

SUBJECT:	Art	YEAR GROUP:	5
PURPOSE OF STUDY			
<p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>			
THE NATIONAL CURRICULUM FOR ART AND DESIGN AIMS TO ENSURE THAT ALL PUPILS:		NATIONAL CURRICULUM LINKS	
<ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences • Become proficient in drawing, painting, sculpture and other art, craft and design techniques • Evaluate and analyse creative works using the language of art, craft and design • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 		History – WW2 RSHE – Being me History – WW2 Geography – Local area English speaking and listening identifying their likes and dislikes. Reading and writing art terms and definitions, label pictures. ICT research cityscapes. Science – circuits Maths – patterns and repetition	
TOPICS COVERED:			
<ul style="list-style-type: none"> • Self-Portraiture and World War 2 Art • Earth and Space Art and Rainforest Music • Crime and Punishment Game and food packaging 			
INTENT OF SUBJECT:			
<ul style="list-style-type: none"> • Pupils will develop a greater understanding of the techniques used by famous artists. • Pupils will develop their own artistic skills including collage and sketching and use this to make their own piece of artwork. • Pupils will develop an appreciation of art through looking at and commenting on a range of art from different artists. • Pupils will develop their own art techniques using a range of materials. 			

- Pupils will create their own piece of artwork based on World War 2.
- Looking at cityscapes and perspective in different forms
- Music should be an enjoyable experience for pupils and teachers. Children participate in a range of musical experiences, building up their confidence at the same time. They develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. As children's confidence builds, they enjoy the performance aspect of music. Children experience listening to music from different cultures and eras.
- Crime and Punishment, Game
- Food in art and art made using food. Food inspired art.

SKILLS OVERVIEW BY HALF TERM:
AUTUMN ONE

- Select ideas based on first-hand observation, experience or imagination and develop these through research.
- Refine use of learnt techniques (sketch and photography)
- Adapt final work following feedback or discussion based on preparatory ideas
- Describe the work and ideas of various artist and designers, using appropriate vocabulary and referring to historical and cultural contexts.
- Explain and justify preferences towards assorted styles and artists.
- Begin to develop an awareness of composition scale and proportion in their work
- Use simple perspectives in the work using a single focal point
- Use different techniques and colours when designing and making pieces of work and explain choice.
- Be able to select an appropriate image to use and apply layering of mixed media using the same image repeating.
- Be able to use photography and drawn images successfully to create one portrait.
- Understand how to use a range of media in one picture.
- Understand how themes and emotions can be portrayed in works.
- Be able to evaluate own piece and identify strengths and weaknesses in work.

AUTUMN TWO

- To be able to discuss artwork from European and modern-day war artists.
- Make comparisons between different artwork, identifying techniques used, similarities and differences.
- Develop skills relating to line work, sketching and shading.
- Use different techniques and colours when designing and making pieces of work and explain choice.
- Identify a key landmark in the local area and research how this relates to World War 2.
- Refine use of learnt techniques (sketch and photography)
- Adapt final work following feedback or discussion based on preparatory ideas
- Describe the work and ideas of various artist and designers, using appropriate vocabulary and referring to historical and cultural contexts.
- Understand how themes and emotions can be portrayed in works.
- Be able to evaluate own piece and identify strengths and weaknesses in work

SPRING ONE	SPRING TWO
<ul style="list-style-type: none"> • Be able to explain examples of one point perspective artwork by famous artist. • Be able to discuss the one-point perspective artwork introducing the art terms. • Be able to experiment with one point perspective city scape drawing. • Explain the key features of: <ul style="list-style-type: none"> • David Hockney- Early Woldgate • Late spring tunnel and winter tunnel with snow. • Van Gogh- Les Alyscamps, The bedroom • L S Lowry- A village square • Hobbema- The Avenue of Middelharnis • Be able to use the skills: <ul style="list-style-type: none"> • vanishing point, intersecting lines, foreground, background, parallel lines and • one-point perspective drawing. • Be able to create a cityscape of choice to work on for one point perspective. • Be able to respond to feedback to add changes to a one-point perspective city scape drawing. 	<ul style="list-style-type: none"> • Be able to explain musical vocabulary through using definitions. • Identify pitch and tempo within music. • Be able to comment on a range of recorded music using technical vocabulary. • Be able to identify, explain and use musical notations. • Be able to explain and give examples of body percussion. • Be able to share own thoughts and feelings about recorded music. • Be able to perform body percussion compositions both individually and as part of an ensemble. • Be able to name and identify instruments and use these with control. • Use instruments to compose a piece of music. • Be able to give and receive feedback about musical compositions and use these to make improvements. • Be able to explain typical music of South America, the history of this and when people listen to it.

- Be able to add shading to the cityscape to create depth.
- Be able to use pencil and fine liner pen to create appropriate lines on the drawing.

SUMMER ONE

- Explain the origins of board games and how they have evolved through history.
- Learn about the structure and operation designs of board games and how they were made and played and what elements are required.
- Explain how Board games have evolved over time.
- Know how to incorporate an electric circuit into a board game to merge retro and tech elements together.
- Know what circuits can be used and how they could fit into the design of a game to improve the overall experience.
- Be able to design and construct a board game using questions on Crime and Punishment learnt in history and electrical circuits.
- Be able to create a series electrical circuit.
- Be able to use electrical systems in a series circuit for example, incorporating switches, bulbs, buzzers, and motors.
- Be able to create a series circuit which enables a bulb to light up.
- Be able to design and create an electrical game informed by own design ideas.
- Be able to use materials that conduct electricity – spilt pins.
- Be able to solve a problem and allow the series circuit to light the bulb once the correct answer has been chosen.

SUMMER TWO

- Discuss artwork created by famous artists and the techniques that they have used.
- Experiment with making own artwork based on the work of artists studied.
- Develop own collage, sculpting, drawing, painting and shading skills and apply these to create own artwork.
- Evaluate own and other people's artwork sharing strengths and improvements.
- Research and explain key features of different styles of artwork including papier mâché, sculpting, collaging, pop art and landscapes.
- Describe the work and ideas of various artist and designers, using appropriate vocabulary.
- Use different techniques and colours when designing and making pieces of work and explain choice.
- Be able to evaluate own piece and identify strengths and weaknesses in work.

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| <ul style="list-style-type: none">• Be able to alter designs to ensure the bulb lights up when the correct answer has been achieved• Be able to construct a board game that lights up when the correct answer is achieved.• Be able to produce artwork and content for the board game through researching other games alike online alike.• Evaluate and test out board game on other students and staff | |
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