



Art and Design Curriculum Overview Year 5



Concepts Year 5	Composition	<p>Compare artistic styles (e.g. cubist, pop art, impressionist, contemporary, abstract) using technical language linked to artistic elements.</p> <p>Recreate artists' work in a range of different artistic styles.</p>
	Communication	<p>Discuss and explain how choice of artistic elements and styles show expression and emotion in own artwork .</p>
	Comprehension	<p>Explain how a piece of art might make others feel using technical language to justify their answers</p>
NC Objectives: KS2	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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. 	
Generating ideas	<p>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome</p>	
Sketchbooks	<p>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p>	
Evaluating and Analysing	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	
Knowledge of artists	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>	
AUTUMN - Drawing - I Need Space		
Making skills	<p>To use a broader range of stimulus to draw from, such as architecture, culture and photography.</p> <p>Begin to develop drawn ideas as part of an exploratory journey.</p> <p>Apply known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.</p>	
Context	<p>Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own</p>	
Vocabulary	<p>Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, Repetition, Printing plate, Composition, Printmaking, Evaluate, Revisit, Develop</p>	

SPRING - Painting and mixed media - Portraits

Making skills	Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials. Develop a painting from a drawing or other initial stimulus. Explore how collage can extend original ideas. Combine a wider range of media, eg photography and digital art effects.
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Context	Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.
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Vocabulary	Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multi media, Justify, Research, Evaluate, Represent, Atmosphere, Art medium
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SUMMER 1 - Sculpture and 3D - Interactive Installation

Making skills	Investigate how scale, display location and interactive elements impact 3D art. Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions. Persevere when constructions are challenging and work to problem solve more independently.
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Context	Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.
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Vocabulary	Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive
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SUMMER 2- Craft and Design - Architecture

Making skills	Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design. Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.
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Context	Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid and creating their own building designs, creatively presenting research on artist Hundertwasser and exploring ideas behind the symbolism of monument design.
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Vocabulary	Architecture, Composition, Design, Evaluate, Proportion, Perspective, Birds eye view, Monoprint, Architectural, Organic, Monument, Architect, Legacy, Elevation, Built environment, Observational drawing, Interpret, Form, Abstract, Pressure, Crop, Viewfinder, Design brief, Futuristic, External, Style, Annotate, Individuality, Design intention, Symbolism, Literal, Commemorate
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Opportunities for Recap	<ul style="list-style-type: none"> - Use growing knowledge of different drawing materials, combining media for effect. - Develop greater skill and control when using paint to depict forms - Respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.
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