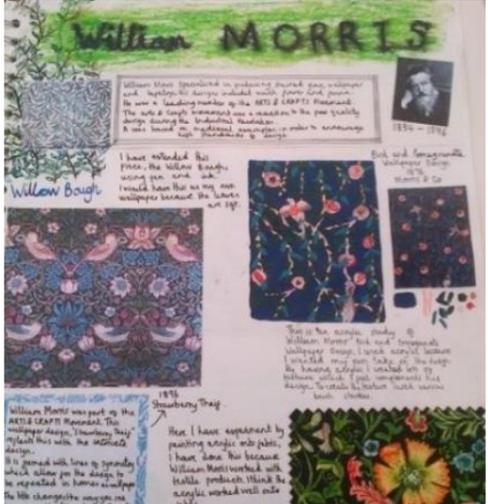


Art Unit of Work - Year B
Year 5 Autumn

Unit – vinyl tile Printing	Prior learning (Retrieval)	Future learning	Common Misconceptions
<p>Final Piece: Repeated floral print inspired by William Morris</p> 	<ul style="list-style-type: none"> • Create repeated patterns using print tools • How to Mono print • Colour theory • Master printing techniques of using layers of colour and repeating patterns. • How to Polystyrene print 	<ul style="list-style-type: none"> • Master printing techniques of using layers of colour and repeating patterns. • Learn how to use vinyl 	<ul style="list-style-type: none"> • Model how to record different size drawings in sketchbook • Model how to annotate effectively, children do not need to write in straight lines • Polystyrene printing using a thick acrylic paint, not too watery • Emphasis on simplicity in print design • Children with low fine motor skills may need support creating the vinyl tile <ul style="list-style-type: none"> - Encourage the child to use larger tools with a larger handle
<p>National Curriculum Subject Content:</p>	<ul style="list-style-type: none"> • To create a sketch book to record their observations and use them to review and revisit ideas • To become proficient in drawing, painting, sculpture and other art, craft and design techniques (printing) • To learn about great artist, architects and designers in history 		
<p>Artistic Knowledge:</p>	<ul style="list-style-type: none"> • I can create an accurate print design following given criteria • I can use images which I have created, scanned and found, altering them where necessary to create art • I can research the work of an artist and use their work to replicate a style 		
Knowledge Sequence:		Key Vocabulary	
<p>Intended Knowledge Substantive</p>	<p>Lesson 1- Observational Drawing LC: I can create observational drawings from nature using a range of drawing materials</p> <ul style="list-style-type: none"> - Children record different size drawings on a double page of their sketch book - Fine liners, sketching pencils, graphite pencils, graphite - Children to annotate drawings using a range of vocabulary - Subject: flower not from a photo <p>Lesson 2 – Colour Theory LC: I can create a polystyrene print</p> <ul style="list-style-type: none"> - Revisit colour theory - Children make choices on colour combinations to create a polystyrene prints based on previous lessons observational drawings - Discuss how the drawing needs to be simplified to be an effective print <p>Lesson 3 – Artist LC: I can identify facts and critic the work of William Morris</p> <ul style="list-style-type: none"> - Children create a double page in sketch book exploring artists life and work - Children to critique one or two pieces of work through annotation - Discuss cultural and historical significance <p>Lesson 4 – Design LC: I can design a vinyl printing tile</p> <ul style="list-style-type: none"> - Children to create tile design by being informed from polystyrene printing process - Teacher to model design process with clear success criteria <p>Lesson 5 – Make LC: I can make vinyl printing tile</p> <ul style="list-style-type: none"> - Teacher to model design process with clear success criteria <p>Lesson 6 – Final piece & Evaluation LC: I can apply skills learnt and make artistic choices</p> <ul style="list-style-type: none"> - Reflect over printing process carried out over unit - Children to create a final piece using a variety of colour combinations - Opportunity for children to critique peers work 		<p>Drawing: observation, accurately, sustained, detailed, discuss, tone, highlight, shadow, mid-tone, varied, graduated, pattern, broken, ornate, well balanced, tessellated, geometric, intricate, concentric, texture, visual qualities, tactile qualities, jagged, pitted, matt, line, parallel, swift, undulating, shape, angular, bulbous, asymmetrical, forked, geometric, irregular, imagination, memory, design, illustrate, develop accuracy, expression, human figure, share, review, reflect, evaluate, graphite, blending, illustrate, expression</p> <p>Printing: master printing, design, effective, appropriate, choice, purpose, make print, impressed, engraved, relief, card, string, wool, effective, three coloured overlay, visual elements/texture, jagged, pitted, matt, colour, translucent, opaque, neutral, sombre, patterns, broken, chequered, ornate, well balanced, tessellated, geometric, intricate, concentric, share, review, reflect, evaluate, pattern, broken, chequered, ornate, tessellated, geometric, intricate, concentric, well-balanced.</p> <p>Critique/Evaluate: The materials I have used are... I have used these materials because... I was inspired by... The areas I want to develop are... I have used these colours because... I have enjoyed creating this piece because... I like how... I dislike the...</p>

