</li> <li>• Evaluate images using simple responses, sometimes using formal elements to extend ideas.</li> <li>• Provide plausible suggestions for how a piece was created.</li> <li>• Comfortably use different stimuli to draw from.</li> <li>• Use past knowledge and experience to explore a range of drawing processes.</li> <li>• Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing.</li> <li>• Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks.</li> <li>• Generate a clear composition idea for a final piece that shows how it will be drawn.</li> <li>• Apply confident skills to make an effective collagraph print.</li> <li>• Independently select tools and drawing techniques, with some guidance.</li> <li>• Demonstrate growing independence, discussing ways to improve work.</li> </ul>	
<b>Prior Learning</b>	<ul style="list-style-type: none"> <li>• Share their ideas about a painting.</li> <li>• Describe the difference between a tint and a shade.</li> <li>• Mix tints and shades by adding black or white paint.</li> <li>• Discuss their real-life experiences of how colours can appear different.</li> <li>• Use tints and shades to paint an object in 3D.</li> <li>• Try different arrangements of objects for a composition, explaining their decisions. Produce a clear sketch that reflects the arrangement of their objects.</li> <li>• Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.</li> <li>• Paint with care and control to make a still life with recognisable objects.</li> <li>• Outline a portrait drawing with words, varying the size, shape and placement of words to create interest.</li> <li>• Try a variety of materials and compositions for the backgrounds of their drawings. Communicate to their partner what kind of photo portrait they want.</li> <li>• Show that they are making decisions about the position of a drawing on their background, trying multiple ideas.</li> <li>• Create a successful print.</li> <li>• Use some Art vocabulary to talk about and compare portraits.</li> <li>• Identify key facts using a website as a reference.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Explain their opinion of an artwork. Experiment with materials and techniques when adapting their photo portraits.</li> <li>• Create a self-portrait that aims to represent something about them.</li> <li>• Show they have considered the effect created by their choice of materials and composition in their final piece.</li> </ul>
<b>Future Learning</b>	<ul style="list-style-type: none"> <li>• Understand a narrative and use descriptive language to tell a story.</li> <li>• Suggest ideas for the meaning behind a picture.</li> <li>• Identify different features within a painting and use the formal elements to describe it.</li> <li>• Be creative and imaginative in finding their own meaning in a painting.</li> <li>• Use their own art or personal experiences to justify their ideas.</li> <li>• Read a picture well and see beyond the first glance, analysing and evaluating it successfully.</li> <li>• Reflect on personal experiences to convey through their own piece of abstract art.</li> <li>• Contribute to discussions to either the class, group or talk partner.</li> <li>• Understand and choose a meaningful message to convey through imagery, creating some different composition ideas.</li> <li>• Select an appropriate artist.</li> <li>• Collect a range of information that is presented in an interesting and pleasing way in sketchbooks.</li> <li>• Generate an idea for a final piece, demonstrating some inspiration from their chosen artist.</li> <li>• Produce a final piece of work, selecting appropriate tools and materials to create an intended effect.</li> <li>• Experiment and revisit ideas, drawing on creative experiences.</li> <li>• Work in a sustained way to complete a piece, making evaluations at each stage.</li> </ul>
<b>Key Vocabulary</b>	continuous line drawing, carbon paper, transfer, atmosphere
<b>Prior Vocabulary</b>	Continuous line drawing, carbon paper, transfer, atmosphere, artist Study, medium, translate, interpret, inference, respond, abstract, compose, thought provoking
<b>Future Vocabulary</b>	Medium, translate, interpret, inference, respond, abstract, compose, thought provoking
<b>Activities</b>	<ul style="list-style-type: none"> <li>• To explore how a drawing can be developed</li> <li>• To combine materials for effect</li> <li>• To identify the features of self-portraits</li> <li>• To develop ideas towards an outcome by experimenting with materials and techniques</li> <li>• To apply knowledge and skills to create a mixed media self-portrait</li> </ul>
<b>Artist Focus</b>	Chila Kumari Singh Burman, Frida Kahlo and Maggie Scott
<b>Links to Other Subjects</b>	<ul style="list-style-type: none"> <li>•</li> </ul>

<b>Year: 5</b>	<b>Term: Summer 1</b>	<b>Timescale: 5 weeks</b>
<b>Subject</b>	<b>Art and Design</b>	
<b>Unit</b>	Architecture	
<b>Objectives Linked to NC</b>	<ul style="list-style-type: none"> <li>• Produce creative work, exploring their ideas and recording their experiences</li> <li>• Become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• Evaluate and analyse creative works using the language of art, craft and design</li> <li>• Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li> </ul>	
<b>Art and Design Area of Making</b>	Craft	
<b>Key Learning</b>	<ul style="list-style-type: none"> <li>• Sketch a house from first-hand or second-hand observation.</li> <li>• Use basic shapes to place key features and form the composition, measuring to work out proportions.</li> <li>• Notice small details to incorporate into the drawing by observing.</li> <li>• Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture.</li> <li>• Follow steps to create a print with clear lines, with some smudging.</li> <li>• Purposefully evaluate their work, demonstrating what went well and what could be improved.</li> <li>• Create a building design based on a theme or set purpose.</li> <li>• Draw a plan view or front elevation of their building, annotating the key features. Discuss Hundertwasser's work and recognise his style.</li> <li>• Create a factual presentation about Hundertwasser in a visually pleasing way.</li> <li>• Show understanding of what a monument is for by designing a monument that symbolises a person or event. Describe their monument and explain their choices.</li> <li>• Give constructive feedback to others about their monument designs.</li> </ul>	
<b>Prior Learning</b>	<ul style="list-style-type: none"> <li>• Recognise and discuss the importance of Ancient Egyptian art.</li> <li>• Consider the suitability of a surface for drawing.</li> <li>• Record colours, patterns and shapes through observational drawing.</li> <li>• Choose and use tools and materials confidently. Begin to experiment with drawing techniques.</li> <li>• Create a selection of sketches that show idea exploration.</li> <li>• Produce a final design with a clear purpose.</li> <li>• Follow instructions with minimal support.</li> <li>• Discuss and evaluate the process and outcome of their work.</li> <li>• Produce a complete painted or drawn piece from a design idea.</li> <li>• Use colours and materials appropriately, showing an understanding of effective composition.</li> <li>• Have a clear idea of the subject of their zine, including a range of images and information.</li> </ul>	

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<b>Future Learning</b>	
<b>Key Vocabulary</b>	Architecture, perspective, birds eye view, monument, elevation, viewfinder, design brief
<b>Prior Vocabulary</b>	Papyrus, scroll, technique, process, zine, fold, audience, inform
<b>Future Vocabulary</b>	
<b>Activities</b>	<ul style="list-style-type: none"><li>• To apply observational drawing skills to interpret forms accurately</li><li>• To apply composition skills to develop a drawing into print</li><li>• To apply the understanding of architecture to design a building</li><li>• To extend design ideas through research and sketchbook use</li><li>• To explore and evaluate the intention of a design</li></ul>
<b>Artist Focus</b>	Zaha Hadid and Friedensreich Hundertwasser
<b>Links to Other Subjects</b>	<ul style="list-style-type: none"><li>•</li></ul>