

Brookside Academy Skills, Knowledge and Vocabulary document

Art and Design Year 5

Aims

The national curriculum for art and design aims to ensure that all pupils:

- 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.

KS1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

KS2

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. Pupils should be taught:

- 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.

Art and Design Intention Statement

At Brookside we aspire for Art and Design to support the development of our children's creativity and individuality whilst challenging and inspiring them further. We believe that the teaching of Art and Design provides a key role in creating a balanced and purposeful curriculum at Brookside that is inclusive for every child. We embrace the opportunity to teach Art in a cross-curricular way that enables pupils to gain a deeper level of understanding and knowledge within their class topics, creating a rich learning environment for all. Art provides every pupil with the opportunity to create work that is different to that of others whilst still learning the same skills, allowing us to share and celebrate as a community the development of independence and originality.

At the core of our Art provision is the statutory guidance that we use to create a curriculum that children can enjoy from an early age, developing their creativity and inspiring their futures in a way that can enrich their lives. We aim for pupils to become proficient in their use of key skills, such as drawing and painting, starting from being able to explore tools and materials in their Early Years and then building on this in a progressive meaningful way. Pupils will develop the ability to evaluate and analyse the work of others using the language of Art, offering them opportunities to see how all Artistic work has a voice and is individual to that of others. As pupils progress through school they will explore a range of great artists, craft makers and designers looking at the historical and cultural contexts of their art forms, this will cover work from the past and present as well as looking at Art on a local, national and global scale. We also value the impact that our Art provision has on the development of those key life skills that are at the heart of our community that we believe will make life-long learners. Art and Design will support creative thinking within our pupils helping them to take their ideas further by turning them into something that offers more personal forms of communication. As pupils practise, build on and refine key skills when producing creative work, this will support their ability to persevere and gain confidence in expressing their feelings, imagination and thoughts in meaningful forms. Picasso once said 'Every child is an artist' and we want our Pupils to recognise themselves as artists who create their own unique creations.

Year 5

	Skills & Knowledge	Vocabulary
Drawing	<ul style="list-style-type: none"> • Work in an independent way for sustained periods to create a detailed drawing. Focus on developing a key element of work such as pattern, texture, line, shape or tone. • Collect, record and plan for future work. Use this to help develop individual styles by using tonal contrast and mixing forms of media. • Use a variety of sources such as, observations, photographs and digital images to influence drawing techniques. • Build awareness of scale and proportion in drawings. • Use a single focal point to add effects such as shadow, reflection or direction of sunlight. • To replicate the style of Hans Holbein. • To produce a Tudor style portrait of a peer. • To understand how to use oil pastels to create a solar system landscape. • To choose an appropriate sketching pencil (B- 6B) to draw a Tudor galleon. • To sketch a design for a Viking longboat. • To use local Glastonbury Festival art to inspire a pencil sketch. 	<p style="text-align: center;">Hans Holbein</p> <p style="text-align: center;">Portrait Sketching Sketching pencil (B- 6B) Oil pastels Shading Blending Design Inspired Festival Art Shade Tone Contrast Composition Perspective Scale Foreground Birds eye view Background Proportion Sketch</p>
Painting	<ul style="list-style-type: none"> • Confidently control and create marks by experimenting with different effects and textures. • Mix and match colours to create atmosphere and light effects. Mix colours, shades and tones with confidence using previous knowledge. • Start to develop individual styles using mixed media. • Look at key artists from a different period comparing and contrasting their work. • Collect information from different sources as well as planning, trying out ideas and experimenting with colours to create a piece of work • To experiment with watercolours to add colour to monochrome photography. • To interpret our own sketches to decorate a Glastonbury festival style bin. • To examine the style of Holbein and Hilliard and the purpose of their paintings. 	<p style="text-align: center;">Blend proportion Oil pastels Wash Colour mixing Genre</p>

<p>3D Sculpture</p>	<ul style="list-style-type: none"> • Use a wider range of tools to create textures and patterns. Use this to help create life like qualities and real life proportions. • Develop an understanding of the ways that work can be finished; glaze, paint or polish. • Use recycled, natural and manmade materials to create sculptures, successfully joining them with appropriate tools and materials. • To produce an animal habitat using clay and a range of moulding and cutting tools. 	<p>Clay Moulding Smoothing Attaching clay parts using slip slip Papier mache Proportion</p>
<p>Printing</p>	<ul style="list-style-type: none"> • Look at overlaying colours in prints. • Explore overlaying prints with other media. • To reinterpret a part of the Bayeux Tapestry, using Styrofoam relief printing and acrylic paint onto calico cloth. 	<p>Styrofoam relief printing Acrylic paint Calico cloth Print making Etching stencil</p>
<p>Textiles</p>	<ul style="list-style-type: none"> • Use a variety of techniques to create different textural effects e.g. dyeing, weaving, stitching. • Look at producing a two colour tie dye. • Experience bringing together different techniques to create a piece of work, e.g. using embroidery and stitching over some tie dye. • Build on experience of Batik (use more than one colour). • To reinterpret a part of the Bayeux Tapestry, using Styrofoam relief printing and acrylic paint onto calico cloth 	<p>Batik Styrofoam relief printing Acrylic paint Assembly Fabric Textiles</p>