

	<div>Art Curriculum – Year 5 and 6 – Cycle A</div> <div>For characteristics of our school please see the Art and Design Hierarchy Document</div> <div>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</div>		
	<div>Key Stage 1</div> <div>Pupils should be taught:<ul style="list-style-type: none">to use a range of materials creatively to design and make productsto use drawing, painting and sculpture to develop and share their ideas, experiences and imaginationto develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceabout 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.</div>		<div>Key Stage 2</div> <div>Pupils should be taught:<ul style="list-style-type: none">to create sketch books to record their observations and use them to review and revisit ideasto 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.</div>
Non-Negotiables	<div>Develop Ideas: 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.</div> <div>Inspiration from the Greats: 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.</div>		
	<div>Children will design their own coat of arms. They will develop skills and techniques of working with fabrics/textiles to create a fabric coat of arms.</div> <div>Textiles: A27: Show precision in techniques. A28: Choose from a range of stitching techniques. A30: Quilt, pad and gather fabric. A29: Combine previously learned techniques to create pieces. Revision of DT textiles skills for Year 6/Revision of Year</div> <div>Revisiting from Year ¾: textiles cycle B</div> <div>Revising from cycle B: DT5: Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). DT6:Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). DT7: Create objects (such as a cushion) that employ a seam allowance. Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). DT8: Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).</div>	<div>Children will explore a range of artists who have recreated the human form in real-life proportions and more abstract forms. They will develop skills of using tools to carve and add shape, texture and pattern combining visual and tactile qualities. They will create frameworks for stability and form to form a human body.</div> <div>Sculpture: A14: Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. A15: Use tools to carve and add shapes, texture and pattern. A16: Combine visual and tactile qualities. A17: Use frameworks (such as wire or moulds) to provide stability and form.</div> <div>Revisiting from Year ¾: Cycle A – Greek pots</div> <div>Revising from cycle B: Drawing</div>	<div>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.</div> <div>Painting: 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.</div> <div>Revisiting from Year ¾: painting cycle A, drawing cycle B</div> <div>Revising from cycle B: Drawing</div>
Y5/6 Hierarchies	<div>Autumn 2 – Textiles - Emblems</div>	<div>Spring 2 – Sculpture</div>	<div>Summer 1 – Impressionism Monet</div>
Resources	<div>Scissors, templates of coats of arms, examples of coats of arms, template for original designs/sketch book, felt/materials in a range of colours, threads, needles, simple sewing techniques poster, padding materials,</div> <div>Texts:</div>	<div>Sketch books, sketching pencils, felt tips, large tube of material – large enough for a pupil to get inside, charcoal, card, scissors, wire to create model of body, paper, strips of newspaper, paper towels, water/glue, black paint,</div> <div>Texts:</div>	<div>Examples of painting/artwork by Monet, Photos of garden at Giverny, paints, pain pots, mixing palettes, variety of brushes,</div> <div>Texts:</div>
Vocabulary	<div>Coat of arms, heraldry, emblem, needle, thread, back stitch, running stitch, cross stitch, over stitch, joining, blanket stitch, fabric, felt,</div>	<div>Julian Opie, Henry Moore, Giacometti, Anthony Gormley, shape, colour,real-life proportions, abstract, maquette, terracotta, framework, structure, mould, shape, sculptor – An artist who creates sculptures. sculpture - a three-dimensional art made by carving, modelling, making casts or constructing.</div>	<div>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</div>
Lesson 1	<div>Year 5/6: To understand how visual language can be used to communicate personality and interests</div> <div>Activities: Explain to pupils what a coat of arms is and their origins in history. (Originated in the middle ages, the symbol was painted onto shields and woven or embroidered onto banners and on the coat that a nobleman would wear over his armour. Emblem was passed through generations. Guilds were set up to regulate trade – they created their coats of arms i.e.Worshipful Company of Fishmongers, now councils have their own etc). Create a mindmap in sketch books of ideas What symbol/picture could represent a place that is important to you? What symbol/picture could represent a hobby or activity that is important to you?</div>	<div>Year 5/6: use sketch books to collect ideas for human forms showing real-life proportions.</div> <div>Activities: Go onto playground – drawing on playground around bodies. Look at artwork by Julian Opie. Ask and discuss questions – if they could make a sound – what would you hear? Discuss shapes and colours. What is it made out of? Why did the artist create it? Children could choose one of Opie’s artworks to annotate with their reflections on the piece. Children use felt-tip pens to recreate/collect ideas.</div> <div>Outcomes:</div>	<div>Year 5: To begin to sketch lightly to combine line and colour</div> <div>Year 6:</div> <div>Activities: 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.</div> <div>Outcomes:</div>

