

KNOWLEDGE OVERVIEW GRID			
	Subject: Art & Design		Year Group: 5
	Autumn	Spring	Summer
	Topic Drawing - Space	Topic Painting - Seascapes	Topic Sculpture
	Artist Oliver Jeffers	Artist Claude Monet	Artist Antoni Gaudí (This year's Year 5 have already done Gaudi in Year 4)
NC Objectives Covered (Taken directly from the National Curriculum)	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. Pupils should be taught: - to create sketch books 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 [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history.		

Specific Skills (taken from the BPS skills progression document) Red= substantive knowledge Blue= disciplinary knowledge)	DRAWING • Use and talk about their use of a variety of tone, pattern, texture, line and shape techniques. • Develop accuracy and expression in their drawings. • Carry out observational, from memory and imaginative drawing (mood, movement and feeling). • Know that chalk/soft pastel can be easily blended – using fingers is most effective, but a brush can be used. • Use a range of mark-making techniques to show contrast and tone in drawings. • Know that oil pastels can be built on top of each other to create different colours and give the appearance of texture. • To refine techniques when using oil pastels and blend colours to create different tones and shades. • Apply drawing skills using ink pens (fineliners and chalk pens) and explore the different properties. • Draw from first-hand observation and source material. • Begin to use perspective and proportion. • Select an appropriate style for a piece of artwork.	PAINTING • Explore wash and transparency, marks and strokes when painting. -Develop fine brush strokes • Develop a colour palette through combinations to enhance mood, etc. • Experiment further with tint, tone, shade, hue, complementary and contrasting colours. • Introduce watercolour and spend time knowing how to create effects with watercolour. • Use watercolour paint to produce washes for backgrounds and then add detail.	SCULPTURE • Shape, form, model and construct from observation and imagination. • Use recycled, natural and made materials to sculpt. • Explore wire as a medium for sculptures. • Plan a sculpture through drawing (exploded) and other preparatory work (including form, shape, modelling, and joining). • Explore the work of famous architects and designers and experiment with some of these styles.
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Previous Knowledge -What have children learnt previously that will support this next step? For all yeargroups, see: Progression of skills and knowledge Art.docx		DRAWING • Make marks and lines with a wide range of drawing implements for form and shape with more accuracy, including charcoal, crayon, chalk pastels and different grades of pencil. • Sketch a collection of observational and imagined drawings and ideas using line, tone, texture pattern, shading, hatching and cross-hatching. • Explore blending with pastels and know that using fingers helps blend colours. • Know that oil pastels can be built on top of each other to create different colours and give the appearance of texture. • Select which grade of pencil would be best to use on the chosen area to create line, tone and texture. • Explore how light and shadow are captured in the correct areas with light source knowledge. • To refine techniques when using oil pastels and blend colours to create different tones and shades.	PAINTING • Apply different effects and textures, including blocking in colour, washes, thickened paint and creating textural effects. • Mix and use tints, tones, hues and shades • Use colour to reflect a mood • Observe colours on hands and faces - mix a range of flesh colours. • Show facial expressions and body language in paintings. • Mix and blend colours using a soft and smooth gradient. Colours are blended with little visual appearance of intervals • Mix and match colours to objects in natural or artificial forms. PRINTING • Print onto fabric using at least four colours. • Explore environmental and made patterns. • Create printing blocks using relief or impressed methods in more detail. • Research, create and refine a print using a variety of techniques. -Master printing techniques and make an appropriate and effective choice in the use of visual elements to reflect the purpose of the work. • Create abstract patterns to reflect personal experiences and expression for a purpose • Add layers of colours as appropriate and then embellish. • Design a print and pattern linked to the works studied. • Create an accurate print design following the given criteria.	SCULPTURE • Know how to sculpt malleable and mouldable materials with more accuracy. • Select and arrange 3D materials to convey feelings, expression and movement when creating a sculpture. • Explore paper techniques such as origami to create 3D models.
Misconceptions -What are the common misconceptions in knowledge for this unit?				
Learning Sequence Planning for the arts.docx Copy and paste the specific skills and knowledge you're	Stage 1: Link it	<u>Link to prior knowledge:</u> Look at formal elements of Art – complete the matching up activity. <u>Links to personal experience or another subject:</u> Learning about Space in Science/ reading Cosmic in English. <u>Introduce new unit:</u> Brief introduction to Oliver Jeffers. Talk about use of simple expressive drawings, use of mixed media, unusual colour choices, use of white space and creative layout. -Use and talk about their use of a variety of tone, pattern, texture, line and shape techniques.	<u>Link to prior knowledge:</u> Look at formal elements of Art – complete the matching up activity. Re-cap primary, secondary and tertiary colours. Retrieval practice of hues, tints, tones and shades. Using watercolours create a sketchbook page of hues, tints, tones and shades. Discuss the difference between seascape and landscape. <u>Links to personal experience or another subject:</u> Reading Shark Caller in English. <u>Introduce new unit:</u> Brief introduction to Monet.	<u>Link to prior knowledge:</u> Look at the timeline. Which artists do you recognise? Which artists have you studied? Re-cap pencil scale, the name of a background painted in watercolour. <u>Links to personal experience or another subject:</u> Reading Darwin's Dragons in English – Links to lizards Links to Geography topic - Catalonia <u>Introduce new unit:</u> Brief introduction to Antoni Gaudí and sculpture.

