



Y5 art overview 2019-20 **Portraiture & Illustration; Book animation design & illuminated art design; Digital/photographic art**

Art Activity	Desired Skills	Approaches to Developing Skills	Desired Knowledge and Understanding	Approaches Developing Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Responding Exploring	Creating Notating	Evaluating
Responding	<ul style="list-style-type: none"> Discuss observed art pieces Follow guidance from tutor (techniques, top-tips) Experiment with own compositions 	<ul style="list-style-type: none"> Class/group tuition with technical guidance 	<ul style="list-style-type: none"> Understanding history/origins of artists, designers, craft-makers, architects Understanding history of art forms and purpose Understanding how art reflects a community/culture Understand it keeps their traditions alive Understand how art in cultures is used (dance, spiritual, worship, rites of passage, wellbeing) 	<ul style="list-style-type: none"> Class teacher led presentations with children note-taking Group research on history/ origins etc and masterpieces from masters in their fields 	TERM1: <ul style="list-style-type: none"> Portraiture & Illustration (link to National Portrait Gallery workshop; Humanities: early non-European civilisations) video clips Research websites for projects (zig-zag booklet storyboard on artists) Masterpieces of Portraiture & Illustration for observation Materials and stimuli for compositions (printing: early non-European civilisations, line drawing: self- portraits) Sketch books RE DT /ART DAY WHOLE SCHOOL: Prayer Spaces: Wire sculpturing 	Most children will be able to... (working at)	Some children will not yet be able to...(working towards)	Some children are confidently able to... (exceeding)
Exploring	<ul style="list-style-type: none"> Know about great artists, craft makers, designers Explore sketch books of professional artists. Make comparisons between genres Understand historical and cultural development of art 	<ul style="list-style-type: none"> Class/group tuition with reference to historical information, images 						
Designing	<ul style="list-style-type: none"> Keep sketch book (creative journal, visual diary) Record observations Plan/ explore/ experiment with designs Note-take in sketch book 	<ul style="list-style-type: none"> Class/group sketching activities 						
Creating	<ul style="list-style-type: none"> Compose own composition following planned design Compose after an artist's style Compose in more than medium (paint, textile, design, sculpture, collage, print) 	<ul style="list-style-type: none"> Class, then group opportunities for field studies and internal compositions from still-life/ stimuli 						
Critically Observing/ Evaluating	<ul style="list-style-type: none"> Observe a variety of artworks, identifying particular elements Observe someone else's chosen art piece Observe and critique other compositions Critically evaluate own compositions 	<ul style="list-style-type: none"> Observational opportunities to be part of each lesson 						
SMSC	<ul style="list-style-type: none"> Research in pairs or individually according to given briefs wider knowledge of Y5 art curriculum Enjoyment and relaxation art can offer 	<ul style="list-style-type: none"> Research using given websites and researching finding own information 						
				<ul style="list-style-type: none"> Workshops in groups / as a class Presentations to class/assemblies Class, then group/ individual opportunities to create compositions 	TERM2: <ul style="list-style-type: none"> Book animation design & Illuminated art design video clips Materials for composition (fabric, lino) Research websites for project (illuminated manuscripts-Canterbury, Lindesfarne): (https://en.wikipedia.org/wiki/Cuthbert; https://www.bl.uk/catalogues/illuminatedmanuscripts/TourIntroGen.asp; Illuminated manuscripts) Sketch books RE ART DAY WHOLE SCHOOL: Prayer of Thanks: Plants of our Garden 			
				<ul style="list-style-type: none"> Chosen piece to present to class for observing with reasons why it has been chosen and a background to piece selected 	TERM3: <ul style="list-style-type: none"> Digital/photographic art (go karts; fieldwork in black & white/sepia). Video clips/ images of masterpieces Materials for group composition (i-Pads, pencils/ink drawing) Research websites for Photographic project (link to go-kart DT week; field trip to Chiswick Pier) Sketch books RE ART DAY WHOLE SCHOOL: Worship: Music instrument 			