	<p>What animal would you choose to represent you?</p> <p>What is your favourite subject at school?</p> <p>Are there any colours that you like or that you think are associated with you?</p> <p>Are there any other symbols or pictures that represent you, for example for a hobby, something you play, something you collect or something you like to eat?</p> <p>Do you have a personal saying or soundbite, what is your special message to the world? Children create their own coat of arms to represent themselves.</p> <p>Outcomes:</p> <p>Year 5/6: Children will be able to design their own coat of arms by selecting and placing imagery appropriately within a shape.</p> <p>Children will know what a coat of arms is and how symbols represent a person</p> <p>Children will understand the context of design throughout human history.</p>	<p>Year 5/6: To collect life-like qualities and real-life proportions in a sketch book. use sketch books to collect ideas for human forms.</p> <p>Children can look for shapes in the models to help make my drawing.</p> <p>Children can choose appropriate colours for my drawing.</p>	<p>Year 5/6: Children will explore what Impressionism is and where and when it began.</p> <p>Children be able to talk about what Impressionism is</p> <p>Children know that Claude Monet was an important person in the Impressionist movement</p> <p>Children explore and compare Impressionist paintings</p>
Lesson 2	<p>Year 5/6: to develop skills of cutting and shaping materials</p> <p>Activities: Explain children will be working over the next few weeks to develop skills to create their own tapestry/textile of a coat of arms.</p> <p>Today we will focus on marking and cutting the shapes needed for our designs.</p> <p>Demonstrate how to pin the emblem template to the material – draw around the material and cut it out accurately. (Will need two to join together.) Children can choose colours to then cut out shapes from their designs they will need to sew onto their coat of arms. (Back of coat of arms – one single colour – front section may be different colours to join together – allow for a seam)</p> <p>Outcomes:</p> <p>Year 5/6: Children will develop accuracy and precision in marking, cutting and shaping materials they need.</p> <p>Children will develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Children will further develop skills of collecting information, sketches and resources and present ideas imaginatively in a sketch book</p>	<p>Year 5/6 use sketch books to collect abstract ideas for human forms.</p> <p>Activities: Look at sculptures by Henri Moore. What can you see in the sculpture? How does this sculpture compare to others Moore has created? Look at areas of light and dark. What shapes can you see? How does the sculpture make you feel?</p> <p>Use body stocking with a volunteer inside to create an abstract life form.</p> <p>Model drawing the shape made with charcoal – model using the charcoal to blend areas of light and dark.</p> <p>Outcomes:</p> <p>Year 5/6: Children will use charcoal to draw abstract outlines of the human form.</p> <p>Children will use sketch books to collect abstract ideas for the human form.</p>	<p>Year 5/6: To use colours, tones and textures to enhance the mood of a piece</p> <p>Activities: 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>Outcomes:</p> <p>Year 5/6: Children discuss Monet’s landscape paintings and describe what they think and feel about them</p> <p>Children understand the main features of Impressionism</p> <p>Children paint a landscape in the style of the Impressionists</p>
Lesson 3	<p>Year 5/6: to develop using a range of stitching techniques to join materials</p> <p>Activities: Today children will join the colours for the separate front sections of their coat of arms.</p> <p>Demonstrate invisible stitch (allowing for a seam) and/or overcast or whip stitch (no seam to join the front sections of the coat of arms together. (Do not join to the back yet!))</p> <p>Outcomes:</p> <p>Year 5/6: Children will develop stitching techniques to join pieces of fabric together.</p> <p>Children will develop greater accuracy and control in using different stitching techniques.</p> <p>To be able to quilt fabrics (joining pieces together to make a larger piece of fabric)</p>	<p>Year 5/6: To create a framework to provide stability and form</p> <p>Activities: Look at images of a range of marquette. What might they be? (a small-scale model before making into full size).</p> <p>Show children the Terracotta Army – this is how we are going to display our artwork. Show examples of artwork by Giacommetti where he has used a wire frame as his structure. Demonstrate how to create a human form using the piece of wire- should be able to use one long continuous piece. Starting at the feet and working upwards. (Children could make 2 in different positions as needed for lesson 4 and 5)</p> <p>Activities:</p> <p>Outcomes:</p> <p>Year 5/6: Children can look back at my drawings and discuss my ideas.</p> <p>Children will be able to use a drawing from my sketch book to inspire my model making.</p> <p>Children will create a framework to provide stability and form.</p>	<p>Year 5/6: To create a colour palette based upon colours in the natural world</p> <p>Activities: 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>Outcomes:</p> <p>Year 5/6: Children understand that Monet was interested in how light changed the landscape</p> <p>Children describe how Monet used colour to convey different seasons and times of day</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p> <p>Children put their understanding of colour into practice by recreating Monet’s haystacks</p>
