



Y5 art overview 2023-24

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