



**Art Curriculum – Year 5 and 6 – Cycle B**

For characteristics of our school please see the [Art and Design Hierarchy Document](#)

See [DT Curriculum Cycle A](#) and [Cycle B](#) document for learning intentions linked to textiles. See Computing curriculum [Cycle A](#) and [Cycle B](#) for learning intentions linked to Digital media

	Key Stage 1	Key Stage 2	
	Pupils should be taught: <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>	
Non-Negotiables	<p><b>Develop Ideas:</b> A1: Develop and imaginatively extend ideas from starting points throughout the curriculum. A2: Collect information, sketches and resources and present ideas imaginatively in a sketch book. A3: Use the qualities of materials to enhance ideas. A4: Spot the potential in unexpected results as work progresses. A5: Comment on artworks with a fluent grasp of visual language.</p> <p><b>Inspiration from the Greats:</b> A30: Combine previously learned techniques to create pieces. A31: Enhance digital media by editing (including sound, video, animation, still images and installations). A32: Give details (including own sketches) about the style of some notable artists, artisans and designers. A33: Show how the work of those studied was influential in both society and to other artists. A34: Create original pieces that show a range of influences and styles.</p>		
	<p><b>Collage:</b> A12: Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities.</p> <p><b>Revisiting from Year 3/4</b></p> <p><b>Revising from cycle</b></p>	<p><b>Children will consider – what is art (debate). They will look at examples of artwork created using printing techniques and discuss how the effects may have been created. They will explore a range of media and materials which can be used to create prints. They will design and make a printing block to enable them to create an emblem/flag using layering of colours.</b></p> <p><b>Printing:</b> A23: Build up layers of colours. A24: Create an accurate pattern, showing fine detail. A25: Use a range of visual elements to reflect the purpose of the work.</p> <p><b>Revisiting from Year 3/4</b></p> <p><b>Revising from cycle A</b></p>	<p><b>Children will explore impressionism, find out about Monet’s life and some of his famous works of art as well as putting their own creative spin on the impressionist masterpieces through a variety of Monet art activities, such as recreating the famous “Haystacks” series.</b></p> <p><b>Painting:</b> A6: Sketch (lightly) before painting to combine line and colour. A7: Create a colour palette based upon colours observed in the natural or built world. A8: Use the qualities of watercolour and acrylic paints to create visually interesting pieces. A9: Combine colours, tones and tints to enhance the mood of a piece. A10: Use brush techniques and the qualities of paint to create texture. A11: Develop a personal style of painting, drawing upon ideas from other artists.</p> <p><b>Revisiting from Year 3/4: painting cycle A, drawing cycle B</b></p> <p><b>Revising from cycle B: Drawing</b></p>
	<b>Autumn 2- Collage</b>	<b>Spring 1 - Printing</b>	<b>Summer 2 – Impressionism Monet</b>
Resources	Sketchbooks, range of collage materials, paper of different textures, fabrics with different textures, scissors, glue, natural materials Examples of work by Klimt, 'Beethoven Frieze' (1902) Gold/silver-effect leaf and glue or metallic paint, <b>Texts:</b>	Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught: <ul style="list-style-type: none"> <li>Lino cutters and Lino needed.</li> <li>Sketchbooks, Potatoes, sponges, cardboard templates, foam board, rubbers, printing blocks, clay, fabric, wallpaper samples, examples of different prints from different artists.</li> <li>Classroom and corridor display created between the 3 classes to show examples of printing used during the Harry Potter topic.</li> </ul> <b>Texts: Wolf Brother as inspiration – Clan emblems</b>	Examples of painting/artwork by Monet, Photos of garden at Giverny, paints, pain pots, mixing palettes, variety of brushes, <b>Texts:</b>
Vocabulary	illuminated manuscripts,	art, print, repeating print, mono-print, block, lino cut, collograph, half drop, full drop, abstract Print artists Edward Bawden, Irving Amen, Marc Chagill, Roxanne Faber savage, Andy Wahol	impressionism, impressionist, landscape, light, day, seasons, cityscape, reflection, observation, photographs, visual images Lines Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, wet media, a, tonal contrast, mixed media, shading, hatching, blending, Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, background
