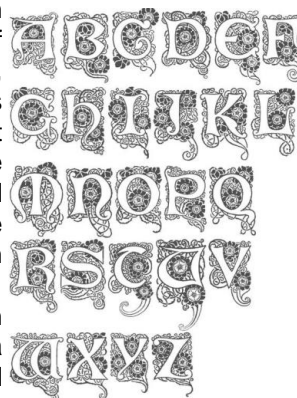


Pudsey Bolton Royd Primary School Art Long-Term Plan

Year 5

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>
Enquiry Questions		
Can I make a papier mache planet?	Can I create an intricate illuminated letter?	
Outcomes		
Children will know how to use papier mache effectively. and be able to plan and create a papier mache planet then paint it to reflect the colours of the chosen planet.	Children will learn what illumination is and how it links to the anglo saxon era. They will look at anglo saxon manuscripts and their relevance at the time. Children will have a go at using calligraphy pens to create a range of illuminated letter.	
Linked Texts		
	The Anglo Saxon Chronicle	
Linked Experiences		
Overview		
<ol style="list-style-type: none"> 1. Create a page about the chosen planet. Look at images of different planets focusing on spherical shape and surface texture. Stick in photos of chosen planet and create preliminary sketches of what they would like their papier mache planet to look like and label with techniques. 2. Discuss best material to use to create a stable sphere with papier mache that can be removed after. Add a small paragraph about the choice of material (balloon) chosen for papier mache on the page about the planet. Children to 3. Create papier mache planet using their planned sketches/notes. Then paint. 4. Reflect on what went well with their techniques and stick photos of their own planet with reflective notes around. 	<ol style="list-style-type: none"> 1. Look at a range of fonts and annotate feelings, thoughts, time, intention. Look at a range of manuscripts form Anglo Saxon era, making notes on the purpose of illuminated letter. 2. Children given alphabet sheet of illuminated letters, using calligraphy pens to have a go at mimicking letter style and background pattern using intricate details and pen movement. 3. Design in pencil, own letter to create as a large illuminated letter. Design in sketchbook, labelling intent, feelings, reasons for choices. When happy with their design, complete in calligraphy pen, adding in colour. These could be use in English writing if appropriate to the unit of work. 	
Knowledge and/or Skills Covered		



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<p>PLAN: Plan in detail with preliminary studies in sketchbooks, with reference to technique and materials they have seen or studied</p> <p>PRODUCE: <u>Control & precision</u></p> <p>Make correct estimates of how much paint, papier mache etc they will use (i.e. to minimise waste and clear-up time)</p> <p><u>Reproduce</u></p> <p>Reproduce simple art/craft in its entirety without much guidance</p> <p><u>Create</u></p> <p>Starting to make choices (about techniques/materials) for artistic reasons</p> <p><u>Evaluate</u></p> <p>Think critically by suggesting improvements to their peers' work</p>	<p>PLAN: Plan in detail with preliminary studies in sketchbooks, with reference to artwork, technique and materials they have seen or studied</p> <p>PRODUCE:</p> <p><u>Control & precision</u></p> <p>Make correct estimates of how much paint, card etc they will use (i.e. to minimise waste and clear-up time)</p> <p><u>Reproduce</u></p> <p>Reproduce simple art/craft in its entirety without much guidance</p> <p><u>EVALUATE:</u></p> <p><u>Appreciate</u></p> <p>Respond sensitively to other people's artistic tastes</p> <p>Explain how people can show respect or tolerance for other people's opinions</p> <p><u>Evaluate</u></p> <p>Think critically by suggesting improvements to their peers' work</p>	
National Curriculum Attainment Targets		
<p>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 sculpture with a range of materials.</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>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.</p> <p>Pupils should be taught about great artists in history.</p>	
Important Vocabulary		
<p>Rotational, component, perspective, exceptional, sparse, complex, warp, aesthetic, context, Increase, decrease, Glaze, wash, bleeding.</p>	<p>contemporary, prior, legacy, dominate</p>	

