

**Year 5/6 Curriculum Cycle A
Autumn Term 2023**

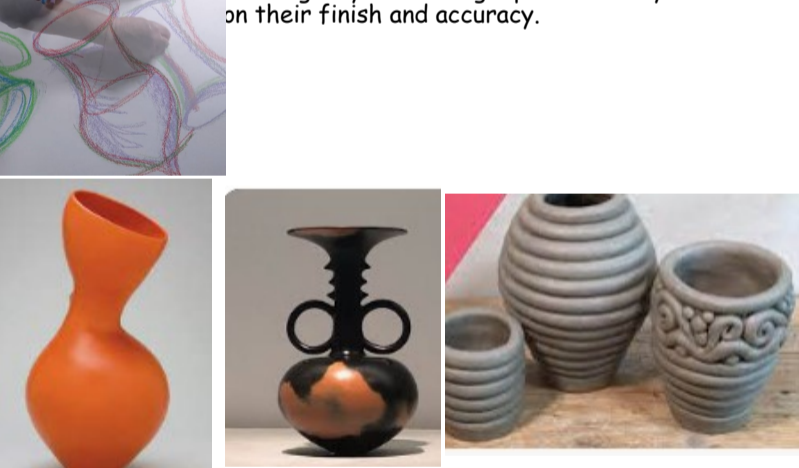
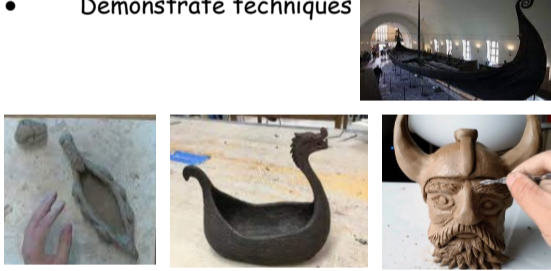
National Curriculum: KS2: Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas, to improve their mastery of art and design techniques, including drawing, painting
Prior Learning: To know how to enhance drawings through adding tone and layers with shading/using a range of media. To know how to apply colour using paint./ mixing colour to create new tones/darker/lighter. Children have knowledge of using hatching to add texture. To use colour to express feeling and emotion. Children have explored applying colour with a range of tools.

Autumn Term 1—Application of new skill	Autumn Term 2- Development of skills
<p>Focus: sacrifice Aspect of art: Drawing using colour.</p>	<p>Focus: sacrifice/ Lindisfarne Gospels Aspect of art: Drawing using colour Painting/Artist: Rembrandt, Ribera and Dali</p>
<p>Re-cap; using correct pencil hold, drawing shapes and lines, applying colour and recognition and knowledge of colours what are primary and secondary colours using thick and thin brushes where appropriate. How to tint and shade colour.</p>	<p>Re-cap; using correct pencil hold, drawing shapes and lines, applying colour and recognition and knowledge of colours what are primary and secondary colours using thick and thin brushes where appropriate. How to tint and shade colour and creating mood</p>
<p><u>Key Knowledge:</u></p>	<p><u>Key Knowledge:</u></p>
<ul style="list-style-type: none"> • Begin to read and evaluate paintings • Explore a new media of paint and where it can be used most appropriately. • Explore painting and drawing on new surfaces such as fabric. • Be able to mix both secondary and primary colours to create a desired tone. • Children to revisit prior learning skills by observational drawings in still life and from images linked to other subject topics such as history (Vikings, harvest) • Children to begin to know which grade of pencil to use to gain desired tone. Eg 2b -6b dark tone • To use a range of drawing tools to show this (charcoal, graphite, pencil) sketchbook . • Gain knowledge of different artists and compare. 	<ul style="list-style-type: none"> • Begin to read and evaluate paintings • Explore a new media of paint and where it can be used most appropriately. • Explore painting on ne surfaces such as fabric. • Be able to mix both secondary and primary colours to create a desired tone.
<p>Children to read and explore a range of religious art pieces. What strikes them? What has the artist tried to portray? How are they different ? How are they similar. Children to explore Baroque period and artist Rembrandt and Ribera. When religious paintings were popular. Children to then look at surrealism by Dali</p> <p>Children to be encouraged to use key vocabulary within their annotations to demonstrate their knowledge and understanding of what the piece is portraying. Children to use understanding of primary and secondary colours to create their own colour palette to create mood eg what colours could we mix to display sorrow? Children to explore new paint media to create new effects such as acrylic paint o create texture Children to explore and practise a recreation of an image from observation using a technique or style of artists they have researched.</p>	<p>Children to revisit prior learning skills from previous half term. How did artists use colour and paint to create mood an effect.</p> <ul style="list-style-type: none"> • To use a range of drawing tools to show this (charcoal, graphite, pencil) in sketchbook . • Children to revisit prior learning skills by observational drawing a religious symbols To annotate and highlight shape ,tones and texture. • Children to begin to know which grade of pencil to use to gain desired tone. Eg 2b -6b dark tone • Be able to use primary, secondary and territory colours to create the palette desired.
<div data-bbox="331 1911 394 2012" data-label="Image"> </div> <div data-bbox="541 1947 991 2086" data-label="Text"> <p align="center">Baseline Assesment Children to use the image provided and draw from observation. Children to use colour media provided to blend and match colour as close to the image as possible</p> </div>	<p>Children to draw from observation objects and symbols that represent Jesus sacrifice for the world. Show examples of art work by a range of modern artist and have they have used the work of famous artists to inspire their art Children to then explore and create effects using paint and colour mixing knowledge to create a their own religious art piece, Children annotate their work as well as evaluate their project once complete. Children should demonstrate knowledge with appropriate vocabulary,</p> <div data-bbox="1308 1955 1757 2089" data-label="Text"> <p align="center">Endpoint assessment Repeat baseline activity using the same image and same colour media.</p> </div>

**Year 5/6 Curriculum Cycle A
Spring Term 2024**

National Curriculum: KS2: *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, sculpture.