going to cover in each stage.	Stage 2: Research Artist	<u>Familiarise the children with that artist’s technique and style:</u> Share some pictures of Oliver Jeffers’ work. Talk about his use of simple shapes and lines and how he often combines painting, collage and drawing. What materials or tools do you think he uses? Why does he leave lots of white or empty space on the page? <u>Understand the artist’s life:</u> Look at the timeline. Where does Oliver Jeffers fit into this? <u>Have examples of the artist’s work in their books and have some form of evaluation of that artist’s work surrounding this:</u> -Explore the work of famous architects and designers and experiment with some of these styles. Create an artist research page.	<u>Familiarise the children with that artist’s technique and style:</u> Share some pictures of Monet’s work. Talk about colours that he uses in his work. What size brush strokes are used? What style of painting does he used? <u>Understand the artist’s life:</u> Look at the timeline. Where does Monet fit into this? Read some information & collect research about Monet. <u>Have examples of the artist’s work in their books and have some form of evaluation of that artist’s work surrounding this:</u> Create an artist research page.	<u>Familiarise the children with that artist’s technique and style:</u> Explore some of the work created by Antoni Gaudí. Talk about use of unusual buildings, creative materials, use of colourful mosaics and curved lines. <u>Understand the artist’s life:</u> Look at the timeline. Where does Antoni Gaudí fit into this? <u>Have examples of the artist’s work in their books and have some form of evaluation of that artist’s work surrounding this:</u> Create an artist research page.
	Stage 3: Research the genre	<u>Look at other art from this period of art history:</u> Look at some other examples of modern/contemporary Art. <u>Annotate pieces of artwork from this genre:</u> Choose two pieces to compare from the Artist and annotate them. <u>Discussion about what they like or dislike about the genre:</u> Record key ideas around the picture. -Draw from first-hand observation and source material.	<u>Look at other art from this period of art history:</u> Look at some examples of Art work from this period. <u>Annotate pieces of artwork from this genre:</u> Choose two pieces to compare from the Artist and annotate them. <u>Discussion about what they like or dislike about the genre:</u> Record key ideas around the picture.	<u>Look at other art from this period of art history:</u> Look at some examples of Art work from this period. <u>Annotate pieces of artwork from this genre:</u> Choose two pieces to compare from the Artist and annotate them. <u>Discussion about what they like or dislike about the genre:</u> Record key ideas around the picture.

