

Excellence and Enjoyment, Everyone and Everything. "God created you to be amazing" Ephesians 2:10



Year 5 Art	Curriculum Driving Concepts		
	Drawing, paint and mixed media, sculpture and 3D		
	Autumn	Spring	Summer
	Drawing: (Figures in movement)	Painting and mixed media: (Watercolour flowers)	Collage: (Collage of a city scape)
Key artist	Edgas Degas	Georgia O'Keefe	Helen Zughaib
Values	Friendship and Love	Respect and responsibility	Perseverance and Hope
What we need to know Red Hill Riches	<p>Edgas Degas drew figures in motion.</p> <p>Figures need to be drawn in proportion.</p> <p>Figures can be drawn in motion.</p> <p>Graded pencils can be used for shading</p> <p>To know that the direction of a light source informs the shadow.</p> <p>To know that different grades of pencil can be used for shading.</p> <p>To know how to sketch and shade a figure in movement.</p> <p>To know how to evaluate own artwork.</p>	<p>Georgia O'Keefe painted a selection of flowers.</p> <p>You need to select the correct sized paint brush for accuracy</p> <p>There are a range of brush strokes.</p> <p>Tints are made by adding white.</p> <p>Tones are made by adding grey.</p> <p>Shades are made by adding black.</p> <p>Viewfinders can be used to focus on an element of an object</p> <p>Georgia O'Keefe drew part of a flower in proportion.</p>	<p>Helen Zughaib is a collage artist who is inspired by cultural influences.</p> <p>Helen Zughaib's 'Migrations' work is influenced by war torn migration.</p> <p>Helen Zughaib uses simple patterns and bright colours.</p> <p>A collage needs to start in the background.</p> <p>Colours contrast and compliment each other for effect.</p> <p>Different materials can create texture within a collage.</p> <p>Our own artwork can be inspired by others</p>
Overview of learning	<p>The sequence of learning will follow the research and immerse, develop ideas, experiment and respond, explore and develop skills, apply and create and evaluate lessons.</p> <p>The children will be creating their own artwork through drawing figures in motion taking inspiration from Edgar Degas. Children will explore proportion in images and how this is used to show movement.</p>	<p>The sequence of learning will follow the research and immerse, develop ideas, experiment and respond, explore and develop skills, apply and create and evaluate lessons.</p> <p>The children will be taking inspiration from Georgia O'Keefe and using their observational skills will create a painting of flowers using watercolours. The children will experiment with paints to create</p>	<p>The sequence of learning will follow the research and immerse, develop ideas, experiment and respond, explore and develop skills, apply and create and evaluate lessons.</p> <p>Children will be studying Helen Zughaib and using her as an inspiration to create their own collage of a city scape reflecting migration. Children will begin looking at the layers and</p>

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	They will annotate work of Degas and reflect on proportion taught in year 4. Children will explore different pencils and how to use these to create tone and use shading in their artwork.	different tints, tones and shades and look in closer detail at flowers using viewfinders. Children will use proportion and scale their images to the correct size.  Children will then evaluate their final piece based on initial inspiration from Georgia O'Keefe.	colours/patterns in different artworks. They will look at the different materials that can be used to create collage and identifying colours that contrast and compliment each other for effect.
<b>Links to prior knowledge (footprints)</b>	<p>To know how to use basic shapes to form more complex shapes and patterns.</p> <p>To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p> <p>To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> <p>To know that tone can be used to create contrast in an artwork.</p> <p>To know what proportion is.</p> <p>To know that figures need to be proportionally even.</p> <p>To know how to shade angling the pencil in one direction.</p> <p>To know there are different graded pencils and their effect.</p>	<p>To know that adding black to a colour creates a shade.</p> <p>To know that adding white to a colour creates a tint.</p> <p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>To know that tone can be used to create contrast in an artwork.</p> <p>To know how to sketch observationally.</p> <p>To know how to create an observational painting.</p> <p>To know that I can draw in different scales.</p> <p>To know what proportion is.</p>	<p>To know that simple 3D forms can be made by creating layers, by folding and rolling materials.</p> <p>To know how to use texture more purposefully to achieve a specific effect or to replicate a natural surface.</p> <p>To know what a collage is.</p> <p>To know how to create a collage based on observational drawings.</p>
<b>Vocabulary</b>	Figures, analyse, proportion, similarities, differences, interpretation, realist, impressionist, grades, HB, shading, shadow, sequence	Observational, watercolours, effect, hues, tints, tones, shades, view finder, proportion, sketching, element, outline, scaling up, scaling down, evaluate	Art medium, migrations, introspection, atmosphere, background, foreground, middleground, layer, tertiary, carbon paper, collage, composition, continuous line, drawing, evaluate, justify, mixed media, paint wash, represent research, texture, transfer

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<p><b>Disciplinary Knowledge</b></p>	<p>Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Using a broader range of stimulus to draw from, such as architecture, culture and photography, beginning to develop drawn ideas as part of an exploratory journey.</p> <p>Applying known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>Drawing in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.</p> <p>Developing an artwork from a drawing or other initial stimulus.</p> <p>Researching and discussing the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>	<p>Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Using a broader range of stimulus to draw from, such as architecture, culture and photography, beginning to develop drawn ideas as part of an exploratory journey.</p> <p>Applying known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>Applying paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks e.g. making choices about painting surfaces or mixing paint with other materials.</p> <p>Researching and discussing the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Applying known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>Investigating how scale, display location and interactive elements impact 3D art.</p> <p>Planning a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions.</p> <p>Persevering when constructions are challenging and working to problem solve more independently.</p> <p>Designing and making art for different purposes and beginning to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design.</p> <p>Exploring how collage can extend original ideas.</p>

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			<p>Extending ideas for designs through sketchbook use and research, justifying choices made during the design process.</p> <p>Researching and discussing the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>
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