Prior Learning: To know how to enhance drawings through adding tone and layers with shading/using a range of media. To know how to apply colour using paint./ mixing colour to create new tones/darker/lighter. Children have explored applying colour with a range of tools.

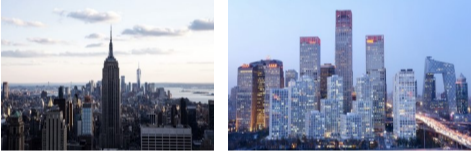


Spring Term 1—Development of new skill	Spring Term 2- Application of new skill
<p>Aspect of art: Sculpture and form Re-cap; rolling and flattening and joining two pieces together, Knowing how to make small imprints use slip and score method</p> <p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> To know draw showing shape and form for 3D sculpture Refine (pinch, smooth, join, roll, coil carve to make sculpture for design and purpose. Refine techniques for a smooth finish demonstration control. 	<p>Aspect of art: sculpture/form Re-cap; rolling and flattening and joining two pieces together, Knowing how to make small imprints use slip and score method</p> <p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> To know draw showing shape and form for 3D sculpture Refine (pinch, smooth, join, roll, coil carve to make sculpture for design and purpose. Refine techniques for a smooth finish demonstration control.
<ul style="list-style-type: none"> Revisit children's knowledge of sculpture, what is it for? Why is it created? Discuss how artists begin their creations? How do they draw for design? Explain that drawing needs to be on a larger scale joining simple shapes and chalk to help build 3D design Encourage drawing to aid design using larger paper and the use of gross motor skills and the help of colour to see the building of shapes and lines. Use artist study of Magdalena Onundo are her sculptures art or for use? Using familiar techniques of moulding, rolling, kneading, slip and score, craving, children explore using clay recreating a pot in the style of the artist. Taking on their finish and accuracy. 	<ul style="list-style-type: none"> Explore cross-curricular links with History looking at Viking artefacts. Design a piece of Viking art in sketchbooks using 3D design drawing techniques, include detail and finish ideas. What is going to be the most effective finish. All designs must be 3D Design, make in sketchbooks through drawing and annotation and photo evidence. Demonstrate techniques rolling, slip and score working in relief.  <div data-bbox="1596 1721 1995 2122" style="border: 2px solid blue; padding: 5px;"> <p align="center">Baseline Assessment</p> <p>Children to use the clay to create a boat and to show some detail and texture of their choice using the tools provided.</p> <p align="center">Endpoint Assessment</p> <p>Repeat baseline activity providing the children with the same media and sculpture tools</p> </div> <div data-bbox="1060 1944 1585 2122" style="border: 2px solid blue; padding: 5px;"> <p>Key Vocabulary: Shape, abstract, annotate, evaluate, smooth, texture, malleable, rigid, form, 3D, design, pattern, cast, build ceramic, slip and score, in relief, casting</p> </div>



**Year 5/6 Curriculum Cycle A
Spring Term 2024**

National Curriculum: KS1: Pupils should be taught: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Prior Learning Year 3 : Children have experimented with a range of drawing tools as well as drawing in large and small scale. Children have explored applying colour with a range of tools and beginning to record using sketchbooks.

Summer Term 1—Application of new skill	SummerTerm 2- Development of skills
<p>Aspect of art: Printing Re-cap: basic drawing skills, pencil hold and control. Drawing from observation. Showing light and dark tones. Texture.</p> <p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> To use a range of tools to apply paint in various ways. To use drawing skill on different surfaces to transfer images. Different forms of printing. 	<p>Aspect of art: Printing Re-cap: primary and secondary colours, how to lighten a shade, how to darken a colour. Techniques to add detail and texture.</p> <p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> To show a developed control with tools (rollers, scissors) To use a range of tools to apply paint in various ways. To use drawing skill on different surfaces to transfer images.
<p>Present children with a range of images of .skylines from around the world. What do they notice about the images? What do they notice with colour?</p> <p>How would they create these images? What strikes them about these images?</p>  <ul style="list-style-type: none"> Model how drawing from observation can create image. Model sketching a on a range of surfaces can speed up drawing process. Demonstrate use of tools, and use of ink and paint to transfer image.  <div data-bbox="520 1789 1031 1911" style="border: 2px solid blue; padding: 5px;"> <p>Artist Link Steven Wiltshire (artist of skylines-cities) Raphael perez (print- zentangle artist</p> </div> <p>Explore the artists use of detail and technique. What makes their art work effective? How does line and shape impact their art? Explore block printing technique using tracing.</p>	<p>Children to create a megacity skyline using repetitive printing. Children to sketch process in sketchbooks through observation then transfer on to desired printing method.</p> <p>Children to take control of media choice—why have they chosen what they have?</p>  <ul style="list-style-type: none"> Process to be made evident by display / photographs and some sketchbook work Children to use prior learning of paint/colour tinting and shading to apply colour to gain appropriate result. <ul style="list-style-type: none"> Children to be able to discuss their own work. What do they like? What would they improve? <div data-bbox="1423 1849 1982 2080" style="border: 2px solid blue; padding: 10px;"> <p style="text-align: center;">Baseline Assessment</p> <p style="text-align: center;">Using materials and tools provided children to create a print of a building.</p> <p style="text-align: center;">End point assessment</p> <p style="text-align: center;">Repeat baseline assessment using the same tools and material</p> </div>