



Year 5 Art and Design Curriculum Booklet



National Curriculum for Art and Design: Key Stage 2

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.



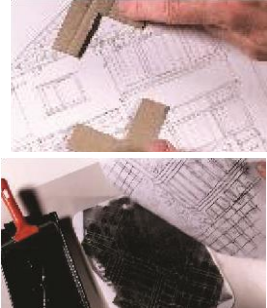
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.







Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Year 5: Autumn Term

Architecture

Lesson	Outline	Outcome
<p>Drawing: A Walking Line</p>	<p>Based on Paul Klee's belief that "a drawing is simply a line going for a walk", children take a black and white photocopy of a textured material centred on an A3 page and using a pencil, extend the drawing outwards, drawing in the tones that they observe.</p>	
<p>House Drawing</p>	<p>Children draw a house from observation; interpreting the details accurately and drawing what they see rather than what they think it looks like.</p>	
<p>House Monoprints</p>	<p>Based on a section of their drawing from Lesson 1, children create a dramatic monoprint using ink.</p>	

<p>Hundertwasser House</p>	<p>Inspired by the work of Hundertwasser, children add vibrant colours to an image of a house.</p>	 
<p>Be an Architect</p>	<p>Children design a building, choosing whether to draw either a perspective view, plan view or a front elevation of their original house design.</p>	 
<p>Monument</p>	<p>After learning about what monuments are, children design their own to reflect something they want to commemorate.</p>	 

Year 5 Autumn Term: Ideas to Support Your Child's Learning at Home

Tonal-Gradation:

A tonal gradation is defined as value steps going from light to dark.

Monoprint:

Monoprinting is a form of printmaking that has lines or images that can only be made once, unlike most printmaking, which allows for multiple originals.

Architectural-Style:

An architectural style is characterized by the features that make a building or other structure notable or historically identifiable.

View (Perspective, Plan and Front Elevation):

Perspective view is a view of a three-dimensional image that portrays height, width, and depth for a more realistic image.

A **plan view** is a view of an object as projected on a horizontal plane.

Front elevation is a straight-on view of a house as if you were looking at it from the garden.

Talk about our
key vocabulary
at home.



View the architectural exhibitions at RIBA North; a national architecture centre on Liverpool's waterfront.

Year 5 Autumn Term: Ideas to Support Your Child's Learning at Home



Support your child to complete an observational drawing of a house. Follow the link below for a guide to observational drawing:

<https://www.superprof.co.uk/blog/learn-to-draw-real-life/>

Work with your child to create a piece of artwork, applying their newly developed skills.





Support your child to undertake an architectural project. Follow the link below for resources centred on building a model of a city:

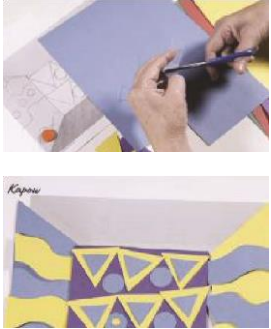
<https://www.curbed.com/2020/5/1/21240537/fosters-and-partners-architecture-at-home-projects-kids>



Year 5: Spring Term

Design for a Purpose

Lesson	Outline	Outcome
<p>Design: Little Inventors</p>	<p>Inspired by the 'Little Inventors Project' founded by artist, designer and inventor Dominic Wilcox, children come up with their own ideas of what we're missing in the world, seeing their chosen idea through to a final design.</p>	
<p>Coat of Arms</p>	<p>After learning about how the coat of arms originated and how they are used today, children create a design of their own.</p>	
<p>Designing Spaces</p>	<p>Working to a specific brief, children work collaboratively to create a design for an empty room.</p>	 

Changing Spaces	<p>Children use cut out shapes to help them experiment and develop their design ideas.</p>	
What's in a Name?	<p>Children are given a word as a product name, which they then devise a product idea for.</p>	
Adverts	<p>Children create, develop and present a pitch to sell their product.</p>	

Year 5 Spring Term

Ideas to Support Your Child's Learning at Home

Design:

The design process involves developing a design proposal related to the product specification within a design brief.

Prototype:

A prototype is an early model of a product built to test an idea.

Functionality:

The functionality of a product refers to how well it serves its purpose.

USP:

The unique selling point of a product (or service) is a feature of the product that distinguishes it from other similar products and makes it more appealing.

