

Year 5: Art and Design:

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<u>Key Question:</u>	<u>Should people be able to choose where they live?</u>		<u>Creation or science - conflicting or complimentary?</u>		<u>Ancient Islam - a light in the darkness?</u>	
<u>Sketchbooks:</u> Ongoing throughout the year:	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • experiment by using marks and lines to produce texture • experiment with shading to create mood and feeling • experiment with media to create emotion in art • know how to use images created, scanned and found; altering them where necessary to create art <p><u>Skills:</u></p> <ul style="list-style-type: none"> *Can they experiment with different styles which artists have used? *Can they use sketchbooks as a mode to record their learning journey? *Can they use their sketchbook to explore and practice a range of materials record ideas and experiment? *Can they use sketchbooks to build and record their knowledge? *Can they compare sketchbook ideas and give supportive and constructive feedback on peers' development? <p><u>GD</u></p> <ul style="list-style-type: none"> *Can they keep detailed notes, quotes or annotations using advanced vocabulary to explain and reflect on their artistic process? *Can they plan carefully their art, taking into account layout, composition and perspective? *Can they explain their own style of art and what has influenced their choices? E.g mood, events, nature, history 					
<u>Artist Studies</u>	*research the work of an artist and use their work to replicate a style					
<u>Artist to be studied</u>	Gakonga		Frida Kahlo			
<u>Concepts</u>	<u>Drawing</u>	<u>Painting</u>	<u>Printing (link to Mixed Media)</u>		<u>3D Sculpture - Mad Hatter's Tea Party</u> <u>Clay</u>	

<p><u>Vocabulary</u></p>	<p>Grades of pencil, scale, symmetry, refine and alter, layer, pattern, repeating, thick, thin, smudge/blend, sketch, line, shape, colour, tone, shade,</p>	<p>Colour scheme, colour theory, colour spectrum, tertiary colours, colour swatches, colour washing, properties of paint, types of paint, acrylic, watercolour, brush mark, tools, printing, techniques, brush size, colour match, colour mix, artefact, primary colours, secondary colours, warm colours, cold colours, shade, tint, tone, hue</p>	<p>Mon-printing, block printing, Lino printing, screen printing, collagraph printing, print, rubbing, smudge, image, reverse, shapes, surface, pressure, decoration, repeat, rotate, impression, mould, marbling, absorb, stencil, negative image, positive image, block, continuous, manipulate.</p> <p>Monotype, printing plate, inking up, relief, etching, engraving, indentation, motif, symmetrical, repetition.</p>	<p>Carving, surface, manipulate, care, rolling, kneading, shaping, sculpture, malleable, texture, construct, join, natural, man-made, recycled, slip, form, transparent, proportion, surface, texture, scale, composition, structure, construct, flexible, pliable, hollow, solid, angle, ornate, decoration, perspective, texture, three-dimensional, form.</p>
<p><u>Knowledge</u></p>	<ul style="list-style-type: none"> *know how to use shading to create mood and feeling *know how to organise line, tone, shape and colour to represent figures and forms in movement. *know how to express emotion in art 	<ul style="list-style-type: none"> *know how to express emotion in art *know how to organise line, tone, shape and colour to represent figures and forms *know how to create an accurate print design following given criteria. *experiment with media to create emotion in art 	<ul style="list-style-type: none"> *know how to sculpt clay and other mouldable materials. *experiment by using marks and lines to produce texture 	

<p><u>Ongoing knowledge</u></p>	<ul style="list-style-type: none"> *Can they experiment with different styles which artists have used? *Do they learn about the work of others by looking at their work in books, the internet, visits to galleries and sharing ideas as a class? *Do they critic each other's work as a way of developing and supporting each other's ideas? <p>GD</p> <ul style="list-style-type: none"> *Can they keep detailed notes, quotes or annotations using advanced vocabulary to explain and reflect on their artistic process? *Can they plan carefully their art, taking into account layout, composition and perspective? *Can they explain their own style of art and what has influenced their choices? E.g mood, events, nature, history 			
<p><u>Skills</u></p>	<ul style="list-style-type: none"> *Can they experiment with drawing techniques to support their observations? *Can they create a sense of distances and proportion in drawing? *Can they use line to create movement in their drawing? *Do they understand how drawing skills can support other medias? *Can they develop a series of drawings that explore a theme? *Can they explain why they have chosen specific materials to draw with? <p>GD</p>	<ul style="list-style-type: none"> *Do they understand the different properties of the different types of paint? *Can they create a range of shades using different kinds of paints? *Can they create mood in a painting? *Can they use shade to create depth in a painting? *Can they identify different painting styles and how these have influenced by these artists who are influenced by these styles over time? <p>GD</p>	<ul style="list-style-type: none"> *Can they print using a range of materials? *Can they create an accurate print that reflects a theme or idea? *Can they make links with printmaking and other medias to help develop their work? <p>GD</p> <ul style="list-style-type: none"> *Can they keep detailed notes, quotes or annotations using advanced vocabulary to explain and reflect on their artistic process? *Can they plan carefully their art, taking into account layout, composition and perspective? *Can they explain their own style of art and what has influenced their choices? E.g. mood, events, nature, history 	<ul style="list-style-type: none"> *Can they experiment and combine materials and processes to design and make 3D form? *Can they take a 2D drawing into a 3D form? *Can they shape using a variety of mouldable materials? Can they interpret an object in a 3D form? <p>GD</p> <ul style="list-style-type: none"> *Can they keep detailed notes, quotes or annotations using advanced vocabulary to explain and reflect on their artistic process? *Can they plan carefully their art, taking into account layout, composition and perspective? *Can they explain their own style of art and what has influenced their choices? E.g. mood, events, nature, history

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