



## Y5 art overview 2021-22

Art Activity	Building Skills and Disciplinary Knowledge	Approaches to Developing Skills and Disciplinary Knowledge	Building Substantive Knowledge and Understanding	Approaches to Developing Substantive Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Responding	Creating	Evaluating
						Exploring	Notating	
Responding	<ul style="list-style-type: none"> <li>Ability to discuss observed art pieces</li> <li>Ability to follow guidance from a tutor (techniques, top-tips)</li> <li>Ability to 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 the history and origins of artists, designers, craft-makers, architects</li> </ul>	<ul style="list-style-type: none"> <li>Through class teacher led presentations with children note-taking</li> <li>Group research on history and /or origins and of masterpieces from masters in their fields</li> </ul>	<b>TERM1:</b>  <b>Portraiture:</b> portraiture of 19 <sup>th</sup> , 20 <sup>th</sup> centuries	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>Ability to research appropriately great artists, craft makers, designers</li> <li>Ability to explore sketch books of professional artists</li> <li>Ability to make comparisons between different genres</li> <li>To develop skill to investigate the historical and cultural development of art through provided opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Class/group tuition with reference to historical information, images</li> </ul>	<ul style="list-style-type: none"> <li>To know about different techniques that a variety of artists used to create their art pieces and understand why they chose or explored these techniques</li> </ul>					
Designing	<ul style="list-style-type: none"> <li>To keep and use a sketch book (creative journal, visual diary)</li> <li>To be able to record observations through annotating</li> <li>To be able to plan/ explore/ experiment with designs</li> <li>To note-take in their sketch books</li> </ul>	<ul style="list-style-type: none"> <li>Class/group sketching activities and provided sources to enable discovering of a variety of sketch books from over time and globally</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the history of art forms and purpose for creations</li> </ul>	<ul style="list-style-type: none"> <li>Through involvement in workshops in groups or as a class</li> <li>Through presentations to class/or in whole school worship sessions</li> <li>Through class, then group or individual opportunities to create compositions</li> </ul>	<b>TERM2:</b>  <b>Printing:</b> Illuminated design  <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="https://www.bl.uk/catalogues/illuminatedmanuscripts">Illuminated manuscripts</a>			
Creating	<ul style="list-style-type: none"> <li>To be able to compose own composition following planned design</li> <li>To be able to compose after an artist's style</li> <li>To be able to compose in more than medium (paint, textile, design, sculpture, collage, print)</li> </ul>	<ul style="list-style-type: none"> <li>Class/ group opportunities for field studies and internal compositions from still-life/ stimuli</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how art reflects a community or culture</li> <li>Understanding as to how art keeps traditions alive</li> <li>Understand how art in cultures is used (for example in dance, spiritual, worship, rites of passage, and in wellbeing)</li> </ul>					
Critically Observing/ Evaluating	<ul style="list-style-type: none"> <li>To be able to observe a variety of artworks, identifying particular elements</li> <li>To be able to observe someone else's chosen art piece</li> <li>To be able to observe and critique other compositions</li> <li>To be able to critically evaluate their own compositions</li> </ul>	<ul style="list-style-type: none"> <li>Observational opportunities to be part of each lesson</li> </ul>		<ul style="list-style-type: none"> <li>Through chosen pieces being presented to class for observation with reasons as to why they have been chosen</li> <li>Through discussion around the background to the selected pieces</li> </ul>	<b>TERM3:</b>  <b>Digital Art:</b> exploring techniques; inspiration from the British and world masters			
SMSC	<ul style="list-style-type: none"> <li>To be able to work with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y5 art curriculum</li> <li>To be able to resolve conflicts and differing opinions should these arise</li> <li>To develop an enjoyment and relaxation that art can offer</li> <li>To be able to use their imagination and creativity</li> <li>To be able to reflect on tasks</li> <li>To be able to investigate and offer views on ethical issues in art studied</li> <li>To display a willingness to explore and understand art from a variety of cultural backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>Setting of research opportunities using given websites and researching finding own information</li> <li>Setting of opportunities and briefs that require engagement with others of differing backgrounds</li> </ul>						