

Year: 5/6 Subject: Art PoS: Digital Media - Photography		Topic Question/Title: Everybody say Cheese!		Term - Autumn 2	Curriculum - B	
Prior Knowledge - Record and collect visual information using digital cameras and video recorders - Present recorded visual images using software - Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision - Change the type of brush to an appropriate style - Create shapes by making selections to cut, duplicate and repeat - Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose				Key Vocabulary Digital, layering, subject, capture, angle, technology, media, gallery		Outcome To create a gallery/presentation to showcase the unit’s work.
Future Learning - use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas - to use a range of techniques and media, including painting - to increase their proficiency in the handling of different materials - to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work - about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.				Stimulus Local photography walk First hand experiences (enrichment) Visit to an art galley Photographer come into school		World of Work Photographer Graphic designer Media Film set photographer Forensics Photojournalist Weddings, real estate, sports photographer
National Curriculum PoS - 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 Concepts (if needed)		Key Knowledge		Possible evidence		
		Digital media such as cameras, mobile phones and I-pads can be used to create art. Digital images can be used alone or together to create various methods of presenting art. Digital images and be manipulated and changed to suit a purpose. Digital images can be used on more than one device by using various techniques of transferring them. Painting using digital software can be created by using various steps of layering to add layers of additional detail.		NSEAD website to provide details of learning objectives, tutorials and outcomes. Link provides 6 lessons. Please give a brief broken down lesson overview of lessons as you do with other foundation subjects. If you click on curriculum download, it will have enough details to enter relevant details to complete simple lesson plans. https://teachers.thenational.academy/lessons/an-introduction-to-photography-6wrkct		
		Application of Key Skills		Possible evidence		
		- Record, collect and store visual information using digital cameras etc - Present recorded visual images using software e.g. Photostory, Powerpoint - Use a graphics package to create and manipulate new images - Be able to Import an image (scanned, retrieved, taken) into a graphics package - Understand that a digital image is created by layering - Create layered images from original ideas		NSEAD website to provide details of learning objectives, tutorials and outcomes. Link provides 6 lessons. Please give a brief broken down lesson overview of lessons as you do with other foundation subjects. If you click on curriculum download, it will have enough details to enter relevant details to complete simple lesson plans.		

Year: 5/6 Subject: Art		Topic Question/Title: Epic Explorers of Art		Term - Spring 2	Curriculum - B
PoS: Painting					
Prior Knowledge - Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. - Work on a range of scales e.g. thin brush on small picture etc. - Create different effects and textures with paint according to what they need for the task. Colour - Mix colours and know which primary colours make secondary colours. - Use more specific colour language. - Mix and use tints and shades		Key Vocabulary Texture, blocking, effect, washes, scales, thick, thin, primary, secondary, tints, shades, wash, water colour, mood, atmosphere, contrast, compliment, observation, technique, artist, detail,		Outcome Children to produce an urban landscape, using techniques used by Banksy. Don't replicate one of his pieces, use techniques used during the unit to produce a landscape of their own.	
Future Learning - Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. Pupils should be taught: - to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas - to use a range of techniques and media, including painting - to increase their proficiency in the handling of different materials - to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work - about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.		Stimulus Banksy/Andy Warhol – show examples of work. Look at graffiti art in urban situations/sides of buildings etc. First hand experiences (enrichment) Visiting artist Trip to an art gallery		World of Work Artist Designer Teacher Graphics Software designer illustrator	
National Curriculum PoS - 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] - to learn about great artists, architects and designers in history.	Key Knowledge		Possible evidence		
	- There are various types of paint and can be used for different purposes - Paints can be mixed, manipulated to produce contrasting / complimenting colours - Various mediums can be added to paint to help create texture in artwork - Type of paint used determines the style of artwork that needs to be produced - Paints can create moods / atmospheres within art. - Understand there are different types of painting techniques		- Experiment with poster, water, acrylic paints for effect - Use primary colours to create a variety of secondary shades (colour wheel) - Introduce various mediums into paints to see how textures can help create artwork - Experiment with hot and cold colours to produce related moods - Use techniques used by famous artists to inform of own desired effects for work produced		
	Application of Key Skills		Possible evidence		
- Develop a painting from a drawing. - Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. - Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. Colour - Mix and match colours to create atmosphere and light effects. - Be able to identify and work with complementary and contrasting colours.		- Create artwork that uses various effects for purpose based on a theme of choice. - Produce art by using larger brushed for volume and smaller brushes for detail - Analyse artist techniques; use style (not replicate) to produce similar artwork based on topic covered. - Introduce various medium into paints to create texture for purpose - Identify and make secondary colours using paints - Can describe shades of a colour (crimson, azure etc) - Mix various shades of colour in artwork for differing effect/moods/atmospheres - Mix colours to contrast / compliment finished work.			

Year: 5/6 Subject: Art PoS: Site Specific Art		Topic Question/Title: My Space	Term - Summer 2	Curriculum - B
Prior Knowledge N/a - Site specific art not taught in LKS2		Key Vocabulary Installation, participatory, arrangement, foraging, ephemeral, reclaim, transformation, monochrome, scale,	Outcome Mini outdoor art work for school grounds or to give away.	
Future Learning - to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas - to use a range of techniques and media, including painting - to increase their proficiency in the handling of different materials - to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work - about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.		Stimulus Artist examples of site specific art - Andy Goldsworthy, Antony Gormley First hand experiences (enrichment) Use images and recreate outside with chalk, wool on railings, messages in windows, painting stones, plant pots, areas outdoors with positive messages.	World of Work Artists Street artists Graphic designer Publishers	
National Curriculum PoS - 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. Concepts (if needed)	Key Knowledge - Can engage in open-ended research and exploration in the process of initiating and developing their own personal ideas. - Can confidently use sketchbooks for a variety of purposes, including: recording observations; developing ideas; testing materials; planning and recording information - Can confidently investigate and exploit the potential of new and unfamiliar materials to communicate to others. - They know how to research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. - Can use their acquired technical expertise to make work which effectively reflects their ideas and intentions. - Can understand the interaction between craft and the urban landscape - Can regularly analyse and reflect on their progress taking account of what they hoped to achieve. - Can create a socially-engaged artwork, considering audience - Know how to describe the processes they are using and how they hope to achieve high quality outcomes. - Can repurpose materials to create a miniature installation		Possible evidence - Create a piece of site specific art (desk top display) - Create a piece of art with a message (window display) - Create a temporary piece of art using natural resources - Create a piece of art using yarn bombing technique (wool, material, crocheting) - Create a piece of give away art - Create ideas in sketchbook - Collect black and white / colour photographs as evidence - Recreate work in the style of famous artists - Use reclaimed objects/materials to create a miniature installation based on life sized objects	
	Application of Key Skills - To make observations, record planning and create a final outcome - Make specific art with an appropriate audience in mind		Possible evidence NSEAD website to provide details of learning objectives, tutorials and outcomes. Link provides 5 lessons. Please give a brief broken down lesson overview of lessons as you do with other foundation subjects. If you click on curriculum download, it will have enough details to enter relevant details to complete simple lesson plans and apply necessary skills. https://teachers.thenational.academy/units/installation-site-specific-art-00fd	