

Art Curriculum - Year 5

Statement of Intent:


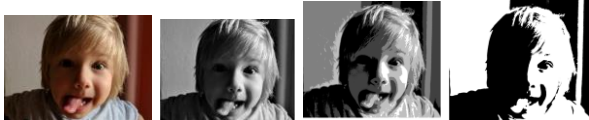
The intent identifies what our pupils need from our art curriculum:

Our pupils need:



- high quality and ambitious teaching where we build children's knowledge ,skills and concepts sequentially so learning opportunities reflect the needs of all pupils.
- to see that art should engage, inspire and challenge, that it is a form of positive communication that leads to a sense of belonging and well-being and anyone can do it.
- to develop their self-confidence and to see art as a form of self-expression.
- to learn about how art reflects and shapes our history, contributing to the culture, creativity and wealth of our nation.
- to be able to talk critically and concisely, developing a rigorous understanding of art and design.
- to be able to express themselves creatively, using their skills to experiment, invent and create their own works of art and craft.
- to be exposed to a wide variety of artistic experience and styles (beyond those they encounter every day at home) on which to form their personal opinions and thoughts.




Opportunities and Experiences in Art for pupils at Cirencester Primary School

- All pupils will have the opportunity to take part in regular and sustained class art lessons which develop visual awareness and artistic understanding
- All pupils will have the opportunity to join art clubs or to visit art galleries or exhibitions.
- All pupils will experience a range of artistic styles and will have the opportunity to express their preferences.
- All pupils will have the opportunity to learn and develop a wide range of artistic skills.
- Children will experience high quality teaching to enable them to respond with discernment and to develop their own preferences.
- All pupils will have the opportunity to create artistic work which is displayed for an audience.


Year 5 Term 1	<u>Big Question: What makes things move?</u>			
Unit: Drawing	<u>Objectives</u> (from NC2014)			
	Question	Lesson Ideas/Resources	WTS	EXS
	<p>What is tone?</p> <p>Art theory: Tone, light and dark. Creating atmosphere and perspective.</p> <p>Art Theory: context, light source, texture, and surface.</p>	<p>Tone is the word we use to describe light and dark, or light and shadows.</p>  <p><i>'Inside the Cabin at Bucks Mills', acrylics by Hester Berry</i></p> <p>We can use dark or light paint to make our pictures look as if there is light shining within them, or to make them look as if objects, people or places are in shadow. Tone can also tell us other things about things in the painting.</p> <p>What is the Context? Where is the object? Where is the light source? What is the type of light (daylight, firelight, fluorescent lighting, candlelight) How does tone help describe the atmosphere?</p> <p>What is the Shape? Is the object flat or three-dimensional? Are there shapes under the surface? (Think of bumps in a bag, or bones under the skin)</p> <p>What is the Surface Texture? Matt, Shiny, Wet, Bumpy</p> <p>What can Tone tell us about Colour? Different hues have different tonal values. Yellow often looks very light, while red can look very dark. Take a series of photographs, so the children can see how light and colours of the real world can be translated tonally. These should ideally be taken next to a bright light to strong shadows are made. Manipulate the photographs on the computer/ipad, you can show how we can split tone into simple parts. If possible reduce the number of shades so that you only have white, light grey, dark grey and black.</p>  <p>Then you could reduce it even further so that you only have black and white. This is how stencils are made. Look at some graffiti artists like Banksy, to see how they use just a couple of different tones. They have to look very closely at tone, so that they can simplify it.</p>		
	How can we paint a tonal portrait with one colour?	Print out the images of each child. Give each child white cartridge paper and black paint. They can use black paint to paint the shadows of their faces.		

	Painting: Creating depth and form with only one colour.			
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Year 5 Term 2 Unit: Painting				
Big Question: How did Anglo-Saxon settlers change Britain?				
Objectives (from NC2014)				
	Question	Lesson Ideas/Resources	WTS	EXS
1	<p>How can a 3D object be captured on a flat sheet of paper?</p> <p>Drawing: Introduction of a Still life.</p> <p>Art Theory: Explore the work of Morandi.</p>	<p>https://www.tate.org.uk/art/artists/giorgio-morandi-1660</p> <p>https://www.moma.org/artists/4079</p> <p>Look at the artist Morandi – the bottles he paints aren’t scientifically accurate but they have a gentle shape that could maybe hold magic.</p>  <p>Provide children with a selection (group) of bottles to draw. Tell the children to focus on the overall shape rather than getting them symmetrical.</p> 		

