



# The Art Curriculum

## Year 5

Intent	<p>At Benjamin Adlard Primary School we value and are dedicated to the teaching of Art and Design Technology. We see this as a fundamental part of school life. We are committed to providing an 'Arts Rich Curriculum' for our children. We believe that by developing this, we can contribute to the quality of our children's lives, both within and beyond school. We see art and design as a means to support learning in a range of ways. The skills that are developed in these subjects can be transferred across the curriculum and thus aid learning.</p>
Implementation	<p>As a school and in accordance with the National Curriculum's and Early Years Curriculum expectations, we aim to ensure that all pupils:</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</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, architects and understand the historical and cultural development of their art forms</li> <li>• Class teachers are responsible for teaching art, although there may be times when professional artists/helpers will be involved in the teaching.</li> </ul> <p>We take every opportunity to develop links with outside agencies and experts in order to enrich our Art and Design provision.</p> <p>Some of the key themes will be Art based and at the beginning of each theme key subject and academic vocabulary lists are created with child friendly definitions. These are displayed in classes, revisited and then tested in low stake tests. This constant repetition of key vocabulary helps develop our pupil's knowledge and understanding. The curriculum coverage is taught in a progressive and purposeful manner. The skills used in Art are assessed termly through the 'Aspiration Map' where teachers use their teacher knowledge and AFL to make judgements on age relatedness. The curriculum coverage is taught in a progressive and purposeful manner. Through our key concepts we teach progressive skills and knowledge across school building on prior learning and preparing for future knowledge and skill acquisition. The connection of the skills, knowledge and concepts across the geography curriculum is an important part of our Art curriculum implementation</p>
Impact	<p>Our children enjoy the self-expression that they experience in Art. They are keen to learn new skills and work hard to perfect those shown to them. They remain resilient and focused and the development of skills helps them to express feelings and emotions in their work, as well demonstrating their knowledge of artists and key skills. They will have worked with a range of mediums and developed progressive techniques helping them to create things of beauty. Children will be proud of their work and want to display it.</p>

Year 5 – Autumn 1		Unit 1 – Formal elements: Architecture		
National Curriculum Objectives Covered				
<ul style="list-style-type: none"><li>To create sketchbooks to record their observations and use them to review and revisit ideas</li><li>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.</li><li>To develop a wide range of Art and design techniques in using colour, pattern, texture, line, shape, form and space.</li><li>To know about great artists, architects and designers in history.</li></ul>				
Cross Curricular Links				
<ul style="list-style-type: none"><li>History - know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li></ul>				
Prior Learning				
	Year 1	Year 2	Year 3	Year 4
Drawing	<i>Explore mark making, experiment with drawing lines and use 2D shapes to draw.</i> <ul style="list-style-type: none"><li>Formal Elements</li><li>Landscapes Lesson</li><li>Sculptures &amp; Collages</li></ul>	<i>Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.</i> <ul style="list-style-type: none"><li>Art &amp; Design Skills</li><li>Human Form</li><li>Sculpture &amp; Media</li></ul>	<i>Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</i> <ul style="list-style-type: none"><li>Formal Elements: Shape 1: Seeing Simple Shapes</li><li>Art &amp; Design Skills</li><li>Prehistoric Art</li></ul>	<i>Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.</i> <ul style="list-style-type: none"><li>Formal Elements</li><li>Art &amp; Design Skills</li></ul>
Painting	<i>Develop skill and control when painting. Paint with expression.</i> <ul style="list-style-type: none"><li>Art &amp; Design Skills: Painting: Colour Mixing</li><li>Landscapes using different media</li><li>Landscapes</li></ul>	<i>Further improve skill and control when painting. Paint with creativity and expression.</i> <ul style="list-style-type: none"><li>Art &amp; Design Skills</li><li>Sculpture &amp; Media</li></ul>	<i>Increase skill and control when painting. Apply greater expression and creativity to own paintings.</i> <ul style="list-style-type: none"><li>Art &amp; Design Skills</li><li>Prehistoric Art</li></ul>	<i>Develop skill and control when painting. Paint with expression. Analyse painting by artists.</i> <ul style="list-style-type: none"><li>Art &amp; Design Skills</li><li>Every Picture Tells a Story</li></ul>
Craft techniques	<i>Learn a range of materials and techniques such as clay-etching, printing and collage.</i> <ul style="list-style-type: none"><li>Formal Elements</li><li>Art &amp; Design Skills: Printing</li><li>Landscapes</li></ul>	<i>Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.</i> <ul style="list-style-type: none"><li>Art &amp; Design Skills: Craft: Clay</li><li>Human Form</li><li>Sculpture &amp; Media</li></ul>	<i>Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.</i> <ul style="list-style-type: none"><li>Formal Elements: Shape 3: Working with Wire</li><li>Art &amp; Design Skills: Craft &amp; Design 1: Craft Puppets</li><li>Prehistoric Art</li></ul>	<i>Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.</i> <ul style="list-style-type: none"><li>Formal Elements: Texture and Pattern: Playdough Printing</li><li>Art &amp; Design Skills: Design: Optical Illusions</li></ul>
Colour	<i>Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.</i>	<i>Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</i> <ul style="list-style-type: none"><li>Formal Elements</li><li>Sculpture &amp; Media</li></ul>	<i>Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and</i>	<i>Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.</i> <ul style="list-style-type: none"><li>Art &amp; Design Skills</li><li>Every Picture Tells a Story</li></ul>

	<ul style="list-style-type: none"> <li>• Formal Elements</li> <li>• Art &amp; Design Skills</li> <li>• Landscapes</li> </ul>		<i>shades, for different purposes.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills: Craft &amp; Design 1: Craft Puppets</li> <li>• Prehistoric Art</li> </ul>	
<b>Pattern</b>	<i>Understand patterns in nature, design and make patterns in a range of materials.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills: Experimenting with Media</li> <li>• Sculptures &amp; Collages:</li> </ul>	<i>Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own.</i> <ul style="list-style-type: none"> <li>• Formal Elements</li> </ul>	<i>Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.</i> <ul style="list-style-type: none"> <li>• Craft</li> </ul>	<i>Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.</i> <ul style="list-style-type: none"> <li>• Formal Elements: Pattern and Texture: Playdough Printing</li> <li>• Every Picture Tells a Story</li> </ul>
<b>Texture</b>	<i>Use materials to create textures.</i> <ul style="list-style-type: none"> <li>• Landscapes</li> </ul>	<i>Identify and describe different textures. Select and use appropriate materials to create textures.</i> <ul style="list-style-type: none"> <li>• Formal Elements</li> </ul>	<i>Analyse and describe texture within artists' work.</i> <ul style="list-style-type: none"> <li>• Prehistoric Art</li> <li>• Craft</li> </ul>	<i>Use a range of materials to express complex textures.</i> <ul style="list-style-type: none"> <li>• Formal Elements</li> <li>• Every Picture Tells a Story</li> </ul>
<b>Tone</b>	<i>Understand what tone is and how to apply this to their own work.</i> <ul style="list-style-type: none"> <li>• Landscapes</li> </ul>	<i>Experiment with pencils to create tone. Use tone to create form when drawing.</i> <ul style="list-style-type: none"> <li>• Formal Elements</li> </ul>	<i>Develop skill and control when using tone. Learn and use simple shading rules.</i> <ul style="list-style-type: none"> <li>• Formal Elements: Tone 1: Four Rules of Shading</li> <li>• Art &amp; Design Skills: Drawing: My Toy Story</li> </ul>	<i>Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills: Every Picture Tells a Story</li> </ul>
<b>Creating original artwork</b>	<i>Explore and create ideas for purposes and intentions.</i> <ul style="list-style-type: none"> <li>• Formal Elements</li> <li>• Art &amp; Design Skills: Learning About Louis Wain</li> </ul>	<i>Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Sculpture &amp; Media</li> </ul>	<i>Create personal artwork using the artwork of others to stimulate them.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Prehistoric Art</li> </ul>	<i>Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.</i> <ul style="list-style-type: none"> <li>• Formal Elements: Texture and Pattern: Playdough Printing</li> </ul>

**By the end of this unit pupils will have had the opportunity to:**

Drawing	Explore mark making, experiment with drawing lines and use 2D shapes to draw.
Painting	Develop skill and control when painting. Paint with expression.
Colour	Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.
Line	Use, express and experiment with line for purpose, then use appropriate language to describe lines.
Form	Learn about form and space through making sculptures and developing language.
Pattern	Understand patterns in nature, design and make patterns in a range of materials.
Shape	Identify, describe and use shape for purpose.
Creating original artwork	Explore and create ideas for purposes and intentions.

**By the end of this unit pupils will have had the opportunity to:**

Drawing	<i>Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.</i>
Painting	<i>Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.</i>

Craft techniques	<i>Create mixed media art using found and reclaimed materials. Select materials for a purpose.</i>	
Colour	<i>Select and mix more complex colours to depict thoughts and feelings.</i>	
Pattern	<i>Construct patterns through various methods to develop their understanding.</i>	
Texture	<i>Develop understanding of texture through practical making activities.</i>	
Tone	<i>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</i>	
Creating original artwork	<i>Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.</i>	
<b>Progression through the art curriculum</b>		
	<b>Year 6</b>	
<b>Drawing</b>	<i>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Make My Voice Heard</li> <li>• Still Life</li> </ul>	
<b>Painting</b>	<i>Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Make My Voice Heard</li> <li>• Still Life</li> </ul>	
<b>Craft techniques</b>	<i>Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills: Craft</li> <li>• Still Life</li> <li>• Photography</li> </ul>	
<b>Colour</b>	<i>Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Still Life</li> </ul>	
<b>Pattern</b>	<i>Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> </ul>	
<b>Texture</b>	<i>Understand how artists manipulate materials to create texture.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills: Craft</li> <li>• Still Life</li> </ul>	
<b>Tone</b>	<i>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</i> <ul style="list-style-type: none"> <li>• Every Picture Tells a Story</li> <li>• Formal Elements</li> </ul>	
<b>Creating original artwork</b>	<i>Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills: Craft: Zentangle Printing</li> </ul>	
<b>Key knowledge acquired throughout this unit</b>		<b>Key skills acquired throughout this unit</b>
<ul style="list-style-type: none"> <li>• I know the purpose of a monument.</li> <li>• I know architects are designers of building.</li> <li>• I know amphitheater is an oval or circular building with rising tiers.</li> <li>• I know that first hand drawings are drawn from life and not pictures.</li> <li>• I know second hand drawings are drawn from photographs.</li> </ul>		<ul style="list-style-type: none"> <li>• Further develop drawing from observation.</li> <li>• Draw using perspective, mathematical processes, design, detail and line.</li> <li>• Control brush strokes and apply tints and shades when painting.</li> <li>• Paint with greater skill and expression.</li> <li>• Create mixed media art using found and reclaimed materials.</li> </ul>

- I know architectural style refers to the features that make a building historically identifiable.

- Select materials for a purpose
- Select and mix more complex colours to depict thoughts and feelings.
- Extend and develop a greater understanding of applying expression when using line.
- Construct patterns through various methods to develop their understanding.
- Composing original designs by adapting and synthesising the work of others.
- Analyse and evaluate artists' use of shape.
- Develop an increasing sophistication when using tone to describe objects when drawing.
- Analyse artists' use of tone.
- Express thoughts and feelings about familiar products.
- Design new architectural forms, design and invent new products, link artwork to literary sources.
- Create and invent for purposes.

## Subject knowledge and teaching guidance

First hand drawings are drawn from life, not from pictures.

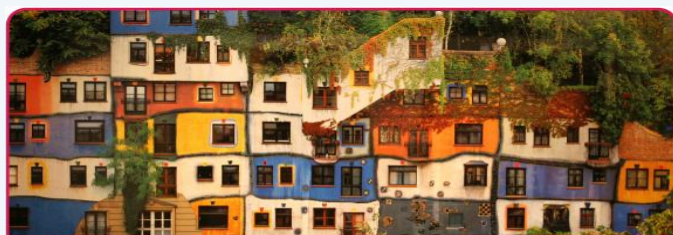


Second hand drawings are drawn from a photograph or a picture, rather than the real object or place.



An architectural style refers to the features that make a building historically identifiable, such as the shape, materials used and methods of construction.

## Artist Work Looked At



**Hundertwasser**  
A modern artist and architect who was born in Austria.

## Key Assessments

- Can pupils sketch from first and second hand observations?
- Can pupils compose and create a clear print?
- Can pupils create a building design based on a theme or set purpose?
- Can pupils design a monument?

## Key vocabulary and definitions

Abstract	Art which does not represent images of our everyday world. It has colour, lines and shapes but is not intended to represent objects or living things.
Amphitheatre	An oval or circular building with rising tiers of seats arranged about an open space.
Ancient	Very old.
Architects	Designers of buildings.
Composition	The placement or arrangement of the different elements, or 'things' within a work of art.
Cryptic	Something that has a secret or hidden meaning.
Legacy	Something that exists as a result of things that happened in the past.
Mono print	A form of printmaking where the design or drawing can only be made once.
Ornate	Excessively decorated.
Pattern	A repeated decorative design.
Plaque	A sign that is usually fixed to a wall in memory of a person or event.
Representation	Something that is created to look like a particular thing or person.
Shading	Creating areas of light and dark, often used to give a 3D effect.
Sketch	A light, fast drawing, sometimes created to prepare for later work.
Stadium	A building for sports events with space for spectators.
Symbolism	The use of symbols to express or represent ideas.
Temple	A building that people visit to worship gods or for other religious reasons.

## Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5
To draw by interpreting forms from direct observation.	To compose a print from a larger observational drawing.	To transform the look of a building in a style of a famous artist.	To design a building in an architectural style.	To design a monument

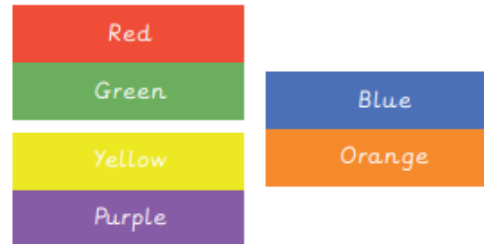
Year 5 – Autumn 2		Unit 2 – Art and Design Skills		
National Curriculum Objectives Covered				
<ul style="list-style-type: none"><li>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design</li><li>To develop a wide range of Art and design techniques in using colour, pattern, texture, line, shape, form and space.</li><li>To know about great artists, architects and designers in history.</li><li>To create sketch books to record their observations and use them to review and revisit ideas.</li></ul>				
Cross Curricular Links				
<ul style="list-style-type: none"><li>Science - compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li><li>DT - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern, pieces and computer-aided design</li><li>English – Reading - Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li></ul>				
Prior Learning				
	Year 1	Year 2	Year 3	Year 4
Drawing	<i>Explore mark making, experiment with drawing lines and use 2D shapes to draw.</i> <ul style="list-style-type: none"><li>Formal Elements</li><li>Landscapes Lesson</li><li>Sculptures &amp; Collages</li></ul>	<i>Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.</i> <ul style="list-style-type: none"><li>Art &amp; Design Skills</li><li>Human Form</li><li>Sculpture &amp; Media</li></ul>	<i>Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</i> <ul style="list-style-type: none"><li>Formal Elements: Shape 1: Seeing Simple Shapes</li><li>Art &amp; Design Skills</li><li>Prehistoric Art</li></ul>	<i>Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.</i> <ul style="list-style-type: none"><li>Formal Elements</li><li>Art &amp; Design Skills</li></ul>
Painting	<i>Develop skill and control when painting. Paint with expression.</i> <ul style="list-style-type: none"><li>Art &amp; Design Skills: Painting: Colour Mixing</li><li>Landscapes using different media</li><li>Landscapes</li></ul>	<i>Further improve skill and control when painting. Paint with creativity and expression.</i> <ul style="list-style-type: none"><li>Art &amp; Design Skills</li><li>Sculpture &amp; Media</li></ul>	<i>Increase skill and control when painting. Apply greater expression and creativity to own paintings.</i> <ul style="list-style-type: none"><li>Art &amp; Design Skills</li><li>Prehistoric Art</li></ul>	<i>Develop skill and control when painting. Paint with expression. Analyse painting by artists.</i> <ul style="list-style-type: none"><li>Art &amp; Design Skills</li><li>Every Picture Tells a Story</li></ul>
Creating original artwork	<i>Explore and create ideas for purposes and intentions.</i> <ul style="list-style-type: none"><li>Formal Elements</li><li>Art &amp; Design Skills: Learning About Louis Wain</li></ul>	<i>Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.</i> <ul style="list-style-type: none"><li>Art &amp; Design Skills</li><li>Sculpture &amp; Media</li></ul>	<i>Create personal artwork using the artwork of others to stimulate them.</i> <ul style="list-style-type: none"><li>Art &amp; Design Skills</li><li>Prehistoric Art</li></ul>	<i>Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.</i> <ul style="list-style-type: none"><li>Formal Elements: Texture and Pattern: Playdough Printing</li></ul>
By the end of this unit pupils will have had the opportunity to:				
Drawing	Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.			

Painting	Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.	
Creating original artwork	Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.	
Next Steps – Progression through the art curriculum		
	Year 6	
Drawing	Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. <ul style="list-style-type: none"><li>• Art &amp; Design Skills</li><li>• Make My Voice Heard</li><li>• Still Life</li></ul>	
Painting	Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. <ul style="list-style-type: none"><li>• Art &amp; Design Skills</li><li>• Make My Voice Heard</li><li>• Still Life</li></ul>	
Craft techniques	Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms. <ul style="list-style-type: none"><li>• Art &amp; Design Skills: Craft</li><li>• Still Life</li><li>• Photography</li></ul>	
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit
<ul style="list-style-type: none"><li>• I know that using words to describe an object help me visual literacy skills in being able to draw the object.</li><li>• I know that everything that is made starts with an idea, a drawing, a sketch and a design.</li><li>• I know scale up means to enlarge.</li><li>• I know complementary colours are opposites on the colour wheel.</li><li>• I know an annotation is a comment added to a text, book or drawing.</li><li>• I know computer aided design is a design created using a computer.</li><li>• I know a continuous line drawing is a drawing made from one long line, without taking the pencil off a page.</li></ul>		<ul style="list-style-type: none"><li>• Further develop drawing from observation.</li><li>• Draw using perspective, mathematical processes, design, detail and line.</li><li>• Control brush strokes and apply tints and shades when painting.</li><li>• Paint with greater skill and expression.</li><li>• Create mixed media art using found and reclaimed materials.</li><li>• Select materials for a purpose</li><li>• Select and mix more complex colours to depict thoughts and feelings.</li><li>• Extend and develop a greater understanding of applying expression when using line.</li><li>• Construct patterns through various methods to develop their understanding.</li><li>• Composing original designs by adapting and synthesising the work of others.</li><li>• Analyse and evaluate artists’ use of shape.</li><li>• Develop an increasing sophistication when using tone to describe objects when drawing.</li><li>• Analyse artists’ use of tone.</li><li>• Express thoughts and feelings about familiar products.</li><li>• Design new architectural forms, design and invent new products, link artwork to literary sources.</li><li>• Create and invent for purposes.</li></ul>
Subject knowledge and teaching guidance		
<p>In ‘Wallace and Gromit’, Wallace is always inventing things, as you can see from the ‘Tellyscope’. Sometimes they work, sometimes they don’t!</p> <p>Leonardo da Vinci ‘invented’ objects hundreds of years ago which could not be made then, but with the advances of technology since his death, his revolutionary ideas have finally been realised. He designed a helicopter before the technology existed to actually make things fly. He also came up with the idea for a parachute many years before anyone actually made one.</p> <p>Dominic Wilcox is an artist, designer and inventor who set up the ‘Little Inventors Project’ in his hometown of Sunderland and it has now gone worldwide.</p>		

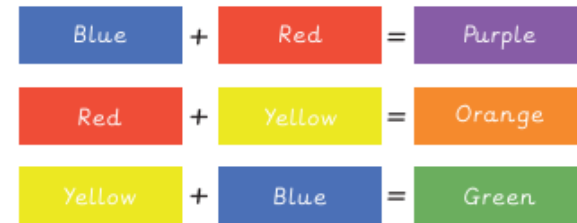
To scale up means to enlarge.



Complementary colours are opposites on the colour wheel.



Mixing secondary colours from primary:



## Artist Work Looked At



### Paul Klee

Born in Switzerland, he was interested in the theory of colour.

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### Leonardo da Vinci

An Italian artist. He was an inventor, painter, sculptor and architect and he was inspired by science, music, maths and literature.

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## Key Assessments

- Can pupils use line and tone together?
- Can pupils successfully complete a poetry portrait that uses a combination of writing and drawing?
- Can pupils create a collage drawing?
- Can pupils create initial ideas and develop these into successful compositions?

## Key vocabulary and definitions

Analytical observational drawing	Drawing real objects from observation, rather than copying from a secondary source, such as a picture.
Annotation	A comment added to a text, book, drawing, as an explanation.
Collage	A work of art made by gluing pieces of different materials to a flat surface.
Computer aided design	A design which has been created using a computer.
Continuous line drawing	A drawing which is made from one long line, without taking the pencil off the page.
Diagram	A drawing that shows the structure or workings of something.
Exploded diagrams	A drawing, that shows all parts of the assembly and how they fit together.
Invention	Something new that someone has designed and made.
Portrait	A painting, drawing, or photograph of a person's head and shoulders.
Prototypes	An original model.
Sketch	A fast, light drawing which is often a plan for a final piece of artwork.
Texture	The way something feels.

Medium Term Planning					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To develop observational drawing.	To design an invention.	To create continuous line drawing.	To create a collage and draw this observation.	To successfully upscale a drawing.	To create an original piece of artwork.

Year 5 – Summer 1		Unit 3 – Every picture tells a story.		
National Curriculum Objectives Covered				
<ul style="list-style-type: none"><li>• Create sketchbooks to record their observations and use them to review and revisit ideas</li><li>• To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li><li>• 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</li><li>• Improve their mastery of art and design techniques, including drawing, painting and sculpture</li></ul>				
Cross Curricular Links				
<ul style="list-style-type: none"><li>• PSHE - the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li><li>• English – Writing - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li><li>• English – spoken language - Listen and respond appropriately to adults and their peers</li><li>• English – spoken languageArticulate and justify answers, arguments and opinions</li></ul>				
Prior Learning				
	Year 1	Year 2	Year 3	Year 4
Colour	<i>Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.</i> <ul style="list-style-type: none"><li>• Formal Elements</li><li>• Art &amp; Design Skills</li><li>• Landscapes</li></ul>	<i>Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</i> <ul style="list-style-type: none"><li>• Formal Elements</li><li>• Sculpture &amp; Media</li></ul>	<i>Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.</i> <ul style="list-style-type: none"><li>• Art &amp; Design Skills: Craft &amp; Design 1: Craft Puppets</li><li>• Prehistoric Art</li></ul>	<i>Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.</i> <ul style="list-style-type: none"><li>• Art &amp; Design Skills</li><li>• Every Picture Tells a Story</li></ul>
Form	<i>Learn about form and space through making sculptures and developing language.</i> <ul style="list-style-type: none"><li>• Art &amp; Design Skills: Experimenting with Media</li><li>• Sculptures &amp; Collages</li></ul>	<i>Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</i> <ul style="list-style-type: none"><li>• Human Form</li></ul>	<i>Further develop their ability to describe 3D form in a range of materials, including drawing.</i> <ul style="list-style-type: none"><li>• Art &amp; Design Skills</li></ul>	<i>Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.</i> <ul style="list-style-type: none"><li>• Art &amp; Design Skills: Craft: Soap Sculptures</li><li>• Every Picture Tells a Story</li></ul>
Line	<i>Use, express and experiment with line for purpose, then use appropriate language to describe lines.</i> <ul style="list-style-type: none"><li>• Formal Elements</li></ul>	<i>Draw lines with increased skill and confidence. Use line for expression when drawing portraits.</i> <ul style="list-style-type: none"><li>• Sculpture &amp; Media</li></ul>	<i>Express and describe organic and geometric forms through different types of line.</i> <ul style="list-style-type: none"><li>• Art &amp; Design Skills: Drawing: My Toy Story</li><li>• Formal Elements</li><li>• Prehistoric Art</li></ul>	<i>Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.</i> <ul style="list-style-type: none"><li>• Art &amp; Design Skills: Drawing: Still Life</li><li>• Every Picture Tells a Story</li></ul>

<b>Pattern</b>	<i>Understand patterns in nature, design and make patterns in a range of materials.</i> • Art & Design Skills: Experimenting with Media • Sculptures & Collages:	<i>Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own.</i> • Formal Elements	<i>Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.</i> • Craft	<i>Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.</i> • Formal Elements: Pattern and Texture: Playdough Printing • Every Picture Tells a Story
<b>Shape</b>	<i>Identify, describe and use shape for purpose.</i> • Formal Elements • Art & Design Skills: Printing: Great Fire of London	<i>Compose geometric designs by adapting the work of other artists to suit their own ideas.</i> • Sculpture & Media	<i>Create personal artwork using the artwork of others to stimulate them.</i> • Art & Design Skills • Prehistoric Art	<i>Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.</i> • Formal Elements: Pattern 3: Flower of Life • Every Picture Tells a Story
<b>Texture</b>	<i>Use materials to create textures.</i> • Landscapes	<i>Identify and describe different textures. Select and use appropriate materials to create textures.</i> • Formal Elements	<i>Analyse and describe texture within artists' work.</i> • Prehistoric Art • Craft	<i>Use a range of materials to express complex textures.</i> • Formal Elements • Every Picture Tells a Story
<b>Tone</b>	<i>Understand what tone is and how to apply this to their own work.</i> • Landscapes	Experiment with pencils to create tone. Use tone to create form when drawing. • Formal Elements	<i>Develop skill and control when using tone. Learn and use simple shading rules.</i> • Formal Elements: Tone 1: Four Rules of Shading • Art & Design Skills: Drawing: My Toy Story	<i>Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.</i> • Art & Design Skills: • Every Picture Tells a Story
<b>Creating original artwork</b>	<i>Explore and create ideas for purposes and intentions.</i> • Formal Elements • Art & Design Skills: Learning About Louis Wain	<i>Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.</i> • Art & Design Skills • Sculpture & Media	<i>Create personal artwork using the artwork of others to stimulate them.</i> • Art & Design Skills • Prehistoric Art	<i>Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.</i> • Formal Elements: Texture and Pattern: Playdough Printing

**By the end of this unit pupils will have had the opportunity to:**

Colour	<i>Select and mix more complex colours to depict thoughts and feelings.</i>
Form	<i>Further extend their ability to describe and model form in 3D using a range of materials.</i>
Line	<i>Extend and develop a greater understanding of applying expression when using line.</i>
Pattern	<i>Construct patterns through various methods to develop their understanding.</i>
Shape	<i>Create personal artwork using the artwork of others to stimulate them.</i>
Texture	<i>Develop understanding of texture through practical making activities.</i>
Tone	<i>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</i>
Creating original artwork	<i>Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.</i>

