Excalibur Art Curriculum

<u>Year 5</u>

<u>Art Intent</u>

Our Art curriculum at Excalibur has been designed, in line with 'Development Matters in the EYFS' guidance and the national curriculum to bring engagement, fun and enthusiasm to learning so that our children develop independent curiosity, acquire a lifelong appetite for learning and become well-rounded individuals who achieve their full potential, both personally and academically. It will stimulate creativity, imagination and individuality. We allow our children in KS1 and 2 to study areas of art in extensive detail so they can develop knowledge, understanding and skills to confidently investigate, create and evaluate their own works of art.

Art Implementation Year 5		
Skills	Key Knowledge	Composite Tasks
<u>Generating Ideas</u>	<u> Drawing – I Need Space</u>	Drawing – I Need Space
• Develop ideas more independently from their own	• Explore the purpose and effect of imagery	Create a retro-futuristic mixed media collage
research. Explore and record their plans, ideas and	• Understand and explore decision making in creative	
evaluations to develop their ideas towards an outcome.	processes	
	• Develop drawn ideas through printmaking	
<u>Sketch Books</u>	• Test and develop ideas using sketchbooks	
 Confidently use sketchbooks for purposes including 	• Apply understanding of drawing processes to revisit	
recording observations and research, testing materials	and improve ideas	
and working towards an outcome more independently.		
	Focus artist – Teis Albers	
<u>Making Skills</u>		
• To use a broader range of stimulus to draw from, such	<u>Painting and mixed media - Portraits</u>	<u>Painting and mixed media – Portraits</u>
as architecture, culture and photography. Begin to	• Explore how a drawing can be developed	Plan and create a mixed media self-portrait

develop drawn ideas as part of an exploratory journey.	• Combine materials for effect	
• Apply known techniques with a range of media,	• Combine materials for effect	
selecting these independently, in response to a	 Identify the features of self-portraits 	
stimulus.	• Develop ideas towards an outcome by experimenting	
• Draw in a more sustained way, revisiting a drawing	with materials and techniques	
over time and applying their understanding of tone,		
texture, line, colour and form.	Focus artist –Chila Kumari Singh Burman	
• Apply paint with control in different ways to achieve		
different effects, experimenting with techniques used	<u>Sculpture and 3D – Interactive Installation</u>	Sculpture and 3D – Interactive Installation
by other artists and applying ideas to their own	 Identify and compare features of art installations. 	Apply their knowledge of installation art and
artworks e.g. making choices about painting surfaces	 Investigate the effect of space and scale when 	develop ideas into a finished piece the communicates
or mixing paint with other materials.	creating 3D art.	an idea
• Develop a painting from a drawing or other initial	 Problem -solve when constructing 3D artworks. 	
stimulus.		
• Add collage to a painted, printed or drawn	Focus artist – Guo Qiang	
background for effect.		
• Explore how collage can extend original ideas.	<u>Craft and Design – Architecture</u>	<u>Craft and Design – Architecture</u>
• Combine digital effects with other media.	• Apply observational drawing skills to interpret forms	Design a commemorative monument
 Investigate scale when creating forms in three 	accurately.	
dimensions.	 Apply composition skills to develop a drawing into 	
• Explore a greater range of materials to create 3D	print	
forms e.g. wire and found materials	• Apply an understanding of architecture to design a	
• Plan a sculpture, developing an idea in 2D into a	building	
three-dimensional piece.	• Extend design ideas through research and sketchbook	
• Persevere when constructions are challenging and	use	
work to problem solve more independently.	• Explore and evaluate the intention of a design	
• Design and make art for different purposes and begin		
to consider how this works in creative industries e.g. in		
architecture, magazines, logos, digital media and	Focus artist – Hundertwasser	
interior design.		
• Extend ideas for designs through sketchbook use and		

research, justifying choices made through the design	
process.	
<u>Knowledge of Artists</u>	
• Research and discuss the ideas and approaches of	
artists across a variety of disciplines, being able to	
describe how the cultural and historical context may	
have influenced their creative work.	
Evaluate and Analyse	
• Discuss the processes used by themselves and by other	
artists, and describe the particular outcome achieved.	
• Use their knowledge of tools, materials and processes	
to try alternative solutions and make improvements to	
their work.	

<u>Art Vocabulary Year 5</u>

Craft and Design	Painting and Mixed Media	Sculpture and 3D	Drawing
abstract	art	analyse	cold war
annotate	medium	art	collagraph/collagraphy
architect/architectural/architecture	atmosphere	medium	composition
birds eye view	background	atmosphere	culture
built environment	carbon paper	concept	decision
commemorate	collage	culture	develop
composition	composition	display	evaluate
crop	continuous line	elements	futuristic
design/design brief	drawing	evaluate	imagery
design intention	evaluate	experience	printing plate
elevation	justify	features	printmaking process
evaluate	mixed media	influence	propaganda

external	monoprint	installation art	purpose
form	multi media	interact/interactive	repetition
futuristic	paint wash	location	Retrofuturism
individuality	portrait	mixed media	revisit
interpret	printmaking	performance art	space race
legacy	represent	props	stimulus
literal	research	revolution	technique
monoprint	self-portrait	scale/scaled down	
monument	texture	special effects	
observational drawing	transfer	stencil	
organic		three dimensional	
perspective			
pressure			

Formal Elements	
Colour	Know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.
Form	Know that an art installation if=s often a room or environment in which the viewer 'experiences' the art all around them. Know that the size and scale of three-dimensional art work changes the effect of the piece.
Shape	Know that a silhouette is a shape filled with a solid flat colour that represents an object.
Line	Know that lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing.
Pattern	Know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.
Texture	Know how to create texture on different materials.
Tone	Know that tone can help show the foreground and background in an artwork.