	Disciplinary <i>How art is judged, valued and evaluated</i>	Practical <i>Developing technical proficiency</i>	Theoretical <i>The cultural and contextual content that pupils learn about artists and artwork</i>
Domains of Knowledge	<p>Disciplinary questions:</p> <ul style="list-style-type: none"> - How is art made? - What is art? - How is art judged? - What is the purpose of art? - How does design affect the lives of users? - How does design affect human environments? <p><u>Planning points to consider:</u></p> <ul style="list-style-type: none"> -What artists have done across cultures and throughout history -How commentators and critics judge and evaluate art -the stories humans tell through art including their perspectives on social, political and moral issue -How print can be used in technology such as in film, sound and photography -Different ways of working in print <p>Wider discussion point to consider: 'all art is equal in value'</p>	<p>Practical knowledge allows pupils to make choices based on what they know about the limits and possibilities of materials and media.</p> <p><u>Drawing</u></p> <ul style="list-style-type: none"> -Drawing accurately from observation using and talking about their use of tone, pattern, texture, line and shape. -Draw from imagination and memory to design and illustrate. -Develop accuracy and expression in their drawings including human figures. <p><u>Printing</u></p> <p>Experienced in combining prints taken from different objects to produce an end piece.</p> <ul style="list-style-type: none"> -Experiment with ideas, to plan in sketchbook. -Experienced in producing pictorial and patterned prints. -Designs prints for fabrics, book covers and wallpaper. -Make connections between own work and patterns in their local environment. -Discuss and evaluate own work and that of others. 	<p>This enables pupils to make connections between art's past, present and future.</p> <p>Opportunity for children to make artistic decisions and draw upon personal experiences</p> <p>Discuss themes and meaning behind artists work and their context</p> <p>e.g. William Morris and Craft art movement linking to wallpaper</p>
Assessment Outcomes	<ul style="list-style-type: none"> • I can create an accurate print design following criteria • I can use images which I have created, scanned and found altering them where necessary to create art 		
Significant people/places	<p>William Morris – printing process/artistic critique</p> <p>Mark Rothko – colour theory</p>		
Resources	<p>Line Drawing - https://www.youtube.com/watch?v=A4Vqj8k1S0</p> <p>Mono printing - https://www.youtube.com/watch?v=q12_7tecOzk</p> <p>Polystyrene printing - https://www.youtube.com/watch?v=jEFhzyITgR4</p> <p>Vinyl printing - https://www.youtube.com/watch?v=oJk7zbH5fRc</p>		
Sketchbook/process examples		 <p>Polystyrene printing with real leaves</p>	 <p>Simple line drawing designs for printing tile</p>

