

## Art & Design

### Year 5/6

#### Term 1

#### Make My Voice Heard

On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'.

Key Vocabulary	Key Knowledge	Outcomes
aesthetic audience character traits chiaroscuro commissioned composition expressive graffiti guerilla imagery impact interpretation mark making Maya Mayan mural representative street art symbol symbolic technique	<ul style="list-style-type: none"><li>• <b>Colour:</b> A 'monochromatic' artwork uses tints and shades of just one colour.</li><li>• <b>Colour:</b> Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</li><li>• <b>Form:</b> The surface textures created by different materials can help suggest form in two-dimensional art work.</li><li>• <b>Shape:</b> How an understanding of shape and space can support creating effective composition.</li><li>• <b>Line:</b> How line is used beyond drawing and can be applied to other art forms.</li><li>• <b>Tone:</b> That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</li></ul>	<ul style="list-style-type: none"><li>• Collect a good range of imagery, adding annotated notes and sketches.</li><li>• Make relevant comparisons between different styles of art.</li><li>• Use tools effectively to explore a range of effects.</li><li>• Respond to the meaning of a spirit animal through drawing.</li><li>• Generate symbols that reflect their likes and dislikes with little support.</li><li>• Create a tile that is full of pattern, symbols and colours that represents themselves.</li><li>• Discuss ideas to create light and dark through drawing techniques.</li><li>• Explain the term chiaroscuro.</li><li>• Apply chiaroscuro to create light and form through a tonal drawing.</li><li>• Understand the impact of using techniques for effect.</li></ul>

<p>tone tonal</p>	<p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• To know gestural and expressive ways to make marks.</li> <li>• To know the effects different materials make.</li> <li>• To know the effects created when drawing on different surfaces.</li> <li>• How to use symbolism as a way to create imagery.</li> <li>• How to combine imagery into unique compositions.</li> <li>• How to achieve the tonal technique called chiaroscuro.</li> <li>• How to make handmade tools to draw with.</li> <li>• How to use charcoal to create chiaroscuro effects.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Artists can use symbols in their artwork to convey meaning.</li> <li>• Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work.</li> <li>• Artists find inspiration in other artists' work, adapting and interpreting ideas and techniques to create something new.</li> <li>• Art can be a form of protest.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in a discussion that examines the similarities and differences between different styles of art.</li> <li>• Form their own opinions about what art is, justifying their ideas.</li> <li>• Identify a cause and decide what message they want to convey.</li> <li>• Understand artist's choices to convey a message.</li> <li>• Review sketchbook and creative work to develop a drawn image.</li> <li>• Review and revisit ideas to develop their work</li> </ul>
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	<ul style="list-style-type: none"> <li>• Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.</li> <li>• Art sometimes creates difficult feelings when we look at it.</li> <li>• Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract.</li> <li>• Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical.</li> <li>• Sometimes people make art to create reactions.</li> <li>• People use art as a means to reflect on their unique characteristics.</li> <li>• People can have varying ideas about the value of art.</li> <li>• Art can be analysed and interpreted in lots of ways and can be different for everyone.</li> </ul>	
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	<ul style="list-style-type: none"> <li>Everyone has a unique way of experiencing art</li> </ul>	
<p align="center"><b>Term 1</b></p> <p align="center"><b>Painting and Mixed Media: Artist Study</b></p> <p align="center">Identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist.</p>		
Key Vocabulary	Key Knowledge	Outcomes
abstract analyse artist compose compositions convey	<b>Formal elements:</b> <ul style="list-style-type: none"> <li><b>Colour:</b> Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</li> </ul>	<ul style="list-style-type: none"> <li>Understand a narrative and use descriptive language to tell a story.</li> <li>Suggest ideas for the meaning behind a picture.</li> </ul>

<p>evaluation inference interpret justify meaning medium mixed media narrative respond tableau technique thought-provoking translate</p>	<ul style="list-style-type: none"> <li>• <b>Line:</b> How line is used beyond drawing and can be applied to other art forms.</li> <li>• <b>Pattern:</b> Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</li> <li>• <b>Texture:</b> Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• How to use sketchbooks to research and present information.</li> <li>• How to develop ideas into a plan for a final piece.</li> <li>• How to make a personal response to the artwork of another artist.</li> <li>• How to use different methods to analyse artwork such as drama, discussion and questioning.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Artists can use symbols in their artwork to convey meaning.</li> <li>• Art can be a form of protest.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different features within a painting and use the formal elements to describe it.</li> <li>• Be creative and imaginative in finding their own meaning in a painting.</li> <li>• Use their own art or personal experiences to justify their ideas.</li> <li>• Read a picture well and see beyond the first glance, analysing and evaluating it successfully.</li> <li>• Reflect on personal experiences to convey through their own piece of abstract art.</li> <li>• Contribute to discussions to either the class, group or talk partner.</li> <li>• Understand and choose a meaningful message to convey through imagery, creating some different composition ideas.</li> <li>• Select an appropriate artist.</li> <li>• Collect a range of information that is presented in an interesting and pleasing way in sketchbooks.</li> <li>• Generate an idea for a final piece, demonstrating some inspiration from their chosen artist.</li> <li>• Produce a final piece of work, selecting appropriate tools and materials to create an intended effect.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.</li> <li>• Art sometimes creates difficult feelings when we look at it.</li> <li>• Artists can use materials to respond to a feeling or idea in an abstract way.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.</li> <li>• Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical.</li> <li>• People can have varying ideas about the value of art.</li> <li>• Art can be analysed and interpreted in lots of ways and can be different for everyone.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment and revisit ideas, drawing on creative experiences.</li> <li>• Work in a sustained way to complete a piece, making evaluations at each stage.</li> </ul>
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	<ul style="list-style-type: none"> <li>Everyone has a unique way of experiencing art.</li> </ul>	
<p style="text-align: center;"><b>Term 2</b>  <b>Sculpture and 3D- Making Memories</b>            Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.</p>		
Key Vocabulary	Key Knowledge	Unit Outcomes
assemblage attribute collection composition embedded expression	<b>Formal elements:</b> <ul style="list-style-type: none"> <li><b>Colour:</b> Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</li> <li><b>Form:</b> The surface textures created by different materials can help suggest form in two-dimensional art work.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the work of artists that appreciate different artistic styles.</li> <li>Create a sculpture to express themselves in a literal or symbolic way.</li> <li>Reflect verbally or in writing about creative decisions.</li> <li>Suggest ways to represent memories through imagery, shapes and colours.</li> </ul>

