

Art & Design Scheme Curriculum Coverage: Year 5

Expected Vocabulary. NC Objectives. Intended activities.

The curriculum is designed to build up on the Key Stage One objectives and further develop their techniques. The following National Curriculum Objectives have been broken down into smaller objectives to develop knowledge and skills.

National Curriculum

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 (pencil charcoal paint clay)

Develop an awareness about great artists, architects and designers in history.

Topic Art themes/activities are linked to topic where possible	Curriculum Objective	Knowledge/Activity	Vocab
Autumn 1 Why did the Vikings invade?	<ul style="list-style-type: none">I have understood that Typography is the visual art of creating and arranging letters and words on a page to to help communicate ideas or emotions.I have seen how other artists work with typography and have been able to share my thoughts on their work.I have explored how I can create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made.I have drawn my own letters using pen and pencil inspired by objects	Typography and Maps This pathway aims to give pupils the opportunity to explore the work of designers who work with font and typography. Pupils go on to create their own typography and develop their skills further in a visual map project. 1: What is Typography? - Introduce an Artist - Louise Fili 2: Continue Exploring = Create Your Own Typography 3: Developing Stronger Drawings - Explore Making Powerful Visual Imagery 4 Creating a Visual Map - Messages in Maps -Chris Kenny <u>Talking Points: Chris Kenny</u> “ focus on Mexico triptych as inspiration for map of Eastern European city 5: Begin Making a 3D Visual Map	Pictorial Maps, Identity, Symbols, visual impact, Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory,

	<p>I have chosen around me. I can reflect upon why my letters have a meaning to me.</p> <ul style="list-style-type: none">• I have used my sketchbooks for referencing, collecting and testing ideas, and reflecting.• I can make my drawings appear visually stronger by working over maps or newspaper to make my marks stronger.• I have seen how some artists use their typography skills and drawing skills to make maps which are personal to them. I have been able to reflect upon what I think their maps mean, what I like about them, and what interests me.• I can use my mark making, cutting and collage skills to create my own visual map, using symbols, drawn elements and typography to express themes which are important to me.	<p>6: Annotate Your 3D Visual Maps Reflect and Discuss</p>	
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	<ul style="list-style-type: none"> I have shared my work with the class, reflected upon what was successful and been able to give useful feedback on the work of my peers. 		
<p>Autumn 2</p> <p>Why did the Vikings invade?</p>	<ul style="list-style-type: none"> I have seen how artists respond to land and city scapes in various ways by using inventive mixed media combinations. I have seen how artists work outside amongst the land and city scapes which inspire them, and how they use all their senses to capture the spirit of the place. I have been able to share my response to their work. I can extend my sketchbook thinking creatively about how I can change the pages giving myself different sizes and shapes of paper to work on. I can use my sketchbook to explore and experiment. I have taken creative risks and been able to reflect upon what worked and what didn't work. I have continued my exploratory work outside the sketchbooks, 	<p>Mixed Media Land & City Scapes</p> <ul style="list-style-type: none"> 1: Introduce Vanessa Gardiner & The Shoreditch Sketcher 2: Sketchbook Places & Spaces 3 & 4 & 5: Introduce & Explore - Be Inspired by Kittie Jone 6: Reflect, share and discuss 	<p>Landscape, Cityscape, Working from Life, Mixed Media,</p> <p>Senses, Spirit, Energy, Capture, Composition, Format,</p>

	<p>bringing my “sketchbook way of thinking” to larger sheets of paper.</p> <ul style="list-style-type: none"> • I can share my journey and discoveries with others and am able to reflect upon what I have learnt. • I can appreciate and be inspired by the work of my classmates, and I can share my response to their work. 		
<p>Spring 1</p> <p>What is the Landscape of North America like?</p>	<ul style="list-style-type: none"> • To explore domestic architecture which is aspirational and large, and explore the Tiny House movement. Discuss with the class how both these ways of designing might affect our lives. • To use a sketchbook to collect, record and reflect ideas and thoughts. • To make larger drawings working from still imagery, using various drawing techniques • To explore how line, form, structure, material, and scale are all used to make architecture interesting, and help the designer meet the design brief. 	<p>Architecture - Dream Big & Small</p> <p>1: Introduce Dream Big or Small?</p> <p>2: Drawing Houses - Regents Canal by The Shoreditch Sketcher</p> <p>3, 4, 5</p> <p>Make your Architectural Model</p> <p>Week 6</p> <p>Share, Reflect, Discuss</p>	<p>Domestic Architecture, Aspirational, Visionary, Environmental, Tiny House, Movement, Form, Structure, Materials, Balance, Scale, Interior, Exterior, Context, Location</p> <p>Design through Making, Model, Maquette,</p>

