

Art & Design

YEAR 5	<p style="text-align: center;">AUTUMN FOCUS Topic: The Olympics (The Ancient Greeks- History, Locational Knowledge – Geog) Art and Design – Drawing, Painting, Collage</p> <p style="text-align: center; color: red;">Visit/Trip: Greek Restaurant</p> <p style="text-align: center; color: red;">DISPLAY: Ancient Greek Vases for Main Corridor</p> <p style="text-align: center;">Final Product: Portraits on Ancient Greek Vases</p> <p>Opportunities for Exploring Diversity: Only men were allowed to take part in the Ancient Olympics, so no women are featured in the portraits. Discuss how this has changed over the years. Compare how Olympic images of events have changed over time. Study black artists who paid tribute to The Olympic Games through portraits.</p>	<p style="text-align: center;">SPRING FOCUS Topic: Invaders and Traders (The Anglo-Saxons – History, Trade – Geography) Art and Design: Sculpture</p> <p style="text-align: center; color: red;">Visit /Trip: <i>British Museum to see the King’s Treasure from Sutton Hoo</i></p> <p style="text-align: center; color: red;">Display: Anglo Saxon Brooch Museum for Main Corridor</p> <p style="text-align: center;">Final Product: <i>Anglo-Saxon Brooches (Sculpture)</i></p> <p>Opportunities for Exploring Diversity: How does the clothing and accessories we choose to wear reflect our unique selves? How has fashion changed over the years? How does nationality and culture affect pattern and design in fashion?</p>	<p style="text-align: center;">SUMMER FOCUS Topic: Sail Away! (The Vikings – History, Iceland – Geography) Art and Design: Viewpoints/Landscapes <i>Artist Studies: Henri Rousseau (French) and Hokusai (Japanese)</i></p> <p style="text-align: center; color: red;">Wow Day – Viking Workshop</p> <p style="text-align: center; color: red;">Display: Landscape picture/painting in handmade photo frames</p> <p style="text-align: center; color: red;">TRIP: PGL Residential (May)</p> <p>Final Product: A landscape picture from a certain perspective</p> <p>Opportunities for Exploring Diversity: Compare and contrast landscape artwork by Henri Rousseau and Katsushika Hokusai. Do you think digital imagery is more, less or of equal importance to an artist’s drawing or painting? Why?</p>
Artist/Texts/websites	<p>https://www.britishmuseum.org/collection/galleries/greek-vases</p> <p>https://www.museums.cam.ac.uk/index.php/school-sessions/ancient-greeks-design-your-own-greek-vase</p> <p>https://content.twinkl.co.uk/resource/13/dc/T2-H-4645-Greek-Vase-Olympic-Photo-Pack-ver-1.pdf?token=exp=1631801249~acl=%2Fresource%2F13%2Fdc%2FT2-H-4645-Greek-Vase-Olympic-Photo-Pack-ver-1.pdf%2A~hmac=dda9f711a42d948cb0ca50605470017afea04255063daef49214f93b97b2cff0</p> <p>Modern Artists: Grayson Perry and Chris Ofili https://www.culturetype.com/2016/08/16/olympic-spirit-over-the-years-important-african-american-artists-have-paid-tribute-the-games-and-champion-athletes/</p>	<p>https://www.dkfindout.com/uk/history/anglo-saxons/anglo-saxon-jewellery/</p> <p>https://www.nationaltrust.org.uk/sutton-hoo/features/the-royal-burial-mounds-at-sutton-hoo</p> <p>https://www.britishmuseum.org</p>	<p>https://artuk.org/learn/learning-resources/superpower-landscape-1-surprised/page/2#</p> <p>https://www.nationalgallery.org.uk/paintings/henri-rousseau-surprised</p> <p>http://www.hokusaionline.co.uk/code/mountfuji.html</p> <p>36 Views of Mount Fuji is a <u>ukiyo-e</u> series of large, colour wood-block prints. The series depicts Mount Fuji in differing seasons and weather conditions from a variety of different places and distances and includes the famous print <i>The Great Wave off Kanagawa</i>. (Year 3 recap)</p> <p>https://www.youtube.com/watch?v=8z9zRbwh43I</p>
Skills	<p>Drawing, Painting, Collage</p> <p>During Autumn 1, the children will be studying Ancient Greek vases. They will look out how artists depicted the Olympic events and then go on to design their own portrait for a vase. They will also investigate and then use a range of materials, techniques and processes to create surface patterns.</p> <ul style="list-style-type: none"> -To create sketch books to record their observations and use them to review and revisit ideas; - To improve their mastery of art and design techniques, including drawing, with a range of 	<p>Sculpture</p> <p>During Spring 1, the children will be studying Anglo-Saxon artefacts. They will look at Anglo-Saxon brooches and buckles and then design their own brooch. They will make these out of air dry clay.</p> <ul style="list-style-type: none"> -To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; 	<p>Artist Studies</p> <p>During Summer 1, the children continue to learn from the works of famous artists. They now expand their knowledge by looking at a range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p>KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history.</p> <p>Children will:</p> <ol style="list-style-type: none"> a give detailed observations about notable artists’, artisans’ and designers’ work; b offer facts about notable artists’, artisans’ and designers’