Flashback	<ul style="list-style-type: none"> <li>Know how to create a striking effect through the use of materials.</li> <li>Know how to create pieces of work with precision.</li> <li>Know how to create collages using different skills such as: coiling, overlapping, tessellation and mosaic.</li> <li>Know that reflections, shadows and direction of sunlight can be used to add interesting effects.</li> <li>Know how to and explain a choice in drawing style for a piece of work.</li> <li>Know how to create an accurate pattern using layers of colours.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to make their own printing blocks.</li> <li>Know how to replicate patterns observed in different environments.</li> <li>Know how to use layers of two or more colours.</li> <li>Know how to make repeating patterns with precision.</li> <li>Know how to draw on the work of famous artists to influence our own work.</li> <li>Know how to mix textures when creating collages.</li> <li>Know how to evaluate pieces of existing artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to produce shapes, textures, patterns and lines using different brush techniques.</li> <li>Know how to mix colours effectively.</li> <li>Know how to produce washes for backgrounds using watercolours.</li> <li>Know how to create a mood in pieces of artwork using colour.</li> <li>Know that a print makes an impression when used.</li> <li>Know how to create a print; considering the end result.</li> <li>Know how to create prints which build up layers of colour.</li> </ul>

Lesson 1	<p><b>WALT:</b> sketch in the style of Picasso.</p> <p><b>Activities:</b> Children will learn about Picasso’s life, then portrait sketches. Following this, they will practise sketching portraits in the style of Picasso, or practise pencil sketch shading techniques.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• facts about the life of Picasso</li> <li>• how to compose portraits in the style of the sketches of Picasso</li> <li>• how to annotate and/or attempt to improve upon their own sketches</li> </ul>	<p><b>WALT:</b> Know the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p><b>Activities:</b> Printing- Starter to the unit <a href="http://xtlearn.net/L/2686/43/M">http://xtlearn.net/L/2686/43/M</a> Elephant art- watch video What is Art who decides what Art is? Leads on to what is printing? How are prints made? Why is printing an important form of Art work? Artwork examples displayed and labelled with post it notes to be displayed as the starting point for the topic display and working wall. Choose a piece of artwork/printing to annotate within sketchbook.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• how vocabulary to question and make thoughtful observations about different types/styles and periods of printed Artwork.</li> <li>• the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>• what they think Art is.</li> </ul>	<p><b>WALT:</b> Sketch lightly to combine line and colour.</p> <p><b>Activities:</b> Children will be given a brief overview of what the art establishment in France was like before the Impressionist movement began. They will then go on to explore some of the reasons behind the spread of new art ideas and how an insult gave Impressionism its name. They will then explore a variety of Impressionist artists and their work, exploring what they had in common.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• what Impressionism is and where and when it began.</li> <li>• Claude Monet was an important person in the Impressionist movement</li> <li>• and compare Impressionist paintings</li> </ul>
Lesson 2	<p><b>WALT:</b> create a collage using symbolic imagery.</p> <p><b>Activities:</b> Children will study Klimt's famous frieze, 'Beethoven Frieze' (1902), identifying and discussing aspects of its symbolism. They will then use symbols and mythical characters while creating their own 'storytelling' works of art. Discuss the materials used for the artwork – what media would create same effect? Explore and experiment with this.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• what symbolism is.</li> <li>• and attempt to explain symbolic imagery in works of art</li> <li>• how to plan and produce imaginative works of art including symbolic imagery</li> </ul>	<p><b>WALT:</b> Experiment with different material and media to produce a print.</p> <p><b>Activities:</b> Give the children a range of different materials and a range of different artistic media and ask the children to use the materials to make a repeated pattern. How might they do this? How can they make sure they achieve the same pattern time after time? Exploration lesson. Where in art might you see repeated patterns? Where might a printing press or printing as an art form come in useful? How do we make sure things are copied exactly the same now? Explain the use of computer printers and photocopiers. Children explore a range of materials, paints and other artistic mediums. Pre-prepared printing tools supplied for the children.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• a range of prints based on their ideas from week one.</li> <li>• how to use and create a simple print from Paint Pens Felts Clay/</li> <li>• how to respond on the effectiveness of the prints thy have created and if they have had their desired effects.</li> </ul>	<p><b>WALT:</b> Use colours, tones and textures to enhance the mood of a piece.</p> <p><b>Activities:</b> Children will find out some further details about the life of Claude Monet before looking at some of his landscape paintings. They will identify the features and style of Impressionist painting. Discuss the “mood” created in each painting. What colours have been used? How do you create tints of a colour? How do you create different tones? (Year ½) How do these effect the mood of the painting?</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• vocabulary to discuss Monet’s landscape paintings and describe what they think and feel about them</li> <li>• the main features of Impressionism</li> <li>• how to paint a landscape in the style of the Impressionists</li> </ul>
