

## Cumwhinton School Curriculum - Art Y5 SUM

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"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> <li>• about great artists, architects and designers in history.</li> </ul>
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 &amp; 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.</p> <p>Study significant works of art using the following method: Content - Describe the art. Social, historical factors affect the work. Process - When &amp; how made? What materials &amp; techniques are used? Formal elements - line, tone, colour, shape, form, comp, pattern, texture. Mood - what emotions does the work convey?</p> <p><b>Applying:</b> Make studies of artist's work to learn the techniques &amp; 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 &amp; techniques. Record observations &amp; research of artists and themes. Use a sketchbook for pleasure, recording, ideas &amp; 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 &amp; others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve &amp; 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
<b>Technical Proficiency</b>	<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 &amp; 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.</p>
<b>Understanding and Applying knowledge</b>	<p>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?</p>	<p>Study significant works of art using the following method: Content - Describe the art. Social, historical factors affect the work. Process - When &amp; how made? What materials &amp; 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 &amp; processes used. Use some of what they have learned from artist's studies to produce original work.</p>	<p>Study significant works of art using the following method: Content - Describe the art. Social, historical factors affect the work. Process - When &amp; how made? What materials &amp; 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 &amp; processes used. Use some of what they have learned from artist's studies to produce original work.</p>
<b>Creativity</b>	<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 &amp; techniques. Record observations &amp; research of artists and themes. Use a sketchbook for pleasure, recording, ideas &amp; 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.</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 &amp; techniques. Record observations &amp; research of artists and themes. Use a sketchbook for pleasure, recording, ideas &amp; 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.</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 &amp; techniques. Record observations &amp; research of artists and themes. Use a sketchbook for pleasure, recording, ideas &amp; 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.</p>
<b>Personal Development</b>	<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 &amp; others work without comparing their own work to that of others.</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 &amp; others work without comparing their own work to that of others. Uses evaluation</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 &amp; others work without comparing their own work to that of others. Uses evaluation to understand what they need to</p>

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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 - SUMMER YEAR 5

#### The World - SUSTAINABILITY

Technical Proficiency - Understanding and Applying knowledge - Creativity - Personal Development

	NC	CUMWHINTON CURRICULUM
Finding out (Facts & knowledge)	<p>Study significant works of art using the following method:</p> <p>Content - Describe the art. Social, historical factors affect the work.</p> <p>Process - When &amp; how made? What materials &amp; techniques are used?</p> <p>Formal elements - line, tone, colour, shape, form, comp, pattern, texture.</p> <p>Mood - what emotions does the work convey?</p> <p>Applying: Make studies of artist's work to learn the techniques &amp; processes used.</p> <p>Use some of what they have learned from artist's studies to produce original work.</p>	<p><a href="#">Who is Damien Hirst?   Tate Kids</a></p> <p>Who is Damien Hirst? What are the controversies surrounding around their work? What accolades and awards has he won? Is it art?</p> <p>How does his work make you feel? How should art make you feel?</p> <p>What has been his inspiration? How has he developed as an artist? What medium does he use to convey his inspirations and ideas?</p> <p><b>Key Vocab: As previous years and</b>  <b>Realistic, Proportion, Surface texture, Balance, Scale, Relationship, Transform, Movement, Composition, Structure, Construct, Solid, Surface,</b></p>

<p><b>Using</b> (Applying &amp; analysing)</p>	<p>Design and make more complex Forms in 3 dimensions, using a range of modelling materials, understanding how to finish work to a good standard.</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 &amp; techniques. Record observations &amp; research of artists and themes. Use a sketchbook for pleasure, recording, ideas &amp; expression so their sketchbook becomes a very personal space.</p> <p>Take risks when trying out materials, investigate and explore the properties of materials.</p> <p>Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.</p>	<p>Children to design their sculpture creation deciding how they want to create their form. They also need to create how they are going to display their form. What do they want their art work to convey to the observer? Is it a comment on the environment, sustainability?</p> <p>Use a shoe box to create the case that their sculpture will be displayed in. They can create their sculpture out of lego, straws, pipe cleaners, clay, plasticine, play dough, junk modelling etc? They children will need opportunities to decide which medium helps them interpret their idea. They also need to think of how they will support their creation in its case. Keep a memory of these creations in their sketch books and annotate. These could be through photographs of sketches.</p> <p>Create their final design, it may be a collaborative piece or individual, it may use a range of mediums. They will need to think of a title for their final piece.</p>
<p><b>Concluding</b> (Evaluating &amp; summarising)</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.</p> <p>Make careful and considerate judgments about own &amp; others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve &amp; that all artists do this. 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.</p>	<p>Children present their work to others, what reaction do they get? Is it important that people like their work or that it makes them think and reflect? Could they change their final piece to evoke a different emotion? Do they want to change their piece? Why? How?</p> <p>Relate this back to Damien Hirst and how he wants his art to impact people?</p> <p>Display all the work together as a class. Children decide which pieces should be next to others, do you group them on similar themes or similar reactions from people?</p>

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