

Year: 5/6		Subject: Art		Topic Question/Title: Look at me!		Term - Autumn 1		Curriculum - A			
PoS: Drawing				Mixed media self portraits							
Prior Knowledge Experiment with ways in which surface detail can be added to drawings. Draw for a sustained period of time at an appropriate level. Lines and Marks Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. Form and Shape Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. Tone Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. Texture Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.				Key Vocabulary Materials, self-portrait, media, tone, shadow, mood, emotion, blending, shading, composition, mixed-media,				Outcome <u>To create a self-portrait using a variety of media including drawing</u>			
Future Learning Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques Evaluate and analyse creative works using the language of art, craft and design Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.				Stimulus <u>Power-point presentation to show examples of mixed media art.</u> Frieda Kahlo Research Project <u>First hand experiences (enrichment)</u>				World of Work <u>Artist</u> <u>Art Gallery</u>			
National Curriculum PoS Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques Evaluate and analyse creative works using the language of art, craft and design Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 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 know about great artists, architects and designers in history.				Key Knowledge				Possible evidence			
				Different techniques can be used for different purposes i.e. shading, hatching within their own work. To know different media can be used for drawing Artists specialise in using drawing to produce artwork Lines/marks can be mixed to produce tone, shadow and shading				To identify how shading has been produced in existing drawing To Identify artists who have worked in a similar way to their own work. Explore drawing using pencil, crayon and charcoal			
				Application of Key Skills				Possible evidence			
				To use observation skills using a variety of view finders. To work from a variety of sources including observation, photographs and digital images. To work in a sustained and independent way to create a detailed drawing. To use dry media to make different marks, lines, patterns and shapes within a drawing. To explore colour mixing and blending techniques with coloured pencils. To develop their own style using tonal contrast. To experiment with wet media to make different marks, lines, patterns, textures and shapes. To develop their own style using mixed media. To shoe perspective and Composition To show an awareness of how paintings are created i.e. Composition. To begin to use simple perspective in their work using a single focal point and horizon. To begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.				Sketch faces using a variety of media as an infill – charcoal, paints, pencil Combing colours to create required shade. Explore shading to create shadows/tone on a face Experiment various materials to create an image – magazines, newspapers, tissue paper Create sketches and ideas for final outcome Combine materials and drawing to create a mixed media face Create an image with emphasis on varying media for subject, foreground and background.			

Year: 5/6 Subject: Art		Topic Question/Title: Pick a Pixel		Term - Spring 1	Curriculum - A
PoS: Digital Media					
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 Media, contemporary, pixels, abstract, sound, tone, definition, algorithm, experimentation, negative space, colour scheme		Outcome Negative Space Mixed Media Drawing	
Record and collect visual information using digital cameras and video recorders. Present recorded visual images using software. Change the type of brush to an appropriate style. Create shapes by making selections to cut, duplicate and repeat. Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision. Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose.					
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 To know about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.		Stimulus First hand experiences (enrichment)		World of Work TV / film director Broadcast journalist Musician Illustrator Advertising Copywriter	
National Curriculum PoS Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques Evaluate and analyse creative works using the language of art, craft and design Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 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 know about great artists, architects and designers in history.		Key Knowledge Present recorded visual images using software e.g. Photostory, Powerpoint To know that graphics package can be used to create and manipulate new images Record, collect and store visual information using digital cameras etc Be able to Import an image (scanned, retrieved, taken) into a graphics package Create layered images from original idea Understand that a digital image is created by layering <u>Drawing</u> Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a journal to collect and develop ideas. Identify artists who have worked in a similar way to their own work.		Possible evidence To describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. To systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (For instance, sketchbooks will show in advance how work will be produced and how the qualities of materials will be used) Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes. To independently take action to refine their technical skills in order to improve their mastery of materials and techniques. To provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work. Use link to access NSEAD for lesson ideas, power points, video tutorials and resources. https://teachers.thenational.academy/units/digital-new-media-6af8	
Concepts (if needed)		Application of Key Skills		Possible evidence	
		To design a pixelated art piece to reflect a chosen theme To create a larger-scale artwork from last lesson's drawings. To understand how to make effective use of negative space To independently develop a range of ideas which show curiosity, imagination and originality. To create sketch books to record their observations and use them to review and revisit ideas Produce creative work, exploring their ideas and recording their experiences		To independently select and effectively use relevant processes in order to create successful and finished work. To create a watercolour inspired by sound art To use algorithms to create art with watercolours and negative space To use sound to inspire art in abstract forms and shapes To use algorithms to experiment with art	

Year: 5/6 Subject: Art PoS: Graphic Design		Topic Question/Title: Creative Genius		Term - Summer 1	Curriculum - A	
<u>Prior Knowledge</u> Not taught until current key stage		<u>Key Vocabulary</u> Form, typography, content, concept, function, Bauhaus, illustration, multi-disciplinary, contemporary, layout, brief, grid, gradient, proof, type setting		<u>Outcome</u> Use topography to create an alternative book cover for your favourite book.		
<u>Future Learning</u> Introduction to the world of Graphic design. Explore a design project which will involve designing a product and its advertising products using key components of Graphic design. To design their own product (such as a mobile phone or board game) and will be responsible for thinking about different aspects of the design such as ergonomics, production, and audience appeal. Study different art styles such as pointillism, isometric design, and 3D drawing to help develop basic art and design skills that we can use in our projects. Investigate case studies on existing products as research and interrogate consumer research; what sells and how can we use that to sell our products? To teach students the basics of Art and Design as well as how to do, use, and respond to research. It also encourages students to think critically about how objects are made and designed.		<u>Stimulus</u> https://teachers.thenational.academy/units/design-graphic-design-aaea Video clips, images and presentations to link to unit and encourage children with examples of work already created by famous artists. Bauhaus Movement <u>First hand experiences (enrichment)</u> Virtual art museum		<u>World of Work</u> Graphic designer Illustrator Artist Advertisement TV/Media		
<u>National Curriculum PoS</u> Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques Evaluate and analyse creative works using the language of art, craft and design Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 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 know about great artists, architects and designers in history. <u>Concepts (if needed)</u> Typography is the use of writing to produce art effects	Key Knowledge		Possible evidence			
	Everything that is not made by nature is designed by somebody Graphic designs are used to convey a message Pictures, layout and words can be used to share a message with a target audience To understand that typography is a way to convey a message To know colour and shape plays an important part of graphic design To know illustration is important in graphic design Graphic design is used for illustrations such a book covers, CDs and websites		To identify graphic designs around us To investigate own examples of typography children have at home To recognise colour and shape in existing designs To evaluate familiar book covers of our favourite books			
	Application of Key Skills		Possible evidence			
		To design a variety of graphic designs based on previously found existing examples. To design and produce examples of typography based on previous investigations To use colour and shape to make an effective graphic design based on an existing artist Can take inspiration from a contemporary graphic artist to develop a personal design. To use ‘grid’ to design and implement a book cover		To sketch examples of graphic designs/messages from our everyday lives. To use own examples of typography to produce in sketchbooks. Tio use sketchbook to produce a graphic design based om shape and colour To produce an inspired graphic design example using illustration based on a known artist To follow a brief to adapt a current book cover of choice in sketch books To evaluate and reflect on graphic design of an alternate book cover of choice.		