



Art Year 5 Curriculum Overview

Art must be covered in Autumn 1, Spring 1, Summer 1 and is alternated with DT (in remaining half terms)

The Big Picture

Children should have lots of opportunities to draw across the curriculum, not just within their art lessons. They will draw with increasing confidence and awareness of the 2D and 3D geometric forms that comprise forms and objects. They will learn to draw lines, shapes and forms neatly with more confidence, blending tones from light to dark smoothly. Children will learn and develop their ability to control the amount of force and pressure when drawing to understand the different between sketching and rendering more deliberate marks. They will be able to independently select appropriate media for expression and purpose. They will take risks and experiment with drawing media which is harder to control.

They will study significant works of art following the method: Content, Process, Formal elements and Mood. They will make studies of artists work to learn the techniques and processes used.

They will continue to experiment with techniques to see what works and what doesn't work, practise and try out ideas in their sketchbooks. They will record observations and research artists and themes.

What do we already know? What can we already do?

- Accurately identify and render 2D and 3D geometric shapes
- Make progress in controlling line and shading
- Awareness of proportion, scale and order
- Knowing different drawing styles
- Ability to explain why they have chosen specific drawing tools
- To make notes / annotations in their sketchbooks



NC objectives – Key Stage 2

- Pupils should be taught:
- 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.
 - To create sketch books to record their observations and use them to review and revisit ideas
 - To 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.

Key Questions

- Can they draw with an increasingly confident awareness of the 2D and 3D geometric forms?
- Can they draw lines, shapes, and forms neatly and evenly with more confidence, blending tones from light to dark smoothly?
- Can they control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks?
- Can they take risks and experiment with drawing media?
- Can they experiment with techniques to see what works and what doesn't, practise and try out ideas?
- Can they label their experiments for their own learning and record keeping?
- Can they study significant works of art and learn the techniques and processes used?

Specific unit objectives

Drawing

- To draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects.
- To draw lines, shapes, and forms neatly and evenly with more confidence, blending tones from light to dark smoothly.
- To control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks.
- To independently select appropriate media for expression and purpose.
- To take risks and experiment with drawing media that are harder to control, such as pieces of card, straws and sticks.
- To find and know artists' drawings they like, appreciate, and admire to influence their own drawing style.

Sketchbook- (objectives to cover all year)

- To experiment with techniques to see what works and what doesn't, practise and try out ideas.
- To label their experiments for their own learning and record keeping.
- To record observations and research artists and themes.
- To use a sketchbook for pleasure, recording ideas and expression so their sketchbook becomes a very personal space.

Knowledge- (objectives to cover all year)

- To study significant works of art using the following method:
- Content – Describe the art. Social, historical factors affect the work.
- Process – When & how made? What materials & techniques are used?
- Formal elements – line, tone, colour, shape, form, comp, pattern, texture.
- Mood – what emotions does the work convey?
- To make studies of artist's work to learn the techniques & processes used.

Reflection- (objectives to cover all year)

- To try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils.
- To make careful and considerate judgments about own & others work without comparing their own work to that of others.
- To use evaluation to understand what they need to do to improve & that all artists do this.

Key vocabulary and understanding for concept connectors

Drawing: geometric shapes, forms, objects, lines, shapes, blending tones, light, dark, control, pressure, deliberate marks, force, expression, purpose, risks, experiment, artists.

Sticky Knowledge

- Controlling the force of drawing tools is the difference between sketching and rendering.
- A sketchbook is a personal space and allows for experimentation.

Key Artists

Dominic-Petru Virtosu. Pablo Picasso, Giuseppe Arcimboldo



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The Big Picture

Children will learn how to take care of their own painting tools and equipment, doing so carefully and considerately. They will develop skills to paint neatly and carefully, yet also paint in a more creative style when the painting demands. They will continue to learn how to control the amount of paint they need and to use water to preserve finer details. They will continue to develop their understanding around different types of paints and their properties. Children will begin to understand relationships such as complementary colours and harmonious colours exploring these.

They will study significant works of art following the method: Content, Process, Formal elements and Mood. They will make studies of artists work to learn the techniques and processes used.

They will continue to experiment with techniques to see what works and what doesn't work, practise and try out ideas in their sketchbooks. They will record observations and research artists and themes.

What do we already know? What can we already do?

- Use paint with sensitivity and control, more accurately applying appropriate amounts of paint
- Knowledge of different types of paints and when to use these, including their properties
- Understanding around how colour has light and dark values
- Understanding around tone, how to make paintings more realistic or expressive



NC objectives – Key Stage 2

Pupils should be taught:

- 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.
- To create sketch books to record their observations and use them to review and revisit ideas
- To 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.

