



YEAR: 5 TERM: Autumn 1

TITLE: Space inventions – designing, drawing and painting

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND / REVISIT – Previous work of Cezanne in Year 4 and knowing that paint can be applied in short, angular brush strokes.	NC LINKS <ul style="list-style-type: none"> 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 To use sketchbooks to record their observations and use them to review and revisit ideas 	Skills Developed <ul style="list-style-type: none"> Using imagination to generate ideas Using full annotations in a drawing To use observational skills To add tonal graduation Using short and sweeping brush strokes for effect Blending oil pastels to show graduation To develop pencil control through a continuous line drawing 	<ul style="list-style-type: none"> Children all produce an annotated sketch of their own invention inspired by Wallace and Gromit (link to English) Space Rocket <ul style="list-style-type: none"> Children create an observational drawing of tools an inventor would use e.g. nuts/bolts/spanner Children re-create art works of their Space invention in the style of Peter Thorpe To create a continuous line drawing of Katherine Johnson to accompany a poem 	<ul style="list-style-type: none"> Appreciation of inventors and scientists in the Space Race (e.g. Katherine Johnson) 	<ul style="list-style-type: none"> Show case work as a display in a communal area for people to see.
	Key Vocabulary <ul style="list-style-type: none"> Annotations Continuous line Blending Gradual Observational 	Knowledge Acquired <ul style="list-style-type: none"> Knowing that everything made starts with a sketch How are and poetry complement each other How Peter Thorpe used colour in his painting 			

	<ul style="list-style-type: none">▪ Tone					
	ASSESSMENT CRITERIA: <u>Line</u> <ul style="list-style-type: none">• To create detailed drawings from observation (what they can see, not what they think they see)• To use tonal shading with a greater control of gradients (light to dark) so that effective 3-D effects are created• To skilfully incorporate text and image in a composition <u>Shape</u> <ul style="list-style-type: none">• To visualise a viable proposition when designing a composition <u>Colour</u> <ul style="list-style-type: none">• Use colour to add energy to a painting using contrasting, bright colours in the style of Peter Thorpe <u>Texture</u> <ul style="list-style-type: none">• Use a range of short and sweeping brushstrokes to create movement and energy in an abstract composition <u>Artist appreciation</u> <ul style="list-style-type: none">• To understand that all art ideas start with sketches, annotations, prototypes and careful consideration			SUGGESTED TIME FRAME Minimum 6 hours of lessons to cover the skills. More can be given to then build on and develop key skills further and create display pieces.		
	SUGGESTED SEQUENCE OF LESSONS Session 1 Designing Little inventors (sketchbook work) <ul style="list-style-type: none">▪ Kapow lesson Design lesson 1▪ Children look at Wallace and Gromit's Rocket invention linked to their English and design their own space-themed invention					

Session 2 Observational drawings (sketchbook work)

- Kapow Drawing: Packaging lesson 1 (use this as inspiration, **but use nuts/bolt/spanners instead of sweet wrappers**)
- Children observe and draw in detail tools an inventor would use e.g. nuts/bolt/spanners
- They create a collage with all their observational drawings

Session 3 Analysing and practicing the techniques of Peter Thorpe (sketchbook work)

- Children analyse the colours used and application of paint in Peter Thorpe's paintings
- In sketchbook practice his techniques (e.g. short brushstrokes/ sweeping strokes/splattered paint/blocks of colour)

Session 4 + 5 Re-creating a painting in the style of Peter Thorpe (display opportunity)

- Children sketch out their final space invention idea
- They paint their space invention in the style of Peter Thorpe

Session 6 Continuous line drawing

- Kapow Drawing : Picture the Poet
- Children practice their pencil control by creating a portrait of themselves or a peer with a continuous line
- Then they can draw a portrait of Katherine Johnson using a continuous line
- Creatively over lay a poem inspired by Katherine Johnson over the top of the portrait following the continuous line