Lesson 3	<p><b>WALT:</b> Create a piece of artwork using gilding.</p> <p><b>Activities:</b> Children will study some famous Klimt pieces from his 'Golden Period' and consider how he was influenced by illuminated manuscripts. They may then either produce works of art based on sketches done previously, or create 'gilded' picture frames.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• how to develop previous art work they have done</li> <li>• a growing range of techniques to develop and enhance their work</li> <li>• and discuss the effect of the gold and silver gilding in Klimt’s work</li> </ul>	<p><b>WALT:</b> Create printing blocks by simplifying and initial journal idea.</p> <p><b>Activities:</b> Children use the pictures above to create a printing block for the patterns. Wolf Brother Clan Emblem. How might this be done? How could we carve this shape? How could we create a block so that we can repeat the pattern? Children supplied with, paint, sponges, cardboard to create a template for printing. Children could choose to use lino and lino cutter. Different levels of artistic shield template based on the children’s ideas and artistic levels of skills and knowledge.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• how to create a printing block</li> <li>• how to create a template for printing</li> <li>• how to transfer their template onto a printing block</li> </ul>	<p><b>WALT:</b> Create a colour palette based upon colours in the natural world.</p> <p><b>Activities:</b> Children will consider why Impressionists were interested in light itself as a subject. They will explore how Monet captured this through his famous ‘Haystacks’ series, looking at how the light changed the landscape at different times of the day and during different seasons. Revise how to build a colour palette adding black. Recapping “mood”. Children will have the chance to recreate Monet’s work for themselves.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• Monet was interested in how light changed the landscape</li> <li>• Monet used colour to convey different seasons and times of day</li> <li>• how to create a colour palette based upon colours observed in the natural or built world.</li> <li>• how to put their understanding of colour into practice by recreating Monet’s haystacks</li> </ul>
Lesson 4	<p><b>WALT:</b> Design a collage.</p> <p><b>Activities:</b> Children to observe the learning they have completed in previous weeks. Children could spend time observing other children’s creations too for inspiration. Children to create a design in their art journals for a collage they are going to create which includes Picasso, symbolic imagery and gilding. Children to add notes to justify why they have chosen to include certain design features.</p> <p><b>Children will know:</b></p>	<p><b>WALT:</b> Create printing blocks by simplifying and initial journal idea.</p> <p><b>Activities:</b> Children use the pictures above to create a printing block for the patterns above. How might this be done? How could we carve this shape? How could we create a block so that we can repeat the pattern? Children supplied with, paint, sponges, cardboard to create a template for printing. Continuation of lesson 3 and then using the templates from lesson 3 to create paind prints transferred onto either paper, card or</p>	<p><b>WALT:</b> Create a colour palette based upon colours in the built up world.</p> <p><b>Activities:</b> After considering why the art establishment at the time thought paintings of industrialisation were not appropriate art subjects, your children will look at some of Monet's paintings of cities, then either create paintings of their own local town or city, or work as a class to recreate Monet's famous 'Sunset in Venice'. Recapping on “mood”.</p> <p><b>Children will know:</b></p>

	<ul style="list-style-type: none"> <li>• how to include symbolic imagery and gilding in a collage.</li> <li>• how to create a design using inspiration from other works.</li> <li>• how to justify their design choices.</li> </ul>	<p>fabric, children to decide. Children to create prints for wolf brother clan emblems.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• how to create a printing block</li> <li>• how to create a repeating pattern on a printing block</li> </ul>	<ul style="list-style-type: none"> <li>• how to identify paintings portraying city life and say what they think about them</li> <li>• how to make careful observations and record what they see</li> <li>• vocabulary to suggest ways in which city life has changed since Monet's day</li> </ul>
