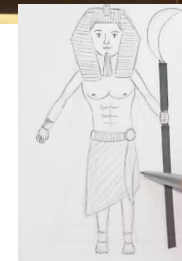


## Art and Design Medium Term Planning Year 5

| <u>Top</u> | <u>Knowledge</u>                                                                                                                                                                                         | <u>Children will be able to...</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <u>Prior Knowledge</u>                                                                                                                                                                   | <u>Key Vocabulary</u>                                                                                                                                                                                                                                |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Egyptians  | <p>To improve their mastery of art and design techniques in painting.</p> <p>To express emotions in my art work.</p> <p>To improve their techniques in art and design using pencils and oil pastels.</p> | <ul style="list-style-type: none"> <li>To create a colour wash sunset scene for Egypt including silhouettes of pyramids, palm trees and camels. Children to use black paper/ card to cut out these shapes.</li> </ul> <p>Explore the use of texture in colour</p> <p>Colour for purposes</p> <p>Mix different shades of colours (3 or 4 shades of one colour for effect) Add black paint- darker, add white paint- lighter</p> <p>Explore colour palette for Blue How many different shades can they make? (for sky on painting)</p> <p>Hue Primary, Secondary and Territory colours</p> <ul style="list-style-type: none"> <li>To explore facial expressions through sketching 4 pictures of Pharaohs emotions to create mood and feeling.</li> </ul> <p>Use shading to create mood and feeling.</p> <p>Identify and draw objects and use marks and lines to produce texture.</p> <p>Know how to successfully use shading to create mood and feeling.</p> | <p>Children will have created sketches and used marks/lines to show texture and produce a final piece.</p> <p>Children will have previously created a background using a paint wash.</p> | <p>wash,</p> <p>background,</p> <p>stroke, mood,</p> <p>tone, colour,</p> <p>sunset, burial,</p> <p>shape, position,</p> <p>oil pastels,</p> <p>emotions, mood,</p> <p>sketch, draw,</p> <p>line, size,</p> <p>proportion,</p> <p>shape, colour,</p> |



To explore different types of shading and replicate then use techniques to add them to my work.

- To sketch a portrait of for King Tut.

Identify and draw objects and use marks and lines to produce texture.

Know how to successfully use shading to create mood and feeling.

Shading is the process of adding value to create the illusion of form, space, and most importantly - light in a drawing.

Know how to organise line, tone, shape and colour to represent figures and movement.

To develop finger blending techniques when drawing.

- To create hieroglyphics using Mono-printing technique.

Create an accurate print design following criteria

Explore mono-printing. Monoprinting is a process whereby only one print is pulled from the printing plate.

- To use a selection of photographs for inspiration to make an Egyptian vase with handles out of clay and use tools to add different patterns





|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                     |  |  |
|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--|--|
|  |  | <p>and Egyptian symbols / hieroglyphics.</p> <p>Develop skills in clay using slabs, slips and coils.</p> <p>Slabbing clay is a technique that includes rolling out slabs of clay and then cutting out pieces and attaching them together to create pots, cups, and urns.</p> <p>Show increasing control and confidence using clay tools.</p> <p>Use different techniques to mould clay to make things for a purpose- Squeeze, roll, pinch, press, push, rub, blend</p> |  |  |  |
|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--|--|

