

Art – Year 5 – Spring Term 1: Pharaohs: MTP

Key Vocabulary: Hieroglyphics, relief printing, overlaying, overlapping, symmetry, repetition, mono printing, print making.

National Curriculum	Week	NC - Coverage	Procedural (I know how) and Disciplinary Knowledge (I know why/how)	Substantive Knowledge (I know that)	Activity Outline
<p>The national curriculum for Art and Design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> 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. <p>Key stage 2 Subject Content 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:</p>	Project 1 1	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials [for example, pencil, charcoal, paint, clay] Become proficient in drawing</p>	<p>I know how to use sketchbooks to:</p> <ul style="list-style-type: none"> collect and record visual information from different sources planning, trying out ideas, plan colours collect source material for future works 	<p>I know that hieroglyphics are a character used in a system of pictorial writing, particularly that form used on ancient Egyptian monuments.</p> <p>I know that hieroglyphics are significant in Egyptian History.</p>	<p>Research: Hieroglyphics Children to experiment and explore creating Hieroglyphics in their sketchbooks Children will be creating prints and patterns using hieroglyphics in the following lesson.</p>
	Project 1 2	<p>To improve their mastery of art and design techniques, including painting with a range of materials [for example, pencil, charcoal, paint, clay] Become proficient in painting.</p> <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>I know how to create a relief print.</p> <p>I know how to create prints with two or three overlays.</p>	<p>I know that printmaking is an artistic process based on the principle of transferring images from a matrix onto another surface, most often paper or fabric.</p>	<p>Children to create their hieroglyphics pattern using relief printing as a technique. Children may choose 2 or 3 different colours and they may choose a variety of hieroglyphics to add to their pattern. Overlaying, overlapping, symmetry and repetition to be used in their printing pattern. *Print to be made on A3 card/paper. (Using foam printing blocks to carve the design into).</p>
	Project 1 3	<p>Produce creative work, exploring their ideas and recording their experiences</p> <p>Become proficient in other art, craft and design techniques.</p>	<p>I know how to create a mono print.</p>	<p>I know that the monoprint is a form of printmaking where the image can only be made once.</p>	<p>Children to use mono printing to create hieroglyphics. *Please find guidance in the link underneath (how to Monoprint).</p> <p>Children may need exploration time before creating their final piece.</p>
	Project 1 complete.				

<ul style="list-style-type: none"> 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>How to Mono print file:///C:/Users/eroberts/AppData/Local/Temp/Temp1_t3-ad-4-print-making-mono-printing-lesson-pack_ver_1%20(1).zip/Mono%20Printing%20Art%20Instruction%20Sheet.pdf</p>			
		<p>Key Vocabulary: Pyramids, single focal point, Pre-Raphaelite movement, highlights, shadows.</p>			
	<p>Project 1 4</p>	<p>About great artists, architects and designers in History. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 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, with a range of materials [for example, pencil, charcoal, paint, clay] Become proficient in drawing</p>	<p>I know how to develop further simple perspective in using a single focal point and horizon. I know why and how a single focal point can create impact, effect and visual interest.</p>	<p>I know that Thomas Seddon was an English landscape painter associated with the Pre-Raphaelite movement. I know that The Pre-Raphaelites were a secret society of young artists (and one writer), founded in London in 1848. I know that a focal point is the most visually interesting area of the composition.</p>	<p>Research: Pharaoh Khufu – Building pyramids. Research: Thomas Seddon: English landscape painter – Pyramid paintings. Children to experiment with drawing 3D pyramids in their sketchbooks. Using hatching/cross-hatching/shading/reflection/3Dimension. Children to focus on a single focal point when drawing pyramids.</p>
	<p>Project 1 5</p>	<p>To improve their mastery of art and design techniques, including drawing, with a range of materials [for example, pencil, charcoal, paint, clay] Become proficient in drawing</p>	<p>I know how to depict highlights and shadows of 3D objects using drawing techniques. I know how to use perspective, scale and proportion within my drawing.</p>	<p>I know that a focal point will draw interest to a place in my painting that I want my viewers to see first.</p>	<p>Children to use the lesson to draw their 3D pyramids. Taking inspiration from Thomas Seddon's paintings. Children may want to add in surroundings (e.g. water, palm trees, camels.) Children to focus on a key element in their work – their line work / their tone / pyramid patterns / creating a texture.</p>
<p>Project 1 6</p>	<p>To improve their mastery of art and design techniques, including painting, with a range of materials [for example, pencil, charcoal, paint, clay] Become proficient in painting. Produce creative work, exploring their ideas and recording their experiences</p>	<p>I know how to mix colours to express mood, divide foreground from background or demonstrate tones.</p>	<p>I know that colour adds to the mood and atmosphere of a piece.</p>	<p>Children to add watercolour paint to their piece and add reflections/shading/tones. Children may layer their background and add pencil work after painting.</p>	
<p>Project 2 complete.</p>					

