






## Art Curriculum Overview A – Year 5



Term	Autumn	Spring	Summer
<b>National Curriculum KS2</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• To create sketchbooks to record their observations and use them to review and revisit ideas.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint and clay).</li> <li>• To learn about great artists, architects and designers in history.</li> </ul>		
<b>Title of Unit</b>	 <p style="text-align: center;"><b>Print and Activism</b></p>	 <p style="text-align: center;"><b>Take a Seat</b></p>	 <p style="text-align: center;"><b>Exploring Identity</b></p>
<b>Artist/Area Focus</b>	Luba Lukova, Faith Ringgold, Shepard Fairey	Yinka Ilori	Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett
<b>Enquiry Question</b>	How can we, as artists, use our skills, vision and creativity to speak on behalf of communities, changing the world for the better?	How can we create 3 dimensional characters inspired by characters in film and fiction?	How can we learn more about ourselves through making art? How do we bring our own experience to the art we make?
<b>Media</b>	Printing, Collaging, Drawing	Design, Making, Drawing, Sketchbooks	Collage, Drawing, Sketchbooks

<p><b>Key Concepts</b></p>	<ul style="list-style-type: none"> <li>• That artists can use art as a way to express their opinions, using their skills to speak for sectors of society.</li> <li>• That artists acting as activists often use print because it allows them to duplicate and distribute their message.</li> <li>• That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language.</li> <li>• That through art as activism we can come together.</li> </ul>	<ul style="list-style-type: none"> <li>• That artists who create furniture are often called craftspeople or designers.</li> <li>• That furniture is more than just practical – designers and craftspeople produce furniture which reflects the era or culture it is made in, or the personality of the maker.</li> <li>• That as artists, we can use a variety of materials to design and make our own model chairs. The chairs we make can reflect our personality, and be enjoyed by others.</li> <li>• There are certain requirements for a chair to be a chair (4 legs and a back?) – but we can be as imaginative as we like.</li> <li>• We can think about the form, structure, material and texture, as well as the way the chair is constructed, to help us make our chair unique.</li> </ul>	<ul style="list-style-type: none"> <li>• That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to.</li> <li>• That people are the sum of lots of different experiences, and that through art we can explore our identity.</li> <li>• That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.</li> <li>• That as viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.</li> </ul>
<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better.</li> <li>• Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that designers &amp; makers sometimes work towards briefs, but always brings their own experience in the project to bear.</li> <li>• Understand that artists and designers add colour, texture, meaning and richness to our life</li> <li>• Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that designers &amp; makers sometimes work towards briefs, but always brings their own experience in the project to bear.</li> <li>• Understand that artists and designers add colour, texture, meaning and richness to our life</li> </ul>
<p><b>Skills</b></p>	<ul style="list-style-type: none"> <li>• Practise seeing negative and positive shapes</li> <li>• Explore what your passions, hopes and fears might be. What makes</li> </ul>	<ul style="list-style-type: none"> <li>• Make visual notes to capture, consolidate and reflect upon the artists studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore what your passions, hopes and fears might be. What makes you you? How can you find visual</li> </ul>

you you? How can you find visual equivalents for the words in your head?

- Explore colour: make colours, collect colours, experiment with how colours work together.
- Explore combinations and layering of media.
  - Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art.

- Use a variety of materials to design (through making) and construct a scaled piece of furniture. Bring your personality and character to the piece. Let your nature inform the choice of materials and shapes you use.

equivalents for the words in your head?

- Explore combinations and layering of media.
- Make visual notes to capture, consolidate and reflect upon the artists studied.
- Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality.
- Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore.