

Year 5 - DRAWING			
SKILLS AND KNOWLEDGE	UNDERSTANDING	CULTURAL	VOCABULARY
<i>Children will learn to</i>	<i>Children will learn that</i>	<i>Children will learn to</i>	
<p>Use a sketchbook to record ideas, observations and imaginative drawings using a range of strategies - shading, cross-hatching and developing perspective by using different viewpoints.</p> <p>Use drawing as a starting point that may be taken forward into work with other media.</p> <p>Use a wide variety of drawing tools and media, using increased control - choosing from mark-making materials, selecting grade of pencil, blending colours etc.</p> <p>Move away from stylisation in drawing – referring to size, scale, position and proportion.</p>	<p>Drawing develops spatial concepts.</p> <p>There is a difference between a stylised and accurate drawing, and they can assess their own work in the light of it.</p> <p>Different artists draw in different ways – each have their own style and technique depending on purpose and intent.</p> <p>The relationship between shape, scale and position is important.</p>	<p>Look at, and talk about, shape and pattern within their own environment.</p> <p>Recognise different functions of drawing and the purpose of drawing in the wider world.</p> <p>Look at, and talk about, drawings from other periods and cultures – Renaissance (Michelangelo and Leonardo vs Picasso or Escher – tricks of perspective)</p>	<p>Viewpoint Distance Direction Angle Perspective Bird's eye view Alter Modify Interior Exterior Natural form Vista Panorama Image Subject Portrait Caricature Expression Personality</p>

Year 5 – PAINTING			
SKILLS AND KNOWLEDGE	UNDERSTANDING	CULTURAL	VOCABULARY
<i>Children will learn to</i>	<i>Children will learn that</i>	<i>Children will learn to</i>	
<p>Explore different tools and surfaces and experiment with paint application, colour and scale –colour wash, thick and thin rounded and flat brushes in a variety of strokes.</p> <p>Develop further skills in colour mixing – reproducing, with accuracy, from the natural and made world.</p> <p>Develop paintings in stages, over time.</p> <p>Use paint skills to create an image from the imagination – e.g. Cubism – reassembling a fragmented self portrait.</p>	<p>There is a needs to experiment.</p> <p>Sketchbooks can be used as a starting point.</p> <p>To develop skills in colour mixing it is necessary to consolidate prior knowledge.</p> <p>Working on a large scale does not necessarily mean working with a large piece of paper – use of viewfinders.</p>	<p>Similarities and differences in the styles adopted by artists across a range of times and cultures – Georgia O’Keefe, Japanese watercolours, Turner.</p> <p>How particular materials and methods express personal views – Cubism.</p>	<p>Traditional Representational Imaginary Modern Abstract Impressionist Stippled Splattered Dabbed Scraped Dotted Stroked Textured Flat Layered Opaque Translucent Intense</p>

Year 5 - PRINTING			
SKILLS AND KNOWLEDGE	UNDERSTANDING	CULTURAL	VOCABULARY
<i>Children will learn to</i>	<i>Children will learn that</i>	<i>Children will learn to</i>	
<p>Develop further printing skills, designing patterns of increasing complexity and printing onto varied backgrounds and surfaces - Intaglio and relief etching, rubbings.</p> <p>Combine printing with other media and develop and understanding of which printing method is most appropriate – printing onto a prepared tissue paper background.</p>	<p>Different processes create different outcomes.</p>	<p>Recognise how the printed pattern has been used in different cultures and times for different purposes - Prints from Victorian engravings as illustrations for books and periodicals.</p>	<p>Monotype Printing plate Inking up Water-based Oil-based Overlap Intaglio Relief Etching Engraving Indentation Collograph Pressure</p>

Year 5 – COLLAGE AND TEXTILES			
SKILLS AND KNOWLEDGE	UNDERSTANDING	CULTURAL	VOCABULARY
<i>Children will learn to</i>	<i>Children will learn that</i>	<i>Children will learn to</i>	
<p>Collect ideas for work in sketchbooks - including photographs, colour swatches and combinations of textiles.</p> <p>Engage in opportunities to increase awareness of colour, pattern, shape and texture by manipulating and combining textiles – soft sculptures, e.g. cloth pizzas.</p> <p>Extend skills of weaving and appliqué with fabric, paper and other materials - weaving to represent nature, e.g. landscape weavings.</p>	<p>Plain cloth may be altered, manipulated and enhanced in a variety of ways - printing, dying, weaving, stitching, textures, embroidering.</p> <p>Certain colours and textures complement each other.</p> <p>Basic skills must be mastered and built upon in order to achieve a successful result.</p>	<p>Compare and comment on different approaches used by artists in different cultures and periods of time – contemporary designers, e.g. Jan Beaney, Annemeike Mein.</p>	<p>Cloth Fray Taffeta Organdie Poplin Tweed Embellished Manipulated Embroidered Warp Weft Replicate Soft sculpture</p>

Year 5 - SCULPTURE			
SKILLS AND KNOWLEDGE	UNDERSTANDING	CULTURAL	VOCABULARY
<i>Children will learn to</i>	<i>Children will learn that</i>	<i>Children will learn to</i>	
<p>Control modelling with clay, cardboard and other materials – Making attachments with clay, using slip e.g. making coil pots</p> <p>Extend construction skills by experimenting - card cutting, bending, scoring, folding and sticking</p> <p>Work on large and small scales – both individually and as part of a group</p>	<p>2D design is the starting point for 3D sculpture - change the work of an artist, e.g. Kandinsky to 3D sculpture</p> <p>Materials have very different qualities that may not always be appropriate for their work</p> <p>Materials have limitations - clay will dry out and possibly crack, glue should not be heavily applied to get a strong bond</p> <p>A coil is a simple way to make a clay pot</p>	<p>Recognise and be able to name some famous sculptures from a particular time period – e.g. classical Greek sculpture and bas relief</p>	<p>Realistic Proportion Surface texture Balance Scale Relationship Transform Movement Rhythm Composition Structure Construct Flexible Pliable Hollow Solid Surface Plane Angle Slip Attachment Relief</p>

Year 5 – DIGITAL MEDIA			
SKILLS AND KNOWLEDGE	UNDERSTANDING	CULTURAL	VOCABULARY
<i>Children will learn to</i>	<i>Children will learn that</i>	<i>Children will learn to</i>	
<p>Explore ideas and collect visual information for their work using digital cameras, scanners and other tools – collect images of Britain’s industrial heritage.</p> <p>Combine digital and paint processes with layers of original painted or drawn elements – adding a layer of child’s own work over an industrial image.</p>	<p>Digital art provides a tool to combine images to create dramatic and aesthetic compositions - e.g. adding layers to create atmosphere and depth to an image.</p> <p>Digital Imagery is a flexible art form.</p> <p>Ideas for digital imagery need to be organised in a sequential way - using green screen technology, e.g. to create a landscape from own sculptures.</p>	<p>Recognise the use of digital technology in the world of design – CD covers, publicity brochures, architectural plans, computer games.</p>	<p>Cut Paste Cloning Opacity Scale Merge Architecture Structure Detail Textures Layer palette Text box Style Opacity</p>

OPPORTUNITIES FOR ASSESSMENT – YEAR 5

DRAWING	PAINING	PRINTING
Draw a street scene showing vanishing point into the horizon.	Paint a large scale, accurate representation of a flower.	Use rubbings from the made environment to create a picture.
COLLAGE & TEXTILES	SCULPTURE	DIGITAL MEDIA
Make a weaving to represent a landscape from a photograph, a painting or nature.	Make a coil pot that does not fall apart.	Use layering to combine own drawings with photographs.