Next Steps – Progression through the art curriculum		
	<b>Year 6</b>	
<b>Colour</b>	<i>Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Still Life</li> </ul>	
<b>Form</b>	<i>Express and articulate a personal message through sculpture. Analyse and study artists' use of form.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Still Life</li> </ul>	
<b>Line</b>	<i>Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Make My Voice Heard</li> <li>• Still Life</li> </ul>	
<b>Pattern</b>	<i>Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> </ul>	
<b>Shape</b>	<i>Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.</i> <ul style="list-style-type: none"> <li>• Every Picture Tells a Story</li> </ul>	
<b>Texture</b>	<i>Understand how artists manipulate materials to create texture.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills: Craft</li> <li>• Still Life</li> </ul>	
<b>Tone</b>	<i>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</i> <ul style="list-style-type: none"> <li>• Every Picture Tells a Story</li> <li>• Formal Elements</li> </ul>	
<b>Creating original artwork</b>	<i>Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills: Craft: Zentangle Printing</li> </ul>	
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit
<ul style="list-style-type: none"> <li>• I know that art can have both meaning and message.</li> <li>• I know why Banksy makes public art with a message.</li> <li>• I know what the Rorschach Inkblots were used for.</li> <li>• I know that throughout history, people have recorded their lives, history and written messages using pictograms and the current emoji is a development of that.</li> <li>• I know I can develop ideas through exploring shape and form.</li> <li>• I know where Odundo got her inspiration from.</li> </ul>		<ul style="list-style-type: none"> <li>• Further develop drawing from observation.</li> <li>• Draw using perspective, mathematical processes, design, detail and line.</li> <li>• Control brush strokes and apply tints and shades when painting.</li> <li>• Paint with greater skill and expression.</li> <li>• Create mixed media art using found and reclaimed materials.</li> <li>• Select materials for a purpose</li> <li>• Select and mix more complex colours to depict thoughts and feelings.</li> <li>• Extend and develop a greater understanding of applying expression when using line.</li> <li>• Construct patterns through various methods to develop their understanding.</li> <li>• Composing original designs by adapting and synthesising the work of others.</li> <li>• Analyse and evaluate artists' use of shape.</li> <li>• Develop an increasing sophistication when using tone to describe objects when drawing.</li> <li>• Analyse artists' use of tone.</li> <li>• Express thoughts and feelings about familiar products.</li> </ul>

- Design new architectural forms, design and invent new products, link artwork to literary sources.
- Create and invent for purposes.

## Subject knowledge and teaching guidance

Speech bubbles show what a character is saying or thinking.



To use my imagination I need to remember experiences, stories and dreams so that I can make artwork that I can't see to copy from.

Visual symbols are pictures, objects, colours, etc which are used to represent an idea.



Banksy painted the pigeon mural on a boathouse wall in Clacton-on-Sea in Essex. The picture shows a group of pigeons holding anti-immigration placards saying, 'Go back to Africa', 'Migrants not welcome' and 'Keep off our worms', while an African swallow looks on. The mural, which was thought to be worth around £400,000, was destroyed by officials from Tendring District Council, who considered it to be 'inappropriate, offensive and racist'.

The series of 10 inkblots, which is known as the 'Rorschach Test', is a psychological test in which a subject's interpretation of inkblots are recorded and then analysed. Some psychologists use this test to examine a person's personality characteristics and mood. In the 1960s, the 'Rorschach Test' was the most widely used personality test. Many artists have used Rorschach's method to create their own artwork, including Andy Warhol. Warhol achieved a similar effect by painting one side of a canvas and then folding it vertically to imprint the other half.

## Artist Work Looked At



### Hermann Rorschach

An artist from Switzerland. He developed the inkblot test which is used to explore people's personalities based on how they see a series of ten inkblot images.

© Granger/Bridgeman Images



### Banksy

An English street artist who creates his work anonymously. His pieces are often inspired by current themes.

© Courtesy of Pest Control Office, Banksy, Clacton-on-Sea, 2014. Photo © Shutterstock / photogedfi



### John Singer Sargent

An American artist, who has been described as the leading portrait painter of his generation.

Photo © Christie's Images / Bridgeman Images

## Key Assessments

- Do pupils understand and control the process?
- Do pupils understand that visual literacy has been throughout history and can convey messages?
- Do pupils know where Odundo got her inspiration from?

## Key vocabulary and definitions

Abstract art	Art which does not represent images of our everyday world. It has colour, lines and shapes (form), but they are not intended to represent objects or living things.
Anonymous	Without someone's name.
Brexit	Britain leaving, or exiting, the European Union following the peoples' vote in 2016.
Emojis	Symbols used to express an idea or emotion. The word emoji is made up of the Japanese for picture (e) and character (moji).
Immigration	The process of moving to a new country to live there permanently.
Mural	A large painting on a wall or ceiling.
Pictograms	A chart that uses pictures to represent data (numbers).
Racism	Being discriminatory against people because of their race, ethnicity or where they come from.
Street art	Drawings or words made on a surface on a public place, often created with spray paint. If the owner of the property has not given permission, then this is considered vandalism, which is illegal.
Symmetrical	Both sides are exactly the same.

## Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5
To evaluate and analyse creative work using language of art, craft, and design.	To create a symmetrical and abstract art form.	To use symbols to create a meaningful message.	To demonstrate the meaning of a piece of artwork through drama.	To develop ideas for 3D work through sketching, drawing and visualization in 2D.

