

Cumwhinton School Curriculum – Art Y5 SPR

Year 5	National Curriculum	<p>Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 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] about great artists, architects and designers in history.
Year 5	NC Content Breakdown	<p><u>Drawing</u> Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects. Can draw lines, shapes, and forms neatly and evenly with more confidence, blending tones from light to dark smoothly. They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. Awareness of various mark making techniques for purpose & intention.</p> <p><u>Painting</u> Pupils know and care for painting equipment. Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands. They should learn how to control the amount of paint they need to use and/or use water to preserve finer details.</p> <p><u>Sculpture</u> Design and make more complex Forms in 3 dimensions, using a range of modelling materials, understanding how to finish work to a good standard. Study significant works of art using the following method: Content – Describe the art. Social, historical factors affect the work. Process – When & how made? What materials & techniques are used? Formal elements – line, tone, colour, shape, form, comp, pattern, texture. Mood – what emotions does the work convey? Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from artist's studies to produce original work. Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations & research of artists and themes. Use a sketchbook for pleasure, recording, ideas & expression so their sketchbook becomes a very personal space. Take risks when trying out materials, investigate and explore the properties of materials. Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making. Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty. Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve & that all artists do this.</p>

Art and Design Technical Proficiency - Understanding and Applying knowledge - Creativity - Personal Development			
Art and Design across Year 5			
	AUTUMN	SPRING	SUMMMER
Technical Proficiency	<u>Drawing</u> Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects. Can draw lines, shapes, and forms neatly and evenly with more confidence, blending tones from light to dark smoothly. They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. Awareness of various mark making techniques for purpose & intention.	<u>Painting</u> Pupils know and care for painting equipment. Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands. They should learn how to control the amount of paint they need to use and/or use water to preserve finer details.	<u>Sculpture</u> Design and make more complex Forms in 3 dimensions, using a range of modelling materials, understanding how to finish work to a good standard.
Understanding and Applying knowledge	Study significant works of art using the following method: Formal elements - line, tone, colour, shape, form, comp, pattern, texture. Mood - what emotions does the work convey?	Study significant works of art using the following method: Content - Describe the art. Social, historical factors affect the work. Process - When & how made? What materials & techniques are used? Formal elements - line, tone, colour, shape, form, comp, pattern, texture. Mood - what emotions does the work convey? Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from artist's studies to produce original work.	Study significant works of art using the following method: Content - Describe the art. Social, historical factors affect the work. Process - When & how made? What materials & techniques are used? Formal elements - line, tone, colour, shape, form, comp, pattern, texture. Mood - what emotions does the work convey? Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from artist's studies to produce original work.
Creativity	Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations & research of artists and themes. Use a sketchbook for pleasure, recording, ideas & expression so their sketchbook becomes a very personal space. Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.	Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations & research of artists and themes. Use a sketchbook for pleasure, recording, ideas & expression so their sketchbook becomes a very personal space. Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.	Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations & research of artists and themes. Use a sketchbook for pleasure, recording, ideas & expression so their sketchbook becomes a very personal space. Take risks when trying out materials, investigate and explore the properties of materials. Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.
Personal Development	Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty. Make careful and considerate judgments about own & others work without comparing their own work to that of others.	Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty. Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation	. Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty. Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to

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CONCEPTUAL SCHOOL AMBITION DRIVERS

	EYFS & KS1	LKS2	UKS2
AUT	Diversity	Fairness	Individuality
SPR	Truth	Change	Resilience
SUM	Responsibility	Equality	Sustainability

Art and Design - SPRING YEAR 5 INNOVATION - RESILIENCE Technical Proficiency - Understanding and Applying knowledge - Creativity - Personal Development		
	NC	CUMWHINTON CURRICULUM
Finding out (Facts & knowledge)	Study significant works of art using the following method: Content - Describe the art. Social, historical factors affect the work. Process - When & how made? What materials & techniques are used? Formal elements - line, tone, colour, shape, form, comp, pattern, texture. Mood - what emotions does the work convey?	Who is Peter Blake? He was described as a radical artist but took influence from artists from the 1700s such as William Blake and Samuel Palmer. Look at these artists as well to compare and contrast, look for his inspiration. Also Eduardo Manet How did the pop art culture have an effect on modern culture? The use of advertising and the power of the youth culture. Look at Peter Blake's techniques in his art work. Build on the use of vocab from earlier years. Key vocab : KS1 vocab - Texture, shade, shape, wash, Primary colours and secondary colours, warm and cool colours, medium, materials, technique, tone, tint, Portrait, background, foreground, perspective, annotate, emotion, form, movement New vocab - composition Who is Peter Blake? Tate Kids
Using (Applying & analysing)	Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from artist's studies to produce original work. Pupils know and care for painting equipment. Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands. They should learn how to control the amount of paint they need to use and/or use water to preserve finer details.	Peter Blake was said to take the ordinary and make in extraordinary - How could this help us to create our work? Children to create their self-portrait that expresses their interests, look at how Peter Blake has a small nod to his interests, makes the viewer find the clues. Create a collaborative painting inspired by 'On the balcony' Where Peter Blake used inspiration from lots of different cultural backgrounds. Children to develop their painting skills to show more control

	<p>. Record observations & research of artists and themes. Use a sketchbook for pleasure, recording, ideas & expression so their sketchbook becomes a very personal space.</p> <p>Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.</p>	<p>Use sketch book for 'finding out' about the other artists that inspired Peter Blake. Noting around their sketches and painting about the effects they like and why.</p>
<p>Concluding (Evaluating & summarising)</p>	<p>Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques</p> <p>Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty. Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve & that all artists do this.</p>	<p>Compare their individual work and their collaborative work.</p> <p>Compare their work to that of Peter Blake and other artists who inspired him. What has worked, what hasn't worked? Which artist has inspired them the most?</p> <p>Evaluate how to improve, what could have worked better, the use of space in their collaborative work. The hidden messages that their art work suggests.</p> <p>Reflect on their thoughts of Pop art, do they like the style? Why, why not?</p>