Final piece examples



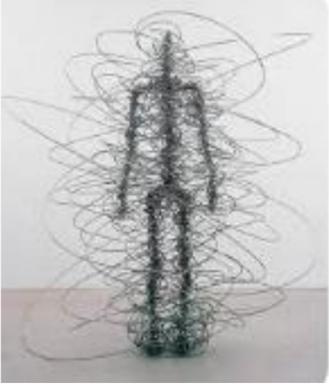
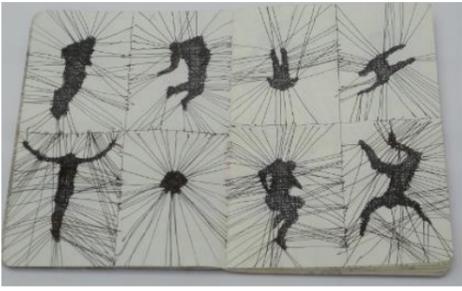
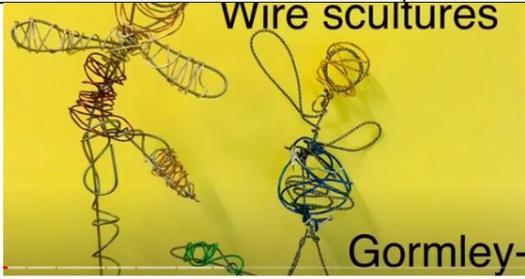
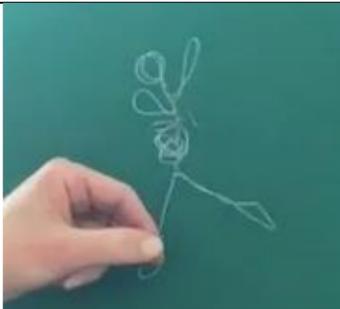
Final piece inspired by William Morris

