Throughout the units children will be:

Exploring and developing ideas.

Select and record from first hand observation, experience and imagination while exploring ideas for different purposes.

Question and make thoughtful observations about starting points and select ideas for their work.

Explore the role of different artists and crafts people working in different times and cultures.

Evaluating and developing work.

Compare ideas, methods and approaches in their own and others’ works and say what they think and feel about them.

Adapt their work according to their views and describe how they might develop it further.

Annotate work in a sketchbook.

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|  Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.  |

Art and Design

Year 5/6 Scheme of Work

Boltons C of E School

May 2014

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|   | AUTUMN  | SPRING  |  SUMMER |
| Year 5 | Be an architectUsing buildings and structures – eg bridges to understand perspective. To be aware of famous architects eg Brunel. Black and white line work, light and shade – tonal black and white work to represent perspective. Printing – collograph  | Illustrate it Using books for inspiration and being aware of famous illustratorsBook of Kells and calligraphy. Illustrate own book in style appropriate to audience – compare and contrast. Art history and drawing/ collage skills.  | Life on the Edge – our coast Painting Teaching The St Ives school and a trip to Maryport to collect sketch book records and photos to provide source information. Turner.  |
| Key skills  | Develop paintings from initial sketches. Create simple printing blocks from a sourceCreate layered imagery through layered printingExperiment with a range of media to overlap and layer creating interesting colours and textures and effectsAdd collage to a painted, printed or drawn background Use a range of media to create collages Use different techniques, colours and textures etc when designing and making pieces of work Use collage as a means of extending work from initial ideasUse dry media to make different marks, lines, patterns and shapes within a drawing. | Develop initial sketches into final pieces. .Create simple printing blocks from a sourceCreate layered imagery through layered printingAdd collage to a painted, printed or drawn background Use a range of media to create collages Use different techniques, colours and textures etc when designing and making pieces of work Use collage as a means of extending work from initial ideas | Record, download, retrieve and manipulate digital images.Understand the colour wheel and use of complementary colours.Add collage to a painted, printed or drawn background Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition.Experiment with wet media to make different marks , lines, patterns, textures and shapes. Explore colour mixing and blending techniques |
|  | A sense of place Using our local landscape to inspire us and learn about Fell, Lowrie and Kelly. Painting and Drawing. Illustrated letters. Collage.  | Moore Sculpture Hepworth, Moore, Goldsworthy. Soft pastel work to create flow. Sculpture.  | We are Boltons Creating a multi media sketch book of designs based on the local environment based on photographic work. Choose either man-made or natural theme to investigate. Multi media and mixed media including printing .  |
| Key skills  | Mix and match colours to reflect light and atmosphereUse different techniques, colours and textures etc when designing and making pieces of work Use collage as a means of extending work from initial ideasBegin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition. | Shape, form, model and construct from observation or imagination Use recycled, natural and man‐made materials to create sculptures Plan a sculpture through drawing and other preparatory work Develop skills in using clay inc. slabs, coils, slips, etc Produce intricate patterns and textures in a malleable media | Plan from, and develop a range of finished pieces based on rough sketches and observations. Record, download, retrieve and manipulate digital images.Create layered imagery through layered printingExperiment with a range of media to overlap and layer creating interesting colours and textures and effectsUse collage as a means of extending work from initial ideasUse different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. |
| 6 | The AtmosphereLocal habitats and skies – look at different types of weather and dramatic skies. Painting.  | TextilesFelt, batik and weaving, textiles of different cultures.  | Wilderness and beauty Drawing skills and paintingThe Lake District as a source of inspiration – poets and poetry. |
| Key skills  | Record, download, retrieve and manipulate digital images.Mix and match colours to reflect light and atmosphere. Understand the colour wheel and use of complementary colours. | Create simple printing blocks from a source and use in textiles Create layered imagery through layered printingExperiment with a range of media to overlap and layer creating interesting colours and textures and effects | Mix and match colours to reflect light and atmosphereCreate imaginative work from a variety of sources eg poems and music Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition. |
|  | Arts and crafts Mixed media pieces using collage and photography and ICT Ipad art – Hockney.  | Abstraction in art What is abstraction and how do you actually do it – work of famous artists eg Pollack and Mondrian. Creation of own pieces. Drawing and painting and collage. | MemoriesA sketch book to leave with of varied images including text, photos and textiles – transfer work. Multi media.  |
| Key skills  | Record, download, retrieve and manipulate digital images.Create simple printing blocks from a sourceCreate layered imagery through layered printingExperiment with a range of media to overlap and layer creating interesting colours and textures and effectsUse dry media to make different marks, lines, patterns and shapes within a drawing.Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. | Create simple printing blocks from a sourceCreate layered imagery through layered printingUse dry media to make different marks, lines, patterns and shapes within a drawing. | Record, download, retrieve and manipulate digital images.Mix and match colours to reflect light and atmosphereCreate simple printing blocks from a sourceCreate layered imagery through layered printingExperiment with a range of media to overlap and layer creating interesting colours and textures and effectsUse different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. |