

Thackley Primary School

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

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

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Year: 5	Term: Spring 1	Timescale:
Subject	Art and Design	
Unit	Self portrait	
Objectives Linked to NC	<ul style="list-style-type: none"> • 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 	
Art and Design Area of Making	Painting	
Key Learning	<ul style="list-style-type: none"> • Recognise the processes involved in creating prehistoric art. • Explain approximately how many years ago prehistoric art was produced. Use simple shapes to build initial sketches. • Create a large scale copy of a small sketch. • Use charcoal to recreate the style of cave artists. • Demonstrate good understanding of colour mixing with natural pigments. • Discuss the differences between prehistoric and modern paint. • Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. • Successfully make positive and negative handprints in a range of colours. • Apply their knowledge of colour mixing to make natural colours. 	
Prior Learning	<ul style="list-style-type: none"> • Share their ideas about a painting. • Describe the difference between a tint and a shade. • Mix tints and shades by adding black or white paint. • Discuss their real-life experiences of how colours can appear different. • Use tints and shades to paint an object in 3D. • Try different arrangements of objects for a composition, explaining their decisions. Produce a clear sketch that reflects the arrangement of their objects. • Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. • Paint with care and control to make a still life with recognisable objects. • Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. • Try a variety of materials and compositions for the backgrounds of their drawings. Communicate to their partner what kind of photo portrait they want. • Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. • Create a successful print. • Use some Art vocabulary to talk about and compare portraits. • Identify key facts using a website as a reference. • Explain their opinion of an artwork. Experiment with materials and techniques when adapting their photo portraits. • Create a self-portrait that aims to represent something about them. 	

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

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Year: 5	Term: Summer 1	Timescale: 5 weeks
Subject	Art and Design	
Unit	Architecture	
Objectives Linked to NC	<ul style="list-style-type: none"> • 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 	
Art and Design Area of Making	Craft	
Key Learning	<ul style="list-style-type: none"> • Sketch a house from first-hand or second-hand observation. • Use basic shapes to place key features and form the composition, measuring to work out proportions. • Notice small details to incorporate into the drawing by observing. • Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture. • Follow steps to create a print with clear lines, with some smudging. • Purposefully evaluate their work, demonstrating what went well and what could be improved. • Create a building design based on a theme or set purpose. • Draw a plan view or front elevation of their building, annotating the key features. Discuss Hundertwasser's work and recognise his style. • Create a factual presentation about Hundertwasser in a visually pleasing way. • 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. • Give constructive feedback to others about their monument designs. 	
Prior Learning	<ul style="list-style-type: none"> • Recognise and discuss the importance of Ancient Egyptian art. • Consider the suitability of a surface for drawing. • Record colours, patterns and shapes through observational drawing. • Choose and use tools and materials confidently. Begin to experiment with drawing techniques. • Create a selection of sketches that show idea exploration. • Produce a final design with a clear purpose. • Follow instructions with minimal support. • Discuss and evaluate the process and outcome of their work. • Produce a complete painted or drawn piece from a design idea. • Use colours and materials appropriately, showing an understanding of effective composition. • Have a clear idea of the subject of their zine, including a range of images and information. 	
Future Learning		
Key Vocabulary	Architecture, perspective, birds eye view, monument, elevation, viewfinder, design brief	

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