|             |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                    |                                                                                                                                                    |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Flow</p> | <p>To develop their art and design techniques in using marks and lines to show texture. Use line, tone, shape and colour to represent figures and forms in movement.</p> <p>To know about great artists in History.</p> <p>To improve their mastery of art and design techniques, including</p> | <div data-bbox="407 395 770 667">  </div> <ul style="list-style-type: none"> <li>To explore Claude Monet and his famous piece of work 'Water lilies'. To write about the techniques Claude Monet uses in his paintings, to discuss colours and how the artist has used pastels to show effect.</li> </ul> <p>Research the work of an artist and use their work to replicate a style.</p> <ul style="list-style-type: none"> <li>To create a representation of Claude Monet famous painting 'Water Lillie' exploring pastels and smudging.</li> </ul> <p>Identify and draw objects and use marks and lines to produce texture. Know how to successfully use shading to create mood and feeling. Shading is the process of adding value to create the illusion of form, space, and most importantly - light in a drawing. Know how to organise line, tone, shape and colour to represent figures and movement. To develop finger blending techniques when drawing.</p> <div data-bbox="956 884 1288 1075">  </div> <div data-bbox="1288 820 1624 1069">  </div> <div data-bbox="1310 1131 1632 1362">  </div> <ul style="list-style-type: none"> <li>To look at pictures of landscapes and discuss places they find water. Use HB pencils to sketch different landscape scenes (river, pond, ocean, lake)</li> </ul> | <p>Children will experiment with styles used by other artists.</p> <p>Children will be able to use line, tone and shape and colour to represent figures and forms in movement.</p> | <p>mix, shade, shading, bright, dark, light, draw, sketch, adapt, change, shadow, tone, line, artist, pastels, paint, flow, movement, outline,</p> |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|



painting and drawing with a range of materials [for example, pencil, paint, pastels].

Identify and draw objects and use marks and lines to produce texture.  
 Know how to successfully use shading to create mood and feeling.  
 Shading is the process of adding value to create the illusion of form, space, and most importantly - light in a drawing.  
 Know how to organise line, tone, shape and colour to represent figures and movement.  
 To develop finger blending techniques when drawing.



- To use planned sketches of water scene to create a landscape in paint using different shaded and colour for purpose to make water/a river look like its moving.

Explore the use of texture in colour

Colour for purposes

Mix different shades of colours (3 or 4 shades of one colour for effect) Add black paint- darker, add white paint- lighter

Explore colour palette for Blue How many different shades can they make? (for sky on painting)

Hue is Primary, Secondary and Tertiary colours

Name some different colours for Primary colours Blue- Turquoise, navy, sky blue,

Red- ruby, crimson, maroon, burgundy, Yellow- mustard, marigold, peach

Name complementary and Contrasting colours Red and green; yellow and purple; orange and blue; green and magenta.



- To create a collage of an under water scene in small groups.

Add collage to painted, printed or drawn background  
Use a range of collage materials with a purpose in mind.



|                     |                                                        |                                                                                                                                                                                                                         |                                                                          |                                                                          |
|---------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|
| Traders and Raiders | To improve their mastery of art and design techniques, | <ul style="list-style-type: none"> <li>To use a tea bag to create stained paper. Explore different types of materials for writing using a calligraphy pen / and feathers and ink to write the rune alphabet.</li> </ul> | Children will be able to print onto different materials using at least 4 | print, repeat, repetitive, position, pattern, repeat, tile, polystyrene, |
|---------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|

including painting and drawing with a range of materials [for example, pencil, paint, pastels].

To know how to create an accurate print design.



Create a colour wash for a background screen. (Y3 objective)

Identify and draw objects and use marks and lines to produce texture.

- To use pencil to sketch an Anglo-Saxon boat. Children to use different grades of pencils to show tone and texture.

Identify and draw objects and use marks and lines to produce texture.

To develop finger blending techniques when drawing- You use a tissue as a blending tool by wrapping it over your finger and rubbing from the dark areas into the light areas.

To explore different types of shading and replicate then use techniques to add them to my work.

- To transfer and copy a drawing of an Anglo-Saxon boat on a lino Block Printing Tiles (Polystyrene Sheets) and cut it out.