	<p>materials.</p> <p>Children will:</p> <ul style="list-style-type: none"> -experiment with showing line, tone and texture with different hardness of pencils; - show an awareness of space when drawing; <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children will:</p> <ol style="list-style-type: none"> mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; create different textures and effects with paint <p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ol style="list-style-type: none"> add collage to a painted or printed background; create and arrange accurate patterns; use a range of mixed media; plan and design a collage; 	<p>Children will use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <ul style="list-style-type: none"> - To become proficient in sculpting techniques. - To improve their mastery of art and design techniques, including sculpting with a range of materials. <p>Children can:</p> <ol style="list-style-type: none"> plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills 	<p>lives;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt.</p> <p>Drawing and Painting</p> <p>Using a pencil, sketch a still-life from different views whilst considering the size of things in the foreground and background.</p> <ul style="list-style-type: none"> • To evaluate and analyse creative works using the language of art, craft and design. • To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing
<p>Key Vocabulary (<u>new vocabulary in bold underlined</u>)</p>	<p>Mark making, pattern, line, shape, form, painting, differences, similarities, portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, outline, arrange, fix.</p>	<p>Pattern, texture, line, shape, form, space, sculpture, structure, mark, soft, join, tram, cast.</p> <p>Brooch vocab: round, symmetrical, jewelled, bronze, coloured gemstones.</p>	<p>Line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p> <p>Blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>
<p>Opportunities for Learning / Cross Curricular</p>	<p>Link to history and aspects of life in Ancient Greece/The Ancient Olympics History & Geography – when were the vases made? Where were they found? History – What do they tell us about Ancient Greek lifestyle? Maths – measure/area/length/repeating pattern PSHE – looking at diversity, inclusion and aspects of me. Black History Month Artist Study of Chris Ofili. R.E - Additional Diwali art activity</p>	<p>History – Anglo Saxons English – Beowulf Geography – Trade Maths – Geometric/symmetrical patterns, measurement PSHE – How does the clothing and accessories we choose to wear reflect our unique selves? How does nationality and culture affect pattern and design in fashion? Chinese New Year</p>	<p>English – DEP for Summer 1 – Visual Literacy uses the paintings: The Lion Hunt and Surprised! By Henri Rousseau. Science – Living Things and their Habitats Geography – Mountains and Landscapes (Iceland) Compare and contrast landscape artwork by Henri Rousseau and Katsushika Hokusai. DT – The final piece of art produced will be used as the picture for the picture frame constructed in DT during Summer 2.</p>
<p>Learning Overview / WALTs</p>	<p>Lesson 1 WALT: Experiment with mark making and pattern using pencil. What do you notice about the patterns on these vases? What makes a good Greek key design?</p> <p>Children practise mark making with graded pencils – name types of marks. Experiment using geometric shapes, repeating patterns and ‘Greek Key Design’ to create a pattern for the neck of the vase.</p> <p>Lesson 2 WALT: make close observations of Ancient Greek vases.</p>	<p>Lesson 1 WALT: Examine Anglo-Saxon jewellery and clothing</p> <p>Using a range of pictures, photographs, artefacts and resources, children will explore the Anglo-Saxons and why they were highly skilled craftsmen and women who created interesting jewellery, ceramics, sculptures and wall paintings.</p> <p>Lesson 2 WALT: Design an Anglo-Saxon outfit. What did a typical Anglo-Saxon man and woman wear?</p>	<p>Lesson 1 WALT: Analyse a piece of work by the chosen artist, discussing medium used, colour, texture, and content. What is the subject of much of his work? How is the tiger hidden? What colours are used?</p> <p>Focus on Surprised – a Tiger in a tropical storm. Discuss Rousseau’s work. Annotate example in art book, adding personal opinion.</p>

How can we add texture to our sketches?

Provide pictures of images from Greek vases.
Simple still life focus of vases in the middle of tables. Use and apply shading tonal skills from last week – use photos of Greek vases for inspiration and sketch imitations in sketch books.

Lesson 3
WALT: Create a silhouette using different media.
How can we depict a sporting event on a vase?

Practise drawing outlines for Ancient Greek Olympic sports on black sugar paper. Provide pictures and templates for children who need support.

Lessons 4
WALT: Design a pattern and create a portrait on a Greek vase.
Can you design your own Ancient Olympic vase?

Children create their own Greek key design for the neck of the vase using inspiration from lesson 1. Create a final portrait of an Olympic event using silhouettes on black sugar paper for the main body of the vase.

Lesson 5
WALT: Mix paint to create an authentic Greek vase colour.
Which colours mix well to create an authentic looking vase base?
How can we make our portrait stand out?
How can we decorate the neck of the vase?

Mix poster paints to create a terracotta/orange wash on cartridge paper for the background of the vase. Carefully cut out the vase. Next paste on the silhouette to portray their chosen Olympic sport. Finally, add the Greek key design and any other decoration using black ink once the paint has dried.