Year 5 – Summer 2		Unit 4 – Design for a purpose		
National Curriculum Objectives Covered				
<ul style="list-style-type: none"><li>• Create sketchbooks to record their observations and use them to review and revisit ideas</li><li>• To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li><li>• 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</li><li>• Improve their mastery of art and design techniques, including drawing, painting and sculpture</li></ul>				
Cross Curricular Links				
<ul style="list-style-type: none"><li>• Science - compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li><li>• DT - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern, pieces and computer-aided design</li><li>• English – Reading - Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li><li>• Maths - Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling</li></ul>				
Prior Learning				
	Year 1	Year 2	Year 3	Year 4
Drawing	<i>Explore mark making, experiment with drawing lines and use 2D shapes to draw.</i> <ul style="list-style-type: none"><li>• Formal Elements</li><li>• Landscapes Lesson</li><li>• Sculptures &amp; Collages</li></ul>	<i>Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.</i> <ul style="list-style-type: none"><li>• Art &amp; Design Skills</li><li>• Human Form</li><li>• Sculpture &amp; Media</li></ul>	<i>Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</i> <ul style="list-style-type: none"><li>• Formal Elements: Shape 1: Seeing Simple Shapes</li><li>• Art &amp; Design Skills</li><li>• Prehistoric Art</li></ul>	<i>Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.</i> <ul style="list-style-type: none"><li>• Formal Elements</li><li>• Art &amp; Design Skills</li></ul>
Craft techniques	<i>Learn a range of materials and techniques such as clay-etching, printing and collage.</i> <ul style="list-style-type: none"><li>• Formal Elements</li><li>• Art &amp; Design Skills: Printing</li><li>• Landscapes</li></ul>	<i>Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.</i> <ul style="list-style-type: none"><li>• Art &amp; Design Skills: Craft: Clay</li><li>• Human Form</li><li>• Sculpture &amp; Media</li></ul>	<i>Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.</i> <ul style="list-style-type: none"><li>• Formal Elements: Shape 3: Working with Wire</li><li>• Art &amp; Design Skills: Craft &amp; Design 1: Craft Puppets</li><li>• Prehistoric Art</li></ul>	<i>Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.</i> <ul style="list-style-type: none"><li>• Formal Elements: Texture and Pattern: Playdough Printing</li><li>• Art &amp; Design Skills: Design: Optical Illusions</li></ul>
Colour	<i>Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.</i> <ul style="list-style-type: none"><li>• Formal Elements</li></ul>	<i>Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</i> <ul style="list-style-type: none"><li>• Formal Elements</li><li>• Sculpture &amp; Media</li></ul>	<i>Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different</i>	<i>Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.</i> <ul style="list-style-type: none"><li>• Art &amp; Design Skills</li><li>• Every Picture Tells a Story</li></ul>

	<ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Landscapes</li> </ul>		<p><i>purposes.</i></p> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills: Craft &amp; Design 1: Craft Puppets</li> <li>• Prehistoric Art</li> </ul>	
<b>Line</b>	<p><i>Use, express and experiment with line for purpose, then use appropriate language to describe lines.</i></p> <ul style="list-style-type: none"> <li>• Formal Elements</li> </ul>	<p><i>Draw lines with increased skill and confidence. Use line for expression when drawing portraits.</i></p> <ul style="list-style-type: none"> <li>• Sculpture &amp; Media</li> </ul>	<p><i>Express and describe organic and geometric forms through different types of line.</i></p> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills: Drawing: My Toy Story</li> <li>• Formal Elements</li> <li>• Prehistoric Art</li> </ul>	<p><i>Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.</i></p> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills: Drawing: Still Life</li> <li>• Every Picture Tells a Story</li> </ul>
<b>Pattern</b>	<p><i>Understand patterns in nature, design and make patterns in a range of materials.</i></p> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills: Experimenting with Media</li> <li>• Sculptures &amp; Collages:</li> </ul>	<p><i>Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own.</i></p> <ul style="list-style-type: none"> <li>• Formal Elements</li> </ul>	<p><i>Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.</i></p> <ul style="list-style-type: none"> <li>• Craft</li> </ul>	<p><i>Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.</i></p> <ul style="list-style-type: none"> <li>• Formal Elements: Pattern and Texture: Playdough Printing</li> <li>• Every Picture Tells a Story</li> </ul>
<b>Shape</b>	<p><i>Identify, describe and use shape for purpose.</i></p> <ul style="list-style-type: none"> <li>• Formal Elements</li> <li>• Art &amp; Design Skills: Printing: Great Fire of London</li> </ul>	<p><i>Compose geometric designs by adapting the work of other artists to suit their own ideas.</i></p> <ul style="list-style-type: none"> <li>• Sculpture &amp; Media</li> </ul>	<p><i>Create personal artwork using the artwork of others to stimulate them.</i></p> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Prehistoric Art</li> </ul>	<p><i>Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.</i></p> <ul style="list-style-type: none"> <li>• Formal Elements: Pattern 3: Flower of Life</li> <li>• Every Picture Tells a Story</li> </ul>
<b>Texture</b>	<p><i>Use materials to create textures.</i></p> <ul style="list-style-type: none"> <li>• Landscapes</li> </ul>	<p><i>Identify and describe different textures. Select and use appropriate materials to create textures.</i></p> <ul style="list-style-type: none"> <li>• Formal Elements</li> </ul>	<p><i>Analyse and describe texture within artists' work.</i></p> <ul style="list-style-type: none"> <li>• Prehistoric Art</li> <li>• Craft</li> </ul>	<p><i>Use a range of materials to express complex textures.</i></p> <ul style="list-style-type: none"> <li>• Formal Elements</li> <li>• Every Picture Tells a Story</li> </ul>
<b>Tone</b>	<p><i>Understand what tone is and how to apply this to their own work.</i></p> <ul style="list-style-type: none"> <li>• Landscapes</li> </ul>	<p><i>Experiment with pencils to create tone. Use tone to create form when drawing.</i></p> <ul style="list-style-type: none"> <li>• Formal Elements</li> </ul>	<p><i>Develop skill and control when using tone. Learn and use simple shading rules.</i></p> <ul style="list-style-type: none"> <li>• Formal Elements: Tone 1: Four Rules of Shading</li> <li>• Art &amp; Design Skills: Drawing: My Toy Story</li> </ul>	<p><i>Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.</i></p> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills:</li> <li>• Every Picture Tells a Story</li> </ul>
<b>Creating original artwork</b>	<p><i>Explore and create ideas for purposes and intentions.</i></p> <ul style="list-style-type: none"> <li>• Formal Elements</li> <li>• Art &amp; Design Skills: Learning About Louis Wain</li> </ul>	<p><i>Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.</i></p> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Sculpture &amp; Media</li> </ul>	<p><i>Create personal artwork using the artwork of others to stimulate them.</i></p> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Prehistoric Art</li> </ul>	<p><i>Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.</i></p> <ul style="list-style-type: none"> <li>• Formal Elements: Texture and Pattern: Playdough Printing</li> </ul>

