



<b>Year 5</b> <b>Autumn</b> <b>Tint, tone and shade</b> <b>Art</b>	
<b>Previous learning</b> In art, children revisit and extend their understanding of colour theory from Year 3 and Year 4. They are introduced to the terms, tint, tone and shade and they build on their understanding of the genre previously explored in the Year 4 Vista project. Children revisit watercolour which was introduced in Year 3 and Year 4. This project teaches children about colour theory by studying the colour wheel and exploring mixing tints, shades and tones. They learn about significant landscape artworks and features of landscapes before using this knowledge to create landscape paintings.	
<b>Substantive Knowledge in Art</b>	<b>Disciplinary knowledge in Art</b>
The development of the formal elements by introducing and experiencing a wide range of media, using associated key vocabulary and knowing the work and techniques of a wide range of artists, craftspeople and designers. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design as they develop skills and knowledge. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. At the end of Key Stage Two, children of Alderman Cogan will be able to work independently to take action and refine their technical and craft skills in order to improve their mastery of materials and techniques.	Creatively thinking of possibilities, making comparisons, questioning and critiquing, reaching judgements, addressing challenges and reflecting on the impact of works of Art and Design produced independently, collectively and by others. Presenting outcomes verbally and in written form.
Lesson 1	<b>Exploring &amp; Developing Ideas</b> <ul style="list-style-type: none"> <li>To know that a tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.</li> <li>To be able to mix and use tints and shades of colours using a range of different materials, including paint.</li> </ul>
Lesson 2	<b>Exploring &amp; Developing Ideas</b> <ul style="list-style-type: none"> <li>To know that imaginative and fantasy landscapes are artworks that usually have traditional features of landscapes, such as plants, physical and human features, but they have been created from the artist's imagination and do not exist in the real world.</li> <li>Use a range of materials to create imaginative and fantasy landscapes.</li> </ul>
Lesson 3	<b>Evaluating &amp; Developing Work</b> <ul style="list-style-type: none"> <li>To understand ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art.</li> <li>To be able to compare and comment on the ideas, methods and approaches in their own and others' work.</li> </ul>
<b>Vocabulary</b>	

- cityscape, coastal, landscape, colour, depth, fantasy landscape, horizon, landscape, light, middle ground, mid space, outline, perspective, real landscape, scale, shade, sky, tint, tone, discussion, evaluate, feedback, improve, discussion, forum, reflect, critique, improvement, success, approach, evaluate, evaluation, idea, method, compare

<b>Year 5 Autumn Taotie Art</b>	
<b>Previous learning</b> This project teaches children about the significance and art of the taotie motif, including ancient and contemporary casting methods	
<b>Substantive Knowledge in Art</b>	<b>Disciplinary knowledge in Art</b>
The development of the formal elements by introducing and experiencing a wide range of media, using associated key vocabulary and knowing the work and techniques of a wide range of artists, craftspeople and designers. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design as they develop skills and knowledge. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. At the end of Key Stage Two, children of Alderman Cogan will be able to work independently to take action and refine their technical and craft skills in order to improve their mastery of materials and techniques.	Creatively thinking of possibilities, making comparisons, questioning and critiquing, reaching judgements, addressing challenges and reflecting on the impact of works of Art and Design produced independently, collectively and by others. Presenting outcomes verbally and in written form.
Lesson 1	<b>Exploring &amp; Developing Ideas</b> <ul style="list-style-type: none"> <li>To understand ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece.</li> </ul>
Lesson 2	<b>Exploring &amp; Developing Ideas</b> <ul style="list-style-type: none"> <li>To understand that relief sculpture projects come from a flat surface, such as stone. High relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculptures do not project far out of the surface and are visibly attached to the background</li> </ul>
Lesson 3	<b>Evaluating &amp; Developing Work</b> <ul style="list-style-type: none"> <li>To be able to create a relief form using a range of tools, techniques and materials.</li> </ul>
Lesson 4	<b>Exploring &amp; Developing Ideas</b> <ul style="list-style-type: none"> <li>Traditional crafting techniques using paper include, casting, decoupage, collage, marbling, <b>origami</b> and paper making.</li> <li>Make and use paper to explore traditional crafting techniques.</li> </ul>

## Vocabulary

cast, flatten, imprint, mould, piece-mould casting, plaster, press, push, silicone, tissue paper, intricate patterns, textures, malleable, clay, coils, slips, coils, slips, materials, sculptures, improve, practise, refine, sketchbook, sketching, technique

### Year 5 Spring Nature's Art Art

#### Previous learning

Explore artists such as Georgia O'Keefe. Sketch natural forms and explore the sculptural potential of natural materials before working collaboratively to create land art installations

#### Substantive Knowledge in Art

The development of the formal elements by introducing and experiencing a wide range of media, using associated key vocabulary and knowing the work and techniques of a wide range of artists, craftspeople and designers. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design as they develop skills and knowledge. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. At the end of Key Stage Two, children of Alderman Cogan will be able to work independently to take action and refine their technical and craft skills in order to improve their mastery of materials and techniques.