	<ul style="list-style-type: none"> • To make an architectural model using the ‘design through making’ technique, using my sketchbook to help free my imagination. • To present work, reflect and share it with classmates. • To respond to the work of classmates, sharing thoughts about their work in relation to the architecture investigated • To photograph work considering lighting, focus and composition. • I make short films of work giving a close-up tour of an architectural model. • 		
<p>Spring 2</p> <p>What is the Landscape of North America like?</p>	<ul style="list-style-type: none"> • I have explored the work of contemporary fashion designers and I can see how their interests and experiences feed into their work. • I can share my own response to their work, articulating what I like or don’t like about their work. • I can use my sketchbook to make visual notes to capture key ideas about how the designers work. 	<p>Fashion Design</p> <p>1: Fashion Designers & Artists</p> <p>Choose 2 or 3 of the designers below and explore their work</p> <p><u>Alice Fox</u>, <u>Rahul Mishra</u>, <u>Pyer Moss</u>, <u>Tatyana Antoun</u></p> <p>2: set design brief / If I was living in the time of the civil war what would I wear which combines what I like about today’s fashion, with what they used to wear?</p> <p>Weeks 3, 4, & 5: Explore & Make</p> <p>6: Share, Reflect, Discuss</p>	<p>Contemporary, Historical, Fashion Design, Designers, Design Brief, Colour, Texture, Shape, Form, Texture, Material, Body, Wearable, Fit for Purpose,</p>

	<ul style="list-style-type: none"> • I can listen to a design brief, and use my sketchbook to generate and test ideas, explore colour, line, shape, pattern in response to the brief. • I can use my sketchbook work to inform how I make a 2d (or 3d) design, using paint, paper and collage. • I can understand how 2d shapes can become 3d form and the relationship they have to our bodies. • I can share my designs and outcomes with my classmates and articulate my journey. I can listen to their feedback and respond. • I can appreciate the work of my classmates and reflect upon similarities and differences. I can share my response to their work. • I can take photographs of my work, thinking about presentation, lighting and focus. • 		
<p>Summer 1</p> <p>Who are the ancient Mayans?</p>	<ul style="list-style-type: none"> • To explore how other artists use their skills to build sets for theatre or animation, inspired by literature, film, poetry or music. 	<p>Set Design</p> <p>1: Introduce Set Design for Theatre 2, 3, 4 & 5: Create Set Design for Theatre</p>	<p>Set Design, Theatre, Animation, Model, Maquette,</p> <p>Design Through Making,</p>

	<ul style="list-style-type: none"> • To articulate and share response to their work. • To respond to a suggested stimulus (poetry, prose, music or short film) and design and build a model set which conveys interpretation of the mood/narrative of the original stimulus. • To use a sketchbook to brainstorm ideas, jot down thoughts, test materials, record and reflect. • To share process and outcome with classmates, articulating ideas and methods. • To listen to feedback and take it on board. • To appreciate the artwork made by classmates and share my response to their work. • To take photographs or film of artwork thinking about presentation, lighting, focus and composition. <p>Challenge :I can use my animation set as backdrop to an animation.</p> <ul style="list-style-type: none"> • 		<p>Mood, Drama, Narrative</p> <p>Lighting, Composition, Foreground, Background,</p>
Summer 2 Who were the Ancient Mayans?	<ul style="list-style-type: none"> • I have understood what a Monotype is and can see how artists use 	Making Monotypes	Typography, Lettering, Graphics, Design,

	<p>monotypes in their work. I have been able to share my response to their work.</p> <ul style="list-style-type: none"> • I can study drawings made by other artists and identify particular marks they have used in their drawings. I can use my sketchbook to create a collect of marks for me to use later. • I can listen to a piece of poetry and think about how the piece evokes colours, lines, shapes and words in my head, and I can use these to create imagery which captures the mood of the piece of poetry. • I can use my sketchbook to explore my ideas. • I can use my mark making skills to create exciting monotypes, combining the process with painting and collage. • I can share my thinking and outcomes with my classmates. I can listen to their views and respond. • I can share my response to the artwork made by my classmates. • I can photograph my work, thinking about lighting, focus and composition. 	<p>1: Introduce - What is Monotype Printing? Explore the work of Kevork Mourad</p> <p>2: Open Up Mark Making Vocabulary - Finding Marks Made by Artists</p> <p>3, 4, and 5: Using Monotype in a Project - Creating a Visual Poetry Zine</p> <p>6: Share, Reflect, Discuss</p>	<p>Communicate, Emotions, Purpose, Intention,</p> <p>Playful, Exploratory,</p>
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