YEAR: 5

TERM: Autumn: 2

TITLE: Sculpture - Greek Pottery

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND / REVISIT - Previous work in Year 4 where they designed their own Aztec sculpture and used different tools to sculpt soap.	NC LINKS <ul style="list-style-type: none"> 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] Key Vocabulary <ul style="list-style-type: none"> Slip Score Moulding Pinching Blending Greek 'Key Design' 	Skills Developed <ul style="list-style-type: none"> Observe and appreciate art in a gallery setting Mould clay into desired shape applying the correct pressure and manipulation Make coils of the correct thickness and length to create the correct aesthetic appearance and don't break Use creativity when creating Greek inspired surface decoration Paint with accuracy using acrylic on a curved surface (clay pot) Knowledge Acquired <ul style="list-style-type: none"> How Greek pottery evolved over time Examples of uses for Greek pots 	<ul style="list-style-type: none"> Children all produce individualised Greek clay pots with surface decoration Cross-curricular links to History 	<ul style="list-style-type: none"> Appreciation of Greek culture and lasting impact on the world 	<ul style="list-style-type: none"> Visit to Birmingham Art Gallery to appreciate and sketch pots Pots displayed in communal areas in school for wider showcase

<p>ASSESSMENT CRITERIA:</p> <p><u>Texture</u></p> <ul style="list-style-type: none"> Clay pot has a smooth finish with the arm joins and neck blended into the main body using slip and clay tools. <p><u>Pattern</u></p> <ul style="list-style-type: none"> The Greek inspired repeating pattern is thoughtfully painted onto the pot complementing the shape and form of the pot <p><u>Shape</u></p> <ul style="list-style-type: none"> The Greek inspired pattern has a mixture of geometric and organic shapes combined in its design <p><u>Form and Shape</u></p> <ul style="list-style-type: none"> The clay pot is correctly portioned with a 'pear-like' shape which is larger, more rounded at the bottom. The neck of the pot tapers in and has a flared edge Handles are used to add symmetry or decoration to the pot <p><u>Artist Appreciation</u></p> <ul style="list-style-type: none"> An understanding of why Greeks used different types of pots and how they were used to depict their life 	<p>SUGGESTED TIME FRAME</p> <p>4-5 hours of sessions. However, it is best to group the session of clay modelling together, so that the clay does not dry out in-between sessions.</p>
<p>SUGGESTED SEQUENCE OF LESSONS</p> <p>Session 1 Art history (sketchbook work)</p> <ul style="list-style-type: none"> Look at the different types of pots used in Greek times and how they changed over the rule of the Greek Empire. Bring in History skills of chronology and how an expanding Greek empire influenced the uses and surface decoration of the pots. <p>Session 2- 4 Making the clay pots</p> <ul style="list-style-type: none"> Practice and make pinch pots to make up the 'body' of the pot. Practice and make coils for the arm(s) of the pot. Practice using slip to join arm(s) onto pot. Spend time blending clay and making sure it is smooth and everything is secured. <p>Session 5 Painting the clay pots</p>	

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| | <ul style="list-style-type: none">• Practice drawing key designs in pencil and then using black acrylic paint.• Paint pots* in appropriate colours (e.g. orange/brown) and add surface decoration in black acrylic. |
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* You will need some drying time between painting pots and adding the surface decoration, so you might want to split Session 5 into 2 parts.



YEAR: 5

TERM: Spring: 1

TITLE: Being Architects - designing, drawing and print making

REVISION / REMIND / REVISIT - Previous work in Year 4 where they learnt to print Roman inspired patterns.	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	<p>NC LINKS</p> <ul style="list-style-type: none"> Improve their mastery of art and design techniques, including drawing Create sketchbooks to record their observations Develop their techniques, including their control and their use of materials, with creativity, experimentation Learn about great artists, architects and designers in history <p>Key Vocabulary</p> <ul style="list-style-type: none"> Observation Cropping Monoprints 	<p>Skills Developed</p> <ul style="list-style-type: none"> To draw accurately from observation To be selective and creative when cropping a drawing looking for its aesthetic qualities To experiment with shape when creating an abstract composition To create a clear monoprint To add detail to a building in the style of Hundertwasser To design a building by applying a learnt architectural style <p>Knowledge Acquired</p> <ul style="list-style-type: none"> To know how Hundertwasser changed conventional architecture by adding colour and banning 'straight lines' To know that Hundertwasser's influence can be seen on different 	<ul style="list-style-type: none"> Children all produce monoprints of a building in an abstract composition Children re-create a building in the style of Hundertwasser To collaboratively design a building using an architectural style Cross-curricular links to History 	<ul style="list-style-type: none"> Appreciation of architecture and the purpose it has in the community Appreciate how the work of Hundertwasser influenced architectural designs today 	<ul style="list-style-type: none"> Observing buildings in the local area which could be made more eye-catching Appreciating architecture in the local area such as Knowle Parish church Monoprints and Hundertwasser art work displayed in communal area for people to see.