Lesson 5	<p><b>WALT:</b> Create a collage.</p> <p><b>Activities:</b> Children to spend time finalising their plans from previous week. Children to collect resources needed to complete their collage design. Children to create their collages; taking inspiration from Picasso, Klimt's symbolic imagery and gilding.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• how to collect resources for their collage design.</li> <li>• how to create a collage, which includes gilding, symbolic imagery and sketching.</li> </ul>	<p><b>WALT:</b> Create prints with three overlays.</p> <p><b>Activities:</b> Children will create a scene based on the forest of wolf brother. Look at some examples of printing scenes. How might you make a print and template(s) so that you can overlay different prints over each other to make a new picture and then repeat it? Lesson 5 is the children creating the printing blocks and templates to use to create final artwork in lesson 6. All children sketch their designs and their printing block ideas so that they have a starting point to be able to create their printing blocks from. LA can have 3 printing blocks made (with support) and are given a choice of simplified Harry potter scene art examples to base their prints upon. MA given picture choices which they can base their designs upon. HA – have to create their own scene using their personally created printing</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• how to create three different printing templates</li> <li>• shapes and patterns so that they can be used to create a layered (3 layers) Harry Potter influenced scene.</li> </ul>	<p><b>WALT:</b> Use the qualities of paint to create texture.</p> <p><b>Activities:</b> Children will learn about the later years of Monet's life, looking at the famous paintings he created in his garden at Giverny. They will consider the impact his cataracts had on his artwork and find out how he felt about his work in his later life. Teacher model use the qualities of acrylic paints to create texture. They can then create his 'Water Lilies' series or interpret the Giverny garden in their own way.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• how the use of paint qualities to create texture</li> <li>• how to apply different artistic techniques to create artwork based on the garden at Giverny</li> <li>• Monet completed some of his most famous works from his garden at Giverny in his later years</li> <li>• Monet's 'Water Lilies' series and say what they think and feel about it</li> </ul>
Lesson 6	<p><b>WALT:</b> Give peer feedback on artwork produced by the class group.</p> <p><b>Activities:</b> Continue with collages and complete them. Children have opportunities to complete their learning. Once complete, children to spend time observing the learning of others and offer feedback to creations around the classroom.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• how to identify good techniques.</li> <li>• how to evaluate learning.</li> </ul>	<p><b>WALT:</b> Reflect on their artwork and evaluate the effectiveness of their final piece.</p> <p><b>Activities:</b> Continuation of prints from last week so that all children have completed their artwork by the end of the session.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• how to create 3 layers of printing.</li> <li>• Vocabulary to be able to critically assess their artwork and suggest reasons why printing is a successful/unsuccessful art form</li> </ul>	<p><b>WALT:</b> Use brush techniques to create texture.</p> <p><b>Activities:</b> Children will explore some other Monet paintings and discuss what they think of them. Teacher model using brush techniques to create different textures with paint. Extra: creating a biography of his life and works. They can also create a class exhibition of Monet's life.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• use of brush techniques to create texture</li> <li>• a favourite Monet painting, explaining why they like it</li> <li>• key facts on the life and work of Claude Monet</li> </ul>
			<p><b>WALT:</b> Use skills to create a visually interesting piece.</p> <p><b>Activities:</b> Children will explore some other Monet paintings and discuss what they think of them. They will then consolidate what they have learnt about Monet and Impressionism. Extra: creating a biography of his life and works. They can also create a class exhibition of Monet's life.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• how to apply skills used to create a painting in the style of Claude Monet.</li> </ul>
Key Knowledge	<ul style="list-style-type: none"> <li>- Know how to draw on the work of famous artists to influence our own work.</li> <li>- Know how to mix textures when creating collages.</li> <li>- Know how to evaluate pieces of existing artwork.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that a print makes an impression when used.</li> <li>- Know how to create a print; considering the end result.</li> <li>- Know how to create prints which build up layers of colour.</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to create a light sketch before painting.</li> <li>- Know how to create a colour palette using colours from the natural world.</li> <li>- Know how to create visually interesting pieces.</li> <li>- Know how to improve the quality of a piece of artwork using brush techniques, combining colours, tones and tints to enhance the mood of a piece.</li> </ul>