By the end of this unit pupils will have had the opportunity to:	
Drawing	<i>Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.</i>
Craft techniques	<i>Create mixed media art using found and reclaimed materials. Select materials for a purpose.</i>
Colour	<i>Select and mix more complex colours to depict thoughts and feelings.</i>
Line	<i>Extend and develop a greater understanding of applying expression when using line.</i>
Pattern	<i>Construct patterns through various methods to develop their understanding.</i>
Shape	<i>Create personal artwork using the artwork of others to stimulate them.</i>
Texture	<i>Develop understanding of texture through practical making activities.</i>
Tone	<i>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</i>
Creating original artwork	<i>Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.</i>
Progression through the art curriculum	
	<b>Year 6</b>
<b>Drawing</b>	<i>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Make My Voice Heard</li> <li>• Still Life</li> </ul>
<b>Craft techniques</b>	<i>Learn a range of materials and techniques such as clay-etching, printing and collage.</i> <ul style="list-style-type: none"> <li>• Formal Elements</li> <li>• Art &amp; Design Skills: Printing</li> <li>• Landscapes</li> </ul>
<b>Colour</b>	<i>Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Still Life</li> </ul>
<b>Line</b>	<i>Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> <li>• Make My Voice Heard</li> <li>• Still Life</li> </ul>
<b>Pattern</b>	<i>Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills</li> </ul>
<b>Shape</b>	<i>Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.</i> <ul style="list-style-type: none"> <li>• Every Picture Tells a Story</li> </ul>
<b>Texture</b>	<i>Understand how artists manipulate materials to create texture.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills: Craft</li> <li>• Still Life</li> </ul>
<b>Tone</b>	<i>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</i> <ul style="list-style-type: none"> <li>• Every Picture Tells a Story</li> <li>• Formal Elements</li> </ul>
<b>Creating original artwork</b>	<i>Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.</i> <ul style="list-style-type: none"> <li>• Art &amp; Design Skills: Craft: Zentangle Printing</li> </ul>

Key knowledge acquired throughout this unit	Key skills acquired throughout this unit
<ul style="list-style-type: none"> <li>• I know what a coat of arms is and how symbols represent a person.</li> <li>• I know that a design requires both planning and purpose.</li> <li>• I know the work of an important British design team.</li> <li>• I know that designers start with ideas and rough drawings before finalising their designs.</li> <li>• I know that designs can be reviewed and modified as a project develops.</li> <li>• I know how advertising, words, USP and packaging helps to sell a product and give identity.</li> <li>• I know that products have USPs.</li> <li>• I know a potential audience are people who eventually may buy a product.</li> <li>• I know a design that is fit for purpose means that it does the job it was designed to do.</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop drawing from observation.</li> <li>• Draw using perspective, mathematical processes, design, detail and line.</li> <li>• Control brush strokes and apply tints and shades when painting.</li> <li>• Paint with greater skill and expression.</li> <li>• Create mixed media art using found and reclaimed materials.</li> <li>• Select materials for a purpose</li> <li>• Select and mix more complex colours to depict thoughts and feelings.</li> <li>• Extend and develop a greater understanding of applying expression when using line.</li> <li>• Construct patterns through various methods to develop their understanding.</li> <li>• Composing original designs by adapting and synthesising the work of others.</li> <li>• Analyse and evaluate artists' use of shape.</li> <li>• Develop an increasing sophistication when using tone to describe objects when drawing.</li> <li>• Analyse artists' use of tone.</li> <li>• Express thoughts and feelings about familiar products.</li> <li>• Design new architectural forms, design and invent new products, link artwork to literary sources.</li> <li>• Create and invent for purposes.</li> </ul>

### Subject knowledge and teaching guidance

Adverts try to persuade people to buy their products or services by showing the good things about them. They often appear on television, radio, newspapers, magazines and billboards in streets.



A potential audience are the people who eventually may buy a product.

A design that is fit for purpose means that it does the job that it was designed to do.

Armour and chainmail were protective metal uniforms worn by knights.



A coat of arms was a symbol that was worn over a knight's armour so that they could be identified from one another.

### Artist Work Looked At

#### Morag Myerscough

A modern British designer and artist from London. She is inspired by how colour, pattern and words can change urban environments.

## Key Assessments

- Do pupils understand how coats of arms developed?
- Can pupils create a detailed final design?
- Can pupils explain how a product identity starts?

## Key vocabulary and definitions

Client	The person who receives and pays for a service.
Collaborative	To work together on a group project.
Consumable	Something you buy again and again, because it gets used up or worn out. e.g. pencils, rubbers and tape.
Design brief	The instructions given to a designer for them to follow.
Font	The size and style of written letters, numbers and symbols.
Heraldry	The art and science of designing and using a coat of arms.
Logo	A sign or symbol that identifies a company or a brand.
Pitch	The presentation of a product with the aim of trying to sell to the client.
Presentation	Showing, describing or explaining something to a group of people.
Prototype	The first version of a new product or design.
Sketch	A quick, light drawing often created to help plan for a final piece of artwork.
Slogan	A word or phrase.
Soundbite	A short recorded statement.
Template	A a piece of card, metal or plastic cut into a particular shape which is used to draw around to create the same shape many times.
Urban	A town or city.
USP	Unique Selling Point

## Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5
To understand how visual language can be used to communicate personality and interests.	To work collaboratively to a specific design brief.	To work collaboratively to a specific design brief.	To design a product which is appealing and purposeful.	To represent a product pitch.