Art Unit of Work - Year B

Sculpture

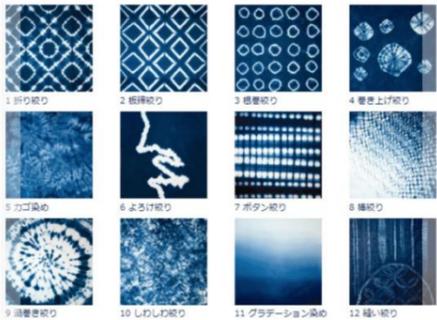
Year 5 Spring

Unit – Sculpture – Figurative Wire sculpture	Prior learning (Retrieval)	Future learning	Common Misconceptions
<p>Final Piece: Wire sculpture inspired by Antony Gormley</p> 	<ul style="list-style-type: none"> • Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together. • Make a structure that holds its 3D shape. • Explain in simple terms the difference between 2D and 3D art. • Combine shapes together to make an interesting free-standing sculpture. • Identify shapes in the negative space between objects. • Plan an abstract sculpture based on play equipment. • Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling). • Choose appropriate methods for joining elements in their sculptures. • Show that they have thought about how to improve their sculptures and made choices about what to add. • Work cooperatively in pairs to add detail to their artwork 	<ul style="list-style-type: none"> • Describe the different qualities involved in modelling, sculpture and construction. • Use recycled, natural and manmade materials to create sculpture. • Plan a sculpture through drawing and other preparatory work. • Manipulate wire to create 3D forms 	<ul style="list-style-type: none"> • Model how to record different size drawings in sketchbook • Model how to annotate effectively, children do not need to write in straight lines • 3D models need to have a clear base to free stand • Model making a wire figure from a continuous piece of wire as opposed to joining smaller pieces of wire
National Curriculum Subject Content:	<ul style="list-style-type: none"> • To create a sketch book to record their observations and use them to review and revisit ideas • To become proficient in drawing, painting, sculpture and other art, craft and design techniques • To learn about great artist, architects and designers in history 		
Artistic Knowledge:	<ul style="list-style-type: none"> • I can make a 3D object • Know how to identify the techniques used by different artists • Know how to compare the work of different artists • Recognise when art is from different cultures • Recognise when art is from different historical periods 		
Knowledge Sequence:		Key Vocabulary	
Intended Knowledge Substantive	<p>Lesson 1- Still Life Drawing LC: I can draw from still life using a range of drawing materials</p> <ul style="list-style-type: none"> - Children record different size drawings on a double page of their sketch book - Fine liners, sketching pencils, graphite pencils, graphite - Children to annotate drawings using a range of vocabulary - Subject: abstract shapes, objects <p>Lesson 2 – 2D to 3D LC: I can join 2D shapes to make 3D structures Success Criteria: -I can define ‘sculpture’. -I can try different ways to join card shapes. -I can build a 3D structure that stands up on its own.</p> <p>Lesson 3 – Artist LC: I can identify facts and critic the work of Antony Gormley</p> <ul style="list-style-type: none"> - Children create a double page in sketch book exploring artists life and work - Children to critique one or two pieces of work through annotation - Discuss cultural and historical significance <p>Lesson 4 – Wire skills LC: I can explore using wire and other materials</p> <ul style="list-style-type: none"> - Children to use a variety of materials to create 3D models tile - Teacher to model design process with clear success criteria <p>Lesson 5 – Design final piece inspired by Antony Gormley LC: I can design a final piece</p> <ul style="list-style-type: none"> - Teacher to model design process with clear success criteria - Using wire to create a figurative sculpture <p>Lesson 6 – Final piece & Evaluation</p>		<p>Drawing: observation, accurately, line, size, thickness, delicate, flowing, continuous, solid, tone, subtle, contrasting, dramatic, broken, viewpoints, angle, birds eye view, surface texture, fine, uneven, raised, coarse, glossy, uneven, rough, fine, effects, investigate, sketchbook,</p> <p>Sculpture: shape, form, model, construct, adapt, pinch, coil, slabbing, wire armature, glaze, paint, polish, create, textures, visual qualities, tactile qualities, jagged, pitted, matt, real-life, abstract, proportion, sculpt, 3D, materials, clay, modelling, string, tape, boxes, tubes, plastic bottles, share, review, reflect, evaluate</p> <p>Critique/Evaluate: The materials I have used are... I have used these materials because... I was inspired by... The areas I want to develop are... I have used these colours because...</p>

	LC: I can apply skills learnt and make artistic choices - Reflect over printing process carried out over unit - Children to create a final piece using a variety of colour combinations - Opportunity for children to critique peers work		I have enjoyed creating this piece because... I like how... I dislike the...
	Disciplinary <i>How art is judged, valued and evaluated</i>	Practical <i>Developing technical proficiency</i>	Theoretical <i>The cultural and contextual content that pupils learn about artists and artwork</i>
Domains of Knowledge	<p>Disciplinary questions:</p> <ul style="list-style-type: none"> - How is art made? - What is art? - How is art judged? - What is the purpose of art? - How does design affect the lives of users? - How does design affect human environments? <p><u>Planning points to consider:</u></p> <ul style="list-style-type: none"> -What artists have done across cultures and throughout history -How commentators and critics judge and evaluate art -the stories humans tell through art including their perspectives on social, political and moral issue -How print can be used in technology such as in film, sound and photography -Different ways of working in print <p>Wider discussion point to consider: 'Who decides what art is?'</p>	<p>Practical knowledge allows pupils to make choices based on what they know about the limits and possibilities of materials and media.</p> <p><u>Drawing</u></p> <ul style="list-style-type: none"> -Create a sketch collection to record observations and use them to review and visit ideas, to include ideas using line, tone, texture and shading. -Draw accurately from observations, imagination and memory. -Draw using lines of different sizes and thicknesses. -Colour neatly following the lines. -Experiment with grip to assist drawing styles. <p><u>Sculpture</u></p> <ul style="list-style-type: none"> -Describe the different qualities involved in modelling, sculpture and construction. -Use recycled, natural and manmade materials to create sculpture. -Plan a sculpture through drawing and other preparatory work. -Manipulate wire to create 3D forms 	<p>This enables pupils to make connections between art's past, present and future.</p> <p>Opportunity for children to make artistic decisions and draw upon personal experiences</p> <p>Discuss themes and meaning behind artists work and their context</p> <p>e.g. Andy Warhol and Pop art movement linking to advertisements</p>
Assessment Outcomes	<ul style="list-style-type: none"> • I can create real life and abstract objects with clay and mouldable materials – amended O'Track 		
Significant people/places	Antony Gormley		
Resources	Wire figures - https://www.youtube.com/watch?v=UoWI_3PHs4E		
Sketchbook/process examples	 <p>Antony Gormley wire sculpture</p>	 <p>Antony Gormley sketches</p>	
Final piece examples	 <p>Wire sculptures Gormley-</p>		

