**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. |
| **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. |
| **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 |