

# St Anne's C of E Primary School Curriculum Plan

Subject: Art and design

Year: 5

Term: Autumn



## Unit: Interactive Installation- Sculpture and 3D



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>installation art-</b> three dimensional art that aims to transform a particular place</p> <p>interact, interactive</p> <p>analyse, evaluate</p> <p>experience, features, influence</p> <p><b>atmosphere-</b> the mood of an artwork</p> <p>art medium, special effects, display, props, scale, scaled down, three dimensional</p> <p>concept, culture, elements</p> <p><b>location-</b> the place where an artwork is displayed.</p>	<p><b>Form-</b> An art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>The size and scale of three-dimensional artwork change the effect of the piece.</p> <p>Installation art as a medium for communicating a message; learning about the features of this art genre and evaluating an artwork.</p> <p>About the installation work of artist Cai Guo-Qiang; considering the display space and scale of an artwork.</p> <p>Everyday objects can be used to create an installation, considering</p>	<p>How to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.</p> <p>How to try out ideas on a small scale to assess their effect. How to use everyday objects to form a sculpture.</p> <p>How to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.</p> <p>How to try out ideas for making a sculpture interactive.</p>	<p><b>Generating ideas</b> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p><b>Using sketchbooks:</b> Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p><b>Making skills</b> Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.</p> <p>Try out ideas on a small scale to assess their effect.</p>

<p>mixed media</p> <p><b>performance art-</b> artwork is an event rather than an object</p> <p>revolution</p>	<p>how ordinary spaces can be transformed.</p> <p>Artists are influenced by what is going on around them; for example, culture, politics and technology.</p> <p>How an artwork is interpreted will depend on the life experiences of the person looking at it.</p> <p>Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.</p> <p>People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online.</p>	<p>How to plan an installation proposal, making choices about light, sound and display.</p> <p>Artists create works that make us question our beliefs.</p> <p>Sometimes people disagree about whether something can be called 'art'.</p> <p>Art doesn't always last for a long time; it can be temporary.</p> <p>Some artists become well-known or famous, and people tend to talk more about their work because it is familiar.</p> <p>Talking about plans for artwork, or evaluating finished work, can help improve what artists create.</p>	<p>Use everyday objects to form a sculpture.</p> <p>Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.</p> <p>Try out ideas for making a sculpture interactive.</p> <p>Plan an installation proposal, making choices about light, sound and display.</p> <p><b>Knowledge of the artist</b> Research and discuss 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>Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>Consider what choices can be made in their own work to impact their viewer.</p> <p><b>Evaluating and analysing</b> Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Consider how effectively pieces of art express emotion and encourage</p>
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			<p>the viewer to question their own ideas.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>
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# St Anne's C of E Primary School Curriculum Plan

Subject: Art and Design

Year: 5

Term: Spring



Unit: I need space- drawing



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<ul style="list-style-type: none"> <li>• <b>Retro-futurism</b>-Art produced between 1950-1960 that depicted what people imagined the future would look like.</li> <li>•</li> <li>• Futuristic, Imagery, Culture, Cold War, Propaganda</li> <li>•</li> <li>• <b>Space race</b>- A competition of space exploration</li> </ul>	<p><b>Shape</b>-Shapes can be used to place the key elements in a composition.</p> <p><b>Line</b>-Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p>	<p>How to analyse an image that considers impact, audience and purpose.</p> <p>How to draw the same image in different ways with different materials and techniques.</p> <p>How to make a collagraph plate.</p> <p>How to develop drawn ideas for a print.</p>	<p><b>Generating ideas</b></p> <p>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p><b>Sketchbook</b></p> <p>Confidently use sketchbooks for purposes including recording observations and research, testing</p>