Lesson 6
WALT: Develop close observation skills of artwork from contemporary artists
How do modern artists depict portraits?
How have portraits changed over time?

Study work by the artists Grayson Perry and Chris Ofili. Look at how a contemporary artist have depicted portraits in their work – compare with the images on ancient Greek vases.

British artists Anthea Hamilton and Chris Ofili created posters for the London Olympics in 2012. Ofili won the Turner Prize in 1998. This year, Hamilton was shortlisted for the annual prize presented to a UK artist under the age of 50. For the poster, she portrayed elegantly poised legs in a pool, seemingly referencing synchronized swimming, a women-only event.

Lawrence, Puryear, and Ofili each focused on Olympic runners, perhaps in tribute to the longstanding excellence black athletes have demonstrated in track and field. John Baxter Taylor Jr. was the first African American athlete to win a gold medal. Taylor was a member of the 1908 men's medley relay team at the London Olympics. Through the decades, many distinguished black track and field athletes have followed in his footsteps.

Lesson 7 link to PSHE)

Children will study clothing that was worn by Anglo-Saxons. They will compare and contrast the differences in men and women's clothing and how/why the materials/styles are different to clothing today. We will focus particularly on accessories such as brooches and buckles.

Lesson 3
WALT: Design an Anglo-Saxon brooch.
What patterns and shapes are evident on ancient Anglo-Saxon brooches?

The children will examine a range of brooch designs and discuss what appeals to them most. They will choose a special person to design an Anglo-Saxon brooch for (could be a man or woman!) Share images and discuss the use of a round base, symmetrical patterns and colours. The children will have time to experiment with authentic shapes, patterns and images on squared paper.

Lesson 4
WALT: Create an Anglo-Saxon brooch out of air dry clay.
What materials will we need to sculpt clay?

The children will choose their best design idea to make a brooch using air-dry clay. (extra tools needed e.g. cookie cutters, straws, lolly sticks etc.)

Lesson 5
WALT: Decorate an Anglo-Saxon brooch using authentic design ideas.
What finish should we paint to make our brooch look authentic?

The children can then paint their clay brooch with metallic poster paint.

Lesson 6
WALT: Evaluate my Anglo-Saxon brooch and peer assess.
What does a successful clay brooch look like? (Co-create success criteria to peer assess)

The children will then complete art reflection sheet. Give their brooch a name and respond to the following questions in their art sketch book:

- 1) How did you create the piece?
- 2) What do you like best about the finished piece?
- 3) What did you find most difficult when creating this piece?

What did you learn about yourself as an artist during this project?

Lesson 2
WALT: Develop a colour study based on main colour within the chosen artist's work.
How does **Rousseau** use the colour green?
How do we make green? How can we make it darker? Lighter?
Count the different shades of green in the picture. Split page in art book into sections. Try to fill each section a different shade of green.

Lesson 3
WALT: Collect own artefacts to make studies related to the artist's work and develop skills of observational drawing.
How can we reproduce a landscape picture?
Collect examples of leaves/plants. Discuss the use of different plant life in **Rousseau's** work. Look at details on leaves. Use view finders and sketch pencils to draw leaves and plants.

Lesson 4
WALT: evaluate and analyse the work of **Hokusai** using the language of art.
Does our view of the picture change from where we are standing?
Experiment with sketching from different perspectives.

We will be analysing the work of a Japanese artist Hokusai, the series of prints that he is most famous for, The 36 Views of Mount Fuji. Look at the prints on the website [hokusai online](#).

Have a still-life set up (vase of flowers or bowl of fruit). Ask chn to walk all the way round – does the view change? Place another object in front of the vase. Explain foreground and background. Even if the object in the foreground is smaller, it can appear larger because it is nearer to you. Chn sketch from different views, different distances, and different angles.

Lesson 5
WALT: Sketch chosen features within an artist's work.
Which feature of the artwork inspires me?

Children will have the opportunity to choose a piece previously studied and pick out their favourite features to copy as inspiration for their own artwork.

Lesson 6
WALT: Sketch and paint landscape and subject considering viewpoint.
KQ: Can we include all the success criteria to create our final piece of art?
Children will then create their own landscape picture from a digital image. (Children to choose or take a photo of landscape/nature as part of home learning)
Sketch and then add colour using oils or watercolours. This piece will be used for their picture frame.

WALT: Create a portrait on a modern vase
What portraits/images reflect me?

Create own designs for a modern vase entitled: 'Aspects of Myself' use pen ink and colour to depict own vase design using skills developed over the course of this unit. (Sketchbook or display).

At the end of the Greek vase lesson, the children will complete an art reflection sheet. Respond to the following questions in their art sketch book:

- 1) How did you create the piece?
- 2) What do you like best about the finished piece?
- 3) What did you find most difficult when creating this piece?

What did you learn about yourself as an artist during this project?

The children will then complete art reflection sheet. Give their brooch a name and respond to the following questions in their art sketch book:

- 1) How did you create the piece?
- 2) What do you like best about the finished piece?
- 3) What did you find most difficult when creating this piece?

What did you learn about yourself as an artist during this project?