



<p>Year Group: 5</p>	<p>Title: Viewing Space</p>
<p>National Curriculum coverage: 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.</p>	<p>Context: This topic was chosen to compliment the science, D&T, music and computing work in Year 5. It allows children to be very imaginative and create their own art after delving into 20th century artwork and exploring how art was used in 19th century early cinema. It gives them the opportunity to explore different media and collaborate with more autonomy.</p>
<p>Concepts: Space / Colour / Shape / Line</p>	<p>Pre & Post Learning: Portrait task</p>
<p>Visits and Visitors: Animation Workshop</p>	<p>St. Mary's Experience: Make a film and have a premiere</p>
<p>Careers/preparation for adulthood: Fine artist Illustrator Animator Graphic designer Game designer</p>	<p>Key People: Miro Warhol Kusama Méliès</p>
<p>Catholic Social Teaching:</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="107 900 383 1171" style="width: 45%;">  </div> <div data-bbox="412 895 994 986" style="width: 45%;"> <p>Human Dignity - When comparing artists, discuss how their personal experiences, feelings, and cultural backgrounds shape their work.</p> </div> <div data-bbox="1021 900 1301 1171" style="width: 45%;">  </div> <div data-bbox="412 1024 943 1182" style="width: 45%;"> <p>Participation - highlight the importance of collaborative projects, like a moving art project, where everyone's contribution matters and how artists are inspired by their communities and the world around them.</p> </div> </div>	<p>British Values:</p> <ul style="list-style-type: none"> 👏 Mutual Respect - Comparing and contrasting diverse artists ☀️ Individual Liberty - Understanding others' points of view by looking at artwork and interpreting what the artist might have been thinking and feeling.
<p>End points (by the time pupils leave St. Mary's):</p> <p>Theoretical knowledge:</p> <ol style="list-style-type: none"> 1. Know and appreciate a range of great artists, cultural and historical movements and produce work inspired by them. 2. Understand that artists can be inspired by a multitude of different stimuli and use this knowledge to help them to inspire their own work. <p>Practical Knowledge:</p> <ol style="list-style-type: none"> 3. Be able to draw carefully from observation, understanding how to use different marks, scale and perspective 4. Master artistic techniques (colour, pattern, texture, line, shape, form) including painting, drawing, sculpture and photography, textiles, clay 	

Disciplinary Knowledge:

5. Understand that there are different ways of thinking about art (representational, abstract, political or social commentary, decorative, spiritual) and express an opinion about this.
6. Be able to show a development of ideas and think critically about their own art (sketch book)

Prior knowledge: Y3 -

Theoretical Knowledge:

- Compare different artists of the same style and explore work from different cultures and time periods. Contemporary artists; McKee and street artists and Victorian Naïve art by Lowry.
- Understand others points of view by looking at work and trying to understand what the artist might have been thinking and feeling linking this to artists taking their inspiration from the world around them. How does city life inspire artists?

Practical knowledge:

- Draw and paint faces and a whole body, with accurate proportions in different stances, show facial expression and body language in drawings
- Create sketch books to record observations and use them to review and revisit ideas.
- Understand the different grades of pencil and use them to scribble and shade (cross hatch, dot dash, circle, spiral) to create lines of different types and create texture and tone.
- Be able to draw 3d shapes showing light, shadow and perspective developing simple industrial landscapes.
- Create a background using a wash and explore links between colours and feelings.

Disciplinary knowledge:

- Artists document the world around them, using whatever tools and materials they can create.

Prior Knowledge Y4 -

Theoretical Knowledge:

- Compare different artists and the way they have shown water and tried to promote sustainability and love of nature in their work. Contemporary artists; Zaria Foreman and reclaimed art sculptors with Leonardo Da Vinci (Renaissance) and Monet (Impressionism).
- Understand others points of view by looking at work and trying to understand what the artist might have been thinking and feeling linking this to artists taking their inspiration from the world around them and their emotions at that time.