<p>between the Soviet Union and the United States.</p> <ul style="list-style-type: none"> <li>•</li> <li>• Purpose</li> <li>•</li> <li>• <b>Stimulus</b>-Something that interests an artist which may give them new ideas to try</li> <li>• Decision, Process, Technique</li> <li>•</li> </ul> <p><b>Collagraph</b>-A printmaking process that uses textures to create interesting surfaces within a print.</p> <p>Repetition</p> <p><b>Printing plate</b>-A flat sheet of material used for printing.</p> <p><b>Composition</b>-The way that people or things are arranged in a painting or photograph.</p> <ul style="list-style-type: none"> <li>•</li> <li>• Printmaking, Evaluate, Revisit, Develop</li> </ul>	<p><b>Texture</b>-How to create texture on different materials.</p> <p>About the 'Space race' era and learn the term 'retro-futurism'.</p> <p>What processes a piece of art has used, how it has been created.</p> <p>Drawing can be developed through printmaking.</p> <p>How to plan futuristic artworks.</p> <p>Artists are influenced by what is going on around them; for example, culture, politics and technology.</p> <p>Artists 'borrow' ideas and imagery from other times and cultures to create new artworks.</p> <p>Artists can choose their medium to create a particular effect on the viewer.</p>	<p>How to combine techniques to create a final composition.</p> <p>How to decide what materials and tools to use based on experience and knowledge.</p> <p>How drawing can be developed through printmaking and creating a collagraph printing plate.</p> <p>People make art to fit in with popular ideas or fashions.</p> <p>People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or sharing ideas online.</p> <p>Talking about plans for artwork, or evaluating finished work, can help improve what artists create.</p>	<p>materials and working towards an outcome more independently.</p> <p><b>Making skills</b></p> <p>What print effects different materials make.</p> <p>Analyse an image that considers impact, audience and purpose.</p> <p>Draw the same image in different ways with different materials and techniques.</p> <p>Make a collagraph plate.</p> <p>Make a collagraph print.</p> <p>Develop drawn ideas for a print.</p> <p>Combine techniques to create a final composition.</p> <p>Decide what materials and tools to use based on experience and knowledge.</p>
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<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Artists can combine materials; for example, digital imagery, with paint or print.</p>		<p><b>Knowledge of the artist</b>  Research and discuss 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>Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>Consider what choices can be made in their own work to impact their viewer.</p> <p><b>Evaluating and analysing</b>  Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>
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# St Anne's C of E Primary School Curriculum Plan

Subject: Art and design

Year: 5

Term: Summer



Unit: Portraits- painting and mixed media



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
atmosphere, background  art medium, carbon paper, collage,  <b>mixed media</b> -art made from a combination of different materials.  multimedia  continuous line drawing, paint wash, texture,	<p><b>Colour:</b> Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p> <p><b>Pattern:</b> Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p> <p><b>Tone:</b> Tone can help show the foreground and background in an artwork.</p>	<p>How to create a drawing using text as lines and tone.</p> <p>How to take an interesting portrait photograph, exploring different angles.</p> <p>How to experiment with materials and create different backgrounds to draw onto.</p> <p>How to use a photograph as a starting point for a mixed-media artwork.</p>	<p><b>Generating ideas</b></p> <p>Develop ideas more independently from their own research.</p> <p>Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p><b>Sketchbook</b></p> <p>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p>

<p><b>transfer</b>-a picture that can be attached to a surface by pressing it against the surface and then rubbing it.</p> <p><b>composition</b>- putting different elements together in a pleasing way.</p> <p>evaluate, justify, research, represent</p> <p><b>printmaking</b>-printmaking is making art by printing pictures, normally on paper.</p> <p><b>monoprint</b>- a print that can only be made exactly the same way once.</p> <p>portrait, self-portrait</p>	<p>A background can change the finished effect.</p> <p>About monoprints and how to make one.</p> <p>The purpose of self-portraits.</p> <p>People make art to portray ideas about identity.</p> <p>Talking about plans for artwork, or evaluating finished work, can help improve what artists create.</p> <p>Comparing artworks can help people understand them better.How to develop a drawing into a painting.</p> <p>Artists use self-portraits to represent important things about themselves.</p> <p>Artists can combine materials; for example, digital imagery, with paint or print.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>How to adapt an image to create a new one. How to combine materials to create an effect.</p> <p>How to choose colours to represent an idea or atmosphere.</p> <p>How to develop a final composition from sketchbook ideas.</p> <p>Artists can choose their medium to create a particular effect on the viewer.</p> <p>Artists are influenced by what is going on around them; for example, culture, politics and technology.</p>	<p><b>Making Skills</b></p> <p>Develop a drawing into a painting.</p> <p>Create a drawing using text as lines and tone.</p> <p>Experiment with materials and create different backgrounds to draw onto.</p> <p>Use a photograph as a starting point for a mixed-media artwork.</p> <p>Take an interesting portrait photograph, exploring different angles.</p> <p>Adapt an image to create a new one.</p> <p>Combine materials to create an effect.</p> <p>Choose colours to represent an idea or atmosphere.</p>
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			<p>Develop a final composition from sketchbook ideas.</p> <p><b>Knowledge of the artist</b></p> <p>Research and discuss 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>Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>Consider what choices can be made in their own work to impact their viewer.</p> <p><b>Evaluating and analysing</b></p> <p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p>
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