Know how to print onto different materials using at least 4 colours (Y3& Y4 objective)

|                                 |                                 |                          |                           |                          |                                 |                         |                                   |
|---------------------------------|---------------------------------|--------------------------|---------------------------|--------------------------|---------------------------------|-------------------------|-----------------------------------|
| f<br>fehu<br>wealth             | u<br>uruz<br>aurochs            | p<br>purisaz<br>giant    | a<br>ansuz<br>god         | r<br>raipō<br>riding     | k<br>kaunaz<br>ulcer            | g<br>gebō<br>gift       | w<br>wunjo<br>joy                 |
| h<br>hagalaz<br>hall            | n<br>naupiz<br>need/hardship    | i<br>isa<br>ice          | j<br>jera<br>year/harvest | ī<br>eihwaz<br>yew tree  | p<br>perp<br>luck               | z<br>algiz<br>sedge (?) | s<br>sōwulō<br>sun                |
| ↑<br>t<br>teiwaz<br>the god Tyr | B<br>b<br>berkana<br>birch twig | M<br>e<br>ehwaz<br>horse | M<br>m<br>mannaz<br>man   | l<br>l<br>laguz<br>water | ◇<br>ng<br>inguz<br>the god Ing | W<br>d<br>dagaz<br>day  | X<br>o<br>ōpila<br>inherited land |



colours.

Children will be able to use a range of mark making materials to create different effects.

Children will be able to use different grades of pencils to show different tones and textures.

block, sketch, draw, shade, shading, light, dark, tone, texture, HB, tint, primary colour, secondary colour, territory colour

Create an accurate print design following criteria



- To create a class fabric. To use the different children's tiles of Anglo-Saxon boats to create a print pattern using paint onto white material/fabric to display in classroom.

Explore the use of texture in colour

Select colour for purposes

Mix different shades of colours (3 or 4 shades of one colour for effect) Add black paint- darker, add white paint- lighter

Vikings

To create sketches to record their observations and use them to review and revisit ideas.

- To look closely at a piece of wood to explore the pattern/texture to be able to replicate the pattern when sketching a Viking boat. (split page into two)

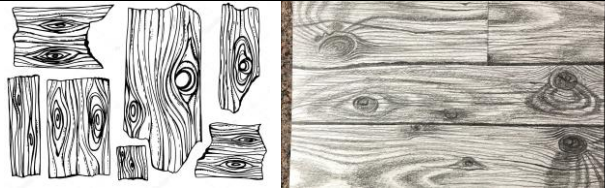
Identify and draw objects and use marks and lines to produce texture.  
To explore different types of shading and replicate then use techniques to add them to my work.

Children will know how marks and line show texture in art work.

sketch, long boat, detail, carving, texture, wood, metal, lines, pattern,

To improve their mastery of techniques including drawing.

To learn about great architects in History.



- To look at photographs to sketch 4 different sections of a Viking boat. To use a view finder to sketch different parts of a Viking boat. To sketch parts of a Viking ship including the sail and mast, long oars for rowing, rigging, dragon on front and the decoration patterns on wood.

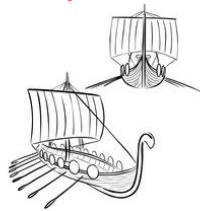
Use a viewfinder to focus on a specific part of an object before drawing it. (Y2 objective)

Identify and draw objects and use marks and lines to produce texture.

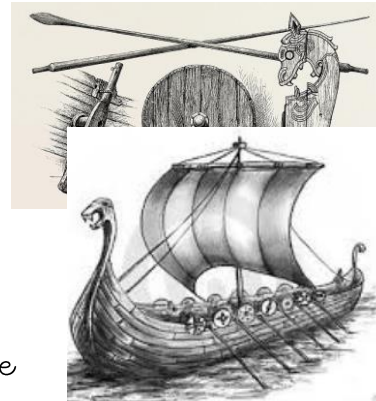
Shading is the process of adding value to create the illusion of form, space, and most importantly - light in a drawing.

Know how to organise line, tone, shape and colour to represent figures and movement.

To develop finger blending techniques when drawing.



- To sketch a Viking long boat- take into account lines and detail of the boat. Pay close



Children will be able to use line, tone, shape to represent forms in movement.

Children will know how to angle the pencil to get the correct pressure for shading.

texture, replicate, tone, shape,

attention to the head of the boat and the detail carved. Explore the forms of movement in relation to the oars.

