

YEAR 5

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Drawing	The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon. Specific: Creating with Materials ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. Share their creations, explaining the process they have used.	Explore making marks, lines and curves Know how to use pencils to create lines of different thickness within pictures. Use lines to represent objects seen, remembered or imagined Know how to show how people feel in drawings.	Explore tone. Begin to use 3 different grades of pencil. Know how to use charcoal, pencil and pastel to create art. Know how to use a viewfinder to focus on a specific part of an artefact before drawing it. Use line and tone to represent things seen, remembered or observed	Use a sketch book to record ideas and plan work with a brief evaluation. To know how to use a sketchbook to produce a final piece of art. Explore shading, using different media Use a range of different grades of pencil to show tone and texture. Draw familiar things from different viewpoints Begin to show facial expressions. Use digital images and IT to create art which includes their own work and that of others.	Use a sketch book to record ideas, practise techniques, suggest improvements and evaluate work. Use skills to create facial expressions. Know how to integrate digital images into artwork.	Use a sketch book to record ideas, practise techniques, plan work, suggest improvements and evaluate work Use a range of materials to produce line, tone, texture and shade to represent figures and forms in movement. Select and experiment with media and techniques to achieve a specific outcome	Use a sketch book to record detailed ideas, explore techniques, plan work, suggest improvements and give detailed evaluations of work. Select appropriate media (pencils, pastels or charcoal) and techniques when creating observational art. Explain why different tools have been used to create art. Know how to use a range of e-resources to create art.
Printing	The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon. Specific: Creating with Materials ELG: Safely use and explore a variety of materials, tools and	Use one colour of paint or ink on a block Repeat patterns, random or organised, with a range of blocks	Extend repeating patterns - overlapping, using two contrasting colours Explore and recreate patterns and textures with an extended range of materials - e.g. sponges, leaves, fruit, know how to create a printed piece of art by pressing, rolling, rubbing and stamping.	Explore images through monoprinting on a variety of papers Explore images and recreate texture using wallpaper, string, polystyrene etc	Explore colour mixing through printing, using four colours and a variety of materials Use printing to represent the natural environment	Make connections between own work and patterns in their local environment (e.g. curtains, wallpaper) Know how to create an accurate print design following given criteria. Compares own image and pattern making with that of well-known artists (William Morris)	Recreate images through relief printing using card Design prints for fabrics and coverings

	techniques, experimenting with colour, design, texture, form, and function. Share their creations, explaining the process they have used.						
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COMPOSITES

Create sketch books to record their observations and use them to review and revisit ideas

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Learn about great artists, architects and designers in history.

COMPONENTS

	1	2	3	4	5	6	End Point
	Can I sketch a nature scape?	Who was Hokusai?	Can I explain what I like in art?	Can I replicate an artist's style?	Can I transfer an image for printing?	Can I design and create a bag for the Hokusai exhibition?	Children will explore the artist Hokusai and replicate the artist's style. Children will transfer an image for printing and print a design
CONCEPTS Link to concept map	Expression	Culture Critical Thinking	Culture Critical Thinking Influence	Expression Influence	Design Influence	Design Influence	
SKILLS	Drawing Use a sketch book to record ideas, practise techniques Use a range of materials to produce line , tone , texture and shade to represent figures and forms in movement.	Drawing Use a sketch book to record ideas	Drawing Use a sketch book to record ideas, practise techniques , plan work, suggest improvements and evaluate work Select and experiment with media and techniques to achieve a specific outcome	Drawing Use a sketch book to record ideas, practise techniques , plan work, suggest improvements and evaluate work Printing Make connections between own work and patterns Compares own image and	Drawing Select and experiment with media and techniques to achieve a specific outcome Printing Know how to create an accurate print design following given criteria. Compares own image and pattern making	Drawing Select and experiment with media and techniques to achieve a specific outcome Printing Know how to create an accurate print design following given criteria. Compares own image and pattern making	Children will draw using a sketch book using a range of techniques. Children will be able to make an accurate print design Children will compare own image with that of a well-known artist

				pattern making with that of well- known artists	with that of well- known artists	with that of well- known artists	
KNOWLEDGE	Children know how to sketch a landscape using a range of techniques	Children will know who Hokusai is and what they are famous for	Children will know who Hokusai is. Children know how to say what their preferences are and how to explain their choices.	Children know how to replicate an artist's style to create their own image of Mount Fuji	Children know how to transfer an image for printing Children can use printing techniques to block print.	Children know how to adapt learnt skills to a design brief. Children can print a design.	Children will know who the artist Hokusai is and the style of their work Children will know how to replicate an artist's work Children will know how to make a print design
LESSON LINK	<u>MTP TERM 1 & 2</u>	<u>MTP TERM 1 & 2</u>	<u>MTP TERM 1 & 2</u>	<u>MTP TERM 1 & 2</u>	<u>MTP TERM 1 & 2</u>	<u>MTP TERM 1 & 2</u>	
PROGRESSIVE VOCABULARY	techniques line tone texture shade figures forms	techniques	techniques improvements line tone texture shade figures forms media techniques	techniques improvements line tone texture shade figures forms media techniques	media techniques print design	media techniques print design	Articulate and recognise subject specific vocabulary
CURRICULUM EXPERIENCES						Children produce a printed paper bag which is displayed in a class gallery	Application of knowledge and skills to produce a printed paper bag in the style of Hokusai
END POINT	Children will sketch the cliffs at Botany Bay	Children will be able to talk about the artist Hokusai	Children will be able to explore art by Hokusai, saying what their preferences are and explaining their choices	Children will be able to replicate Hokusai's style to create an image of Mount Fuji	Children will transfer their own image for printing Children will use printing techniques to block print	Children will create their own printed paper bag in the style of Hokusai	