

Art and Design Year 5	Autumn	Spring	Summer
	<p style="text-align: center;">Landscape art (painting)</p>	<p style="text-align: center;">Chinese art (sculpture, paint)</p>	<p style="text-align: center;">Seaside art (textiles)</p>
<p style="text-align: center;">Final outcome</p>	<p style="text-align: center;">Create landscape artwork using watercolours</p>	<p style="text-align: center;">Create a porcelain plate in the style of ancient porcelain works</p>	<p style="text-align: center;">Create a seaside scene/themed artwork using weaving techniques</p>
<p style="text-align: center;">Key skills taught</p>	<ul style="list-style-type: none"> Investigate and interpret Eric Ravilious's watercolour landscapes (focus on medium, formation, colours, location, proportion): <i>Wet Afternoon, Windmill, Caravans, The Lifeboats, Shelling by Night</i> Develop use of watercolours: application, mixing, control, brush strokes, tints Sketching landscapes: developing understanding of perspective Sketching landscapes: atmospheric perspective focus Produce landscape drawing (familiar landscape): use watercolours, perspective, atmospheric perspective Evaluate final outcome- using reflection 	<ul style="list-style-type: none"> Investigate and interpret historical works of porcelain throughout Chinese history (focus on: style, colour, formation, mediums, history) Develop understanding of pattern: use viewfinders to explore imagery on porcelain vases/plates and the history of this. Replicate imagery using paint Develop use of clay: understand forming, sculpting, joining techniques, use of specific tools to reflect different vase Produce porcelain vase in the style of ancient Chinese porcelain Evaluate final outcome- using reflection 	<ul style="list-style-type: none"> Investigate and interpret historical works of weaving (focus on: Hannah Waldron, history of weaving, history of weaving in Bedworth, materials, techniques) Develop understanding of weaving techniques: practise weaving techniques using plastic on fences Develop use of weaving: smaller scale weaving with paper Develop use of weaving techniques: form images Produce seaside image using weaving <p>Evaluate final outcome- using reflection</p>
<p style="text-align: center;">Key Vocabulary</p>	<p style="text-align: center;">Atmospheric, perspective, landscape, mediums, mountains, illusion, depth</p>	<p style="text-align: center;">Porcelain, viewfinder, lip, neck, body, feet, function, join, decoration, technique, tools</p>	<p style="text-align: center;">Loom, weaving, warping, shedding, picking, beating, selvage, thread, roving</p>
<p>N.C A) to create sketch books to record their observations and use them to review and revisit ideas B) to improve their mastery of art and design techniques, including drawing with a range of materials C) to improve their mastery of art and design techniques, including painting with a range of materials D) to improve their mastery of art and design techniques, including sculpture with a range of materials experiences and imagination E) to learn about great artists in history F) to learn about great architects in history</p>	<p style="text-align: center;">(A, B, C, D, E) <u>DRAWING - LIVE, PATTERN AND TEXTURE</u></p> <ul style="list-style-type: none"> I can use vanishing points, horizon lines and construction lines to create perspective in my artwork I can sketch a landscape using linear perspective. I can use lines and patterns to create abstract artwork <p style="text-align: center;"><u>PAINTING, PRINTING AND COLOUR</u></p> <ul style="list-style-type: none"> I can experiment with different watercolour techniques to create effects I can paint a landscape using watercolours I can experiment with a variety of mediums, including watercolours and pastels, to explore how the medium changes the effect of a landscape I can create tints and shades using a variety of different mediums I can use tints and shades to create atmospheric perspective <p style="text-align: center;"><u>RESPONDING TO ARTWORK AND USING A SKETCHBOOK</u></p> <ul style="list-style-type: none"> I can identify vanishing points and horizon lines in landscape paintings I can explain how artists use linear and atmospheric perspective in their artwork I can comment on abstract landscapes and explain what I feel about them I can create a selection of lines and patterns in my sketchbook to inform my artwork I can discuss landscape artwork by famous artists, saying what I think and feel about them I can identify which medium has been used to create a piece of art 	<p style="text-align: center;">(A, B, C, D, E) <u>DRAWING - LIVE, PATTERN AND TEXTURE</u></p> <ul style="list-style-type: none"> I can sketch designs to build up a portfolio of ideas I can take the light sources into account when sketching vases I can use my preferred shading technique to include dark areas in my sketches I can include the patterns and shapes in my sketches of vases I can make detailed observations