

<p>Year 5 - Autumn</p>	<p>Theme: Drawing</p>	
<p><u>National Curriculum links:</u> 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. To know about great artists, architects and designers in history.</p>	<p><u>Prior Learning:</u> Year 4 – Develop an awareness of composition in drawing and combine media, including printing for effect.</p>	<p><u>Next steps:</u> Year 6 – Exploring design including zentangle pattern printing the work of William Morris.</p>
<p><u>Cross Curriculum links:</u> Science - Earth and space.</p>	<p><u>Key Questions:</u> What effect does the image give? How can popular culture influence art and design? How may this piece of art have been created? Which processes can be used to create a drawing? Which material would make this texture? What techniques can you use to produce your idea? How would you evaluate your work?</p>	
<p><u>Knowledge/Skills to be taught:</u></p> <ul style="list-style-type: none"> • Children explore the purpose and effect of imagery. • Children can make creative decisions. • Children develop drawn ideas through printmaking. • Children are able to test and develop their ideas. • Children can apply an understanding of drawing processes. • Children can improve their own ideas. 	<p><u>Key Artists:</u> Ties Albers</p>	<p><u>Key Vocabulary:</u></p> <p>Futuristic, collagraphy, decision, propaganda, purpose, retrofuturism, imagery technique, texture, printing</p>
<p><u>Links:</u> Kapow Drawing Unit Retrofuturism Artwork https://www.wikiart.org/en/wassily-kandinsky/color-study-squares-with-concentric-circles-1913</p>		

<p>Year 5 - Spring</p>	<p>Theme: Painting and Mixed Media</p>	
<p><u>National Curriculum links:</u> 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. To know about great artists, architects and designers in history.</p>	<p><u>Prior Learning:</u> Year 4 – Develop an awareness of composition in drawing and combine media, including printing, for effect. Explore ways different artists approach drawing.</p>	<p><u>Next steps:</u> Year 6 – Creating a variety of still life pieces influenced by different artists.</p>
<p><u>Cross Curriculum links:</u> English: handwriting and presentation – Choose the writing implement that is best suited for the task. Computing – Use and combine a variety of software on a range of digital devices to design and create content.</p>	<p><u>Key Questions:</u> What is the continuous line method? How can a background change the effect of a drawing? What effect do angle and composition have on an image? What is the message behind your self-portrait? How important is it that a self-portrait looks exactly like the artist? Can you describe the intention of your self-portrait?</p>	
<p><u>Knowledge/Skills to be taught:</u></p> <ul style="list-style-type: none"> • Children explore how drawing can be developed. • Children can combine materials for effect. • Children are able to identify the features of self-portraits. • Children develop ideas towards an outcome by experimenting with materials and techniques. <p>Children can apply knowledge and skills to create a mixed-media self-portrait.</p>	<p><u>Key Artists:</u> Vincent van Gogh Chila Kumari Singh Niideka Akunvill Crosby</p> <hr/> <p><u>Key Vocabulary:</u> collage monoprint self-portrait contrast photomontage bold</p>	
<p><u>Links:</u> Kapow Painting and Mixed Media Unit Van Gogh Artwork Chila Kumari Singh Burman Artwork Njideka Akunyili Crosby Artwork</p>		

<p>Year 5 - Summer</p>	<p>Theme: Sculpture</p>	
<p><u>National Curriculum links:</u> 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. To know about great artists, architects and designers in history.</p>	<p><u>Prior Learning:</u> Year 4 – Exploring how and why Egyptian art was created.</p>	<p><u>Next steps:</u> Year 6 – Exploring art with a message through the mediums of drawing, painting and sculpture.</p>
<p><u>Cross Curriculum links:</u></p>	<p><u>Key Questions:</u> What is installation art? How can you work safely to create a model installation? What could the effect on the viewer be when viewing an installation? How can everyday objects be adapted to make them interesting? Why should you move an object around in a space? How can installations be interactive?</p>	
<p><u>Knowledge/Skills to be taught:</u></p> <ul style="list-style-type: none"> • Children identify and compare features of art installations. • Children investigate the effect of space and scale when creating 3D art. • Children problem-solve when constructing 3D artworks. • Children can plan an installation that communicates and idea. • Children can apply their knowledge of installation art. • Children develop ideas into a finished piece. 	<p><u>Key Artists:</u> Cai Guo-Qiang Yoo Hyun Mi</p>	<p><u>Key Vocabulary:</u> Installation art atmosphere scale mixed media concept</p>
<p><u>Links:</u> Kapow Sculpture Unit Cai Guo-Qiang Artwork Yoo Hyun Mi Artwork Cai Guo-Qiang Artwork</p>		