	Stage 4: Develop specific technique	<u>Reminder/retrieval of artist's technique:</u> <u>Modelling of technique:</u> <u>Children have a go themselves:</u> Techniques to cover: - Explore soft pastels drawn onto black paper. Practise blending to create sky and planet colours. - Explore oil pastels drawn onto black paper. Create texture by layering oil pastel colours and scratching away layers with a sharp pencil or tool. - Blend oil pastels to create different tones and shades. - Draw from first-hand observation (sky) and source material (pictures of planets). - Learn about perspective and proportion – larger objects in the foreground, smaller objects in the background. Practise this.	<u>Reminder/retrieval of artist's technique:</u> <u>Modelling of technique:</u> <u>Children have a go themselves:</u> Techniques to cover: - create colour swatches including different tints, tones, shades and hues within a seascapes colour palette – discuss the mood of the colour palette. - Explore complimentary/contrasting colours. - Explore different washes – flat wash, variegated wash, graded wash - Explore wet-on-wet and wet-on-dry techniques to experiment with transparency. - practise different marks and brush strokes using different sized brushes, including small brushes for fine brush strokes – create water ripple effects by ‘glazing’. PRINTING • Use wax crayon within painting to create a resist printing technique.	<u>Reminder/retrieval of artist's technique:</u> <u>Modelling of technique:</u> <u>Children have a go themselves:</u> Techniques to cover: • Learn and practise how to draw an exploded drawing. • Practise joining techniques with clay (score, slip and slab). • Could make an armature out of natural, recycled and other materials (aluminium foil, newspaper and/or wire) to cover with clay. • Create a clay model – add detail with gems, paints or tools.
	Stage 5 and 6: Create a draft or plan Create a final piece	Drafting: • Trial – composition, check colour, size • Teacher modelling Final piece: • Need to see a copy in sketchbooks • Teacher may need to model embellishing details. Begin to use perspective and proportion. (some planets smaller if further away) Select an appropriate style for a piece of artwork	Drafting: • Trial – composition, check colour, size • Teacher modelling Final piece: • Need to see a copy in sketchbooks • Teacher may need to model embellishing details. • Shape, form, model and construct a final piece based on Antoni Gaudi's Lizard.	Drafting: • Trial – composition, check colour, size • Teacher modelling Final piece: • Need to see a copy in sketchbooks • Teacher may need to model embellishing details.

	Stage 7: Evaluate	How did Jeffers inspire your final piece? What technique did you enjoy exploring? What technique was effective in your final piece? What elements of Contemporary art did you include in your final piece? What would you improve if you were to do it again? Year 5	How did Monet inspire your final piece? What technique did you enjoy exploring? What technique was effective in your final piece? What elements of Impressionist art did you include in your final piece? What would you improve if you were to do it again? Year 5	How did Gaudí inspire your final piece? What technique was effective in your final piece? What elements of Modernist art did you include in your final piece? What would you improve if you were to do it again? Year 5
Curriculum End Points -What will children know and be able to do by the end of the unit? -What will the children produce to demonstrate this knowledge?		• Use ink pens (fineliners) to enhance the quality of their drawing. • Know how to use a viewfinder to provide a focus. • Know how to create perspective in drawing.	• Understands how colour captures different moods in paintings. • Understands how to use watercolours. • They can use colour in their work to create different moods. • They can use fine brush strokes to complement own work.	• Can monoprint to investigate detail. • Make an armature out of natural, recycled and made materials (aluminium foil, newspaper and/or wire) to cover with clay. • Use clay to create detailed pieces picking out key detail of a lizard.
Knowledge Sentences Developing a Curriculum for Art & Design Whole School p.8-31		• I know how to create a variety of tone, pattern, texture, line and shape techniques. • I know how to create perspective in drawings. • I know how to use a viewfinder and draw an accurate observational drawing of that given area.	• I know how colour can capture different moods and create emotions in art. • I know how to create a wash for the background. • I know how to create transparency with watercolours. • I know how to create different marks and strokes, including fine brush strokes. • I know which colours are complementary and contrasting. • I know how to create a tint by adding white to a hue. • I know how to create a shade by adding black to a hue. • I know how to create a tone by adding grey to a hue.	• I know how to shape, form, model and construct using wire. • I know how to make an armature out of natural, recycled and made materials to cover with clay.

