

Class: Year 5

Unit		
<p>Aut 1/2 Unit title: Drawing – Depth, emotion and movement</p>	<p><u>National Curriculum coverage</u></p> <ul style="list-style-type: none"> - Use various types of lines to emphasise emotion or draw attention. - Describe how artists have shown emotion. - Describe how artists have created an effective composition using a focal point and balance. - Use colour and line to convey emotion or movement in their sketch. - Design a print, considering the composition carefully. - Use a combination of marks to create tone and depth. - Describe how artists use tone to show depth in their artwork. - Create an effective printing plate. - Reflect and improve their sketchbook experiments and final work. 	<p><u>Key artistic skills</u></p> <p>Generating ideas:</p> <ul style="list-style-type: none"> - Developing ideas more independently from their own research. - Exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> - Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. <p>Making skills:</p> <ul style="list-style-type: none"> - Working with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. - Creating in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> - Researching and discussing the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. - Discussing how artists create work with the intent to create an impact on the viewer. - Considering what choices can be made in their own work to impact their viewer. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> - Discussing the processes used by themselves and by other artists and describing the particular outcome achieved. - Considering how effectively pieces of art express emotion and encourage the viewer to question their own ideas.
<p>Spr 1/2 Unit title: Painting and Mixed Media - Portraits</p>	<p><u>National Curriculum coverage</u></p> <ul style="list-style-type: none"> - Outline a portrait drawing with words, varying the size, shape and placement of words to create interest - Try a variety of materials and compositions for the backgrounds of their drawings - Communicate to their partner what kind of photo portrait they want - Show that they are making decisions about the position of a drawing on their background, trying multiple ideas - Create a successful print - Use some Art vocabulary to talk about and compare portraits - Identify key facts using a website as a reference - Explain their opinion of an artwork - Experiment with materials and techniques when adapting their photo portraits - Create a self-portrait that aims to represent something about them - Show they have considered the effect created by their choice of materials and composition in their final piece 	<p><u>Key artistic skills</u></p> <p>Generating ideas:</p> <ul style="list-style-type: none"> - Develop ideas more independently from their own research - Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome <p>Using sketchbooks:</p> <ul style="list-style-type: none"> - Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently <p>Making skills:</p> <ul style="list-style-type: none"> - Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists - Combine a wider range of media, e.g. photography and digital art effects - Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form <p>Knowledge of artists:</p> <ul style="list-style-type: none"> - Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work - Discuss how artists create work with the intent to create an impact on the viewer - Consider what choices can be made in their own work to impact their viewer <p>Evaluating and analysing:</p>

		<ul style="list-style-type: none"> - Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved - Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work
<p>Sum 1/2 Unit title: Craft and Design - Architecture</p>	<p><u>National Curriculum coverage</u></p> <ul style="list-style-type: none"> - Sketch a house from first-hand or second-hand observation - Use basic shapes to place key features and form the composition, measuring to work out proportions - Notice small details to incorporate into the drawing by observing - Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture - Follow steps to create a print with clear lines, with some smudging - Purposefully evaluate their work, demonstrating what went well and what could be improved - Create a building design based on a theme or set purpose - Draw a plan view or front elevation of their building, annotating the key features - Discuss Hundertwasser’s work and recognise his style - Create a factual presentation about Hundertwasser in a visually pleasing way - Show understanding of what a monument is for by designing a monument that symbolises a person or event - Describe their monument and explain their choices - Give constructive feedback to others about their monument designs 	<p><u>Key artistic skills</u></p> <p>Generating ideas:</p> <ul style="list-style-type: none"> - Develop ideas more independently from their own research - Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome <p>Using sketchbooks:</p> <ul style="list-style-type: none"> - Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently <p>Making skills:</p> <ul style="list-style-type: none"> - Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists - Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form <p>Knowledge of artists:</p> <ul style="list-style-type: none"> - Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work - Discuss how artists create work with the intent to create an impact on the viewer - Consider what choices can be made in their own work to impact their viewer <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> - Discuss the processes used by themselves, and by other artists, and describe the particular outcome achieved