Specific unit objectives

Painting

- To learn know how to care for painting tools and equipment.
- To develop skills to paint neatly and carefully, without leaving gaps, yet paint in a more creative style when the painting demands.
- To control the amount of paint they need to use and/or use water to preserve finer details.
- To use different types of paints, know when to use these paints and name their properties, applying this knowledge to their painting.
- To experiment with expressive painting techniques such as brush use, applying & combining media, adding things to paint etc.
- To know and understand colour relationships such as complementary colours and harmonious colours exploring these.
- To learn that darker and lighter colours can be added to create tints and shades instead of black and white.

Sketchbook- (objectives to cover all year)

- To experiment with techniques to see what works and what doesn't, practise and try out ideas.
- To label their experiments for their own learning and record keeping.
- To record observations and research artists and themes.
- To use a sketchbook for pleasure, recording ideas and expression so their sketchbook becomes a very personal space.

Knowledge- (objectives to cover all year)

- To study significant works of art using the following method:
- Content – Describe the art. Social, historical factors affect the work.
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- Mood – what emotions does the work convey?
- To make studies of artist's work to learn the techniques & processes used.

Reflection- (objectives to cover all year)

- To try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils.
- To make careful and considerate judgments about own & others work without comparing their own work to that of others.
- To use evaluation to understand what they need to do to improve & that all artists do this.

Key vocabulary and understanding for concept connectors

Painting: painting tools, equipment, skills, neatly, carefully, creative, style, finer details, properties, types, experiment, expressive, combining, applying, colour, complementary, harmonious, darker, lighter, shades

Sticky Knowledge

- Water can be added to the painting brush to preserve finer details in a painting.
- Complementary colours are colours which contrast with each other more than any other colour.
- Harmonious colours sit beside each other on the colour wheel. These colours work well together and create an image which is pleasing to the eye.

Key Questions

- Can they show care for painting equipment and tools?
- Can they paint neatly and carefully when needed?
- Can they control the amount of paint needed?
- Can they use different types of paint?
- Can they experiment with expressive painting techniques?
- Can they understand colour relationships such as complementary colours or harmonious colours?
- Can they experiment with techniques to see what works and what doesn't, practise and try out ideas?
- Can they label their experiments for their own learning and record keeping?
- Can they study significant works of art and learn the techniques and processes used?

Key Artists

Dominic-Petru Virtosu



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The Big Picture

Children will learn to add collage to painted, drawn or printed backgrounds. Children will use different techniques to create an array of colours and textures to create different effects. They will learn how to create layers and embellish their collage to add complexity to their art work, moving their skills on.

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They will continue to experiment with techniques to see what works and what doesn't work, practise and try out ideas in their sketchbooks. They will record observations and research artists and themes.

What do we already know? What can we already do?

- Experiment with overlapping and layering materials to create different effects
- Select and arrange materials for a striking effect
- Work on a range of different scales and colours
- Explore creating texture by perforating, curling and scoring paper
- Use mosaic and montage techniques



NC objectives – Key Stage 2

Pupils should be taught:

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- To create sketch books to record their observations and use them to review and revisit ideas
- To 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.

Specific unit objectives

Collage

- To add collage to a painted, drawn or printed background.
- To use different techniques, colours and textures e.g. rough, smoot, plain, patterned.
- To use a range of media e.g. crayons, fabrics, paper.
- To embellish and add layers to create complexity to their work.
- To use collage as a means of extending work from initial ideas.

Sketchbook- (objectives to cover all year)

- To experiment with techniques to see what works and what doesn't, practise and try out ideas.
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Knowledge- (objectives to cover all year)

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Reflection- (objectives to cover all year)

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Key vocabulary and understanding for concept connectors

Collage: painted, drawn, printed, background, techniques, colours, textures, media, embellish, layers, collage, extending ideas

Sticky Knowledge

- A range of media can be used with produced collages.
- Embellishments and layers add depth and texture to collages.

Key Questions

- Can they add collage to a painted, drawn or printed background?
- Can they use different techniques, colours and textures e.g. rough, smoot, plain, patterned?
- Can they use a range of media e.g. crayons, fabrics, paper
- Can they experiment with techniques to see what works and what doesn't, practise and try out ideas?
- Can they label their experiments for their own learning and record keeping?
- Can they study significant works of art and learn the techniques and processes used?

Key Artists

Giuseppe Arcimboldo