

Art – Year 5

Content

NC objectives – KS2 areas of study	End point of area of study	Vocabulary		
		Basic	Adventurous	Technical
<ol style="list-style-type: none"> 1. To create sketch books to record their observations and use them to review and revisit ideas. 2. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. 3. To be taught about great artists, architects and designers in history. 	<ol style="list-style-type: none"> 1. Create sketchbooks to critically explore an artist’s work. 2. Master the techniques used across painting, drawing and sculpture (line, shape, pattern, colour, texture, form and space). 3. Master a range of materials across painting, drawing and sculpture (spray paint, acrylic paint, graded pencils, fine liner pens, watercolour pens, ink, wire, clay, wax, fabric) and explain why these materials can be used to create artwork. 4. Discuss how artists create their work and the different representations they take on. From looking at a collection of work, explore visual culture and the controversies surrounding artists. 5. Explore and critically analyse the artwork from great observational artists, designers and architects in history: <ul style="list-style-type: none"> - Painting – Henri Rousseau (post-impressionism) and Banksy (Street Art). - Drawing – E.H. Shepard (Illustrations) - Sculpture – Edgar Degas 	<p style="text-align: center;"><u>Term 1</u> scale, slip, score, texture</p> <p style="text-align: center;"><u>Term 3</u> monochromatic, analogous, tone, tint, shade, colour value</p> <p style="text-align: center;"><u>Term 5</u> shading, cross-hatching, observational</p>	<p style="text-align: center;"><u>Term 1</u> framework, casting, realism</p> <p style="text-align: center;"><u>Term 3</u> Perspective</p> <p style="text-align: center;"><u>Term 5</u> perspective, tonal</p>	<p style="text-align: center;"><u>Term 1</u> armature, bronze, unorthodox</p> <p style="text-align: center;"><u>Term 3</u> silhouette, vertical placement, horizontal placement</p> <p style="text-align: center;"><u>Term 5</u> illustrations, diminishing scale, sequential drawings</p>

Knowledge

Substantive Knowledge

Sculpture – Autumn Term 1 (7 weeks) **How can a sculpture tell a story?**

Lesson 1: LO: To understand why the work by Edgar Degas is highly acclaimed.
bronze casting scale

Explore the sculptor: Edgar Degas. To know that Degas only ever auctioned 1 sculpture in his lifetime 'Little dancer of fourteen years'. The artwork was exhibited in 1881 in Paris where most people were accustomed to seeing statues made from marble. The little dancer was made from beeswax and found objects (Y3 retrieval link). The sculpture was met with disapproval and so Degas removed her from the view of the world and kept her in a closet for the next 40 years. She was gifted to the National Gallery of Art in 1985 and was recently sold for over \$41 million in 2022. After Degas' death, bronze casts were made of the original wax little dancer sculpture. In sketchbooks, children to create a mixed media painting of the 'Little Dancer' looking closely at the objects used within the sculpture.

Verbalise their sensory responses to a stimuli.

Lesson 2: LO: To know how sculptures can tell stories.

Realism

To know the story behind 'The little dancer' sculpture. She was a 14-year-old girl in Paris who lived in poverty. As a way out of poverty she joined the Paris Opera Ballet. Degas often painted and sketched the dancers and so began creating a sculpture of her. Shortly after the sculpture was finished, the little dancer was dismissed for being late to a rehearsal and was never seen again. Children to add annotations around their painting from previous lesson sharing knowledge of her story.

Explore what is being conveyed.

Lesson 3: LO: To know how to use an armature to support a sculpture.

framework armature

Retrieve knowledge from Y4 of building structures. When we build a large sculpture, we use armatures to support. An armature is a wire frame that is made first to support the weight of clay. Children to create a small armature and then sculpt a ballerina dancer. Evidence as photos in sketchbook.

Lesson 4: LO: To know how to show texture in sculpture.

unorthodox texture

Explore and interpret the media used by the artist (wax and fabric). To know that Degas used unorthodox media in his sculptures. Look at how found objects were used in his sculpture as well, each adding to the texture of the artwork. Hair was mixed in with wax to create texture. Create a collage of different textures from found objects in sketchbook.

Lesson 5 & 6: LO: To know how to tell a story through sculpture.

slip score armature

Disciplinary Knowledge

Sculpture **Concept: Visual Culture**

To work as a sculptor to show how **form, space, texture, colour, line, shape and pattern** can be used to create meaningful sculptures that tell a story. After studying a sculptor, children can master techniques and refine their ideas to create a final piece linked to a stimulus (space race).

Explore a stimulus (space race- Story) and create a series of artworks (drawings, paintings) to lead to a final piece (Clay, wire, fabric). Evidence final sculpture as a photo.

Painting – Spring Term 3 (6 weeks) **What makes a painting 'impressive'?**

Lesson 1 & 2: LO: To know how to critically analyse artists.

tone tint shade silhouette

Explore the artist: Henri Rousseau (post-impressionism) and Banksy (Street Art). To know how Banksy uses art as a tool for sharing his views. To know that Rousseau was branded as an amateur artist when he was painting and that he painted landscapes from imagination. Critically analyse the artists and their work through sketchbooks and explorations. Create an artist page for both, mimicking parts of the artwork and exploring shape, colour and the stories behind the artwork.

