



What are the aims and intentions of this curriculum?

That by the end of KS2, pupils will:

- 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
- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- know about great artists, architects and designers in history.

Formal elements: Knowledge

Colour	To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours	Line	To know that lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing
		Tone	To know that tone can help show the foreground and background in an artwork
Form	To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them To know that the size and scale of three-dimensional art work changes the effect of the piece	Pattern	To know that 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
Shape	To know that a silhouette is a shape filled with a solid flat colour that represents an object	Texture	To know how to create texture on different materials



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Unit	Topic	Knowledge and Skills	Vocabulary
1	<p>Drawing: I need space!</p> <p>Artists: Teis Albers, Karen Rose</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>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently</p> <p>To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey</p> <p>Apply known techniques with a range of media, selecting these independently in response to a stimulus</p> <p>Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form</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 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>	<p>cold war, collagraph, collagraphy, composition, culture, decision, develop, evaluate, futuristic, imagery, printing plate, printmaking, process, propaganda, purpose, repetition, Retrofuturism, Revisit, space race, stimulus, technique</p>
2	<p>Painting and mixed media: Portraits</p> <p>Artists: Chila Kumari, Singh Burman, Njideka Akunyili Crosby, Vincent van Gogh, Frida Kahlo, Maggie Scott</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>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently</p> <p>Apply 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>Develop a painting from a drawing or other initial stimulus</p> <p>Explore how collage can extend original ideas</p>	<p>art medium, atmosphere, background, carbon paper, collage, composition, continuous line drawing, evaluate, justify, mixed media, monoprint, multi-media, paint wash, portrait, printmaking, represent,</p>



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		<p>Combine digital effects with other media</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 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>	<p>research, self-portrait, texture, transfer</p>
3	<p>Sculpture and 3D: Interactive installation</p> <p>Artists: Cai Guo-Qiang</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>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently</p> <p>Investigate scale when creating forms in three dimensions</p> <p>Plan a sculpture, developing an idea in 2D into a three-dimensional piece Persevere when constructions are challenging and work to problem solve more independently</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 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>	<p>analyse, art medium, atmosphere, concept, culture, display, elements, evaluate, experience, features, influence, installation art, interact, interactive, location, mixed media, performance art, props, revolution, scale, scaled down, special effects, stencil, three-dimensional</p>
4	<p>Craft and design: Architecture</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>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently</p>	<p>abstract, annotate, architect, architectural, architecture, birds eye view, built environment, commemorate,</p>



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	<p>Artists: Zaha Hadid, Friedensreich Hundertwasser, Niall McLaughlin Architects (Auckland Tower, Faith Museum)</p>	<p>Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design</p> <p>Extend ideas for designs through sketchbook use and research, justifying choices made during the design process</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 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>	<p>composition, crop, design, design brief, design intention, elevation, evaluate, external, form, futuristic, individuality, interpret, legacy, literal, monoprint, monument, observational drawing, organic, perspective, pressure</p>
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