



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

Musical 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"> <li>Discuss observed art pieces</li> <li>Follow guidance from tutor (techniques, top-tips)</li> <li>Experiment with own compositions</li> </ul>	<ul style="list-style-type: none"> <li>Class/group tuition with technical guidance</li> </ul>	<ul style="list-style-type: none"> <li>Understanding history/origins of artists, designers, craft-makers, architects</li> <li>Understanding history of art forms and purpose</li> <li>Understanding how art reflects a community/culture</li> <li>Understand it keeps their traditions alive</li> <li>Understand how art in cultures is used (dance, spiritual, worship, rites of passage, wellbeing)</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher led presentations with children note-taking</li> <li>Group research on history/ origins etc and masterpieces from masters in their fields</li> </ul>	<b>TERM1:</b> <ul style="list-style-type: none"> <li><b>Portraiture &amp; Illustration</b> (link to National Portrait Gallery workshop; Humanities: early non-European civilisations) video clips</li> <li>Research websites for projects (zig-zag booklet storyboard on artists)</li> <li>Masterpieces of Portraiture &amp; Illustration for observation</li> <li>Materials and stimuli for compositions (printing: early non-European civilisations, line drawing: self- portraits)</li> <li>Sketch books</li> <li>RE DT /ART DAY WHOLE SCHOOL: Prayer Spaces: Wire sculpturing</li> </ul>	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"> <li>Know about great artists, craft makers, designers</li> <li>Explore sketch books of professional artists. Make comparisons between genres</li> <li>Understand historical and cultural development of art</li> </ul>	<ul style="list-style-type: none"> <li>Class/group tuition with reference to historical information, images</li> </ul>						
Designing	<ul style="list-style-type: none"> <li>Keep sketch book (creative journal, visual diary)</li> <li>Record observations</li> <li>Plan/ explore/ experiment with designs</li> <li>Note-take in sketch book</li> </ul>	<ul style="list-style-type: none"> <li>Class/group sketching activities</li> </ul>						
Creating	<ul style="list-style-type: none"> <li>Compose own composition following planned design</li> <li>Compose after an artist's style</li> <li>Compose in more than medium (paint, textile, design, sculpture, collage, print)</li> </ul>	<ul style="list-style-type: none"> <li>Class, then group opportunities for field studies and internal compositions from still-life/ stimuli</li> </ul>						
Critically Observing/ Evaluating	<ul style="list-style-type: none"> <li>Observe a variety of artworks, identifying particular elements</li> <li>Observe someone else's chosen art piece</li> <li>Observe and critique other compositions</li> <li>Critically evaluate own compositions</li> </ul>	<ul style="list-style-type: none"> <li>Observational opportunities to be part of each lesson</li> </ul>						
SMSC	<ul style="list-style-type: none"> <li>Research in pairs or individually according to given briefs wider knowledge of Y5 art curriculum</li> <li>Enjoyment and relaxation art can offer</li> </ul>	<ul style="list-style-type: none"> <li>Research using given websites and researching finding own information</li> </ul>						
				<ul style="list-style-type: none"> <li>Workshops in groups / as a class</li> <li>Presentations to class/assemblies</li> <li>Class, then group/ individual opportunities to create compositions</li> </ul>	<b>TERM2:</b> <ul style="list-style-type: none"> <li><b>Book animation design &amp; Illuminated art design</b> video clips</li> <li>Materials for composition (fabric, lino)</li> <li>Research websites for project (illuminated manuscripts-Canterbury, Lindesfarne): (<a href="https://en.wikipedia.org/wiki/Cuthbert">https://en.wikipedia.org/wiki/Cuthbert</a>; <a href="https://www.bl.uk/catalogues/illuminatedmanuscripts/TourIntroGen.asp">https://www.bl.uk/catalogues/illuminatedmanuscripts/TourIntroGen.asp</a>; <a href="#">Illuminated manuscripts</a>)</li> <li>Sketch books</li> <li>RE ART DAY WHOLE SCHOOL: Prayer of Thanks: Plants of our Garden</li> </ul>			
				<ul style="list-style-type: none"> <li>Chosen piece to present to class for observing with reasons why it has been chosen and a background to piece selected</li> </ul>	<b>TERM3:</b> <ul style="list-style-type: none"> <li><b>Digital/photographic art</b> (go karts; fieldwork in black &amp; white/sepia). Video clips/ images of masterpieces</li> <li>Materials for group composition (i-Pads, pencils/ink drawing)</li> <li>Research websites for Photographic project (link to go-kart DT week; field trip to Chiswick Pier)</li> <li>Sketch books</li> <li>RE ART DAY WHOLE SCHOOL: Worship: Music instrument</li> </ul>			