**Art and Design Curriculum**

**Year 5**

**KS2**

* 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.

**Key stage**

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| **Autumn** | **Spring** | **Summer** |
| **Unit Title:** Colour – mood, vibrancy, light and tone | **Unit Title:** Drawing – Perspective  | **Unit Title:** Sculpture – coil pots |
| **Artist:** Wassily Kandinsky | **Artist:** L S Lowry | **Artist:** African ceramic designs |
| **Prior Knowledge:*** To know how to hold a pencil.
* To know how to draw an enclosed shape with a pencil.
* To know a variety of marks that can be made with a pencil.
* To be able to select appropriate techniques for different parts of a drawing.
* To know how to interpret music into visual imagery.
* To know the name of the artist Wassily Kandinsky.
* To know that Kandinsky was a Russian painter born in 1866 and died in 1944.
* To know that Kandinsky was an abstract artist.

**Prior Vocabulary:**Draw, line, shape, mark, pencil, hold, size, round, straight, curved, soft, hard, light, dark, group, fluid, continuous line, angle, drawn, accurate, combine, inspire, research, abstract, features, characteristics, response, interpret, tempo, pace, rhythm, quick, feelings, emotion. | **Prior Knowledge:*** To know how to hold a pencil.
* To know how to draw an enclosed shape with a pencil.
* To know how to make a representation of a subject using a pencil.
* To know a variety of marks that can be made with a pencil.
* To be able to select appropriate techniques for different parts of a drawing.
* To know how to combine pencil, coloured pencil and ink in a drawing.
* To know how to select key features for a picture.

**Prior Vocabulary:**Draw, line, shape, mark, pencil, hold, size, round, straight, curved, soft, hard, light, dark, group, fluid, continuous line, angle, drawn, accurate, combine, inspire, research, abstract, features, characteristics, direct observation.**Prior Vocabulary:** | **Prior Knowledge:*** To know how to use your hands to mould a material into different simple shapes.
* To know how to create a representation of a subject using a mouldable material.

**Prior Vocabulary:**Mould, shape, mark, line, press, roll, squeeze, experiment, inspired. |
| **Skills:*** How to interpret music and sound into visual imagery, considering colour in relation to mood.
* How to explain colour choices in artwork.
 | **Skills:*** How to show simple perspective in a drawing.
* How to capture a street scene.
 | **Skills:*** How to create a basic coil pot out of clay.
* How to decorate a coil pot using patterns and designs inspired by African ceramics.
* How to select appropriate tools to create a pattern in clay.
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| **Knowledge:*** To be able to lighten the tone of a colour using white.
* To be able to darken the tone of a colour without using black.
* To be able to select appropriate colours with reference to mood.
* To be able to select appropriate tools for making different marks and effects with paint.
 | **Knowledge:*** Key information about artists studied.
* The fundamental rules in perspective.
 | **Knowledge:*** To be able to recognise African ceramic designs.
* To know where Africa is on the globe.
* To know how to create a coil pot.
* To know the characteristics of clay in order to mould it effectively for a purpose.
* To know how to create patterns inspired by a specific style.
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| **Key moments in sketchbook:*** Artist research pages.
* Exploring mark-making with pencils and paint.
* Drawings and paintings to different types of music.
* Exploring expressive mark-making.
* Exploring colour in relation to mood.

NB – Annotation should feature throughout the sketchbooks to show the pupils’ reflections on their work and that of others. | **Key moments in sketchbook:*** Artist pages – exploring the work of L S Lowry
* Exploring perspective through observational drawings of buildings.
* Exploring different compositions for a final artwork.
* Experimenting with materials

NB – Annotation should feature throughout the sketchbooks to show the pupils’ reflections on their work and that of others. | **Key moments in sketchbook:*** Research pages exploring African patterns.
* Research pages about clay as a material.
* Exploring clay and the different ways of moulding and shaping it (photos).
* Drawings of different designs for a coil pot.
* Experimenting pattern and decoration.

NB – Annotation should feature throughout the sketchbooks to show the pupils’ reflections on their work and that of others. |
| **Final artwork:**A3 Artwork using drawing materials and paint, combining the skills learnt. | **Final artwork:**Street scene demonstrating perspective. | **Final artwork:**A coil pot decorated in African inspired patterns. |
| **Key Vocabulary:**Hue, vibrancy, angles, staccato, crescendo, syncopation. | **Key Vocabulary:**Perspective, tracing, detail, capture, industrial, urban, composition. | **Key Vocabulary:**Decorative, pattern, African, ceramics, border, coil. |
| **Curriculum links:** Music – Key words | **Curriculum links:**History – Victorians | **Curriculum links:**Geography – Africa |