

YEAR 5 2022/23		Art & Design
<b>Topic 1: Fight For Your Rights (5)</b> Which artists have you learnt about? What is representational art? How has your work been inspired by Aboriginal Art/Emily Kngwarrye/Paul Klee? What skills did you learn when working with paint?  <u>Service and Friendship</u>		
KNOW	DO	UNDERSTAND
<p>Can explain what Aboriginal Art is and how it is linked to people who have fought for freedom and equality.</p> <p>Can explain who Emily Kngwarrye is and the features of her work.</p> <p>Can explain who Paul Klee is and the features of his work.</p> <p>Know how to create representational imagery using symbols and shape.</p> <p>Develop skills to apply paint with control.</p> <p>Develop skills with pencil control when creating pattern.</p> <p><b>Key vocabulary:</b>            Aboriginal Art            Emily Kngwarrye            Paul Klee            Shape            Representation            Imagery            Symbolism            Dreamings            Repetition</p>	<p>Aboriginal Art. The children could trace their own journey, or look at the metaphorical journey of one of the “freedom fighters”. Rather than create one image of an animal void in the centre, surrounded by dots, children could develop a trail of images? Create a group trail? Developing a series of images as a journey, or create ‘dreamings’ which represent the children’s lives in Birmingham. Or they could create a series of ‘dreamings’ which represent the journey of one of the freedom fighters they have learnt about. This artwork cannot be simply replicating an aboriginal image of a lizard, snake etc – this is done in Y2.</p> <p><b>NC Aims:</b>            - produce creative work, exploring their ideas and recording their experiences            - become proficient in painting and other art, craft and design techniques - evaluate and analyse creative works using the language of art, craft and design            - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p><b>NC Content:</b>            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.            - 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 painting</p>	<p>This unit of work supports the theme of change. The art is focussed on Aboriginal art, so some reference to the fight for equality in Australia would be beneficial.</p> <p>Children already explored Aboriginal art at a fundamental level in Year 2 – the expectations must be much higher in Year 5, for example with the control of paint application, the development of ‘dreaming’ patterns, children designing their own template as the focal point.</p>
<b>MUSIC WEEK: 10 Pieces (1)</b> What is exploratory art? What is abstract art? How does your art work link to the music you have learnt about?  <u>This topic is a standalone week.</u>		
KNOW	DO	UNDERSTAND
<p>Know what exploratory art is.</p> <p>Know what Abstract Art is.</p> <p>Know that art does not necessarily have a set outcome – that the process is the art.</p> <p><b>Key vocabulary:</b></p>	<p>Exploratory/abstract art – personal responses to BBC Ten pieces.</p> <p>Some helpful websites  <a href="https://artfulparent.com/music-activity-for-kids-music-as-art-prompt/">https://artfulparent.com/music-activity-for-kids-music-as-art-prompt/</a></p>	<p>In this topic, children have an intensive music week, where they explore a range of classical (such as Mussorgsky “Night on the Bare Mountain”; Shostakovich “Symphony No. 10 (2nd movement)”; Grieg “In the Hall of the Mountain King from ‘Peer Gynt’”; Elgar ‘Enigma’ Variations – Theme</p>

<p>Exploratory Art Abstract Art Process Outcome</p>	<p><a href="https://www.harmony.gov.au/get-involved/schools/lesson-plans/lesson-plan-musical-moods">https://www.harmony.gov.au/get-involved/schools/lesson-plans/lesson-plan-musical-moods</a></p> <p><a href="https://www.artistsnetwork.com/art-inspiration/music-painting-harmonious-relationship/">https://www.artistsnetwork.com/art-inspiration/music-painting-harmonious-relationship/</a></p> <p>Useful ppts might be the Mark Making ppt.</p> <p><b>NC Aims:</b> - produce creative work, exploring their ideas and recording their experiences - become proficient in painting and other art, craft and design techniques - evaluate and analyse creative works using the language of art, craft and design</p> <p><b>NC Content:</b> 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>(‘Enigma’), variations 11, 6 &amp; 7) and contemporary music (such as Steve Reich “Music for 18 musicians”; John Adams “Short Ride in a Fast Machine”; Anna Meredith “Connect It”) from BBC Ten Pieces. <a href="https://www.bbc.co.uk/teach/ten-pieces">https://www.bbc.co.uk/teach/ten-pieces</a></p> <p>Children will use this music as an opportunity to explore their artistic visual responses – this is something they have not had the opportunity to do previously.</p>
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### Topic 2: Shakespeare (4)

Tell me about different ways of using your pencil. Can you tell me the names of the different techniques you have used?  
Explain to me how to structure a face using proportion.