Pudsey Bolton Royd Primary School Art Long-Term Plan

Year 5

<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Enquiry Questions		
Who was Monet? Why is his work important? Can I create a piece inspired by Monet?		What is Greek Vase? Can I design a Greek Vase?
Outcomes		
Children to create an artist study double page spread about Monet, inspired by his pieces, including information they have learnt. Children to create their own rivers piece inspired by Monet's River Thames series.		Understand and critique greek art. Create a relief print silhouette for a greek vase.
Linked Texts		
Linked Experiences		
Overview		
<p>Look closely at some of the River Thames series of paintings by the French artist Claude Monet, thinking particularly about his use of light and colour to create an impression.</p> <p>Learn some facts about the life and work of Claude Monet.</p> <p>Create a double page spread using water colours, headings, subheading, example of work to display what they have learnt about Monet and his work and significance. Discuss impressionism and post impressionism</p> <p>https://www.tate.org.uk/kids/explore/what-is/impressionism</p> <p>Mix and match colours from Monet's work and record this in sketchbooks.</p> <p>Use the 4 predominant colours to paint their own version of one on Monet's River Thames paintings.</p> <p>Discuss and evaluate their own work and that of others.</p>		<p>Look at a range of greek vases, stick images in sketch books. Ask children what they notice about the Greek vases. (There isn't a lot of detail, they are mainly black and orange, they show images of Ancient Greece, etc.)</p> <p>Ask what the children notice about silhouettes – what is important about your design today? Annotate their vases with critiques, ideas and information about the Greek Vases</p> <p>https://www.khanacademy.org/humanities/ancient-art-civilizations/greek-art/greek-pottery/a/greek-vase-painting-an-introduction</p> <p>Children to begin by taking a page in their sketchbooks to practise different silhouettes based on Myth they are reading.</p> <p>Children to finalise their design of one silhouette and create in sketch books. Copy onto styrofoam printing and use relief printing to remove the background, so the raised part is the bit which they will see when printed.</p>
Knowledge and/or Skills Covered		
<p>PLAN: Plan in detail with preliminary studies in sketchbooks, with reference to artwork, technique and materials they have seen or studied.</p> <p>PRODUCE: <u>Realism</u></p>		<p>PLAN: Plan in detail with preliminary studies in sketchbooks, with reference to artwork, technique and materials they have seen or studied.</p> <p>PRODUCE:</p>

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<p>Attempt realism and get frustrated if this cannot be achieved</p> <p><u>Control & precision</u> Make correct estimates of how much paint, card etc they will use (i.e. to minimise waste and clear-up time)</p> <p><u>Reproduce</u> Reproduce simple art/craft in its entirety without much guidance</p> <p><u>Appreciate</u> Respond sensitively to other people's artistic tastes Explain how people can show respect or tolerance for other people's opinions</p> <p><u>Ask questions</u> Ask/answer more complex questions (e.g. about influence, legacy, context)</p> <p><u>Compare</u> Start to suggest reasons for different artistic styles in different times, places and cultures</p> <p><u>Evaluate</u> Think critically by suggesting improvements to their peers' work</p>		<p><u>Control & precision</u> Make correct estimates of how much paint, card etc they will use (i.e. to minimise waste and clear-up time)</p> <p><u>Reproduce</u> Reproduce simple art/craft in its entirety without much guidance</p> <p><u>Appreciate</u> Respond sensitively to other people's artistic tastes Explain how people can show respect or tolerance for other people's opinions</p> <p><u>Ask questions</u> Ask/answer more complex questions (e.g. about influence, legacy, context)</p> <p><u>Compare</u> Start to suggest reasons for different artistic styles in different times, places and cultures</p> <p><u>Evaluate</u> Think critically by suggesting improvements to their peers' work</p>
National Curriculum Attainment Targets		
<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. 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. Pupils should be taught about great artists in history.</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. 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. Pupils should be taught about great artists, designers in history.</p>
Important Vocabulary		
<p>impressionism, post impressionism , water colour, layers, prior, legacy, dominate, perspective</p>		<p>terracotta, relief printing, amphora, roller, ink, silhouette, Value, Ceramic, Terracotta, Porcelain</p>