



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	Creating	Evaluating			
						Exploring	Notating				
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 through provided opportunities 	<ul style="list-style-type: none"> Class/group tuition with reference to historical information, images 		<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 		
Designing	<ul style="list-style-type: none"> Keep own sketch book (creative journal, visual diary) Record observations (annotaions0 Plan/ explore/ experiment with designs Note-take in sketch book 	<ul style="list-style-type: none"> Class/group sketching activities 		<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 	
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 									<ul style="list-style-type: none"> Observational opportunities to be part of each lesson
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"> Research using given websites and researching finding own information 									
SMSC	<ul style="list-style-type: none"> Working with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y5 art curriculum Resolve conflicts and differing opinions should these arise Enjoyment and relaxation art can offer Use of imagination and creativity Reflect on tasks Investigating and offering views on ethical issues in art studied Opportunities to and willingness to explore and understand art from a variety of cultural backgrounds 										