Art Unit of Work - Year B
Year 5 Summer

Unit – Textiles	Prior learning (Retrieval)	Future learning	Common Misconceptions	
<p>Final Piece: Tie Dye piece considering shape and colour</p> 	<ul style="list-style-type: none"> • Use smaller eyed needles and finer threads. • Use colour to express an idea in weaving seasons, moods or create a picture. • Awareness of the nature of materials and surfaces fragile, tough, durable. • Use a wider variety of stitches to 'draw' with and develop pattern and texture zig zag stitch, chain stitch, seeding. • Start to place more emphasis on observation and design of textural art. • Use initial sketches to aid work. 	<ul style="list-style-type: none"> • Interpret stories, music, poems and use environment and townscapes as stimuli. • Select and use materials to achieve a specific outcome. • Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work. • Consider methods of making fabric. • Look at other work of artists using textiles. 	<ul style="list-style-type: none"> • Gloves and protective clothing for any dying process 	
<p>National Curriculum Subject Content:</p>	<ul style="list-style-type: none"> • To create a sketch book to record their observations and use them to review and revisit ideas • To become proficient in drawing, painting, sculpture and other art, craft and design techniques • To learn about great artist, architects and designers in history 			
<p>Artistic Knowledge:</p>	<ul style="list-style-type: none"> • I can use joining techniques • Know how to identify the techniques used by different artists • Know how to compare the work of different artists • Recognise when art is from different cultures • Recognise when art is from different historical periods 			
<p>Knowledge Sequence:</p>		<p>Key Vocabulary</p>		
<p>Intended Knowledge Substantive</p>	<p>Lesson 1- Research Dyes & Cultures LC: I can research different dyes and their cultural significance Japan – Shibori Dyeing India – Ayurvedic Dyes (Ayurveda) Central & South America -The Mayans, Incas and Aztecs Children create double page of research in sketchbooks</p> <p>Lesson 2 – Japan – Shibori Dyeing LC: I can explore dyeing techniques from different cultures</p> <ul style="list-style-type: none"> - Indigo, the mesmerising deep blue that comes from the Indigofera tinctoria plant, has been called 'the colour that changed the world' - folding, bunching, or bundling fabric, binding it with a resist, and dyeing it with indigo dye <p>Lesson 3 – Artist LC: I can identify facts and critic the work of Alice Kettle</p> <ul style="list-style-type: none"> - Children create a double page in sketch book exploring artists life and work - Children to critique one or two pieces of work through annotation - Discuss cultural and historical significance <p>Lesson 4 – Design LC: I can design a textile piece</p> <ul style="list-style-type: none"> - Children to create design by being informed from dyeing process - Teacher to model design process with clear success criteria - Possibility to embellish designs by sewing beads or adding a stitch into the dyed fabric <p>Lesson 5 – Make LC: I can make a final piece</p> <ul style="list-style-type: none"> - Children dye final piece <p>Lesson 6 – Final piece & Evaluation LC: I can apply skills learnt and make artistic choices</p> <ul style="list-style-type: none"> - Reflect over dyeing process carried out over unit - Children to create a final piece using a variety of techniques - Opportunity for children to critique peers work - Children evaluate and add additional embellishment to final piece e.g. beads, ribbon, stitch 		<p>Drawing: observation, accurately, imagination, memory, line, size, thickness, delicate, flowing, continuous, solid, tone, subtle, contrasting, dramatic, broken, monochromatic, share, review, reflect, evaluate, three dimensional (3D), viewpoints, angle, birds eye view, surface texture, fine, uneven, raised, coarse, glossy, uneven, rough, harsh, fine, effects, investigate, sketchbook, develop ideas.</p> <p>Textiles: purpose, intent, fabric, properties, dye, dip dye, tie dye, colour, change, effect, transfer, stain, natural dye, resist paste, mono-print, block print, embellish, fastenings, beads, buttons, loops, decorative, intricate, cross-stitch, join, stitch, needle, thread, eye, running stitch, secure, appliqué, refine, weaving, close knit, create own textile.</p> <p>Critique/Evaluate: The materials I have used are... I have used these materials because... I was inspired by... The areas I want to develop are... I have used these colours because... I have enjoyed creating this piece because... I like how... I dislike the...</p>	
		<p align="center">Disciplinary <i>How art is judged, valued and evaluated</i></p>	<p align="center">Practical <i>Developing technical proficiency</i></p>	<p align="center">Theoretical <i>The cultural and contextual content that pupils learn about artists and artwork</i></p>
<p>Domains of Knowledge</p>	<p>Disciplinary questions:</p> <ul style="list-style-type: none"> - How is art made? - What is art? - How is art judged? 	<p>Practical knowledge allows pupils to make choices based on what they know about the limits and possibilities of materials and media.</p>	<p>This enables pupils to make connections between art's past, present and future.</p>	