Perseverance and respect

KNOW	DO	UNDERSTAND
<p>Know different techniques when sketching.</p> <p>Know how to use facial dimensions and proportion in portraiture.</p> <p>Know how to draw specific facial features.</p> <p><b>Key vocabulary:</b> Sketching technique Line Tone Shade Form Space Portraiture Dimensions Proportion</p>	<p>Portraiture - Henry VIII/QE II – drawing and shading, facial dimensions Focus on: tone, shade, structure, proportion. Children consider the idea of photography, and how monarchs/people with wealth often wanted a positive representation of themselves, and could pay to do so! Discuss the idea of historical sources of evidence, and how people choose to represent themselves</p> <p><b>NC Aims:</b> - produce creative work, exploring their ideas and recording their experiences - become proficient in painting and other art, craft and design techniques - evaluate and analyse creative works using the language of art, craft and design</p> <p><b>NC Content:</b> 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. - 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 painting</p>	<p>Children explore the work of Shakespeare through geography, history and English, as a prominent historical figure in our locality (Stratford). This is used as a wider opportunity to explore the Elizabethans, learning about the monarchs and the hierarchy of social status.</p> <p>Children build upon their sketching skills developed in Year 4 (designing runes linked to Vikings, designing public sculpture for Environmental Engineers); Year 3 (still life fruit drawings) and Year 2 (seeds and plant observational drawings in Health Heroes).</p>

### Topic 3: Materials Matter (6)

KNOW	DO	UNDERSTAND
DT Week: Reduce, Reuse, Recycle (1)		
KNOW	DO	UNDERSTAND

Topic 4: The Islamic Golden Age (5)		
What are features of Islamic Art? Why have you chosen those colours in your work?  <u>Justice and Courage</u>		
KNOW	DO	UNDERSTAND
Know how to explain these shape terms: pattern, motif, repetition, design, colour.  Know how to choose colours inspired by Islamic Art.  Know how to take inspiration from Islamic Art shapes to create my own work.  Know how to use lines to create repeated pattern.  <b>Key vocabulary:</b> Pattern Motif Repetition Design Islamic Art Geometric Tessellation Architecture Ceramic Mosaic	Children explore Islamic art, focusing on shape, pattern, motif, repetition, design, colour.  Children create tessellating patterns with squares/triangles, similar to that of Roman mosaics, highlighting with gold or silver, looking at ceramics, tiling and architecture for inspiration. They create a Mosaic collage using squares of paper, as a group.  Children create geometric pattern in a circle, using mathematical concepts of degrees, to create star patterns, like this NCETM resource. <a href="https://www.ncetm.org.uk/resources/18030">https://www.ncetm.org.uk/resources/18030</a>  Children develop geometric patterns using mathematical concepts, developing circles, squares and hexagons for example to create interlaced patterns on paper. These are often seen in architecture, including religious buildings such as the Shah Nematollah Vali Shrine. <a href="https://kidworldcitizen.org/islamic-art-lesson-for-kids/">https://kidworldcitizen.org/islamic-art-lesson-for-kids/</a>  <b>NC Aims:</b> - produce creative work, exploring their ideas and recording their experiences - become proficient in drawing, painting, sculpture and other art, craft and design techniques - evaluate and analyse creative works using the language of art, craft and design - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.  <b>NC Content:</b> 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. - 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 - evaluate and analyse creative works using the language of art, craft and design - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	This topic explores the rich cultural, economic and scientific history and development of The Islamic Golden Age, while the rest of the Europe was in the "Dark" Ages/Middle Ages. One of the developments during this time period was the creative arts and design, with the development of calligraphic Arabic manuscripts, often characterized by recurrent motifs, such as the use of geometrical floral or vegetal designs in a repetition.  Children have previously developed mosaic skills in their Year 3 Art Week: Mosaics. This art unit also gives them the opportunity to develop maths skills measuring and drawing angles.
Topic 5: Earth Explorers (6)		
KNOW	DO	UNDERSTAND
ART WEEK: RAINFORESTS (1)		
Who is Henri Rousseau? Why are you learning about him? Explain to me how you have layered your image – what did you need to consider?		

What watercolour skills have you learnt?  
What clay skills have you learnt?

This is a standalone week.

