

Year 5

Statutory requirements (National Curriculum)	Leighton Essentials (skills)	Suggested activities Autumn Spring Summer
<p>Pupils should be taught:</p> <p>□ to create sketch books to record their observations and use them to review and revisit ideas</p> <p>□ to improve their mastery of art and design techniques, including drawing</p>	<p><u>Drawing</u> To be able to demonstrate the illusion of depth using different tones, white and black with charcoal , pastel.</p> <p>The ability to see that an illusion of depth can be created in a drawing by the use of tone and line. To introduce the idea of hatching.</p> <p><u>Painting</u> To learn how to apply paint with increasing control. To choose and use the correct size brush. To use different types of paint for different effects.</p> <p>To use black and white to make different tones of one colour .to be able to mix 3 different colours to make a colour e.g. flesh tones</p> <p><u>Sculpture</u> To create wire sculptures and embellish to create different effects.</p>	<p>Autumn:</p> <ul style="list-style-type: none"> • To complete a colour wheel which includes primary, secondary and tertiary colours. • To Study the artist Frida Kahlo • To create a portrait using paint – watercolour pencils • To transfer on to fabric – using acrylic • <p>Spring:</p> <ul style="list-style-type: none"> • To study the artist Clarice Cliffe • To use card to make a sculpture using different effects • To design a shield inspired by the work of Clarice Cliff using clay – using etching and shaping techniques <p>Summer:</p> <ul style="list-style-type: none"> • To sketch a design using different drawing techniques • To use tone to make an object appear 3D • To use a grid to help me scale-up a picture • To use an A4 grid to scale up a picture of a building designed by Gaudi • To sketch part of the school using a grid and without a grid

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		<ul style="list-style-type: none"> To add detail and shading to my sketching
<p>· to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p><u>Colour</u> To use black and white to make different tones of one colour .to be able to mix 3 different colours to make a colour e.g. flesh tones</p> <p><u>Pattern</u> To practise weaving techniques and use a simple colour palette to create different effects.</p> <p><u>Texture</u> To explore how to layer materials and to create different effect. How to create tone by layering and cut with more accuracy.</p> <p>To use different materials to create different effects , including the use of fabric. To have increasing control of cutting techniques.</p> <p><u>Line, Shape and Form</u> To use viewing frames to focus on detail and to have a basic understanding of</p>	<p>Autumn:</p> <ul style="list-style-type: none"> To design a portrait - my inner and out self-portrait, using natural resources outside of the classroom. Natural resources to create texture. To use pattern for facial features and inner-self recognition. To transfer the watercolour portrait of my inner and outer self-portrait on to fabric using acrylic paint. Adding texture through brush strokes. <p>Spring:</p> <ul style="list-style-type: none"> To sketch the outline of my peers face without looking at what I am sketching To develop sketching skills based on the ideas of Clarice Cliff and use bold colours for my plate design To sketch ideas for plate design using Geometric Shapes and bold colours To make a sculpture out of card – attending texture and moulding a shape. To create the shape of a plate using play dough/ clay To use clay modelling tools to etch my design

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	<p>perspective e. g the relative size of objects in pictures.</p>	<ul style="list-style-type: none"> • To paint my plate using bold colours, based on the work of Clarice Cliff <p>Summer:</p> <ul style="list-style-type: none"> • To use tone to make an object appear 3D • To use a grid to help me scale-up a picture • To use an A4 grid to scale up a picture of a building designed by Gaudi • To sketch part of the school using a grid and without a grid • To add detail and shading to my sketching
<p>· about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making</p> <p>□ about great artists, architects and designers in history.</p>		<p>Autumn:</p> <ul style="list-style-type: none"> • To research the life of Frida Kahlo • To evaluate my inner and outer self-portrait. • To transfer my portrait onto fabric <p>Spring:</p> <ul style="list-style-type: none"> • To research facts about a local artist called, Clarice Cliff and know that she used bold colours for her artwork • To make a sculpture out of card • To make a shield based on the ceramic work of Clarice Cliff • To evaluate my clay plate

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		Summer: <ul style="list-style-type: none">• To learn about the life of Gaudi and what he was most famous for• To take pictures of buildings and edit using a drawing tool on an ipad
<u>Throughout the Year</u> <p>To positively evaluate their own work and others whilst identifying areas for improvement using correct artistic terms</p> <p>To make sensitive evaluations of their own work and that of others using appropriate artistic language.</p> <p>Provide frequent opportunities to discuss art works brought into the classroom.</p> <p>Express likes and dislikes and give reasons why encourage written evaluations of their thoughts and feelings.</p> <p>Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements.</p> <p>Encourage correct use of vocabulary.</p> <p>Encourage written evaluations of their work and others.</p>		