

Windy Nook Primary School

Key Learning in Art and Design: Years 5 and 6 Our art curriculums aim is to open up the world of art to children by introducing them to different artists, styles and different experiences through a range of techniques.

Exploring and Developing Ideas (Aim 1 and 4 NC)		Evaluating and Developing Work (Aim 3 NC)
<ul style="list-style-type: none"> Work expressively to select and record from firsthand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 		<ul style="list-style-type: none"> Review, think about and discuss ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in a sketchbook using key vocabulary.
<p style="text-align: center;">Drawing (focussed in most lesson starters) (Get it in Perspective) (Outta this world)</p> <p>To develop and share experiences, ideas and imagination. Investigate, experiment and explore throughout topic. The skills below should be utilised when delivering the different media.</p>		
<p>Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work.</p>	<p><u>Lines, Marks, Tone, Form and Texture</u> Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.</p>	<p><u>Perspective and Composition</u> Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created i.e. Composition</p>
<p style="text-align: center;">Media (Eureka! , Outta this world and Maya topics)</p>		
<p>Painting (Maya and Outta this world)</p>	<p>Textiles (The Christmas Market- DT- make cushion)</p>	<p>3-D Sculpture (clay bust Eureka) (structures - Beamish project)</p>
<p>Develop a painting from a drawing.</p>	<p>Use fabrics to create 3D structures. Use different grades of threads and needles. Colour</p>	<p>Shape, form, model and construct from observation or imagination.</p>

<p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</p> <p>Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint.</p> <p>Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.</p> <p>Colour</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Be able to identify and work with complementary colours</p>	<p>Apply colour with printing, dipping, fabric crayons. Create and use dyes i.e. onion skins, tea, coffee.</p> <p>Texture</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</p>	<p>Plan a sculpture through drawing and other preparatory work.</p> <p>Develop skills in using clay including slabs, coils, slips, etc.</p> <p>Shape, form, model and join with confidence.</p> <p>Produce intricate patterns and textures in a malleable media.</p> <p>Discuss and evaluate own work and that of other sculptors in detail</p>
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Focused Artist Study (Aim 4 NC)

The work of a recognised artist could be used to launch a unit of work.. Alternative artists can be used. The work of recognised artist and crafts people should only be used as a starting point, not as the main focus for the unit of work.

Get it in perspective- Drawing	Eureka- Mayan- Sculpture 3D	Mayan-Painting- Sculpture	Outta this world!-Mixed media
<p>Van Gogh</p> <p>Lowry</p> <p>Discrete artists (Carey Young)</p>	<p>Sarah Peters</p> <p>Discrete artists (Pablo Picasso- Ron Mueck)</p>	<p>Serge Clottey</p> <p>Rene Magritte</p> <p>Enrico Baj</p>	<p>Peter Thorpe</p>

RRSA Article Links

During this key learning the following articles will be addressed:

Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people