












Art Long Term Plan Hadrian Y5



Y5 Art				
National Curriculum Objectives KS2		Key Assessment Questions for Y5		
<p>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.</p> <p>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.</p>		<p>Assessment Questions</p> <p>Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:</p> <ul style="list-style-type: none"> •Tell me about that you are making and what inspired you •What might you do next? •Tell me about the materials and techniques you are using •What have you discovered? •How do you feel about the end result? •What kinds of problems did you encounter and how did you get round them? •Tell me about things you really liked or enjoyed •What would you like to explore more of? •What is the potential of what you have done? What could you do next? 		
Generating Ideas	Through Sketchbooks	By Looking & Talking	Through Making	Digital Media
	<p>Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world.</p> <p>Begin to feel a sense of ownership about the sketchbook, which means allowing every child to</p>	<p>Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist's intention and reflect upon your response.</p> <p>Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.</p> <p>Look at a variety of types of source material and understand the differences.</p>	<p>Use growing knowledge of how materials and medium act, to help develop ideas.</p> <p>Continue to generate ideas through space for playful making. Explore how ideas</p>	<p>Use digital media to identify and research artists, craftspeople, architects and designers.</p> <p>Use camera phones (still and video) to help "see" and "collect" (digital sketchbook)</p>


	<p>work at own pace, following own exploration.</p> <p>Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.</p> <p>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links...</p>	<p>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> •Describe the artwork. •What do you like/dislike? Why? •Which other senses might you bring to this artwork? How does it make you feel? •What is the artist saying to us in this artwork? •How might it inspire you to make your own artwork? •Who or what else might you look at to help feed your creativity? <p>Take part in small scale crits throughout so that brainstorming becomes part of the creative process.</p>	<p>translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p>	
<p>Progression</p> 	<p>By the end of Year 5 Children should be able to...</p> <p>Engage in open-ended research and exploration to initiate and develop personal ideas</p> <p>Confidently use sketchbooks for a variety of purposes including recording observations, developing ideas, testing materials, planning and recording information</p> <p>Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration</p>			
<p>Teacher Subject Knowledge</p> 	<p>Teachers should:</p> <p>Feel able to model sketchbook use alongside pupils (i.e. keep their own sketchbook)</p> <p>Let pupils discover and share for themselves</p> <p>Enable pupils to build confidence in their own ideas</p>			
<p>Cross Curricular Links</p>				

			
Making	Architecture and Making Site Specific	Drawing, Making and Colour To include digital and new media	Design and Making
	<p>Explore architecture of another time and / or culture, and make individual work in response to what is seen. Enable evolution of ideas through a combination of design through making and drawn inspiration. E.g. Architecture and mark making</p> <p>Develop visual literacy skills: explore how we look at and respond to things people have made, and then include this awareness when making sculpture e.g. Inspired by anglo saxon houses</p>	<p>Continue with the key drawing exercises Drawing exercises</p> <p>Explore the relationship of line, form and colour.</p> <p>Follow a series of guided activities which each offer pupils an opportunity to make their own individual creative response. e.g. Inspired by Miro and Building a communal drawing</p> <p>Explore sculptural ideas of balance (physical and aesthetic) and creative risk taking and play, e.g. Making sculpture and drawing</p>	<p>Explore relationship between sculpture and design through a sketchbook project which takes film/literature/drama as its starting point and facilitates an open-ended sculptural exploration, with children working at their own pace and following their own journey e.g. Developing sketchbook work</p> <p>Enable sketchbook work above to evolve and inform into a sculpture project. Combine and construct with a variety of materials, including modelling and paint, e.g. Supersized jewellery and Fabulous-fish</p> <p>Explore scaling up drawings, bringing in all mark-making skills previously learnt, and using technique to provide opportunity to transform original, e.g. Flat yet sculptural drawing</p> <p>Paint on new surfaces (e.g. stone, fabric, walls, floors) and work collaboratively to produce images in new contexts, e.g. Communal summer picnic drawing or Treasured fossils</p>
Progression 	<p>By the end of Year 5 Children should be able to...</p> <p>Confidently investigate and explore new materials, beginning to lead their own search for new experiences</p> <p>Use acquired technical expertise, combined with beginning to listen and trust "instinct" to help make choices, to make work which effectively reflects ideas and intentions</p> <p>Feel safe enough to take creative risks</p>		

<p>Teacher Subject Knowledge</p> 	<p>Teachers should:</p> <p>Balance time in which you sensitively model a technique, with plenty of time for pupils to enjoy open-ended exploration, and project-based learning</p> <p>Have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their learning)</p>		
<p>Cross Curricular</p> 			
<p>Evaluating</p>	<p>As a class</p>	<p>In small groups</p>	<p>One to one</p>
	<p>Feel able to express and share an opinion about the artwork. Discuss why the work was made, as well as how. Share your response to the artwork. Ask questions about process, technique, idea or outcome.</p>	<p>Share work to others in small groups, and listen to what they think about what you have made. Make suggestions about other people's work, using things you have seen or experienced yourself. Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media Present work in retrospect, i.e. to class, assembly or parents.</p>	<p>Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved. Think about what you might try next time. Share how other artists/artwork inspired you and how your work fits into larger context.</p>

<p>Progression</p> 	<p>By the end of Year 5 Children should be able to...</p> <p>Regularly analyze and reflect upon progress taking into account of intention Look to the work of others (pupils and artists) to identify how to feed their own work Take photographs and videos and use digital media as a way to re-see work</p>	
<p>Teacher Subject Knowledge</p> 	<p>Teachers should:</p> <p>Be aware of the importance of sensitively unearthing <i>intention</i>, which may not always be apparent in end result Ensure evaluation activities take place throughout projects, rather than just at the end, so that they benefit and shape the creative process</p>	
<p>Cross Curricular Links</p> 		
<p>Knowledge & Understanding</p>	<p>Formal</p>	<p>Experiential</p>

	<p>Each child should:</p> <ul style="list-style-type: none"> • Know the names of tools, techniques and formal elements (in pink above and below) • Research and discuss ideas and approaches of range of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities • Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary. Describe processes used and how they hope to achieve high quality outcomes • Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with 	<p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> • Discover that art is subjective (we all have our own legitimate understanding) • Experience the connection between brain, hand and eye • Understand ideas can come through hands-on exploration • Develop their knowledge of what different materials and techniques can offer the creative individual • Work at different scales, alone and in groups • Feel safe to take creative risks and follow their intuition (fed with skills knowledge) and define their own creative journey • Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others
Progression	See above - Formal and Experiential	
<p>Teacher Subject Knowledge</p> 	<p>Teachers should:</p> <p>Recognise that in art, a more valuable and relevant learning experience comes from underpinning technical and formal knowledge with an experiential understanding about what it is to be a creative human.</p>	
<p>Cross Curricular Links</p> 		

<p>Education for a Connected World (Throughout the year)</p> 		
<p>Key texts</p>	<p>Vincent's Starry Night and Other Stories: A Children's History of Art by Michael Bird (Year 5/6)</p>	