to sketch vases from different viewpoints <p style="text-align: center;"><u>PAINTING, PRINTING AND COLOUR</u></p> <ul style="list-style-type: none"> I can make appropriate choices when decorating vases I understand how to create different effects using materials I can make decorative colour and pattern choices to fit a given theme <p style="text-align: center;"><u>COLLAGE, SCULPTURE AND 3-D ART</u></p> <ul style="list-style-type: none"> I can practise techniques and the effects they create before attempting my final design I can choose and use appropriate techniques in my clay work I can choose appropriate tools to add details to my design I can add clay to create details for my design I can experiment and develop my control of tools and techniques I can choose tools, techniques and details which are most appropriate for my design I can use slabs of clay to create a container I can use the pinching technique to create a container I can work with control and accuracy I can follow a design to create a vase <p style="text-align: center;"><u>RESPONDING TO ARTWORK AND USING A SKETCHBOOK</u></p>	<p style="text-align: center;">(A, B, C, D, E) <u>DRAWING - LIVE, PATTERN AND TEXTURE</u></p> <ul style="list-style-type: none"> use a variety of tools and select the most appropriate; use key vocabulary to demonstrate knowledge and understanding in this strand: texture, <p style="text-align: center;"><u>COLLAGE, SCULPTURE AND 3-D ART</u></p> <ul style="list-style-type: none"> use materials other than clay to create a 3D sculpture; use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast. use a range of mixed media; plan and design a collage; use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix. experiment with a range of media by overlapping and layering in order to create texture, effect and colour; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern. <p style="text-align: center;"><u>RESPONDING TO ARTWORK AND USING A SKETCHBOOK</u></p> <ul style="list-style-type: none"> review and revisit ideas in their sketchbooks; offer feedback using technical vocabulary; think critically about their art and design work; use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure. give detailed observations about notable artists', artisans' and designers' work;

G) to learn about great designers in history	<ul style="list-style-type: none"> I can make decisions about how to create a piece of landscape artwork based on the ideas I have gathered and techniques I have experimented with 	<ul style="list-style-type: none"> I can identify different features of a vase's design I can describe and assess vases made by designers I can gather ideas for use in my own work I can incorporate design ideas or themes into my own designs I can identify ways in which I could improve my work I can evaluate and adjust my design 	<ul style="list-style-type: none"> offer facts about notable artists', artisans' and designers' lives;
Art and Design Year 6	<p style="text-align: center;">Frida Kahlo (drawing)</p>	<p style="text-align: center;">South American Art- Beatrix Milhazes (collage/painting/printing)</p>	<p style="text-align: center;">Mosaic (sculpture/collage)</p>
Final outcome	<p style="text-align: center;">To create a surrealist self-portrait based on culture and emotions.</p>	<p style="text-align: center;">To create a mural in the style of Beatriz Milhazes</p>	<p style="text-align: center;">To produce a mosaic from a modern scene.</p>
Key skills	<ul style="list-style-type: none"> Investigate and interpret Frida Kahlo's self portraits (focus on medium, background, cultural differences, emotions: <i>self portrait in a velvet dress, self portrait 1930, The Frame, Fulang-Chang and I, Self-portrait with Thorn Necklace and Hummingbird, Me and My Parrots, Self Portrait as a Tehuana, Self-portrait with Cropped Hair</i>) Develop use of oil pastels: blending, mixing, layering, strokes. Sketching self-portraits: focus on the skill of proportion developing backgrounds; focus on self-expression within backgrounds (culture, emotion) Produce self-portrait: use oil pastels, proportion and backgrounds to reflect culture/emotion) Evaluate final outcome- using reflection 	<ul style="list-style-type: none"> Investigate and interpret Beatriz Milhazes art work (focus on colour, construction, layering, collage): Develop understanding for collage: layering, positioning, complementary colours, texture Developing understanding for pattern: observe patterns in artists artwork, identify pattern in traditional art work, replicate patterns using felt tips Developing understanding for printing: using collagraphs to print and layer on to collage Produce mural in the style of Beatriz Milhazes: using collage, pattern and print. Evaluate final outcome- using reflection 	<ul style="list-style-type: none"> Investigate and interpret historical mosaic (focus on: form, mediums, imagery, history, locations) Investigate contemporary mosaics (focus on: form, imagery, locations) Develop an understanding for developing mosaics: using paper to represent tiles to produce part of a familiar image Develop an understanding for developing mosaics: use tiles and grout to produce a part of a mosaic Produce final outcome: produce a final outcome using mosaics to reflect a modern image Evaluate final outcome- using reflection
