

Year 5 Art Curriculum

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| <p>Exploring and developing ideas</p> | <p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p>KS2 Art and Design National Curriculum</p> <p>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> • review and revisit ideas in their sketchbooks; • offer feedback using technical vocabulary; • think critically about their art and design work; • use digital technology as sources for developing ideas; • use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure. |
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AUTUMN TERM

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| <h2 style="text-align: center;">AUTUMN TERM</h2> | |
| <p>Skills</p> | <p style="text-align: center;">Printing Keith Haring</p> <p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials - printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> • design and create printing blocks/tiles; • develop techniques in mono, block and relief printing; • create and arrange accurate patterns; • use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph; |

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| Vocabulary | background, blend, brush techniques, colour, line, mixing colours, mood, tone, warm, arrange, block printing, mono printing, relief printing, tiles collograph, hammering, Hapa-Zome |
| <h1>SPRING TERM</h1> | |
| Skills | <p style="text-align: center;">Sculpture Alberto Giacometti</p> <p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● plan and design a sculpture; ● use tools and materials to carve, add shape, add texture and pattern; ● develop cutting and joining skills, e.g. using wire, coils, slabs and slips; ● use materials other than clay to create a 3D sculpture; ● use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast. |
| Vocabulary | carve, coils, design, mark, plan, slabs, slips, soft, structure, wire, cast, tram |

SUMMER TERM

Textiles Vincent Van Gogh, Linda Miller

Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.

KS2 Art and Design National Curriculum

To improve their mastery of art and design techniques with a range of materials - textiles.

Children can:

- experiment with a range of media by overlapping and layering in order to create texture, effect and colour;
- add decoration to create effect;

use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.

Vocabulary

create effect, overlapping layering, non-traditional fabrics