Practical knowledge:

- Sketch showing an increased understanding of line, tone, scale, texture and depth to display movement, reflection and perspective.
- Mix tints and tones of colour with increasing confidence using paints, chalks and charcoals.
- Practice and develop sketch book use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, researching, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links.
- Design and make a sculpture or piece of art to convey a message.

Future knowledge: Y6

Theoretical Knowledge:

- Say who and what their project work has been influenced by.
- Explore the work of key artists of the twentieth century (Picasso, Rothko, Henry Moore, Barbara Hepworth) and the impact of artists work on society at the time.
- Produce their own work inspired by these artists and sculptors. Commenting on reasons why they have used different tools, media and techniques and evaluating work as it progresses.

Practical knowledge:

- Improve mastery of sculpture techniques e.g. rolling, kneading, shaping, pinching, creating surface patterns and textures, slabs, coils and slips.
- Plan, design, make and adapt models; evaluate other sculptures and use knowledge to make own personalised sculpture.
- Sketches and plans communicate their own style, emotions and a sense of self within accuracy and imagination.
- Improve mastery of painting techniques using a wide range of techniques in their work and explain why they have chosen specific painting techniques.
- 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.

Disciplinary knowledge:

- Art has different meanings in different cultures. Sometimes these cultures are represented simultaneously in an artwork to highlight or celebrate the differences.

<p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> - Artists create compositions based on objects that are meaningful to them. - Artists include images in their artwork that might have more than one meaning. Explore "There is no Plan B! How can we use art to highlight global issues?" 						
<p>CRUCIAL KNOWLEDGE: Y5</p> <p>Theoretical Knowledge:</p> <ul style="list-style-type: none"> - Understand the processes, intentions and outcome of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Compare and contrast 20th Century artists, their genre and tools and techniques: Miro (Surrealism) / Warhol (Pop art)/ Kandinsky (Abstract Modern)/ Yayoi Kusama (Japanese contemporary artist). - Understand others points of view by looking at work and trying to understand what the artist might have been thinking and feeling linking this to artists taking their inspiration from the world around them and their feelings and emotions at that moment in time. <p>Practical knowledge:</p> <ul style="list-style-type: none"> - Mix colours, use space, hues, tints and tones, overlap and create texture using paints and collage with a level of mastery. - Sketch and paint people and 3-D shapes with skill. - Draw effect of light on people and objects from different directions and develop the concept of perspective - Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media. - Plan and develop ideas and work collaboratively on a moving art project. <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> - What purpose does art serve? Artists use symbols and images that have meaning to the viewer to tell stories visually. - Reflect on the topic question "Do we all see things the same?" Look at art illusions as a way to discuss this. 	<p>Vocabulary:</p> <table border="1"> <thead> <tr> <th data-bbox="1375 343 1758 470">Tier 2 (General Academic Vocabulary - These are high-utility words used across multiple subjects)</th> <th data-bbox="1758 343 2128 470">Tier 3 (Domain-Specific Vocabulary – These are specialized terms primarily used in art)</th> </tr> </thead> <tbody> <tr> <td data-bbox="1375 470 1758 1078"> <p>Similarity Difference Tools Techniques Tradition Light Dark Shape Shadow Change Mood</p> </td> <td data-bbox="1758 470 2128 1078"> <p>tone Primary & secondary colours Proportion Tint Shades Perspective Foreground & background Pop Art Hot and cold colours Overlap layer Hue Space scape Abstract Conventional Middle ground</p> </td> </tr> </tbody> </table>		Tier 2 (General Academic Vocabulary - These are high-utility words used across multiple subjects)	Tier 3 (Domain-Specific Vocabulary – These are specialized terms primarily used in art)	<p>Similarity Difference Tools Techniques Tradition Light Dark Shape Shadow Change Mood</p>	<p>tone Primary & secondary colours Proportion Tint Shades Perspective Foreground & background Pop Art Hot and cold colours Overlap layer Hue Space scape Abstract Conventional Middle ground</p>
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