				
2	How is shape and form created in paintings?	<p>Look again at the Artwork of Morandi. The colours used in his paintings are what is sometimes called a 'muted palette' What do you think this means? The colours he uses are not bright – they are 'quiet' colours that don't jump out of the page. The result is that the paintings are calm and the objects feel still.</p> <p>'The Morandi Colour palate' has become a colour scheme because of how calming and gentle the colours are. Draw out bottles and containers as in the pervious lesson but this time draw in charcoal. It is much softer and will leave a beautiful deep mark on the page. Try really hard not to smudge the charcoal.</p> <p>Google image search <i>Morandi colour palette</i>. Mix similar colours using either acrylics or watercolours. Paint these colours onto the charcoal outlines.</p> <div data-bbox="483 882 931 1101">   </div>		



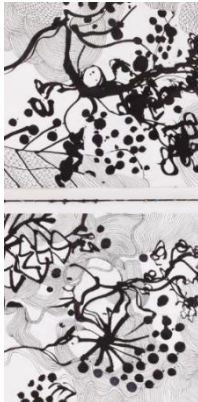

				

Year 5 Term 3	Big Question: What is life like in Brazil?			
Unit: Painting	Objectives (from NC2014)			
	Question	Lesson Ideas/Resources	WTS	EXS
1	<p>How does the culture and environment in Brazil influence its artists?</p> <p>Art Theory: The impact culture has on Artists.</p> <p>Drawing: Sketchbook work responding to music/ film of carnival.</p>	<p>https://www.jamescohan.com/artists/beatriz-milhazes</p> <p>Beatriz Milhazes</p>  <p>Explore the artist: Milkazes – focus on colour and form. What could they be saying? Think about Carnival – how could that be captured in art?</p>		

		Create collages/ sketches and paintings listening to Brazilain music.		
2	<p>How can I create a piece of art that reflects my knowledge of the Brazilian culture and landscape?</p> <p>Painting: using bold strong colours. Painting with increasing accuracy to stop colours smudging/blending.</p> <p>Painting: Painting a feeling – carnival, celebration and vibrancy.</p>	<p>Look at the pop artist Lobo – think about how Brazilian culture and art has influenced his art.</p> <p>Artist Lobo is in love with Brazil, and illustrates in his artwork all the wonder of Brazilian Art!</p> <p>Use these bright bold paintings to create their own culturally influenced art. Be able to explain their reasons for choosing to represent the Brazilian culture in the way they have.</p>		



Year 5 Term 4	<u>Big Question: Is there any such thing as magic?</u>			
Unit: Printing	<u>Objectives</u> (from NC2014)			
	Question	Lesson Ideas/Resources	WTS	EXS
1	<p>How have artists inspired magic and awe in architecture?</p> <p>Drawing: using sketching in design.</p>	<p>Looking at the artist Antoni Gaudi</p> <p>https://sagradafamilia.org/en/</p> <p>Sketching from natural forms</p> <p>Look at a selection of Gaudi's work including details of rooftops, stairwells. Also have a collection of natural forms (pinecones, leaves, snail shells, sticks, acorns etc.).</p> <p>Introduce term- architect – explain the inspiration for Gaudi was natural form.</p>		

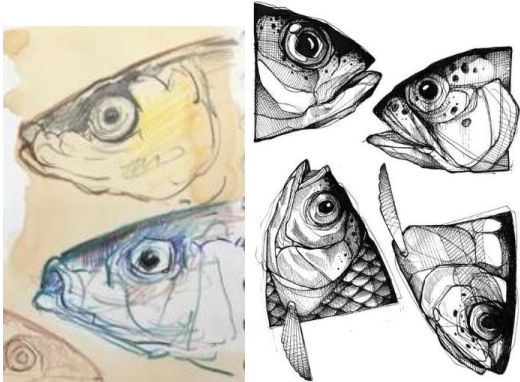
	<p>Drawing: Using sketching as tool to refine ideas.</p> <p>Art Theory: understanding the link between architecture and art.</p>	<p>Children to make sketches of the natural forms focusing on shape/contours/ pattern. Discuss how these sketches could be used to inspire buildings.</p> 		
2.	<p>How can I invent a magical setting for my own story?</p>	<p>The buildings created by Gaudi would be a fantastic setting for a magical story. The Nowhere Emporium is set in a magical shop that can travel through space and time. In the story, we find lots of magical objects. Can you invent a magical building inspired by Gaudi?</p> <p>Using images of Gaudi creations is magical and mystical. may be set. Draw ideas into your</p>  <p>can you design a building that Somewhere an exciting story sketchbook.</p> 		
3.	<p>Create a design form printing inspired by Gaudi and magic.</p>	 <p>Pick one element of the Gaudi /magic sketches to transfer onto a poly tile. Try to create a second image to overlay the first 0 so that your print has two separate elements. For example, you may print a wonderful roof decoration (see left) on one colour and then add more detail it with a second tile. Try vering the shade of colours used to print – e.g. use light blue for the biggest area and dark blue for the smallest parts.</p>		