#### Disciplinary knowledge in Art

Creatively thinking of possibilities, making comparisons, questioning and critiquing, reaching judgements, addressing challenges and reflecting on the impact of works of Art and Design produced independently, collectively and by others. Presenting outcomes verbally and in written form.

Lesson 1

#### Exploring & Developing Ideas

- Understand ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art.
- Can compare and comment on the ideas, methods and approaches in their own and others' work.

Lesson 2

#### Evaluating & Developing Work

- Understanding ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece.
- Can review and revisit ideas and sketches to improve and develop ideas.

Lesson 3	<b>Evaluating &amp; Developing Work:</b>
	<ul style="list-style-type: none"> <li>• Investigate and develop artwork using the characteristics of an artistic movement</li> <li>• Compare and comment on the ideas, methods and approaches in their own and others' work</li> </ul>
<b>Vocabulary</b>	
discussion, evaluate, feedback, improve, discussion, forum, reflect, critique, improvement, success, approach, evaluate, evaluation, idea, method, compare	

<b>Year 5 Spring Line Light Shadow Art</b>	
<b>Previous learning</b>	
This project teaches children about the visual qualities of line, light and shadow. They explore the work of Pablo Picasso and Rembrandt and are introduced to a range of shading techniques. They take black and white photographs and use pencil, pen and ink wash to reimagine their photographs in a shaded drawing	
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Lesson 1	<b>Exploring &amp; Developing Ideas</b>
	<ul style="list-style-type: none"> <li>• Can explore artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract.</li> <li>• Are able to investigate and develop artwork using the characteristics of an artistic movement.</li> </ul>
Lesson 2	<b>Evaluating &amp; Developing Work</b>

	<ul style="list-style-type: none"> <li>• Know that Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade.</li> <li>• Can use pen and ink (ink wash) to add perspective, light and shade to a composition or model.</li> </ul>
Lesson 3	<b>Evaluating &amp; Developing Work:</b>
	<ul style="list-style-type: none"> <li>• Know that some artists use text or printed images to add interest or meaning to a photograph.</li> <li>• Can add text or printed materials to a photographic background.</li> </ul>
<b>Vocabulary</b>	
relief or impressed, overlays, layers, depth, observation, tonal contrast, mixed media, shading, hatching, blending, foreground, middle ground, background, smudge	

<b>Year 5 Summer Art</b>	
<b>Previous learning</b>	
This project teaches children about the Expressionist art movement and the 'Father of Expressionism', Edvard Munch. They explore different ways to portray feelings and emotions in art to create an imaginative self-portrait. The children will continue to develop the skills they have learnt in previous year groups about human form	
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Lesson 1	<b>Exploring &amp; Developing Ideas</b>
	<ul style="list-style-type: none"> <li>• To gain an understanding of artistic movements including Expressionism, Realism, Pop Art, Renaissance and Abstract.</li> <li>• To investigate and develop artwork using the characteristics of an artistic movement.</li> </ul>

Lesson 2	<p><b>Evaluating &amp; Developing Work</b></p> <ul style="list-style-type: none"> <li>● To understand that a portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists.</li> <li>● To explore and create expressions in portraiture.</li> </ul>
Lesson 3	<p><b>Evaluating &amp; Developing Work:</b></p> <ul style="list-style-type: none"> <li>● To understand that a portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists.</li> <li>● To explore and create expressions in portraiture.</li> </ul>
<b>Vocabulary</b>	
expression, Expressionist, facial feature, portrait, portraiture, self-portrait	

<p><b>Year 5 Summer Art</b></p>	
<p><b>Previous learning</b></p>	
<p>This project teaches children about paper crafts, papermaking and collage techniques, including paper, fabric, mixed media and photo collage. They use their learning to create a final piece of small-scale, mixed media collage. The children will use their knowledge and understand from previous year groups about paper and crafting.</p>	
<p><b>Substantive Knowledge in Art</b></p>	<p><b>Disciplinary knowledge in Art</b></p>
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Lesson 1	<p><b>Exploring &amp; Developing Ideas</b></p>

	<ul style="list-style-type: none"> <li>● To gain an understanding of artistic movements including Expressionism, Realism, Pop Art, Renaissance and Abstract.</li> <li>● To investigate and develop artwork using the characteristics of an artistic movement.</li> </ul>
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Lesson 4	<ul style="list-style-type: none"> <li>● <b>Exploring &amp; Developing Ideas</b></li> </ul>
	<ul style="list-style-type: none"> <li>● Traditional crafting techniques using paper include, casting, <i>decoupage</i>, collage, marbling, origami and paper making.</li> <li>● Make and use paper to explore traditional crafting techniques.</li> </ul>
<b>Vocabulary</b>	
expression, Expressionist, facial feature, portrait, portraiture, self-portrait	