KNOW	DO	UNDERSTAND
<p>Can explain how they have taken inspiration from Henri Rousseau's work.</p> <p>Know different techniques when sketching – how to choose them and how to apply.</p> <p>Can explain how and why I have layered/rotated/resized an image.</p> <p>Develop their watercolour technique – know how to use water as a carrier and colour as a pigment.</p> <p>Know how to create a wash and how to create watercolour detail.</p> <p>Develop their clay skills to create a tile.</p> <p><b>Key vocabulary:</b> Henri Rousseau Layer Rotate Scale Foreground Background Focal point Sketching technique Line, tone, shade, form, space Carrier Pigment Blend, wash, detail</p>	<p>SEE ADDITIONAL PLANNING</p> <p>Children create a range of visual response and develop a number of different skills, creating work based on the rainforest:</p> <ul style="list-style-type: none"> <li>- Explore the artwork of Henri Rousseau</li> <li>- Develop sketching techniques: tone, shade, pressure, line, detail</li> <li>- Layered images, considering foreground, background, directionality, layers.</li> <li>- Learn new watercolour techniques, applying coloured pencil from complimentary colour families to develop shade and tone.</li> <li>- Glass paint animals.</li> <li>- Clay plaques, using a number of new clay techniques to represent a rainforest scene.</li> <li>- ICT graphics to create repeated images to present a rainforest scene.</li> </ul> <p><b>NC Aims:</b></p> <ul style="list-style-type: none"> <li>- produce creative work, exploring their ideas and recording their experiences</li> <li>- become proficient in drawing, painting, sculpture and other art, craft and design techniques (<i>clay, digital art, glass paint</i>)</li> <li>- evaluate and analyse creative works using the language of art, craft and design</li> <li>- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p><b>NC Content:</b></p> <p>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> <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</li> <li>- evaluate and analyse creative works using the language of art, craft and design</li> <li>- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul>	<p>Children have just finished learning about the rainforest in their “Earth Explorers” topic. This art week gives them a number of creative opportunities to represent different aspects of the rainforest.</p> <p>Children will build upon sketching techniques developed earlier in the Year in their Shakespeare topic; in Year 4 (designing runes linked to Vikings, designing public sculpture for Environmental Engineers); Year 3 (still life fruit drawings) and Year 2 (seeds and plant observational drawings in Health Heroes).</p> <p>Children will build upon digital art skills developed in Year 2 (French Week); Year 3 digital manipulation in “You Are What You Eat” and “Brilliant Botanists”.</p> <p>Children will apply their painting knowledge from Year 4 “Wild Water” and Year 3 “You Are What You Eat” to new glass painting techniques.</p> <p>Children develop new clay techniques and build upon those from their Year 3 Art Week (Roman Mosaics) and Year “Vicious Vikings” (Saxon brooches).</p>

**Topic 6: Project Birmingham (2)**

Talk me through your design process – what did you need to consider?  
How have you represented citizenship through your design?  
Explain to me your colour/design choices

Forgiveness

KNOW	DO	UNDERSTAND
<p>Know about the design process – considering shape, layout, representation, structure.</p> <p><b>Key vocabulary:</b></p>	<p>Children use what they have learnt about citizenship, their role in society, democracy, and British Values to design their own Coat of Arms; a visual</p>	<p>This unit allows children to understand their local heritage: how and why Birmingham has developed, and is the way it is now. Children learn about citizenship, their role in</p>

<p>Design Shape Layout Representation Structure</p>	<p>representation of themselves as a British citizen.</p> <p><b>NC Aims:</b></p> <ul style="list-style-type: none"> <li>- produce creative work, exploring their ideas and recording their experiences</li> <li>- become proficient in drawing,</li> <li>- evaluate and analyse creative works using the language of design</li> <li>- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p><b>NC Content:</b></p> <p>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> <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</li> </ul>	<p>society, democracy, and British Values.</p> <p>Children will develop a set of design skills not previously covered in year groups.</p>
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**Topic 7: Star Trek (5)**

Who is Peter Thorpe? What do you know?  
Why have you learnt about him? How has he inspired your art work?  
Why have you chosen those colours in your work?

Truthfulness and trust

KNOW	DO	UNDERSTAND
<p>Know how to use chalk pastels to create a specific effect.</p> <p>Can explain about contrasting colours and how to use them.</p> <p>Can explain about suggested space and voids in my own work.</p> <p><b>Key vocabulary:</b> Effect Contrasting colour Blend Shade Space Void Form</p>	<p>Children use the work of Peter Thorpe as inspiration to create their own 'space art'. They use chalk pastels to replicate light travelling from stars and constellations, focusing on colour development and complimentary colours on black paper.</p> <p><b>NC Aims:</b></p> <ul style="list-style-type: none"> <li>- produce creative work, exploring their ideas and recording their experiences</li> <li>- become proficient in chalk/pastels</li> <li>- evaluate and analyse creative works using the language of art</li> <li>- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p><b>NC Content:</b></p> <p>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> <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</li> </ul>	<p>Children explore lots of different aspects of Space; this art work allows them to focus their learning on stars and astrological constellations, following on from their trip to the National Space Centre and their learning in the planetarium.</p> <p>Children have previously used chalk pastels in sessions like Black History Day, Bonfire night art work, Diwali celebrations, but not for specifically planned content from the art curriculum.</p>

**Topic 8: Busy Biologists (4)**

KNOW	DO	UNDERSTAND