

**INTENT**

**Art and Design Curriculum Year A: Planning, Progress and Long-Term Knowledge Growth**

YEAR 5/6	Substantive Art and Design content	Recurring substantive themes, ideas and language (Key Concepts)	Subject rationale: Supporting pupils' wider art and design curriculum journey	Basic disciplinary training in art and design
<b>Autumn Term</b>  <b>Picasso</b>  <b>LS Lowry</b>	Self-portrait work in the style of Picasso	To start the year the children will focus on self-portraits in the style of <b>Picasso</b> . The children will be confident in experimenting with contrasting colours for effect, as well as using colour freely for expression.	Our work on <b>Picasso</b> will develop the children's skills and knowledge of self-portraits and <b>2D colour</b> , which are both revisited each year in our progression of drawing from the human figure. The children will add greater detail, including facial features.	Look at, talk critically about and get inspiration from the work of artists using a variety of approaches to colour.
	Discuss and compare works by Lowry			
	Draw and sketch in the style of Lowry			
	Colour and perspective work			
	Recreate a modern city scene in the style of Lowry			
	Evaluate the work created and compare to Lowry's	The artist study on <b>LS Lowry</b> is taught alongside our history unit on the 'Victorians'. The pupils will be confident in their knowledge and application of drawing and sketching from observations ensuring that they are using tone, line, pattern and texture effectively. The children will draw from imagination and memory to design things and to tell and illustrate stories. Through discussion, they will learn about the concept of perspective and work out how artists create a sense of distance.	This unit of work will develop the children's skills and knowledge in <b>drawing and sketching</b> which is revisited each year through our progressive curriculum. The children will build upon prior knowledge of drawing and sketching of portraits and buildings in LKS2.	Develop further ways in which <b>tone, texture and surface detail</b> may be added using different marks, lines and tools.
	Study photos and real examples of Christmas tree decorations made from material			
	Create paper templates of chosen shape considering joining and fastening			
	Learn a variety of sewing techniques for both fastening and aesthetics			
	Add decorative items e.g. beads and sequins			
Apply these sewing skills to make a Christmas tree decoration	The children will design and use simple paper patterns to cut shapes for sewing. They will	The unit on Christmas tree decorations will develop the children's knowledge of	Develop drawings of <b>three dimension and perspective and to investigate proportion and space</b> .  Introduce <b>perspective, fore/back and middle ground, composition, applique, embroidery and fasten</b>	

		<p>make choices about their use of sewing, applique and embroidery skills to design and make a decorative object.</p> <p>This will deepen their knowledge of the key concepts of drawing and sketching. Pupils will be secure in the key vocabulary including: <b>background, middle ground, foreground, perspective, composition, three dimension, proportion, space, tone, line, pattern, texture, stroke, shade, additive and reductive.</b></p>	<p>textiles focussing on aesthetics. This unit builds on previous in KS1 and LKS2.</p>	
<p><b>Spring Term</b></p> <p><b>William Morris</b></p> <p><b>Hidden animals – collage</b></p>	Selecting designs and using sketching skills to recreate them	<p>The artist study on <b>William Morris</b> is taught alongside our science unit on ‘Animals’. The pupils will be confident in their knowledge and application of printing skills by designing printing blocks and overlaying two different designs in two different colours. Through discussion, the children will look at, talk critically about and get inspiration from the work of artists, such as William Morris, who use a variety of print making methods.</p>	<p>Our work on <b>William Morris</b> will develop the children’s skills and knowledge of <b>Print Making</b>, building on their knowledge and skills developed in their collagraph printing in LKS2.</p>	<p>Develop further ways in which print blocks can be created, by making more complex collagraphs.</p>
	Review the use of colour by William Morris			
	Recreate a design by William Morris using colour	<p>During this unit, the children will also be able to select a background environment and import shapes to create a design layering it over the background at a chosen scale.</p>	<p>Our work on <b>William Morris</b> will also develop the children’s skills and knowledge of <b>ICT (media)</b>, building on their knowledge and skills developed in their repeated pattern work using Fresco in LKS2.</p>	<p>Develop further skills in combining, tearing, cutting, embellishing, and adding drawing, to create a collage that suits its purpose.</p>
	Children to make print blocks with their own designs and print onto paper			
	Look at examples of collage work and list materials used	<p>This unit of work on hidden animals is taught alongside our science unit on ‘Animals’. The pupils will be secure in their knowledge of selecting materials effectively to create a collage.</p>	<p>Our work on collage links to previous learning throughout the school. It will further the children’s collage skills and develop their artistic choice of materials when creating pieces.</p>	<p>Introduce <b>layers, import, orientation</b></p>
	Sketching animals in forest locations (link to science work on camouflage)			
	Practise collage techniques focusing on layering materials	<p>This will deepen their knowledge of the key concepts of drawing and sketching. Pupils will be secure in the key vocabulary including: <b>aesthetic, background, import, pattern motif, pattern block, Victorian, style, rotation,</b></p>		
	Select materials to use for final piece considering the colours of the habitat and the need for camouflage			
Create their own animal collage using the skills and knowledge developed during the unit				

		<b>reflection, transfer, symmetrical, repetition, layer, collagraph, scale and print.</b>		
<b>Summer Term</b>	Artist study on Clarice Cliff	<p>The unit of work on <b>3D Art</b> is taught alongside our history work on the 'Ancient Egyptians'. The children will create clay Canopic jars by combining different techniques including <b>coiling, pinching, moulding</b> and <b>joining</b>. They will also make appropriate choices of different ways of adding <b>texture, colour, decoration</b> and <b>pattern</b> to 3D models.</p> <p>This will deepen their knowledge of the key concepts of working with clay as a medium. Pupils will be secure in the key vocabulary including:  <b>coiling, pinching, moulding, joining, texture, colour, decoration, pattern, 3D, line, shape, position, carving, construct and repetition.</b></p>	<p>Our work on <b>3D Art</b> will develop the children's skills and knowledge of <b>clay construction work</b> and build upon the flat finger moulding work on Tudor roses in LKS2.</p>	<p>Develop further ways in <b>3D Artwork</b>, through the media of clay, to form using different sculpting techniques.</p> <p>Introduce <b>coiling, construct, carving</b></p>
<b>Clarice Cliff</b>	Draw comparisons on ceramic work by Clarice Cliff to Canopic jars			
	Review history work on Canopic jars. What are they? How were they used? What did they look like?			
<b>Clay Canopic jars</b>	Sketching work on Canopic jars			
	Clay work to review skills from LKS2			
	Which colours were used and why?			
	Design their own Canopic jar – link to Hieroglyphics from history work			
	Create their own pots using coiling			
	Create their own 'Head' for the Canopic jar			
	Use carving skills and paint to add their designs to the Canopic jars			