	<ul style="list-style-type: none"> • Perspective view • Plan view • Front elevation • Colour/line and form 	<p>architecture around the world today</p> <ul style="list-style-type: none"> ▪ To understand that architecture serves a purpose, is thematic and has a target audience 			
<p>ASSESSMENT CRITERIA:</p> <p><u>Line</u></p> <ul style="list-style-type: none"> • To create detailed drawings from observation (what they can see, not what they think they see) • To use tonal shading with a greater control of gradients (light to dark) so that effective 3-D effects are created • To draw a building from a different view point that architects would draw from (perspective view, a plan view or front elevation) <p><u>Pattern</u></p> <ul style="list-style-type: none"> • To create elaborative and creative patterns that transform the look of a building in the style of Hundertwasser <p><u>Colour</u></p> <ul style="list-style-type: none"> • To use vibrant colours to transform the look of a building giving it a playful appearance in the style of Hundertwasser <p><u>Shape</u></p> <ul style="list-style-type: none"> • To create an accurate monoprint that makes use of compositional dynamics <p><u>Artist appreciation</u></p>			<p>SUGGESTED TIME FRAME</p> <p>Minimum 5-6 hours of lessons to cover the skills. More can be given to then build on and develop key skills further and create display pieces.</p>		

	<ul style="list-style-type: none"> To understand the role of an architect and why buildings look the way that they do 	
	<p>SUGGESTED SEQUENCE OF LESSONS</p> <p>Session 1 Observational drawings* (sketchbook work)</p> <ul style="list-style-type: none"> Kapow Architecture Lesson 1. Children could go outside and do an observational drawing of the school or Knowle Parish church. Children could bring in a photo of their own house to draw or do a building linked to their topic e.g. a café. <p>Session 2 Monoprint making (display opportunity)</p> <ul style="list-style-type: none"> Kapow Architecture Lesson 2. Children select an interesting section of their drawing they made the previous day, which has abstract elements to it. Children then make a scaled-up version of the section chosen and make monoprints from it. <p>Session 3 Analysing the works of Hundertwasser (sketchbook work)</p> <ul style="list-style-type: none"> Look at the life of Hundertwasser and what brought him to work in his unique style Analyse a selection of his different works and look at his use of colour, line and form <p>Session 4 Re-creating a building in Hundertwasser style</p> <ul style="list-style-type: none"> Kapow Architecture Lesson 3. Children re-create a building in the style of Hundertwasser. You may choose a building that would reflect the class topic, a building in the local community or their own home. You may choose to use colouring pencils, oil pastels or paint to re-create their buildings. <p>Session 5 Drawing like an architect</p> <ul style="list-style-type: none"> Kapow Architecture Lesson 4. Look at different types of architecture and their purpose. Look at the different ways of drawing a building (perspective/plan view and front elevation). Give children a brief of what their building has to do. Collaboratively, children design and draw a building to fit the brief in one of the 3 architectural styles. <p>Session 6 Transforming spaces (optional lesson)</p> <ul style="list-style-type: none"> Kapow Design for a Purpose Lesson 2. 	

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| | <ul style="list-style-type: none">• Children look at works of <i>Morag Myerscough</i> and <i>Luke Morgan</i>, who have transformed spaces like the <i>Children's Hospital</i> in <i>Sheffield</i>• Give children the plan of an empty room/ or part of a building to fit topic, which they need design a new layout for. |
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YEAR: 5 TERM: Summer: 2

