

Year group: 5	Subject Area: Art	Unit: 1 - Drawing	Subject Leaders: K Muldowney and H Cassidy
----------------------	--------------------------	--------------------------	---

Focus Artists: L.S Lowry		
---------------------------------	--	--

Prior linked knowledge	National curriculum objectives	Future linked knowledge
<p>Know how to show how people feel in drawings (Y1)</p> <p>Know how to create moods in art work using colour (Y1)</p> <p>Choose and use three different grades of pencil when drawing (Y2)</p> <p>Know how to use pencil, pastel and charcoal to create art (Y2)</p> <p>Know how to show facial expressions in art (Y3)</p> <p>Know how to use different grades of pencil to shade and show tones and texture (Y3)</p> <p>Know how to use marks and lines to show texture in art (Y4)</p> <p>Know how to show facial expressions and body language in sketches and paintings (Y4)</p> <p>Know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections (Y4)</p> <p>Know how different artists developed their specific techniques (Y4)</p>	<p>To create sketchbooks to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques: including drawing</p> <p>Know about great artists, architects and designers in history</p>	<p>Create sketches which communicate emotions and a sense of self with accuracy and imagination (Y6)</p> <p>Use a full range of pencils, charcoal or pastels when creating a piece of observational art (Y6)</p>
Notes	Cross-curricular links	Possible hooks/enrichment activities
See each lesson	<i>To be populated by teachers, as they begin to use the curriculum – subject leader to then update half-termly.</i>	Matchstalk Men and Matchstalk Cats and Dogs song - about L.S Lowry and his life and success.

Objectives from Long Term Planning (Quest 1)		
---	--	--

- Know how to use shading to create mood and feeling
- Know how to organise line, tone, shape and colour to represent figures and forms of movement
- Know how to express emotion in art
- Experiment by using marks and lines to create texture

Lesson Sequence				
Introduce	Experiment			Design/Create
<p>Lesson 1: Introduce L.S Lowry and his most famous drawings and paintings. Recognise the techniques he uses and inspiration behind his work. Analyse and understand Lowry's style and history of his work. Choose small section of his 'Going to Work' piece and sketch this into their books.</p>	<p>Lesson 2: Recognise the different textures that can be shown in artwork. Understand when and where texture should be used and experiment using a range of textures on a grid.</p>	<p>Lesson 3: Using Lowry's 'Going to the Match' painting, know and understand how to organise tones, shapes and colour to represent forms of movement. Recognise the movement and directions in his work and mimic this in their sketchbooks.</p>	<p>Lesson 4: Know and understand the techniques shading, focusing on tones and colours. Identify warm, cool and neutral tones and understand the effect these colours have on the art produced. Create strips of tones to shade. Identify feelings and emotions these tones may show within art.</p>	<p>Lesson 5: Using Lowry's work as inspiration, create a Lowry styled drawing using oil pastels. Children to draw background of local area (city centre, Grangetown) before drawing matchstick style people to represent figures and forms of movement. Evaluate the effect of drawing before adding the movement in.</p>
<p>Notes: Range of drawings and painting to be shown – ensure to look at the similarities and differences between the two.</p>	<p>Notes: Can children create their own textures based on objects they know of? (baskets, hair)</p>	<p>Notes: Children to only focus on the people in Lowry's paintings. Children to change direction of people and organise their ideas.</p>	<p>Notes:</p>	<p>Notes: https://www.youtube.com/watch?v=v06ydwRkYvY – tutorial on using perspective</p>
Key Vocabulary				
Oil pastels, Movement Sketch, Industrial, Century Matchstick, Similar, Different	Texture, Definition Realistic, Dark Light	Tone, Shape, Organise Movement, Figures, Direction, Position	Tones, Warm, Cool, Neutral Mood, Emotion	Inspiration, Local, Background History, Create, Design, Edit, Evaluate
Key skills throughout unit				
Research the work of an artist and use their work to replicate a style				

Year group: 5	Subject Area: Art	Unit: 2 – Painting/Printing	Subject Leaders: K Muldowney and H Cassidy
----------------------	--------------------------	------------------------------------	---

