

**INTENT**

**Art and Design Curriculum Year B: 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   |
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| <p><b>Autumn Term</b></p> <p><b>Henry Moore</b></p>                              | Andy Warhol self-portraits   | <p>To start the year the children will focus on self-portraits in the style of Andy Warhol. The children will be confident in experimenting with contrasting colours for effect, as well as using colour freely for expression.</p>   | <p>Our work on Andy Warhol 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.</p>     | <p>Look at, talk critically about and get inspiration from the work of artists using a variety of approaches to colour.</p>   |
|  | Introduce Henry Moore  |   |  |   |
|  | Understanding what perspective is when drawing                               | <p>The artist study on <b>Henry Moore</b> is taught alongside our history unit on the 'Battle of Britain'. The pupils will be confident in their knowledge and application of drawing and sketching from observations ensuring that they using tone, line, pattern and texture effectively.</p>           | <p>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.</p> | <p>Develop further ways in which <b>tone, texture and surface detail</b> may be added using different marks, lines and tools.<br/>Develop drawings of <b>three dimension and perspective and to investigate proportion and space.</b></p> |
|  | Sketching figures and considering differences of the position on a page      |   |  |   |
|  | Use a range of hatching techniques   |   |  |   |
|  | Studying the work of Henry Moore and applying similar techniques in our work | <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 and shade.</b></p>   |  | <p>Introduce <b>perspective, fore/back and middle ground, composition</b></p>   |
|  | Apply knowledge and techniques learnt throughout the unit                    |   |  |   |
| <p><b>Spring Term</b></p> <p><b>Moon sketches</b></p> <p><b>Peter Thorpe</b></p> | Sketching a circle and adding form using drawing and sketching techniques    | <p>This unit of work on <b>Drawing and Sketching</b> is taught alongside our history unit on the 'Space Race'. The pupils will be confident in their knowledge and application of drawing and sketching from observations ensuring that they using tone, line, pattern, form and texture effectively.</p> | <p>This unit of work will develop the children's skills and knowledge in <b>Drawing and Sketching</b>. The children will build upon prior knowledge of drawing and sketching of portraits and buildings in LKS2.</p>   | <p>Continue to use other mediums to apply their skills in using chalks, pastels and sketching pencils.</p>  |
|  | Sketching the moon using pencil on white paper                               |   |  |   |
|  | Sketching the moon with chalk and pastels on black paper                     |   | <p>Our work on Peter Thorpe will develop the children's skills and knowledge of contrasting colours covered earlier in the</p>   | <p>Show that they know how to build up a picture by working from the background to the</p>  |
|  | Introduce the artist Peter Thorpe and study his work                         |   |  |   |

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|   | Use a range of media to create images of contrasting colours on black backgrounds             | <p>The artist study on <b>Peter Thorpe</b> is taught alongside our history unit on the 'Space Race'. The children will be confident in experimenting with contrasting colours, lines and shapes to create imaginative pieces.</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>year. It also builds on the children's knowledge of angles and shapes which are covered throughout maths learning in previous years.</p>             | <p>foreground to finish with detail.</p> <p>Introduce <b>additive, reductive and contrasting colours.</b></p>  |
|   | Use line and shape to create images of rockets  |   |   |  |
|   | Apply skills learnt during the unit to create a final piece in the style of Peter Thorpe      |   |   |  |
|   |   |   |   |  |
| <p><b>Summer Term</b></p> <p><b>Frida Kahlo</b></p> <p><b>Mayan masks</b></p> | Artist study on Frida Kahlo   | <p>This unit of work on <b>3D art</b> is taught alongside our history unit on the 'Ancient Mayan civilisation'. The children will create 3D Mayan masks using different joining techniques as appropriate. 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 unit of work will deepen their knowledge of the key concepts of 3D art, using papier-mâché or Modroc as a construction material. Pupils will be secure in the key vocabulary including: <b>traditional, line, shape, position, 3 dimensional, surface, structure, layers, abstract, texture, colour, decoration and pattern.</b></p> | <p>This unit of work will develop the children's skills and knowledge in <b>3D art</b>. The children will build on 3D work and mask making in LKS2.</p> | <p>Develop further ways of constructing <b>3D art</b> using media such as papier-mâché or Modroc.</p> <p>Introduce <b>abstract, texture and layers</b></p> |
|   | Compare colours used in Frida Kahlo's self-portraits with those used in Ancient Mayan artwork |   |   |  |
|   | Use a viewfinder to draw from observation using sketching skills to form a range of lines.    |   |   |  |
|   | Experiment with and show evidence of understanding how colours work.                          |   |   |  |
|   | Experiment with facial expressions changing facial features for effect.                       |   |   |  |
|   | Explore modelling simple shapes with a suitable medium.                                       |   |   |  |
|   | Construct a Mayan mask using a suitable medium.   |   |   |  |
|   | Join features and add colour to the mask considering aesthetics for effect.                   |   |   |  |