Art – Year 5 – Spring 2: Allotment - MTP

Key Vocabulary: Montage, collage, mixed media, art movement, texture, composition.

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	Project 1 2	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Become proficient in other art, craft and design techniques</p>	<p>I know how to arrange colours, shapes and textures for effect.</p>	<p>I know that Hockney was one of the big artists involved in the pop art movement in the 1960s.</p>	<p>Children to create their own David Hockney inspired garden collage. Children will paint their background and add collage. Children to use their sketchbooks to draw their collage. Children to add patterns to their collage as David Hockney does. Children to have a selection of materials that they can test and experiment with.</p>
	Project 1 3	<p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Become proficient in painting and other art, craft and design techniques.</p> <p>Produce creative work, exploring their ideas and recording their experiences</p>	<p>I know how to create a piece of art in response to the work of another artist.</p> <p>I know how to build upon my artwork, adding mixed media for effect.</p> <p>I know how to combine colours, tones and tints, to enhance the mood of a piece.</p>	<p>I know that Tingatinga’s style was naive yet bordering on surrealistic and humorous. He often depicted stereotypical African icons, such as wildlife and savannah landscapes.</p>	<p>Children to create their own Tingatinga inspired art piece. Children to add patterns to their collage as Edward Saidi does.</p> <p>Children will compare their two ‘outdoor’ inspired piece and compare each artwork.</p>
<p>Project 1 complete.</p>					

<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] About great artists, architects and designers in History. 	Key Vocabulary: formal elements, composite portrait, tonal contrast, colour palette, perspective, view finder.				
	Project 2 4	<p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>About great artists, architects and designers in History.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p>	<p>I know how to use research and knowledge on different artist styles to experiment in my own work.</p> <p>I know how to use composition, scale and proportion in my drawings.</p>	<p>I know that Giuseppe Arcimboldo was an Italian painter best known for creating imaginative portrait heads made entirely of objects such as fruits, vegetables, flowers, fish and books.</p> <p>I know that Artists use different methods and approaches to convey their ideas and sense of self.</p>	<p>Research: Giuseppe arcimboldo - Italian painter.</p> <p>Children to use their sketchbooks to explore and experiment with drawing 3D fruit. Children to focus on shading/reflections/shadows/tones.</p>
	Project 2 5	<p>To improve their mastery of art and design techniques, including drawing, with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Become proficient in drawing</p>	<p>I know how to use viewfinders to find the details of objects.</p> <p>I know how to draw simple objects including their texture.</p>	<p>I know that when considering perspective, smaller images in a painting can give the illusion of distance and larger objects can appear closer.</p>	<p>Drawing portraits using vegetables/ fruits – taking inspiration from Giuseppe arcimboldo. Children can use view finders to find details.</p>
	Project 2 6	<p>To improve their mastery of art and design techniques, including painting, with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Become proficient in painting. Produce creative work, exploring their ideas and recording their experiences.</p>	<p>I know how to use tonal contrast.</p> <p>I know how to create an appropriate colour palette based upon the colours observed in the natural world.</p>	<p>I know that mood and feeling can be created within my piece by the colour palette that I choose.</p>	<p>Children to continue with their vegetable/fruit portrait.</p> <p>Children to add paint –focusing on tonal contrast.</p> <p>Mood and feelings of the person they are painting should also be considered – colours chosen should reflect this.</p>
Project 2 completed					