Focus Artists: Van Gogh				
--------------------------------	--	--	--	--

Prior linked knowledge	National curriculum objectives	Future linked knowledge
Know how to create a repeating pattern using sponges, vegetables and fruit (Y1) Know how to mix paint to create all the secondary colours (Y2) Know how to create brown with paint (Y2) Know how to create tints with paint by adding white and know how to create tones by adding black (Y2) Know how to create a printed piece of art by pressing, rolling, rubbing and stamping (Y2) Know where each of the primary and secondary colours sit on the colour wheel (Y3) Create all the colours they need (Y4) Use shading to create mood and feeling (Y4) Use a wide range of techniques (layering) (Y4) Know how to print onto different materials using at least four colours (Y4)	To create sketchbooks to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques: including painting and printing Know about great artists, architects and designers in history	Use a wide range of techniques (Y6) Explain why they have chosen specific painting techniques (Y6) Know which media to use to create maximum impact (Y6) Know how to overprint using different colours (Y6)

Notes	Cross-curricular links	Possible hooks/enrichment activities
-------	------------------------	--------------------------------------

See each lesson	<i>To be populated by teachers, as they begin to use the curriculum – subject leader to then update half-termly.</i>	
-----------------	--	--

Objectives from Long Term Planning (Quest 1)				
---	--	--	--	--

- Create a range of moods in their paintings using different media or painting techniques
- Print using a number of colours onto different materials
- Know how to create an accurate print design following given criteria
- Experiment with media to create emotion in art

Lesson Sequence				
------------------------	--	--	--	--

Introduce	Experiment	Create
Lesson 1: Introduce Van Gogh and his art work. Know the history of Van Gogh and how his art has	Lesson 2: Focus on 'The Sunflowers'. Understand the reason behind the painting.	Lesson 3: Focus on 'Starry Night'. Know and discuss the main ideas of the painting.
		Lesson 4: Using lino surface, create designs forming buildings that
		Lesson 5: Following on from printing, use painting techniques to design a

inspired many others. Know which techniques he uses and the effect on his paintings. Know and understand the style of impressionism.	Know and use the impasto technique and experiment with different brush strokes to create their own version of 'The Sunflowers'	Experiment using different brushes and shades of blue to create swirls that represent the sky.	represent the buildings within Starry Night. Print designs onto own art work a range of colours and repetition.	background for 'Starry Night' inspired work.
Notes: Children could look at artwork that has been inspired by Van Gogh.	Notes:	Notes:	Notes:	Notes: Children could use a range of colours to show a different mood.
Key Vocabulary				
Inspired Famous History Oil Painting Impressionism	Impasto Brushes Techniques Stroke Technique	Shade Tone Brushes	Lino Relief Brayer Colour Repeat	Create Artwork Inspired Experiment Background
Key skills throughout unit				
To be added.				

Year group: 5	Subject Area: Art	Unit: 3 - Sculpture	Subject Leaders: A Barnett
----------------------	--------------------------	----------------------------	-----------------------------------

Focus Artists: Anna Borgman/Candy Lenk & Peter Thorpe		
Prior linked knowledge	National curriculum objectives	Future linked knowledge
Know how to cut, roll and coil a range of materials including malleable materials (Y1) Know how to make and join simple clay products (Y2) Create sculptures which are life size (Y3) Know how to sculpt clay and other mouldable materials (Y4)	To create sketchbooks to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques: including drawing Know about great artists, architects and designers in history	Create models which are a range of different materials (Y6)
Notes	Cross-curricular links	Possible hooks/enrichment activities
See each lesson	<i>To be populated by teachers, as they begin to use the curriculum – subject leader to then update half-termly.</i>	

Objective from Long Term Planning (Quest 1)		
Know how to sculpt clay and other mouldable materials		
Lesson Sequence		
Introduce	Experiment	Design/Create
Lesson 1: Know and understand what mouldable materials are and how modroc is one of these. Introduce all artists and compare their work on Space art. Give opinions on which artist they like best.	Lesson 2: Using various Peter Thorpe designs, experiment using marbling painting technique and drawing from prior learning. Create a Peter Thorpe inspired piece of artwork for background.	Lesson 3: Look at Anna Borgman and Candy Lenk's work on an asteroid. Know and understand how to use modroc. Use cardboard to attach their background and modroc to create a 3D asteroid flying through Earth.
Notes: Peter Thorpe – uses paintings and drawings with bright bold colours Anna Borgman and Candy Lenk – large sculptures of asteroids and elements of space (lacks in colour)	Notes: Used as a background for sculpture art based on Anna Borgman and Candy Lenk.	Notes: Ensure the size of the asteroid is no larger than the palm of their hand – this will stop it being too heavy to be apart of a 3D model. Teacher to have a model pre-made.
Key Vocabulary		
Modroc Mouldable Materials Sculpture Compare and contrast Opinion Impact	Marbling Painting Techniques Inspire Colours	Plan Create Mould Modroc 3D – Three Dimensional
Key skills throughout unit		
Research the work of an artist and use their work to replicate a style		