



St Mary's Catholic Junior School

Year 5

Art and Design Long Term Planner



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Formal elements of art		Every picture tells a story		Skills	

Making Skills: Procedural knowledge	Generating Ideas Conceptual knowledge	Knowledge Factual knowledge	Evaluation Metacognitive knowledge
<p>Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.</p> <p>Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.</p> <p>Create mixed media art using found and reclaimed materials. Select materials for a purpose.</p> <p>Select and mix more complex colours to depict thoughts and feelings.</p> <p>Further extend their ability</p>	<p>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</p> <p>Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.</p> <p>Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for Purposes.</p>	<p>Study the work of the artists:</p> <ul style="list-style-type: none"> • Hundertwasser • Banksy • Andy Warhol • John Singer Sargent • Magdalene Odundo 	<p>Develop a greater understanding of vocabulary when discussing their own and others' work.</p> <p>Regularly analysing and reflecting on their intentions and choices.</p>

<p>to describe and model form in 3D using a range of materials.</p> <p>Extend and develop a greater understanding of applying expression when using line.</p> <p>Construct patterns through various methods to develop their understanding.</p> <p>Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.</p> <p>Develop understanding of texture through practical making activities.</p>			
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CURRICULUM ENTITLEMENT

	Key Skills and Knowledge	Vocabulary	Assessment Criteria – ‘Can I...? statements’
Formal elements of art	<p>House drawing Drawing from observation</p> <p>House monoprints Creating a monoprint from observation</p> <p>Hundertwasser house Transforming buildings in a style inspired by the artist Hundertwasser</p> <p>Be an architect Designing a building in an architectural style</p> <p>Monument Designing a monument to symbolize a building in an architectural style</p>	<p>Colour, line, tone, form, shape, pattern, texture, observation, monument, legacy.</p>	<ul style="list-style-type: none"> • Can I draw by interpreting forms from direct observation? • Can I compose a print from a larger observational drawing? • Can I transform the look of a building in the style of a famous artist? • Can I design a building in an architectural style? • Can I design a monument?
Every picture tells a story	<p>Making skills:</p> <p>Improving their control of 2D and 3D materials to suit a purpose Developing understanding of colour, line and form</p> <p>Generating ideas:</p> <p>Using thoughts and feelings to review ideas about their culture</p> <p>Knowledge of artists:</p>	<p>Democracy, law, rule, liberty, respect, tolerance, belief, emoji, symmetry, ceramics, ceramicist.</p>	<ul style="list-style-type: none"> • Can I evaluate and analyse creative work using the language of art, craft and design? • Can I understand that art can have both meaning and message? • Can I create a symmetrical, abstract art form? • Can I use symbols to create a meaningful message? • Can I evaluate and analyse creative works using the language of art, craft and design? • Can I demonstrate the meaning of a piece of artwork through drama? • Can I develop ideas for 3D work through sketching, drawing and visualisation in 2D?

	<p>Learning how artists make political statements through their art, e.g. Banksy</p> <p>Evaluating: Forming opinions about great artworks and key political events through debate and discussion</p> <p>SMSC: Learning about principles such as democracy and the rule of law</p>		
<p>Skills</p>	<p>Packaging collage</p> <p>Studying familiar packaging to inspire art</p> <p>Making skills: Improving the mastery of drawing and painting skills, learning how to scale art using mathematical processes</p> <p>Generating ideas: Expressing thoughts and feelings about familiar products</p> <p>Evaluating: Discussing learning objectives in groups</p> <p>Drawing: picture the poet</p> <p>Creating visual representations of poetry</p>	<p>Annotate, visualise, scale, collage.</p>	<ul style="list-style-type: none"> • Can I develop my observational drawing? • Can I design a new invention? • Can I create a continuous line drawing? • Can I create a collage and draw this from observation? • Can I successfully upscale a drawing and paint accurately? • Can I use imagination and visualisation to create an original piece of artwork?

	<p>Making skills: Creating drawings using the continuous line method, using writing to draw forms</p> <p>Generating ideas: Linking artwork to work produced in English poetry lessons</p> <p>Evaluating: Discussing and reviewing strengths and weaknesses of outcomes to specified learning criteria</p> <p>SMSC: Expressing thoughts and ideas about the world around them</p> <p>Drawing: a walking line</p> <p>Drawing using observation, imagination and creativity</p> <p>Making skills: Controlling line with a pencil to make detailed drawings</p> <p>Formal elements: Describing lines, textures, shapes using the language of art</p> <p>Generating ideas: Developing personal, imaginative responses to a theme</p> <p>Knowledge of artists: Responding to a famous quote by the artist Paul Klee</p>		
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	<p>Design: little inventors</p> <p>Designing a new invention</p> <p>Making skills: Using sketchbooks to record observations. Improving mastery of using art materials</p> <p>Generating ideas: Creating ideas for inventions for a purpose in their lives</p> <p>Knowledge of artists: Learning how animators and artists invent and create ideas for products</p> <p>Evaluating: Using self and peer evaluation to develop ideas and improve outcomes</p> <p>SMSC: Expressing thoughts and ideas about the world around them</p>		
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