

Art Year 5 Autumn 1		Theme: The Monarchy Strand: Textiles Medium: Cross stitch			
NC objectives covered:	<ul style="list-style-type: none"> 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] 	Learning in this topic: <u>Producing Creative Work and Ideas</u> <ul style="list-style-type: none"> Children will begin by understanding the importance and significance of Coats of Arms and the role they play in today's monarchy and historically. They will evaluate a range of different coats of arms and analyse the symbols used and what they mean. They will be set the challenge of designing a new coat of arms to represent modern day society - British values, diversity, democracy, respect etc. The children will evaluate a range of cross-stitch patterns and notice the geometrical patterns that occur when using cross-stitch. They will consider this when designing their coat of arms and be encouraged to design shapes and motifs that would be easily transferred into cross-stitch. The children will create 4 different designs before choosing their final design and drawing this up in neat. They will then transfer this onto a squared paper template and create a key for the different stitches that will be used in the different places. Children will be given a set design brief of the stitches needed to be included. <u>Proficiency in art mediums (drawing, painting, sculpture etc.)</u> <ul style="list-style-type: none"> The children will be taught how to effectively thread their needle. They will be introduced to 4 different stitches - running stitch, back stitch, cross stitch and a French knot. They will learn the difference between these stitches and when the most appropriate time to use each one is. They will practice these stitches by following simple patterns. The children will, in their design stage, have chosen the most appropriate stitch to embroider the different parts of their coat of arms, using a colour-coded key to denote the different stitches on their design. The children will stitch parts of their coat of arms and use fabric pens to complete the look of the final design. The children will use fabric pens to transfer their coat of arms onto the fabric and begin to use the most appropriate stitch to create their design. Children will need to consider the length of their wool and tying off the wool appropriately to ensure it won't come loose. <u>Analyse and Evaluate Art using design language</u> <ul style="list-style-type: none"> The children will evaluate and explore significant pieces of art where embroidery has been used to create a range of effects, in particular the Bayeux Tapestry and the techniques that were used to create it. They will look at more modern day artists to see how cross-stitch has been used to create a range of effects and evaluate how they will use this in their work. The children will evaluate their artwork and final piece against their criteria and against those evaluated as inspiration. 			
Prior Knowledge needed:	<ul style="list-style-type: none"> An understanding of the Monarchy and a basic understanding of what a coat of arms is. An understanding of how to thread a needle. A basic understanding of a running stitch, progressing to a back stitch. 				
Curriculum Concepts and Themes:	<ul style="list-style-type: none"> The Monarchy Coat of Arms Politics 	Curriculum Skills Progression:	<ul style="list-style-type: none"> Use a wide range of visual techniques and secondary sources to support the development of projects. Investigate and recreate designs elements and embroidery techniques of important crafts people both modern and throughout history. Create and follow a squared paper pattern and key, to include an increasing variety of stitches (e.g. cross stitch, running stitch, backstitch, French knots) 	Direct links to made other subjects:	<ul style="list-style-type: none"> History - see History overview. British values
Inspirational Start: An introduction to the Bayeux tapestry to inspire the children in their designs and art work.		Mid-way Milestone: Creating their piece of art using a range of cross-stitching techniques.		Extraordinary End: A showcase of their final product.	

Art Year 5 Spring 1 Theme: Our Local Area Strand: Printing Medium: Paint		Learning in this topic: <u>Producing Creative Work and Ideas</u> <ul style="list-style-type: none"> Children will begin with an introduction to William Morris and his work. They will know that they are producing a repeating pattern to create a sample of wallpaper. They will be shown examples of wallpaper with repeating patterns and they will analyse the work of William Morris, exploring the motifs he uses and the patterns he creates. They will go up onto Hednesford Hills to collect a range of natural resources that they will then complete observational drawings of. The children will then explore how to create a repeating pattern. They will learn to rearrange a pattern cut into quarters that if taped back together, photocopied and stuck next to each other, a repeating pattern is created. The children will then move on to creating prints from their observational drawings. They will use a range of materials to create a block print and will evaluate which worked best. They will produce 4 tile designs for their repeating pattern and choose their final design. This will then be created by block-printing their motifs. <u>Proficiency in art mediums (drawing, painting, sculpture etc.)</u> <ul style="list-style-type: none"> The children will consider their knowledge of sketching, shading and hatching acquired in previous years to create observational drawings of a range of natural resources that they will turn into their prints. They will create their final design by block-printing. They will use cardboard and string to create their design. The children will be encouraged to use their observational drawings to create accurate shapes and drawings when creating their block print. They will be encouraged to think carefully about the colours used and <u>Analyse and Evaluate Art using design language</u> <ul style="list-style-type: none"> The children will evaluate a range of repeating patterns, focusing on the works of William Morris and how he uses nature in his designs. The children will evaluate their artwork and final piece against their criteria and against those evaluated as inspiration. <u>Knowledge of artists and designers and their impact on history/culture</u> <ul style="list-style-type: none"> The children will consider how the works of William Morris have impacted on modern day living and how his prints are still used today. 			
NC objectives covered:	<ul style="list-style-type: none"> 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] 				
Prior Knowledge needed:	<ul style="list-style-type: none"> Making paper stencils. Exploring and creating simple repeating patterns Observational drawings 				
Curriculum Concepts and Themes:	<ul style="list-style-type: none"> Nature Our local area Maps Sustainability of the local environment 	Curriculum Skills Progression:	<ul style="list-style-type: none"> Identify how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas, and how they will use this in their own work. Use a wide range of techniques to create a range of effects. Talk about and evaluate a wide range of complex patterns. Use and incorporate shapes and patterns in nature, the environment and different cultures and times. Talk about and evaluate a wide range of complex patterns, e.g. the work of William Morris etc. Create complex surface textures by mixing and combining techniques. Make a multi-coloured block print. 	Direct links to made other subjects:	Geography - Our Local Area - see geography overview. Maths - exploring repeating patterns
Inspirational Start: Going up to the hills to collect natural resources		Mid-way Milestone: Creating their repeating patterns			Extraordinary End: A showcase of their final pieces