identity	<ul style="list-style-type: none"> <li>• <b>Shape:</b> How an understanding of shape and space can support creating effective composition.</li> <li>• <b>Line:</b> How line is used beyond drawing and can be applied to other art forms.</li> <li>• <b>Pattern:</b> Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• How to translate a 2D image into a 3D form.</li> <li>• How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).</li> <li>• How to manipulate cardboard to create different textures.</li> <li>• How to make a cardboard relief sculpture.</li> <li>• How to make visual notes to generate ideas for a final piece.</li> <li>• How to translate ideas into sculptural forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a composition of shapes developed from initial ideas to form a plan for a sculpture.</li> <li>• Competently use scissors to cut shapes accurately.</li> <li>• Talk about artists' work and explain what they might use in their own work.</li> <li>• Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed.</li> <li>• Successfully translate plans to a 3D sculpture.</li> <li>• Work mostly independently, experimenting and trying new things.</li> <li>• Identify and make improvements to their work.</li> <li>• Produce a completed sculpture demonstrating experimentation, originality and technical competence.</li> <li>• Competently reflect on successes and personal development.</li> </ul>
juxtaposition		
literal		
manipulate		
originality		
pitfall		
relief		
representation		
sculpture		
self		
symbolic		
tradition		



	<p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Artists can use symbols in their artwork to convey meaning.</li> <li>• Art can be a form of protest.</li> <li>• Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.</li> <li>• Artists can use materials to respond to a feeling or idea in an abstract way.</li> <li>• Artists take risks to try out ideas; this can lead to new techniques being developed.</li> <li>• Artists can make work by collecting and combining ready-made objects to create 'assemblage'.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.</li> <li>• Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and</li> </ul>	
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	<p>opinions, which can be political or topical.</p> <ul style="list-style-type: none"> <li>• Sometimes people make art to create reactions.</li> <li>• People use art as a means to reflect on their unique characteristics</li> </ul>	
<p style="text-align: center;"><b>Term 3</b></p> <p style="text-align: center;"><b>Craft and Design: Photo Opportunity</b></p> <p style="text-align: center;">Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief.</p>		
Key Vocabulary	Key Knowledge	Unit Outcomes
album arrangement cityscape composition Dada digital editing emulate focus frame grid image layout macro monochromatic	<p><b>Formal elements:</b></p> <ul style="list-style-type: none"> <li>• <b>Colour:</b> Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebrations</li> <li>• <b>Shape:</b> How an understanding of shape and space can support creating effective composition</li> <li>• <b>Line:</b> How line is used beyond drawing and can be applied to other art forms.</li> <li>• <b>Pattern:</b> Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how a new image can be created using a combination of other images.</li> <li>• Understand what photomontage is and recognise how artists use photography.</li> <li>• Select relevant images and cut them with confidence and a level of control.</li> <li>• Demonstrate a competent knowledge of effective composition, discussing their ideas.</li> <li>• Use recording devices and available software with confidence.</li> </ul>

<p> monochrome  photography  photomontage  photorealism  photorealistic  portrait  pose  prop  proportion  recreate  replacement  saturation  software </p>	<p>(like the work of van Gogh) or in repeated shapes within a composition.</p> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• To know how different materials can be used to produce photorealistic artwork</li> <li>• To know that macro photography is showing a subject as larger than it is in real life</li> <li>• How to create a photomontage.</li> <li>• How to create artwork for a design brief.</li> <li>• How to use a camera or tablet for photography.</li> <li>• How to identify the parts of a camera.</li> <li>• How to take a macro photo, choosing an interesting composition.</li> <li>• How to manipulate a photograph using photo editing tools.</li> <li>• How to use drama and props to recreate imagery.</li> <li>• How to take a portrait photograph.</li> <li>• How to use a grid method to copy a photograph into a drawing.</li> </ul> <p><b>Knowledge of artists:</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate a confident understanding of Edward Weston's style through their artistic choices.</li> <li>• Discuss the features of a design, e.g. explaining what is effective about a composition.</li> <li>• Select a suitable range of props, considering the design brief and their initial ideas.</li> <li>• Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects.</li> <li>• Use editing software to change their image, reflecting an artist's style.</li> <li>• Choose a suitable painting and suggest appropriate ways to recreate it photographically with props.</li> <li>• Set up a composition and think about a space that will provide good lighting levels.</li> <li>• Take a portrait that is focused and appropriately framed.</li> <li>• Draw an accurately measured grid, with some support, understanding how it can support them with their drawing.</li> <li>• Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned.</li> </ul>
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	<p>people to discuss and appreciate art in a new way.</p> <ul style="list-style-type: none"><li>• People can have varying ideas about the value of art.</li></ul>	
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