

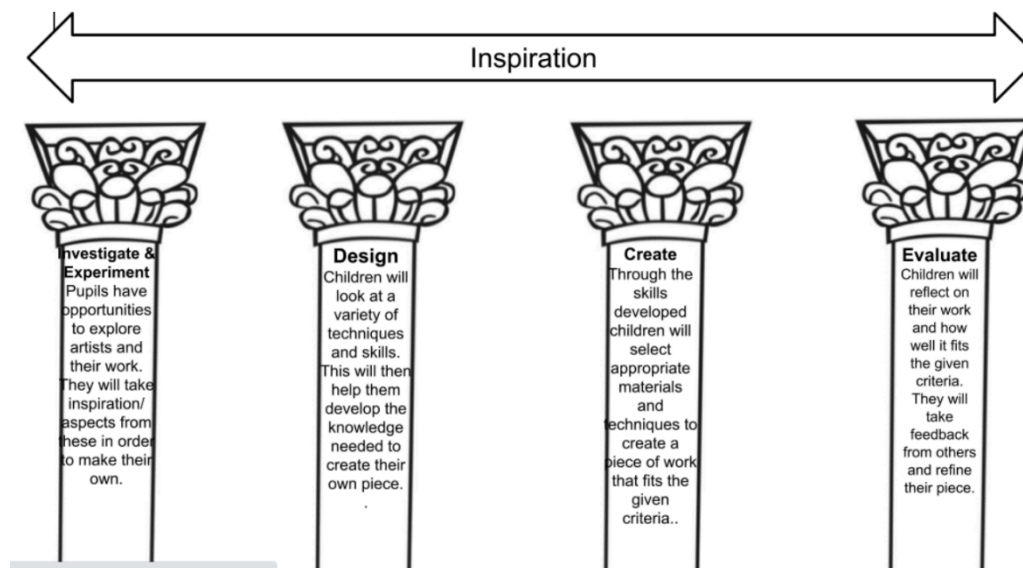
Wragby Primary School – Art Long term Plan Year 5

Key Stage 2
Programme of study

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 sketchbooks 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 (e.g.: pencil, charcoal, paint, clay)
- About great artists, architects and designers in history

GOLDEN THREADS FOR ART AND DESIGN



	Drawing and sketchbooks	Surface and colour (Painting, Printing, collage)	Working 3D (Sculpture , Textiles)
Objectives	- To use a range of mark making techniques to show contrast and tone - To explore the work of famous artists and illustrators and experiment with some of these styles - To draw from first-hand observation and from source material	- To experiment with different colours that represent moods - To mix colours accurately and understand the properties of a range of different paint types - To create a mood painting through use of colour and application	- To explore wire as a medium for sculptures and experiment with wire techniques - To explore famous artists who create wire sculptures - To shape, form, model and construct using wire - To use tools safely to cut, twist and join wire - To use aluminium wire to create sculptures - To use sketchbooks to plan and develop ideas
Autumn Term The wonderful world of Roald Dahl	Drawing in style of Quentin Blake Art knowledge – Pupils will create a line drawing using only pencil and ink Choose their own materials from a	Painting in the style of Quentin Blake Art knowledge – Pupils will use watercolour paint to produce washes for their illustrations	Big Food Art knowledge – pupils will be able to construct a freestanding armature for a sculpture of their favourite food.

	range provided to use in their drawings and explain why they selected them. • Select their own paper size/scale. • Use correct terminology for materials they have selected. • Begin to develop their own style. • With support can select and mix suitable media within a single piece. • Use shading and tone to add depth and shape to their drawings. • Use line to create movement in a drawing. • Understand how drawing skills can support other medias. • Develop a series of drawings that explore a theme. • Look at the work of Quentin Blake 	• Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. • Select different colour/size/texture of paper to create desired effects. • Understand primary and secondary colours and predict colour mixing in their work. • Understand the different properties of different paints. • Create a range of shades using different kinds of paint. • Create mood in a painting. • Use shade to create depth in a painting. • Identify different painting styles and how these have artists are influenced by these styles over time. • Understand how different medias can be combined and work together. • Recognise the art of key artists and begin to place them in key movements or historical events. • Look at the work of Quentin Blake 	• Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. • Gain experience in modelling over an armature. • Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. • Adapt work as and when necessary and explain why. • Use language appropriate to skill and technique. • Transform 2D designs into 3D models. • Experiment with and combine materials and processes to design and make 3D form. • Shape using a variety of mouldable materials. • Interpret an object in a 3D form. • Produce work that sometimes can be both visual and tactile. • Look at work of Claes Oldenberg, Wayne Thiebaud  
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	Drawing and sketchbooks	Surface and colour (Painting, Printing, collage)	Working 3D (Sculpture , Textiles)
Objectives	To apply drawing skills using ink pens and explore the different properties	- To explore how colours can reflect different moods. - To experiment with different colours that represent moods.	
Spring Term To infinity and beyond	Miro inspired drawings Art knowledge- - Reflect on and adapt their ideas using a sketch book. - Choose their own materials from a range provided to use in their drawings and explain why they selected them. - Select their own paper size/scale. - Use correct terminology for materials they have selected. - Begin to develop their own style. - With support can select and mix suitable media within a single piece. - Use shading and tone to add depth and shape to their drawings. - Use line to create movement in a drawing. - Understand how drawing skills can support other medias. - Develop a series of drawings that explore a theme.  Look at the work of Joan Miro	Miro inspired paintings Art knowledge – - Select different colour/size/texture of paper to create desired effects. - Understand primary and secondary colours and predict colour mixing in their work. - Understand the different properties of different paints. - Create a range of shades using different kinds of paint. - Create mood in a painting. - Use shade to create depth in a painting. - Identify different painting styles and how these have artists are influenced by these styles over time. - Understand how different medias can be combined and work together.  Look at the work of Joan Miro Nebula art – shaving foam marbling. - Select suitable printing media for the task. - Print using a range of materials. - Begin using simple screen printing. - Create an accurate print design that reflects a theme	Space Sculpture Art knowledge- - Transform 2D designs into 3D models. - Experiment with and combine materials and processes to design and make 3D form. - Shape using a variety of mouldable materials. - Interpret an object in a 3D form. Produce work that sometimes can be both visual and tactile. Look at the work of Karen Rose 