Key Vocabulary Developing a Curriculum for Art & Design Whole School p.8-31	- Viewfinder- a small hole, usually circular or square, on a piece of card to allow a child to focus on a given area. - Ink- as well as pencils, pastels and charcoal, children should be introduced to ink work. - Tone- this is how light or dark a picture is. Tone is important to an artist because it is often more important than colour. Hatching / Cross-hatching- techniques used by draftsmen, engravers, and other artists who use mediums that do not allow blending. Textures- one of the seven art elements that refer to a piece's visual "feel". Reflection- is when light bounces off an object. - First-hand observation- is when you look at your surroundings and draw what you see. Secondary source images - material produced by others, e.g. artefacts, photographs, film, video or web-based material. Light source – where the light is coming from. Background- the ground or parts of a scene that are behind the main subject of the artwork. Horizon- the line where the earth or sea meets the sky. Middle ground- is the middle distance of a painting or photograph. Foreground- the ground or things placed in the front of the picture. - Perspective - the art of representing three-dimensional objects on a two-dimensional surface - Proportion - proportion refers to the relationship between the sizes of different parts of a composition	- Tint- where an artist adds white to a colour to create a lighter version of the colour. - Tone- where an artist adds grey to a colour to change the lightness or darkness of the colour. - Shade- where an artist adds black to a colour to darken it down. - Hue- the origin of the colours we can see with no grey added. - Colour palette - a combination of 2 or more colours that you choose to use for your artwork. - Complimentary/contrasting colours - 2 colours that become more vibrant when placed together. They are opposite on the colour wheel. - Wash – a background using watercolour and water, including: flat wash, variegated wash, graded wash. - Wet-on-wet technique - The wet on wet technique involves applying wet paint onto wet paper. It allows colours to blend and bleed into each other on the wet surface, creating soft and diffused edges. - Wet-on-dry technique - This technique is essentially layering your watercolours. You place one layer of paint on the paper and allow it to dry, and then paint on the top. The bottom layer is dry and the top layer is wet, so that's why it's called wet on dry!	Sculpture Score - scratching the surface of the clay to create texture Slip - applying liquid clay to the scored surface to bond pieces of clay together Slab - making constructions using flat slabs of clay cut to specific shapes and sizes, which are then joined together. Wire Safety Aluminium Sculptors Architect Designer
Sketchbooks s			