Use a viewfinder to focus on a specific part of an object before drawing it. (Y2 objective)

Identify and draw objects and use marks and lines to produce texture.

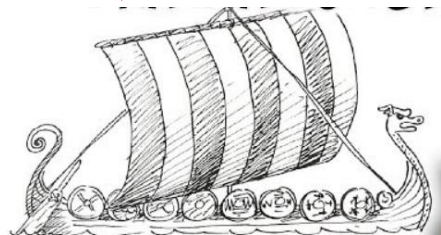
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To develop finger techniques when drawing.

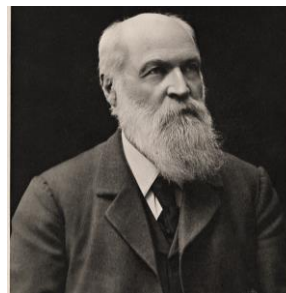
- To explore Colin (22 July 1832 - 8 February 1921) Norwegian [naval architect](#) and [shipbuilder](#)). Make a comparison between Viking boats and the boats he designed. Talk about the role of an architect

Research the work of an artist and use their work to replicate a style.



blending

Ancher



| Machines and Inventions | <p>To improve their techniques in art and design using charcoal.</p> <p>To know about great artists, architects and designers in history.</p> | <ul style="list-style-type: none"> <li>To use clay to make a 3D camera moulding the clay to explore form and shape. Use tools to add the fine detail. Explore famous inventors and Johann Zahn who designed the first camera in 1685 and Joseph Nicéphore Niépce who clicked the first photograph in the year 1814.</li> </ul> <p>Develop skills in clay using slabs, slips and coils.</p> <p>Slabbing clay is a technique that includes rolling out slabs of clay and then cutting out pieces and attaching them together to create pots, cups, and urns.</p> <p>Show increasing control and confidence using clay tools.</p> <p>Use different techniques to mould clay to make things for a purpose- Squeeze, roll, pinch, press, push, rub, blend</p>  <ul style="list-style-type: none"> <li>To discuss how bikes have changed through History. Talk about how they now have two wheels but in the past had 1 wheel. To use charcoal to sketch a unicycle.</li> </ul> <p>Identify and draw objects and use marks and lines to produce texture.</p> <p>Shading is the process of adding value to create the illusion of form, space, and most importantly - light in a drawing.</p> <p>Know how to organise line, tone, shape and colour to represent figures and movement.</p>  | <p>Children have some knowledge of famous artists.</p> <p>Children will be able to use techniques to mould clay.</p> <p>Children will be able to use a range of techniques when drawing including shading.</p> | <p>clay, mould, manipulate, squeeze, roll, pinch, push, press, blend, rub, tool, board, explore,</p> <p>charcoal, line, shape, size,</p> <p>pencil, sketch, draw, straight, curved,</p> <p>Da Vinci, sketch, idea, plan, design.</p> |
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To develop finger blending techniques when drawing.

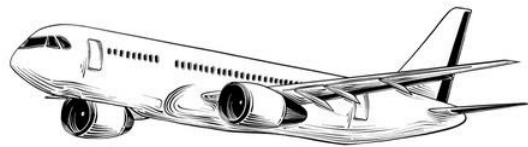
- To study and explore the famous inventor Da Vinci who made the first flying machine. To sketch an old and new flying machine. I can split my page into two sections.

Identify and draw objects and use marks and lines to produce texture.

Shading is the process of adding value to create the illusion of form, space, and most importantly - light in a drawing.

Know how to organise line, tone, shape and colour to represent figures and movement.

To develop finger blending techniques when drawing.



- To explore the famous artist Salvador Dali and look at the way he represents his artwork. Create a piece of his work like 'The persistence of memory' Using pastels (smudging skills)

Explore the use of texture in colour

Select colour for purposes

Mix different shades of colours (3 or 4 shades of one colour for effect) Add black paint- darker, add white paint- lighter



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