

YEAR 5

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Textiles	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.	Aware of colour, texture and shape Sort, collect, discuss and pull apart cloths and threads	Stitch and cut threads and fibres Simple weaving with strong wool through a stiff card loom	Weave paper, progressing from one to two colours Discriminate between materials	Print on fabrics Simple stitching - use a long needle to make straight stitches	Dye fabrics using tie-dye, batik etc Use contrasting colours in stitching and weaving	Use plaiting, pinning, stapling, stitching and sewing techniques
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	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	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	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.

	techniques, experimenting with colour, design, texture, form, and function. Share their creations, explaining the process they have used.			Begin to show facial expressions . Use digital images and IT to create art which includes their own work and that of others.		achieve a specific outcome	Know how to use a range of e-resources to create art.
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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]

Know about great artists, architects and designers in history.

COMPONENTS

	1	2	3	4	5	6	End Point
	Can I create a Mayan inspired pattern?	Can I sew a Mayan inspired garment?	Can I use Batik wax to create patterns?	Can I experiment with different materials?	Can I sketch a real life object?	Can I use oil pastels to create an image?	Chn will have used taught skills of batik to create a Mayan inspired garment.
CONCEPTS Link to concept map	Culture Expression Influence	Design Influence	Design Influence	Design Expression Influence	Design Expression Influence	Design Expression Influence	
SKILLS	Use a sketch book to record ideas, practise techniques , plan work, suggest improvements and evaluate work	Use contrasting colours in stitching and weaving	Dye fabrics using tie-dye , batik etc Use contrasting colours in stitching and weaving	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	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 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	Dye fabrics using tie-dye, batik etc Use contrasting colours in stitching and weaving 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

				achieve a specific outcome			
KNOWLEDGE	Children know about patterns from Mayan culture Children know how to create a Mayan style pattern using line and colour	Children know how to use stitches to attach fabric Children know how to select thread colour to achieve a desired effect	Children know that wax can be used to create a pattern. Children will know how to batik	Children will know that different materials can be used to sketch/draw. Children will know how different materials can be used to sketch and think about how they are similar/different	Children will know how to sketch objects	Children will know that sketches can be enhanced by colour	Children will know about Mayan inspired patterns and will sew a Mayan inspired garment. Children will know that batik creates a pattern. Children will know different materials can be used to sketch real life.
LESSON LINK	MTP T3	MTP T3	MTP T3	MTP T3	MTP T3	MTP T3	
PROGRESSIVE VOCABULARY	techniques plan improvements	contrasting colours	dye tie-dye batik contrasting colours	techniques plan improvements materials line tone texture shade figures forms media	techniques plan improvements materials line tone texture shade figures forms media	techniques plan improvements materials line tone texture shade figures forms media	Articulate and recognise subject specific vocabulary
CURRICULUM EXPERIENCES		Creating a Mayan inspired garment			Completing an entry for an art competition	Completing an entry for an art competition	Completing an entry for an art competition
END POINT	Children will have designed a pattern inspired by Mayan art and culture	Children will have cut & sewn a Mayan inspired garment	Children will have created a batik pattern	Children will explore different materials used for sketching	Children will sketch a still life (fruit) sketch for a competition	Children will use colour pastels to add colour to the competition sketch	