

Year 5 - Progression of Knowledge and Skills Art

Term	Knowledge	Skills
Autumn 1		
Autumn 2 Topic: Craft and Design – Architecture	<ul style="list-style-type: none"> • Formal elements: • Shape: Shapes can be used to place the key elements in a composition. • Line: Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. <p>Making skills:</p> <ul style="list-style-type: none"> • To know the steps to make a monoprint when a roller is sufficiently inked. • How to make an observational drawing of a house. • How to use shapes and measuring as methods to draw accurate proportions. • How to select a small section of a drawing to use as a print design. • How to develop drawings further to use as a design for print. • How to design a building that fits a specific brief. • How to draw an idea in the style of an architect that is annotated to explain key features. 	<p>Generating ideas:</p> <ul style="list-style-type: none"> • Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. <p>Making skills:</p> <ul style="list-style-type: none"> • Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.

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<p>Autumn 2</p> <p>Topic: Craft and Design – Architecture</p>	<ul style="list-style-type: none"> • How to draw from different views, such as a front or side elevation. • How to use sketchbooks to research and present information about an artist. • How to interpret an idea in into a design for a structure <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists are influenced by what is going on around them; for example, culture, politics and technology. • Artists ‘borrow’ ideas and imagery from other times and cultures to create new artworks. • Visual designs can represent big ideas like harmony with nature or peace. • Evaluating and analysing: • Art, craft and design can be functional and affect human environments and experiences. • People make art to portray ideas about identity. • People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online. 	<p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p> <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to impact their viewer. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Discuss the processes used by themselves, and by other artists, and describe the particular outcome achieved.

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Autumn 2 Topic: Craft and Design – Architecture	<ul style="list-style-type: none"> Some artists become well-known or famous, and people tend to talk more about their work because it is familiar. Talking about plans for artwork, or evaluating finished work, can help improve what artists create.. 	
Spring 1 Topic:		
Spring 2 Topic: Painting and Mixed Media – Portraits	<p>Formal elements:</p> <ul style="list-style-type: none"> Colour: Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. Pattern: Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. Tone: Tone can help show the foreground and background in an artwork. 	<p>Generating ideas:</p> <ul style="list-style-type: none"> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently..

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<p style="text-align: center;">Spring 2 Topic: Painting and Mixed Media – Portraits</p>	<p>Making skills:</p> <ul style="list-style-type: none"> • How to develop a drawing into a painting. • How to create a drawing using text as lines and tone. • How to experiment with materials and create different backgrounds to draw onto. • How to use a photograph as a starting point for a mixed-media artwork. • How to take an interesting portrait photograph, exploring different angles. • How to adapt an image to create a new one. • How to combine materials to create an effect. • How to choose colours to represent an idea or atmosphere. • How to develop a final composition from sketchbook ideas. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists are influenced by what is going on around them; for example, culture, politics and technology. • Artists use self-portraits to represent important things about themselves. • Artists can choose their medium to create a particular effect on the viewer. • Artists can combine materials; for example, digital imagery, with paint or print. 	<p>Making skills:</p> <ul style="list-style-type: none"> • Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Combine a wider range of media, e.g. photography and digital art effects. • Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to impact their viewer.

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<p>Spring 2 Topic: Painting and Mixed Media – Portraits</p>	<p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • People make art to portray ideas about identity. • Talking about plans for artwork, or evaluating finished work, can help improve what artists create. • Comparing artworks can help people understand them better. 	<p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
<p>Summer 1 Topic: Sculpture and 3D – Interactive Installation</p>	<p>Formal elements:</p> <ul style="list-style-type: none"> • Form: An art installation is often a room or environment in which the viewer ‘experiences’ the art all around them. • Form: The size and scale of three-dimensional artwork change the effect of the piece. <p>Making skills:</p> <ul style="list-style-type: none"> • How to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. • How to try out ideas on a small scale to assess their effect. 	<p>Generating ideas:</p> <ul style="list-style-type: none"> • Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.

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<p style="text-align: center;">Summer 1</p> <p>Topic: Sculpture and 3D – Interactive Installation</p>	<ul style="list-style-type: none"> • How to use everyday objects to form a sculpture. • How to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. • How to try out ideas for making a sculpture interactive. • How to plan an installation proposal, making choices about light, sound and display. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists are influenced by what is going on around them; for example, culture, politics and technology. • How an artwork is interpreted will depend on the life experiences of the person looking at it. • Artists create works that make us question our beliefs. • Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses. 	<p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to impact their viewer.

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<p style="text-align: center;">Summer 1</p> <p>Topic: Sculpture and 3D – Interactive Installation</p>	<p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Sometimes people disagree about whether something can be called ‘art’. • Art doesn’t always last for a long time; it can be temporary. • People make art to express emotion. • People make art to encourage others to question their ideas or beliefs. • People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online. • Some artists become well-known or famous, and people tend to talk more about their work because it is familiar. • Talking about plans for artwork, or evaluating finished work, can help improve what artists create. • Comparing artworks can help people understand them better. 	<p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. • Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
<p style="text-align: center;">Summer 2</p> <p style="text-align: center;">Topic:</p>		