TITLE: Every picture tells a story - artist appreciation

REVISION / REMIND / REVISIT - Previous artist appreciation and analysing of work in Year 4 of David Hockney 'My Parents'	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	<p>NC LINKS</p> <ul style="list-style-type: none"> Evaluate and analyse creative works using the language of art, craft and design. Become proficient in drawing, painting, sculpture and other art, craft and design techniques About great artists, architects and designers in history. <p>Key Vocabulary</p> <ul style="list-style-type: none"> Psychology Current affairs Abstract 	<p>Skills Developed</p> <ul style="list-style-type: none"> To develop analytical skills when looking at the meaning behind art work. To adapt a Banksy artwork to deliver a message To creatively look at outdoor spaces where artwork could be placed To create a stencil and use spray paint in the style of Banksy To use imagination when adding detail to an image To use limited material to create symmetrical abstract image <p>Knowledge Acquired</p> <ul style="list-style-type: none"> To understand how Banksy's art reflects current affairs and British Values. To know that Andy Warhol's Rorschach was an 'inkblot' 	<ul style="list-style-type: none"> Children adapt and change a piece of Banksy art work. Children create their own piece of 'Banksy' style art work which can be found around the school grounds. 	<ul style="list-style-type: none"> Appreciate that art is a powerful tool to deliver messages. Thorough their art, children will express their thoughts and feelings towards current affairs. Children will reflect upon how art can reveal that people's minds are creatively different. 	<ul style="list-style-type: none"> Graffiti art spray painted around school to deliver a message for people to see and contemplate over. Inkblots show cased in communal area showing how every child in Year 5 is a unique individual and thinks in different creative ways. A trip to Digbeth Birmingham to view examples of graffiti art.

	<ul style="list-style-type: none"> • Symmetrical • British Values 	test to analyse a person's personality			
	ASSESSMENT CRITERIA: <u>Line</u> <ul style="list-style-type: none"> • To manipulate and change a picture by drawing over the top of it in order to add a subtle message • To design and draw a simple stencil that is easily recognisable and clear <u>Colour</u> <ul style="list-style-type: none"> • To consider colour choice of spray paint so that it helps convey the meaning of the art work whilst working with its outdoor surroundings <u>Shape</u> <ul style="list-style-type: none"> • To visualise what shapes the ink blots could make and creatively turn them into something recognisable <u>Artist appreciation</u> <ul style="list-style-type: none"> • To understand why Banksy makes public art and the messages it is trying to give. • To understand with empathy that art can be created to represent our British Values • To create artwork which conveys a message based on current affairs and incorporates our British Values 			SUGGESTED TIME FRAME Minimum 4-5 hours of lessons to cover the skills. More can be given to then build on and develop key skills further and create display pieces.	

SUGGESTED SEQUENCE OF LESSONS

Session 1 Looking at a range of Banksy works (sketchbook work)

- Kapow Every Artist Tells a Story Lesson 1 (only the analysis sections)
- Focus mainly on looking at a range of his works and children develop their analytical skills.
- Children annotate around a range of his works showing their analytical skills.

Session 2 Adapting a piece of Banksy art work (sketchbook work)

- Kapow Every Artist Tells a Story Lesson 1 (focus on the 'Clacton Pigeon' art work.)
- Children look deeply at the message behind 'Clacton Pigeon'.
- Children reflect and discuss the issue of immigration and how immigrants are portrayed.
- Children adapt the Banksy artwork to show how Britain is more inclusive to immigrants.
- You may want to choose to look at the Banksy artwork in the Birmingham Jewellery Quarter of a homeless man at Christmas.

Session 3 Creating a stencil and looking for a creative outdoor spot (sketchbook work/ outdoors)

- Discuss what current affairs have had an effect on the children and that they could express themselves with artistically.
- Children design a stencil that they can then use to spray paint with.
- Take the children outside looking for a creative place to spray their artwork, referencing how Banksy uses outdoor spaces cleverly as an extension of the artwork.
- Children practice spraying the stencil.

Session 4 Graffiti outside

- Using water soluble paint, children now take their stencils outside and create their own Banksy's.
- Once done, give children to explore all the artworks created and their messages.

Session 5 Creating inkblots like Andy Warhol's Rorschach (possible display piece)

- Look at the work of Rorschach and how it was used as a personality test.
- Children reflect back on the unique messages they all created with their Banksy art and how they thought creatively differently.
- Using the inkblot technique, children creatively interpret the blots in their own way.
- Children will need to be given a focus to think about, e.g. topic linked, a current affairs theme or a school theme.