Reflect on how art can 'move us' deeply.

Lesson 3: LO: To understand how colour is explored by the artists.

monochromatic analogous colour value

To know that Banksy uses a monochromatic colour scheme with his work, with a high colour value. To know that Rousseau uses an analogous scheme by using neighbouring colours. Children copy a section of a painting from both artists in their sketchbook, showing the range of colour being used.

Show curiosity with expression on colour.

Lesson 4: LO: To know how space is explored by the artist.

perspective vertical placement horizontal placement

To know that perspective is used in paintings to help give the painting depth. Vertical placement is when we perceive objects that are placed lower in the painting to be closer to us. Subjects which are higher are perceived as being further away. In sketchbooks, document how placement is used by both artists.

Lesson 5 & 6: LO: To know how to use art elements to create a final response.

Recap all vocab

Use sketchbooks to explore multiple viewpoints, review and revisit ideas, and create a final piece linked to a stimulus – current world issues – landscapes. Children to use knowledge of placement to create 2 pieces of art (Banksy street art style and Rousseau landscape style).

Painting Concept: Visual Culture

To work as a painter to show how ***form, space, texture, colour, line, shape and pattern*** can be used to create pieces of art. Using a stimulus (current world issues - landscapes), revisit and review ideas through sketchbook work. Describe the techniques used and create a rationale for their work that reflects their preferred style. After studying an artist, children can apply and master techniques to create a final piece.

Drawing – Summer Term 5 (5 weeks) *How can drawing become aspirational?*

Lesson 1: LO: To understand why the artwork is highly acclaimed.

observational illustrations

Explore the illustrator: E.H. Shepard. Critically analyse the artist and his work through sketchbooks and explorations. Acknowledge why the artist's work is highly acclaimed / aspirational– link to his portrayal of characters and stories and his life as an illustrator. Create a sketchbook page showcasing the artwork and create artist studies of the work in a range of media (graded pencils, ink, watercolour, chalk, pens).

Reflect on the emotion portrayed in the art.

Lesson 2: LO: To know how texture, space and tone are used by the artist.

cross-hatching perspective shading tonal

To know how texture is used within the drawings using techniques (retrieval Y3). To know how space is used (retrieval Y5 vertical and horizontal placement). Introduce how tone is created in drawings through shading. Model how shading is used to create tone – lighter value tones are used to draw in the eye and to highlight the main subject in the drawing. Darker tones create a sense of depth and create dimension. In sketchbooks, create different tones from light to dark in different textures – cross hatching, hatching, stippling, scribbled, blending.

Lesson 3: LO: To know how to show diminishing scale.

diminishing scale

Explore the diminishing scale (perspective – larger objects at the front, smaller objects further away) alongside vertical and horizontal placement when looking at artwork. In sketchbooks, copy artwork from the artist and annotate how the artist uses the diminishing scale.

Lesson 4: LO: To know how to use a range of media when mastering techniques.

tonal

Using a stimulus (Greek mythical character), work in a range of media to build up evidence of mastering techniques – create illustrations that use a range of tone, texture and space.

Lesson 5: LO: To understand how to create an illustration.

sequential drawings

Allow time for children to refine and reflect on their sketches from the previous lesson. Create a series of final pieces (sequential drawings) using graded pencil.

Celebrate personal creativity.

Drawing Concept: Visual Culture

To work as an illustrator to show how ***form, space, texture, colour, line, shape and pattern*** can be used to create pieces of art to tell stories. Using a stimulus (Greeks), revisit and review ideas through sketchbooks and gestural drawings to show movement. After studying an illustrator, children can apply and master techniques (diminishing scale and placements) to create a final piece.

Concepts

Visual Culture

Elements

Colour	Texture	Line	Shape	Form	Space	Pattern
<p>The different hues used to express mood and meanings in artwork. The colour wheel is used to split colours into three different groups: primary, secondary and tertiary. Colours are grouped together in different ways to express mood and meanings.</p> <p>[Warm colours, cool colours, wide palettes, narrow palettes, bright colours, dull colours].</p>	<p>The look and feel of a piece of artwork. The texture can be created through the different media (thick/thin paint) being used or the application of the media.</p> <p>[Paintbrushes/palette knives, acrylic paint, watercolour paints, 3D forms].</p>	<p>The tool used in every piece of artwork. It has a length, width, tone, texture and can divide space, define a form, describe contour or suggest direction.</p> <p>[contour lines, directional lines].</p>	<p>The outline of a line creates enclosed spaces in artwork.</p> <p>[square, triangle, rectangle, circle, oval, etc].</p>	<p>Having three-dimensions which encloses volume and has length, width and height.</p>	<p>The area occupying the artwork and surrounding it.</p> <p>[negative or positive space].</p>	<p>The way colour or line has been used in artwork to create patterns. This may be through the repetition of a single or select palette of colours or lines.</p>

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ASSESSMENT

KNOW MORE, REMEMBER MORE, DO MORE...

In this unit of learning, progress has been made when a learner knows more. This 'distance travelled' from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.