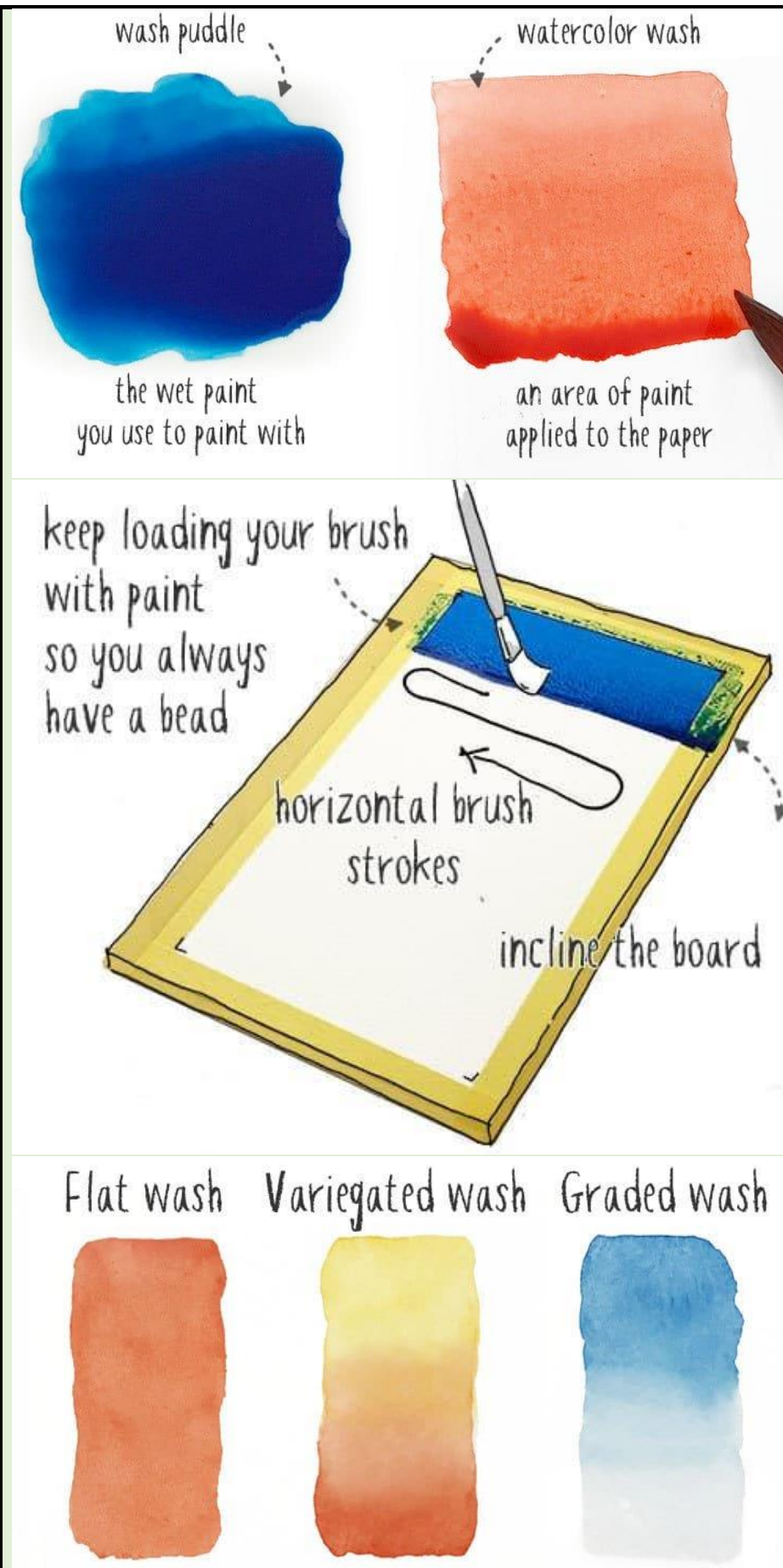


Stage 1 - limit

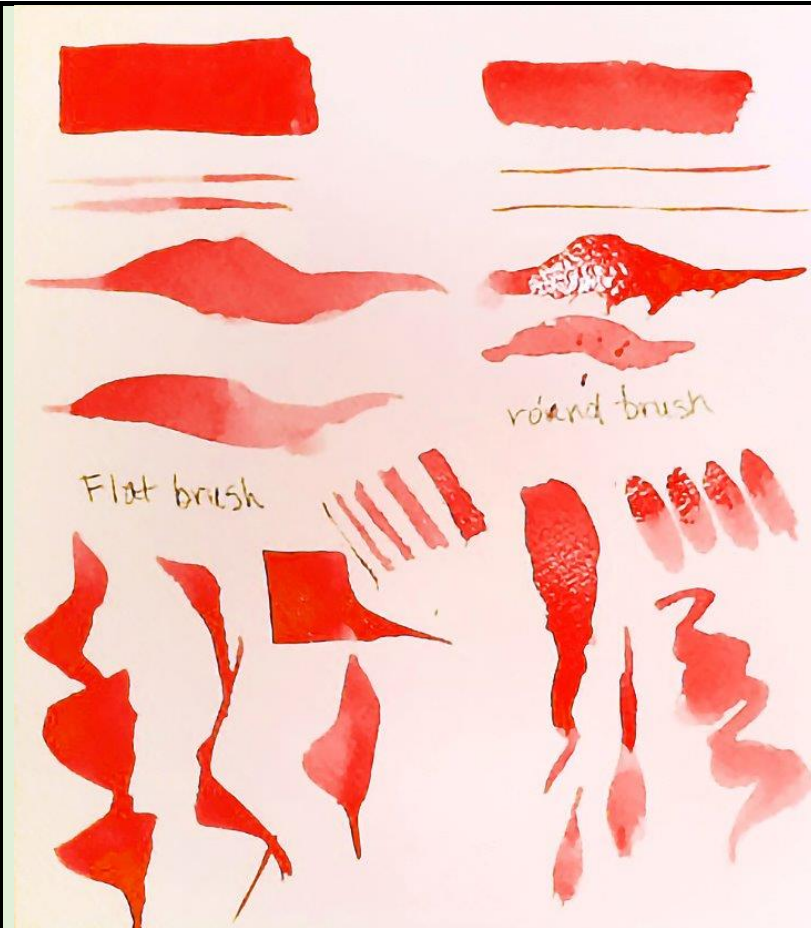
Shade	Hue	Tint	Tone

Washes:

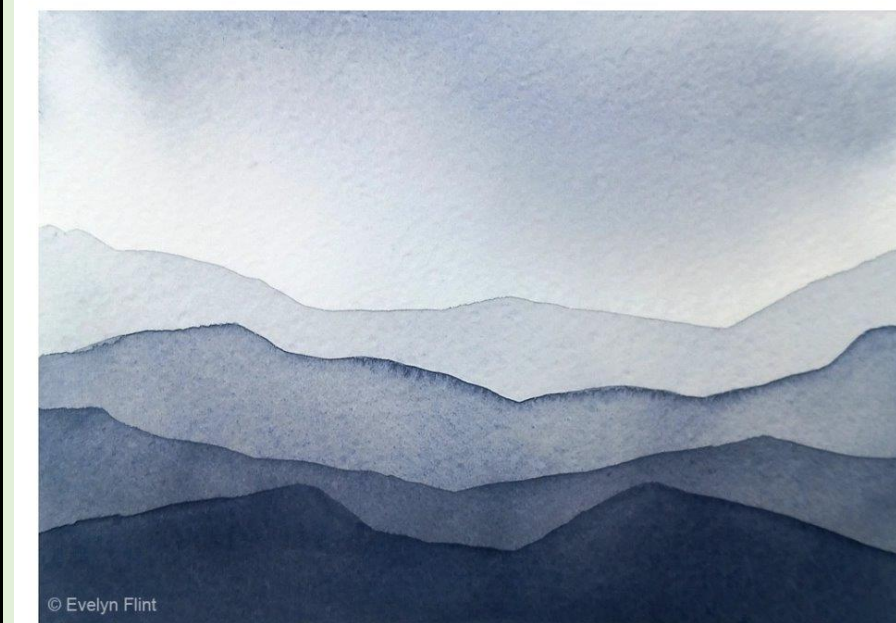




Different brush strokes:



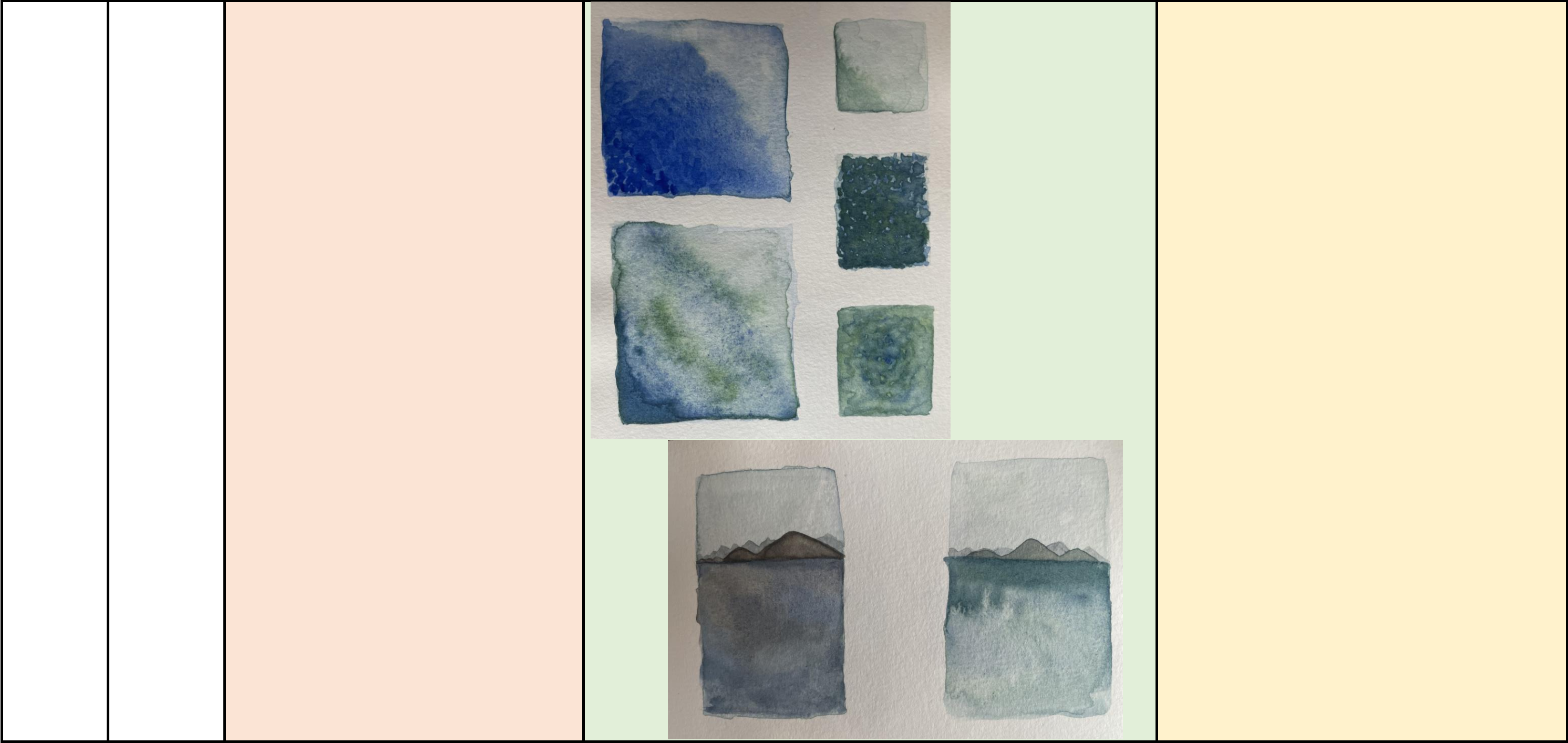
Wet-on-dry technique:

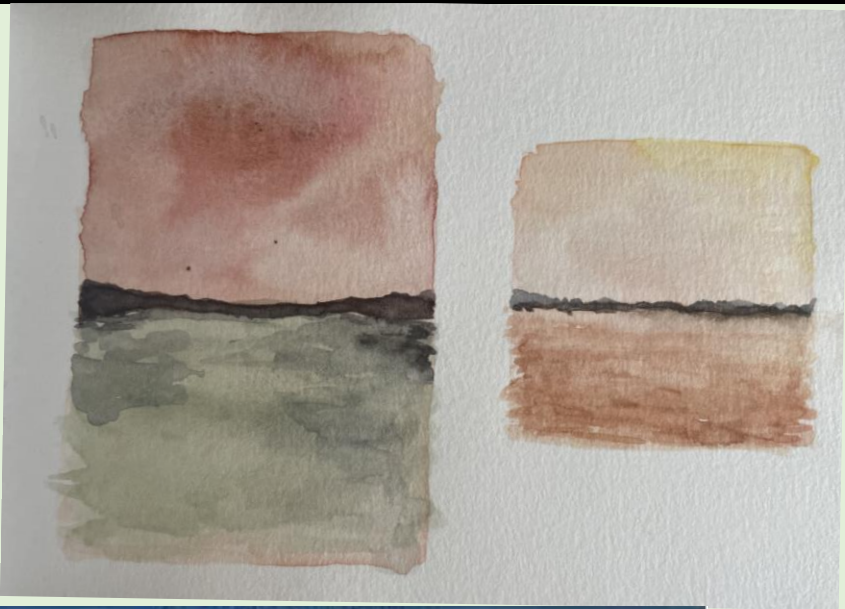


Glazing:







			  Complementary colours of orange and blue:	
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Enrichment
Activities
(trips,
residential,
speakers,
SMSC)

	Physical Resources	Soft pastels, oil pastels, fineliners, chalk pens, paper	watercolour paper, watercolours, paint brushes, water pots, palettes	Clay, clay tools, water pots, clay boards, wire, wire tools, clay tools, tin foil, masking tape
	Cross Curricular learning (Include opportunities for writing and quality texts)			English text: Beetle Boy