Year 5 Term 5	<u>Big Question: How was England created?</u>			
Unit: Painting	<u>Prior Knowledge:</u> In year 1 the children have used natural forms to make simple drawings. They looked at warm and cool colours. In year 2 they have practiced skills of observational drawing beginning to develop mark making. They explored tints, hue, and the colour wheel. In year 3 the children have further developed observational drawing buy using their sketchbooks to text out ideas. They have explored adding perspective to drawings and have looked at simple map drawing. In year 4 children have further developed mark making techniques and made simple accurate still life drawings. In year 5 the children have looked at historical images to develop mark making skills.			
	<u>Objectives</u> (from NC2014) <ul style="list-style-type: none"> • 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] • about great artists, architects and designers in history. 			
	Question	Lesson Ideas/Resources	WTS	EXS
1	What can we learn from Picasso?	Still-life with fish, fork and slice of lemon, 1955 Pablo Picasso.		



Collect images of fish and print copies of Picasso's still life. In sketchbooks, children create drawings of fish – looking at the shape, texture and colours.



2

How can I create a still life on a black background?

We have a tendency to always draw on white paper


When painting on black paper the colours appear bright and bold. The gaps between images are not a problem and they do not have to be filled. Adding texture such as sgraffito (scratching into the paint) is very effective as the black shows well from underneath.

Look again at Picasso's ceramic plates, both his paintings and ceramics.

You could photograph sardines, lemon slices and forks on plates to create your own!

Draw the plate on A3 black paper in pastel.

Paint the base (bottom layer) colours, and then add layers on top. The paint is best mixed with a white acrylic to make the colour more opaque and stop the black showing through.

				
3				

Year 5
Term 6

Big Question: What makes a river?


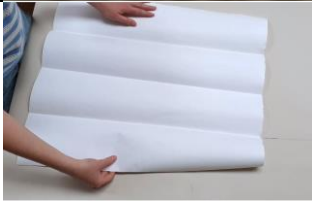
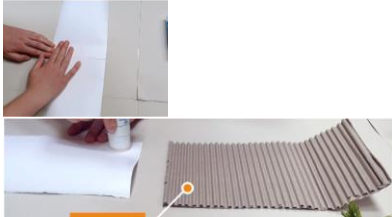
Prior Knowledge:

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Unit:
Drawing

Objectives (from NC2014)

- 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]
- about great artists, architects and designers in history.

	Question	Lesson Ideas/Resources	WTS	EXS
1	How can we draw moving water?	<p>Use the film below to enable children to explore drawing water. Try to create a sense of momentum – for example you might pause the video 4 times and ask the pupils to make a 1 minute, 2 minute, 3 minute and 4 minute drawing at each pause.</p> <p>Encourage close and slow looking by talking as they draw – use your voice to attract their attention to qualities of the water.</p> <p>Try the same exercise using different materials, ie handwriting pen, ink and nib, pastel, watercolour</p> <p>https://www.youtube.com/watch?v=nE_XAauwu1I</p> 		
2	How can we map the route of a river creatively?	 <p>Cut a large piece of paper into four long strips and glue the ends together to make a long strip.</p>  <p>Attach a piece of corrugated or smooth (bendable) card as a cover.</p>		

3

Drawing: sequential and narrative drawing to tell story.



Draw onto it a map of the rivers route. Use a selection or areal river photos and maps to inspire you. Use the length of the paper to tell a linier story



Roll and secure with a string!