**Art in Year 5**

Topics: Drawing (Term 1 & 2), Clay Pots (Terms 3 & 4), Painting (Terms 5 & 6)

**Terms 1 & 2: Drawing – Futuristic Art (invented planets)**

**National Curriculum Objectives:**

* Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example: pencil, charcoal, paint, clay]
* Pupils should be taught about great artists, architects and designers in history
* Pupils should be taught to create sketchbooks to record their observations and use them to review and revisit ideas

**Substantive Knowledge:**

* Engage in open-ended research and exploration in the process of initiating and developing their own personal ideas
* Confidently use sketchbooks for a variety of purposes, including recording observations; developing ideas; testing materials; planning/recording information
* Create original, knowledge informed, outcomes
* Analyse and evaluate own artwork and the work of others
* Understand that artwork is made for a purpose

**Disciplinary and Procedural Knowledge (the skills to *think* and *work* like an artist):**

* Visual Literacy:
* Know about and explain the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions
* Reflect upon the work of artists and share responses verbally (I liked… I didn’t understand… It reminded me of… It links to…)
* Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning
* Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils’ own creative response to the work.
* Generating ideas:
* Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them.
* Creating:
* Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief
* Use acquired technical expertise to make work which effectively reflects their ideas and intentions.
* Drawing:
* Make and explain informed choices about use of media and draw parallels between own drawings and those of other people (including annotating the art of other people)
* Draw the effect of light on people and objects from different directions and develop the concept of perspective
* Produce increasingly accurate drawings of people, landscapes and a range of other 3D objects
* Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed-media.

**Assessment Questions:**

* Are pupils able to collect and develop ideas using their sketchbooks?
* Can pupils draw with increasing accuracy, including 3-d effects in their work?
* Do pupils show the effects of light from different directions in their work?
* Can pupils use perspective effectively eg: size of characters and buildings in comparison to the whole planet?

**Art in Year 5**

Topics: Drawing (Term 1 & 2), Clay (Terms 3 & 4), Painting (Terms 5 & 6)

**Terms 3 & 4: 3D Form – Clay (Greek Pots)**

**National Curriculum Objectives:**

* Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example: pencil, charcoal, paint, clay]
* Pupils should be taught about great artists, architects and designers in history
* Pupils should be taught to create sketchbooks to record their observations and use them to review and revisit ideas

**Substantive Knowledge:**

* Engage in open-ended research and exploration in the process of initiating and developing their own personal ideas
* Confidently use sketchbooks for a variety of purposes, including recording observations; developing ideas; testing materials; planning/recording information
* Create original, knowledge informed, outcomes
* Analyse and evaluate own artwork and the work of others
* Understand that artwork is made for a purpose

**Disciplinary and Procedural Knowledge (the skills to *think* and *work* like an artist):**

* Visual Literacy:
* Know about and explain the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions
* Reflect upon the work of artists and share responses verbally (I liked… I didn’t understand… It reminded me of… It links to…)
* Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning
* Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils’ own creative response to the work.
* Generating ideas:
* Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them.
* Creating:
* Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief
* Use acquired technical expertise to make work which effectively reflects their ideas and intentions.
* 3D Form:
* Develop a range of clay techniques, building on rolling, kneading, coiling, shaping and pinching.
* Introduce the concept of making slab pots.
* Use a range of implements to make surface patterns and textures.
* Use scribe and slip to apply additional adornments – eg: handles, relief decoration

**Assessment Questions:**

* Are pupils able to select and use implements and techniques effectively?
* Can pupils create 3-d forms accurately using the slab technique?
* Can pupils add adornments effectively using the scribe and slip technique?
* Are pupils able to use previously learned techniques with confidence?

**Art in Year 5**

Topics: Drawing (Term 1 & 2), Painting (Terms 5 & 6)

**Terms 5 & 6: Painting (Portraits)**

**National Curriculum Objectives:**

* Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example: pencil, charcoal, paint, clay]
* Pupils should be taught about great artists, architects and designers in history
* Pupils should be taught to create sketchbooks to record their observations and use them to review and revisit ideas

**Substantive Knowledge:**

* Engage in open-ended research and exploration in the process of initiating and developing their own personal ideas
* Confidently use sketchbooks for a variety of purposes, including recording observations; developing ideas; testing materials; planning/recording information
* Create original, knowledge informed, outcomes
* Analyse and evaluate own artwork and the work of others
* Understand that artwork is made for a purpose

**Disciplinary and Procedural Knowledge (the skills to *think* and *work* like an artist):**

* Visual Literacy:
* Know about and explain the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions
* Reflect upon the work of artists and share responses verbally (I liked… I didn’t understand… It reminded me of… It links to…)
* Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning
* Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils’ own creative response to the work.
* Generating ideas:
* Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them.
* Creating:
* Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief
* Use acquired technical expertise to make work which effectively reflects their ideas and intentions.
* Painting:
* Test media and materials before independently employing a range of effects, including texture with sand and sawdust
* Demonstrate knowledge about primary and secondary colours, warm and cold, complimentary and contrasting colours
* Create shades independently using black and white
* Show the effect of light and colour, texture and tone on natural and man-made materials
* Create imaginative work from a range of sources and show an awareness of painting composition
* Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media.

**Assessment Questions:**

* Do pupils test media/techniques for their effectiveness in their sketchbooks first?
* Do pupils show the effect of light/colour/texture/tone in their work?
* Can pupils mix a whole range of appropriate colours using primary, secondary and tertiary colours?
* In their portraits, do pupils show an awareness of the perspective involved with the human form?