Key Vocabulary	<p>Surrealism, portrait, reference photo, culture, background, portray, emotion,</p>	<p>mural, collage, pattern, colour, pattern, layering, printing, abstract, vibrant, shape</p>	<p>Viewfinder, technique, mosaic, tile, layering, history,</p>

<p>N,C</p> <p>A) to create sketch books to record their observations and use them to review and revisit ideas</p> <p>B) to improve their mastery of art and design techniques, including drawing with a range of materials</p> <p>C) to improve their mastery of art and design techniques, including painting with a range of materials</p> <p>D) to improve their mastery of art and design techniques, including sculpture with a range of materials experiences and imagination</p> <p>E) to learn about great artists in history</p> <p>F) to learn about great architects in history</p> <p>G) to learn about great designers in history</p>	<p style="text-align: center;"><u>(A, B, C, D, E.)</u></p> <p style="text-align: center;"><u>DRAWING - LIVE, PATTERN AND TEXTURE</u></p> <ul style="list-style-type: none"> • I can describe the general proportions of a face • I can use my knowledge of proportions to complete a self-portrait • I understand that I can use light guidelines for my sketches to help structure my sketches • I can use light sketching lines to create my portrait <p style="text-align: center;"><u>PAINTING, PRINTING AND COLOUR</u></p> <ul style="list-style-type: none"> • I can analyse aspects of a painting including mood and colour • I can add oil pastel to a sketched self-portrait to add colour and detail • I can choose colours to express aspects of my personality • I can choose colours to express aspects of communities I belong to <p style="text-align: center;"><u>RESPONDING TO ARTWORK AND USING A SKETCHBOOK</u></p> <ul style="list-style-type: none"> • I can describe who Frida Kahlo is and give a brief summary of her work • I can give my opinion of a painting or artist, giving reasons for my ideas • I can describe the differences between a portrait and a self-portrait • I can describe aspects of Mexican folk art • I can identify aspects of the Mexican culture in Kahlo's artwork • I can describe the aspects of the surrealist movement • I can express my opinion of surrealism in paintings · I can apply aspects of surrealism to my own artwork 	<p style="text-align: center;"><u>(A, B, C, D)</u></p> <p style="text-align: center;"><u>DRAWING - LIVE, PATTERN AND TEXTURE</u></p> <ul style="list-style-type: none"> • Use layers and multi mediums to reflect texture • use a variety of tools and select the most appropriate; • use key vocabulary to demonstrate knowledge and understanding in this strand <p style="text-align: center;"><u>PAINTING, PRINTING AND COLOUR</u></p> <ul style="list-style-type: none"> • develop and use collographs <p style="text-align: center;"><u>COLLAGE, SCULPTURE AND 3-D ART</u></p> <ul style="list-style-type: none"> • use key vocabulary to demonstrate knowledge and understanding in this strand: form, texture, shape, mark, • add collage to a painted or printed background; • experiment with a range of media by overlapping and layering in order to create texture, effect and colour; • add decoration to create effect; • use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, <p style="text-align: center;"><u>RESPONDING TO ARTWORK AND USING A SKETCHBOOK</u></p> <ul style="list-style-type: none"> • describe who Beatrix Milhazes is and her style of work 	<p style="text-align: center;"><u>(A, B, C, D,F, G)</u></p> <p style="text-align: center;"><u>COLLAGE, SCULPTURE AND 3-D ART</u></p> <ul style="list-style-type: none"> • I can practise techniques and the effects they create before attempting my final design • I can choose and use appropriate techniques in my mosaic work • I can choose appropriate tools to add details to my design • I can experiment and develop my control of tools and techniques • I can choose tools, techniques and details which are most appropriate for my design • I can work with control and accuracy <p style="text-align: center;"><u>RESPONDING TO ARTWORK AND USING A SKETCHBOOK</u></p> <ul style="list-style-type: none"> • I can identify different features of a mosaic design • I can describe and discuss features of mosaic designs • I can gather ideas for use in my own work • I can incorporate design ideas or themes into my own designs • I can identify ways in which I could improve my work • I can evaluate and adjust my designs
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(drawing / painting / sculpture / collage / textiles / printing / 3D art)