Talk about our key vocabulary at home.



Visit the Walker Art Gallery to view the collection of decorative art, including ceramics, glass, metalwork and furniture by famous designers.

Year 5 Spring Term

Ideas to Support Your Child's Learning at Home



Foster your child's creativity through enabling them to become an inventor. Follow the link below to find out how your child can develop and showcase their inventions:

<https://www.littleinventors.org/about>

Work with your child to create a piece of artwork, applying their newly developed skills.




Support your child to imagine, create and design a space. Follow the link below for a range of activities centred on designing a space:



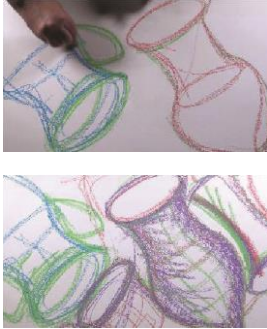
<https://diy.org/skills/62>



Year 5: Summer Term

Every Picture Tells a Story

Lesson	Outline	Outcome
<p>Learning About How Artists Work</p>	<p>Children work imaginatively to develop an idea of their own, sourcing pictures, photos and illustrations, they practice sketching their images before producing a final drawing.</p>	
<p>Drawing: Picture the Poet</p>	<p>Children draw a portrait of themselves or a partner, using just one continuous line, then referring to a poem or text, write over the lines, creatively varying the size and style of their writing to suit the details of their portrait.</p>	
<p>Clacton Pigeon Mural – Banksy</p>	<p>Looking past the seemingly discriminatory tone of Banksy's Clacton Pigeon Mural, children consider what message he was really trying to convey and alter the image to reflect British Values.</p>	

<p>Inspired by Rorschach</p>	<p>Children learn that the inkblots which inspired Andy Warhol's 'Rorschach, 1984' were a set of psychological tests designed by the Swiss psychologist himself, and that the message of the inkblot really comes from how it is interpreted by the viewer.</p>	
<p>The Front Line – John Singer Sargent</p>	<p>Through the piece 'Gassed' by John Singer Sargent, children explore the human side of the image and work in groups to re-enact the scene from World War 1, positioning themselves like the soldiers in the piece and taking a photo of the final composition.</p>	
<p>Magdalene Odundo</p>	<p>Children learn about the way in which Magdalene Odundo creates ideas for her ceramic pots by loosely playing around with shapes. Children work in the same way, with space around them, using two different colours of chalk and their whole bodies to make long sweeping arm movements.</p>	

Year 5 Summer Term

Ideas to Support Your Child's Learning at Home

Source Material:

Artists find inspiration in the world around them through sourcing materials such as photographs and illustrations.

Continuous Line Method:

A continuous line drawing is one in which a single, unbroken line is used to develop an image.

Street Art:

Artwork that is created in a public space, typically without official permission.

Graffiti:

Writing or drawings scribbled, scratched, or sprayed, without official permission, on a wall or other surface in a public place.

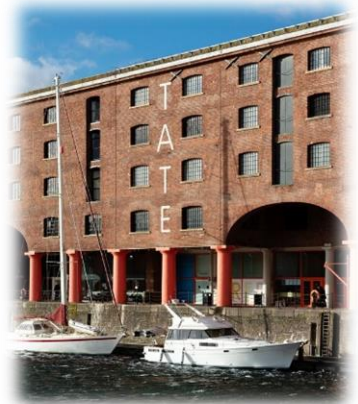
Political Art:

Political art is created to inspire people to think about a real-world issue.

Rorschach Image:

Images created by dropping ink on paper and folding the paper over to create a mirror image of the inkblot. The abstract images created can be interpreted in different ways.

Talk about our key vocabulary at home.



Visit the Tate Liverpool to view a collection of Rorschach paintings by Andy Warhol.

Year 5 Summer Term

Ideas to Support Your Child's Learning at Home



Support your child to draw a portrait using the continuous line method. Follow the link below for inspiration:

<https://daisyyellowart.com/vividlife/blind-contour-portrait>

Work with your child to create a piece of artwork, applying their newly developed skills.

Support your child to create a piece of inkblot artwork and use their creativity to decide what it is. Follow the link below for a step-by-step guide:

<https://dssactivities4kids.wordpress.com/2013/04/01/inkblot-art/>