		or ideas. ● Make links with printmaking and other medias to help develop their work. 	
	Drawing and sketchbooks	Surface and colour (Painting, Printing, collage)	Working 3D (Sculpture , Textiles)
Objectives	● To create pen studies ● To make small studies from observation using viewfinders to focus on selected parts	<u>Painting</u> ● To explore how artists express thoughts and feelings through use of colour and application. ● To create a mood painting through use of colour and application	Sculpture To explore wire as a medium for sculptures and experiment with wire techniques ● To explore famous artists who create wire sculptures ● To shape, form, model and construct using wire ● To use tools safely to cut, twist and join wire ● To use aluminium wire to create sculptures ● To use sketchbooks to plan and develop ideas
Summer Term Ancient Egypt	Pen Cartouches- Art knowledge- ● Reflect on and adapt their ideas using a sketch book. ● Choose their own materials from a range provided to use in their drawings and explain why they selected them. ● Select their own paper size/scale. ● Use correct terminology for materials they have selected. ● Begin to develop their own style. ● With support can select and mix suitable media within a single piece. ● Use shading and tone to add depth and shape to their drawings. ● Use line to create movement in a drawing. ● Understand how drawing skills can support other medias. ● Develop a series of drawings that explore a theme. 	Collage Cartouches – Art knowledge- ● Experiment with combinations of materials and techniques. ● Overlap materials to build an image. ● Use collage as a tool to develop a piece in mixed media. ● Use collage to create a mood boards of ideas. ● Combine pattern, tone and shape in collage.  Screen-print cartouches- Art knowledge-	Egyptian Sculpture- Papier mache Canopic Jars Art knowledge- ● Transform 2D designs into 3D models. ● Experiment with and combine materials and processes to design and make 3D form. ● Shape using a variety of mouldable materials. ● Interpret an object in a 3D form. ● Produce work that sometimes can be both visual and tactile. 

	Canopic Jar Art knowledge- ● Reflect on and adapt their ideas using a sketch book. ● Understand how drawing skills can support other medias. 	● Select suitable printing media for the task. ● Print using a range of materials. ● Begin using simple screen printing. ● Create an accurate print design that reflects a theme or ideas. ● Make links with printmaking and other medias to help develop their work.  Painting – abstract Egyptian Art Art knowledge- ● Select different colour/size/texture of paper to create desired effects. ● Understand primary and secondary colours and predict colour mixing in their work. ● Understand the different properties of different paints. ● Create a range of shades using different kinds of paint. ● Create mood in a painting. ● Use shade to create depth in a painting. ● Identify different painting styles and how these have artists are influenced by these styles over time. 	
EVALUTATING ● Keep and use detailed notes in sketch book ● Evaluate own and others' work, explaining and justifying their reasons ● Use analysis when commenting on ideas ● Consider the end point when adapting and improving their work ● Develop and improve their own style ● Critique each other's work as a way of developing and supportive each other's ideas.		GREATER DEPTH ● Keep detailed notes, quotes or annotations using advanced vocabulary to explain and reflect on their artistic process? E.g. form, composition, tone ● Plan carefully their art, taking into account layout, composition and perspective.	THINKING DEEPER QUESTIONS ● What impact do you think WW1 art would have had on people back at home? ● What do you think the artist is trying to show you? ● How does the piece make you feel? ● Does the picture direct the viewers eye to the main subject? How? ● Which of the artist's pieces do you love/hate the most? Why?

Make and support their own decisions and choices.	● Explain their own style of art and what has influenced their choices? E.g. mood, events, geography, nature, history.	
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