

Claremont Primary and Nursery School Art and Design Curriculum

Year 5: China – Artist Focus: Ming dynasty artists

NC Link: Sculpture and Printing

Objectives:

- Be able to express opinions about the work of Ming dynasty artists
- Be able to print a Ming vase design using complex patterns and symmetry
- Be able to experiment and investigate with materials to create a vase
- Be able to experiment with clay and construct using a range of techniques
- Be able to create a sculpture of a Ming vase
- Be able to critically evaluate my own art work

Substantive Knowledge:

- Engage in open-ended research and exploration in the process of initiating and developing their own personal ideas
- Confidently use sketchbooks for a variety of purposes including recording observations; developing ideas; testing materials; planning/record information
- Create original, knowledge informed outcomes
- Analyse and evaluate own artwork and the work of others
- Understand that artwork is made for a purpose

Procedural Knowledge:

Visual Literacy

- Know about and explain the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions
- Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...")
- Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning
- Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work

Generate Ideas

- Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them)

Create

- Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief
- Use their acquired technical expertise to make work which effectively reflects their ideas and intentions



Disciplinary knowledge (Think like an artist):

Sculpture

- Develop a range of clay techniques – e.g. rolling, kneading, shaping, pinching; creating surface patterns and textures, slabs, coils and slips
- Use recycled, natural and man-made materials to create sculptures with increasing independence; cut and join wood and make a model using plaster
- Plan, design, make and adapt models; evaluate other sculptures

Printing

- Choose a taught printing method appropriate to the task and explain techniques; explore colour mixing using two coloured inks
- Design complex patterns, including using repetition and symmetry
- Use a sketchbook for recording, developing & evaluating print ideas

Key Vocabulary:

realistic, proportion, balance, scale, composition, structure, flexible, pliable, hollow, solid, surface, plane, angle, attachment, relief, pose, position, gesture, repetition, intricate
 Printing plate, inking up, water-based, oil-based, overlap, relief, engraving, indentation, pressure, Victorian, rotation, reflection, symmetrical, repetition

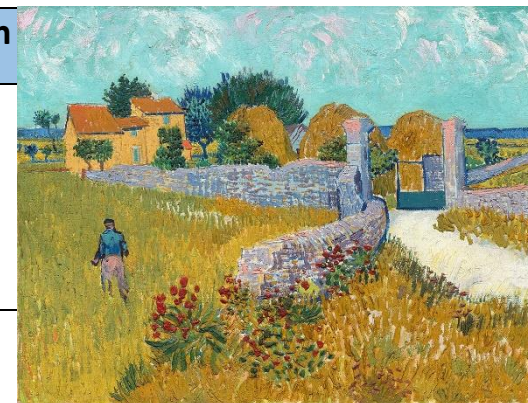
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Year 5: From Farm to Fork – Artist Focus: Van Gogh

NC Link: Painting

Objectives:

- Be able to express opinions about Van Gogh's work
- Be able to experiment with colour
- Be able to understand composition in paintings
- Be able to paint own farming landscape inspired by Van Gogh
- Be able to critically evaluate my own art work



Substantive Knowledge:

- Engage in open-ended research and exploration in the process of initiating and developing their own personal ideas
- Confidently use sketchbooks for a variety of purposes including recording observations; developing ideas; testing materials; planning/record information
- Create original, knowledge informed outcomes
- Analyse and evaluate own artwork and the work of others
- Understand that artwork is made for a purpose

Procedural Knowledge:

Visual Literacy

- Know about and explain the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions
- Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...")
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Generate Ideas

- Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them)

Create

- Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief
- Use their acquired technical expertise to make work which effectively reflects their ideas and intentions

Disciplinary knowledge (Think like an artist):

Painting

- Test media and materials before independently employing a range of effects, including texture with sand/sawdust
- Demonstrate knowledge about primary/secondary colours, warm and cold, complimentary and contrasting colours; create shades independently using black and white; show the effect of light and colour, texture and tone on natural and manmade objects
- Create imaginative work from a variety of sources and show an awareness of painting composition
- Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media

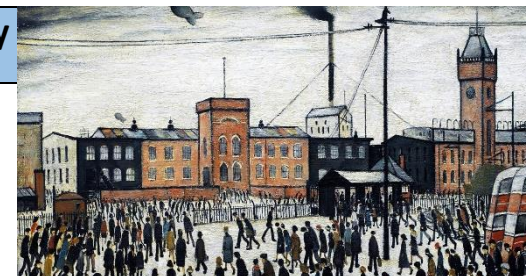
Key Vocabulary:

traditional, representational, imaginary, modern, abstract, impressionist, stippled, splattered, dabbed, scraped, dotted, stroked, textured, flat, contemporary, layered, opaque, translucent, intense composition, arrangement, complementary, analogous, tonal shading

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Year 5: Knowing our World – Artist Focus: LS Lowry

NC Link: Drawing



Objectives:

- Be able to express opinions about LS Lowry's work
- Be able to use and apply knowledge of the effect of light when drawing
- Be able to draw accurate buildings in a landscape
- Be able to create own drawings inspired by LS Lowry
- Be able to critically evaluate my own art work

Substantive Knowledge:

- Engage in open-ended research and exploration in the process of initiating and developing their own personal ideas
- Confidently use sketchbooks for a variety of purposes including recording observations; developing ideas; testing materials; planning/record information
- Create original, knowledge informed outcomes
- Analyse and evaluate own artwork and the work of others
- Understand that artwork is made for a purpose

Procedural Knowledge:

Visual Literacy

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- Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...")
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Generate Ideas

- Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them)

Create

- Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief
- Use their acquired technical expertise to make work which effectively reflects their ideas and intentions

Disciplinary knowledge (Think like an artist):

Drawing

- Make and explain informed choices about use of media and draw parallels between own drawings and those of other artists (including annotating the art of other people)
- Draw effect of light on people and objects from different directions and develop the concept of perspective
- Produce increasingly accurate drawings of people, landscapes and a range of other 3D objects
- Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media

Key Vocabulary:

observation, photographs, visual images, wet media, tonal contrast, mixed media, shading, hatching, blending, perspective, composition, focal point, horizon, scale, foreground, middle ground, background, viewpoint, bird's eye view, interior, exterior, natural form, image, subject, personality action, balance, movement