Art Year 5 Summer 1 Theme: Ancient Greek theatrical masks Strand: 3D modelling Medium: Modroc		Learning in this topic: <u>Producing Creative Work and Ideas</u>			
NC objectives covered:	<ul style="list-style-type: none"> 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] 	<ul style="list-style-type: none"> Children will begin by understanding the importance and significance of theatrical masks on Ancient Greek civilisation. They will learn that in ancient Greek drama, all the actors were men. They wore masks to indicate the character that they were playing (e.g. woman, old man) or the emotion that they were showing (e.g. anger, sadness, joy). Actors in Greek plays often played several different parts and would put on a different mask for each part that they played. The members of the chorus wore masks that were usually similar to each other, but completely different from those of the leading actors. The masks were often brightly coloured with exaggerated features e.g. large eyes, large nose and mouth. This allowed the faces to be seen by all the people in the theatre, even those sitting in the back rows. The children will look at examples of Greek theatrical masks and identify features (wrinkles/big mouth & nose, bright colours ect) and the emotion that each mask is trying to portray. They will work in pairs to recreate the different emotions and take pictures of their facial expressions and discuss how they would create these on a mask. The children will then analyse a range of Greek masks. Children will analyse what they like and dislike about the masks and then suggest elements of each that they will include in their final design. 			
Prior Knowledge needed:	<ul style="list-style-type: none"> An understanding of Ancient Greek culture, art and daily life. An understanding of the historical significance of Ancient Greek theatre. Basic modelling skills and the understanding of how to build up sculptures using mediums such as paper mache and clay. 	<u>Proficiency in art mediums (drawing, painting, sculpture etc.)</u> <ul style="list-style-type: none"> The children will create their Greek masks using mod roc. They will begin by layering small strips of plaster bandage, that have been soaked briefly in water, over the mould of their face. They will use sculpting tools to help shape and mould their designs. They will use a range of techniques to smooth their plaster bandages to ensure a smooth coverage and they will apply more plaster to the areas that will need to be built up to create the eyes/nose as well as any wrinkles etc to help build emotion into their mask. The children will, once dry, carefully use sculpting tools to carve away the eye and nose holes. They will consider the aesthetic qualities when designing the shape and surface pattern. The children will apply painting techniques to design their surface pattern. They will use fine paintbrushes and a range of brush strokes to add detail to their mask. They will use their research and analysis of masks to look at colours needed to help portray the emotion needed for their mask to be successful. 			
Curriculum Concepts and Themes:	<ul style="list-style-type: none"> Chronology Civilisation Inventions Culture Religion Democracy Theatre 	Curriculum Skills Progression:	<ul style="list-style-type: none"> Use a wide range of visual techniques and secondary sources of information to support the development of projects. Annotate ideas and images collected including visits to museums and galleries, explain how they will inform own ideas. Create increasingly complex 3D forms using a wide range of materials. Use Mod-roc and a mould as a medium to create a 3D form. Apply a range of techniques to the surface of materials to create different effects e.g. spraying, stippling and sponging. Mix and combine a range of materials to create effective 3D models and collage. 	Direct links to made other subjects:	History - see History overview. English - Greek mythology.
Inspirational Start: Taking pictures of themselves using the iPads creating different facial expressions to discuss how they will include these in their final designs.		Mid-way Milestone: Creating their mask using Modroc.		Extraordinary End: A fashion parade to show off their masterpieces.	