Lesson 4	<p>Year 5/6: to develop using a range of stitching techniques to add embellishments</p> <p>Activities: Demonstrate the stitching techniques, their effects and purposes within creating an artistic textile.</p> <p>Running stitch: to create a dotted line effect.</p> <p>Back stitch: to create a continuous effect.</p> <p>Overcast or whipstitch: to join fabrics without a stitch visible.</p>	<p>Year 5/6: to use tools to carve and add shapes and patterns</p> <p>Activities: Show examples of artwork by Giacommetti where he has used a wire frame as his structure. He sculptured shadows rather than life forms.</p> <p>Look at how his shadow sculptures compare to life forms.</p> <p>Demonstrate rolling the clay and wrapping it around the wire frames – smooth it as applied using water - to give shape to their frameworks.</p>	<p>Year 5/6: To create a colour palette based upon colours in the built up world</p> <p>Activities: 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</p>

	<p>Develop all stitches to be regular in size – children stitching with control. Children use the stitches to attach/sew their shapes to their coat of arms.</p> <p>Outcomes:</p> <p>Year 5/6: Children will begin to be able to choose from a range of stitching techniques. To be able to use a range of stitching techniques with greater control and precision.</p>	<p>When children have completed this step - model using tools to add detail, shape and patterns.</p> <p>Outcomes:</p> <p>Year 5/6: Children will use a framework to provide stability and form. Children will use clay to create a body shape around the framework. To develop use of tools to add detail and patterns</p>	<p>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>Outcomes:</p> <p>Year 5/6: Children explore a variety of paintings portraying city life and say what they think about them</p> <p>Children make careful observations and record what they see</p> <p>Children suggest ways in which city life has changed since Monet’s day?</p>
Lesson 5	<p>Year 5/6: to develop skills to pad fabrics</p> <p>Activities:</p> <p>Each pupil should have a back piece and a front piece with their embellishments. Demonstrate how to complete the coat of arms. Sew the back to the front (front facing the back) mostly using overcast/whipstitch – ensure neat sewing. In the hole yet to be sewn – stuff with padding material. Turn the coat of arms from inside out so the front is not at the front. Shape the padding within the coat of arms. Complete sewing up the hole.</p> <p>Outcomes:</p> <p>Year 5/6: Children will begin to be able to choose from a range of stitching techniques. To be able to use a range of stitching techniques with greater control and precision. Children will be able to pad fabrics.</p>	<p>Year 5/6: to show life-like qualities and real-life proportions</p> <p>Activities: View and discuss the work of Anthony Gormley. Most of Antony Gormley’s sculptures are based on the human body. Children may find it interesting how he creates his artwork. Using the wire structure technique as last week this time use papier mache to add to the body framework.</p> <p>Outcomes:</p> <p>Year 5/6: Children will use a framework to provide stability and form. Children will use paper mache to create a body shape around the framework.</p>	<p>Year 5/6: To use the qualities of paint to create texture.</p> <p>Activities: 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>Outcomes:</p> <p>Year 5/6: Children will explore the use of paint qualities to create texture</p> <p>Children apply different artistic techniques to create artwork based on the garden at Giverny</p> <p>Children explain that Monet completed some of his most famous works from his garden at Giverny in his later years</p> <p>Children discuss Monet’s ‘Water Lilies’ series and say what they think and feel about it</p>
Lesson 6	<p>Year 5: To give peer feedback on artwork produced by the class group.</p> <p>Year 6: To give peer feedback on artwork produced by the class group.</p> <p>Activities: Children have opportunities to complete their embellishments. Explain that we have created a class gallery space with the coats of arms created by the class. Give chn post its and ask them to leave 3 comments on their favourite pieces explaining what they liked about them. Model how to leave a comment that is positive and can also contain constructive feedback.</p> <p>Outcomes:</p> <p>Year 5/6: Children can identify good techniques and evaluate their suitability for the task.</p>	<p>Year 5: To give peer feedback on artwork produced by the class group.</p> <p>Year 6: To give peer feedback on artwork produced by the class group.</p> <p>Activities: Explain that we will create a class gallery space with the body sculptures created by the class. Display in style of terracotta army. Give chn post its and ask them to leave 3 comments on their favourite pieces explaining what they liked about them. Model how to leave a comment that is positive and can also contain constructive feedback.</p> <p>Which technique was the most effective -compare using papier mache and clay.</p> <p>Outcomes:</p> <p>Year 5/6: Children can identify good techniques and evaluate their suitability for the task.</p>	<p>Year 5/6: To use brush techniques to create texture.</p> <p>Activities: Children will explore some other Monet paintings and discuss what they think of them.</p> <p>Teacher model using brush techniques to create different textures with paint.</p> <p>Extra: creating a biography of his life and works. They can also create a class exhibition of Monet’s life.</p> <p>Outcomes:</p> <p>Year 5/6: .</p> <p>Children will explore the use of brush techniques to create texture</p> <p>Children choose a favourite Monet painting, explaining why they like it</p> <p>Extra:</p> <p>Children research the life and work of Claude Monet</p> <p>Children recall facts and information about the life and work of Claude Monet</p> <p>Year 5/6: To use skills to create a visually interesting piece</p> <p>Activities: 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.</p> <p>Extra: creating a biography of his life and works. They can also create a class exhibition of Monet’s life.</p> <p>Outcomes:</p> <p>Year 5/6: Children will use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Children will apply skills used to create a painting in the style of Claude Monet.</p>