	<p>- What is the purpose of art? - How does design affect the lives of users? - How does design affect human environments?</p> <p><u>Planning points to consider:</u> -What artists have done across cultures and throughout history -How commentators and critics judge and evaluate art -the stories humans tell through art including their perspectives on social, political and moral issue -How print can be used in technology such as in film, sound and photography -Different ways of working in print</p> <p>Wider discussion point to consider: ‘How do textiles impact human environments?’</p>	<p><u>Drawing</u> -Create a sketch collection to record observations and use them to review and visit ideas, to include ideas using line, tone, texture and shading. -Draw accurately from observations, imagination and memory. -Draw using lines of different sizes and thicknesses. -Colour neatly following the lines. -Experiment with grip to assist drawing styles.</p> <p><u>Textiles</u> -Interpret stories, music, poems and use environment and townscapes as stimuli. -Select and use materials to achieve a specific outcome. -Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work. -Consider methods of making fabric. -Look at other work of artists using textiles.</p>	<p>Opportunity for children to make artistic decisions and draw upon personal experiences</p> <p>Discuss themes and meaning behind artists work and their context</p> <p>e.g. Shelia Hicks known for innovative and experimental weaving techniques</p>
<p>Assessment Outcomes</p>	<ul style="list-style-type: none"> I can use fabric painting techniques amend to dyeing on O’Track 		
<p>Significant people/places</p>	<p>Hannah Rae Alice Kettle</p>		
<p>Resources</p>	<p>Dyeing from around the world Lesson 1 & 2 - https://goodonyou.eco/natural-traditional-and-diy-dyes-from-around-the-world/ Alice Kettle - https://www.accessart.org.uk/talking-point-alice-kettle/</p>		
<p>Sketchbook/process examples</p>	<p>Japan – Shibori Dyeing</p> 		
<p>Final piece examples</p>			