







Art Learning Sequence Document - Year 5-6 2 year rolling programme



| Term | Autumn Year A | Spring Year A | Summer Year A | Autumn Year B | Spring B | Summer B |
|--|--|---|--|---|--|--|
| Topic | Fallen Fields | Allotment | Hola Mexico | Frozen Kingdom | Dynamic Dynasties | Ground breaking Greeks |
| Focus Artist: | John Nash – over the top. John Singer – Gassed  | Arcimboldo (Italy)  | José Guadalupe Posada Aguilar (Day of Dead skulls)  | Inuit Art Kenijauk Ashivak  | Shen Zhou (Master of Ming Dynasty) (China)  | Alberto Giacometti Walking Man, 1961  |
| National Curriculum: | <ul style="list-style-type: none"> Create sketchbooks 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) Learn about great artists, architects and designers in history. | | | | | |
| Final Product | Emotive art – art with a message. | Botanical Art in style of Arcimboldo | Day of the dead skull. | Inuit Print of polar animal with original design | Chinese silk painting | 3D sculpture representing Greek god. |
| Art focus | PAINTING | PAINTING | COLLAGE | PRINTING | PAINTING | 3D FORM |
| Range of materials | Various grades of pencil, Paint Fine brushes | Various grades of pencil, Pen and ink, Paint, Variety of brushes and painting tools. | Sketch book Variety of pencils Papier mache | Pen and ink/ Charcoal Variety pencils/ Polystyrene/Print ink | Various grades of pencil/Pen and ink Fabric paint/ink/Calligraphy brushes Variety of brushes and painting tools. | Various grades of pencil, Pen and ink, Wire, sculpting tools, clay |
| Sequence of learning: Significant people, art, movements. Analyse: Compare and contrast. Link to own work. Creativity Creating Generating ideas. Evaluating ideas Techniques Line, colour, painting, printing, 3D form, textiles Showcase piece Analyse Deconstruct Create | <p>1.. LAUNCH: to learn about the life and work of John Nash/Singer analysing war art.</p> <p>2.. IMITATE: to focus on line techniques and drawing the human form including shading using hatching, cross hatching, scumbling and stippling.</p> <p>3.. SPECIFIC SKILLS: to explore colour palette in war art . Mix colours to create own colour palette.</p> <p>4.. SPECIFIC SKILLS: to explore footage of war to create own ‘war scene’ and sketch mindful of one point/2 point and 3 point perspective.</p> <p>5.. PLAN to design a war scene landscape.</p> <p>6.. CREATE to use paint and pencils, ‘war’ colour palette and 1,2 or 3 point perspective to create and war scene landscape..</p> <p>7.. EVALUATE: to evaluate landscape and share ideas and inspiration. Justify choice of technique, perspective and how they used colour and form to create mood of scene.</p> | <p>1.. LAUNCH to learn about the life and work of Arcimboldo analysing seasons portraits.</p> <p>Focus on use line/colour to create highlight and shade.</p> <p>2.. IMITATE: to observe and draw fruit/veg achieving competence in hatching cross hatching, tipping scumbling focussing on different pencils to create highlight and shade in 3D form.</p> <p>3.. SPECIFIC SKILLS: to explore mixing primary to make secondary colours using different proportions to create complementary or contrasting colour palette Refine paint techniques to create shadow and shade by layering, developing shade, tone or tint.</p> <p>4.. PLAN: to design and plan portrait.</p> <p>5.. CREATE: to apply line, paint techniques to create a portrait in the style of Arcimboldo..</p> <p>6.. EVALUATE: to evaluate portrait and share ideas and inspiration. Explain techniques used and justify choices.</p> | <p>1.. LAUNCH: to learn about the life and work of José Guadalupe Posada Aguilar and analyse prints being used to convey a ‘message’</p> <p>2.. IMITATE: to observe and draw human skull focusing on position and proportion of facial features.</p> <p>3.. SPECIFIC SKILLS: to observe variety of Mexican day of the dead skulls and film of day of the dead celebrations and use as a stimulus to develop a colour palette.</p> <p>4.. PLAN: to use observations of Mexican art/José Guadalupe’s work to develop ideas for pattern, colour, cartoon, graffiti for 3D skull.</p> <p>5.. CREATE to use downloaded 3D skull to fashion skull out of card and decorate.</p> <p>6.. EVALUATE: to evaluate skull and share ideas and inspiration. Explain techniques used and what message the skull communicates.</p> | <p>1.. LAUNCH: to learn about the life and work of Kenijauk Ashivak and analyse use of colour and simplistic design.</p> <p>2.. IMITATE: to explore contrasting colours and create a ‘contrasting pairs of colours’ colour palette.</p> <p>3.. SPECIFIC SKILLS: to observe and draw polar animals using hatching, cross hatching, scumbling and stippling to create highlight and shade.</p> <p>4.. PLAN: to observe photographs of Arctic landscape, aurealis borealis to draw a landscape incorporating 1,2 ,3 point perspective.</p> <p>5.. CREATE: to use drawing in previous lesson to create a relief print of Artic landscape.</p> <p>6.. CREATE: to create an Arctic creature in the style of Kenijauk Ashivak. Once developed use to create a print block and print in contrasting colour over the relief print.</p> <p>7.. EVALUATE: to evaluate printing and share ideas and inspiration.</p> | <p>1.. LAUNCH – to learn about the life and work of Shen Zhou analysing the use of colour, calligraphy and simplicity.</p> <p>2.. IMITATE: to focus on line techniques using calligraphy to create Chinese text.</p> <p>3.. SPECIFIC SKILLS: to observe and draw plants in detail using line techniques for shade and highlight learned so far.</p> <p>4.. SPECIFIC SKILLS: to explore pastel colour palette to create a delicate colour palette.</p> <p>5.. PLAN: to explore other examples of ancient Chinese art and finalise design including nature and calligraphy.</p> <p>6.. CREATE: to use fabric inks and paints to recreate the design on fabric.</p> <p>7.. EVALUATE: to evaluate fabric painting and share ideas and inspiration.</p> | <p>1.. LAUNCH: to learn about the life and work of Alberto Giacometti and analyse ‘The Walking Man’.</p> <p>2.. IMITATE: to explore the drawing of the human form and distorting proportions. Experiment with different body positions.</p> <p>3 and 4.. SPECIFIC SKILLS and PLAN: to use drawing from previous lesson to create a wire’ human form’ sculpture. Use wire to add any weapons etc perhaps using nuts and bolts, to add interest to the sculpture</p> <p>5.. CREATE: to use clay to build Greek god’s form, using rough texture in the style of Alberto Giacometti.</p> <p>6.. CREATE to finalise sculpture with wash of glaze or paint choosing contrasting or complementary colours.</p> <p>7.. EVALUATE: to evaluate sculpture in terms of form, technique and creativity.</p> |
| End Point: | Knowledge/developing skills in creating tone, shade, tint. Perspective to create the illusion of distance.. Link the use of techniques to creating a mood or a feeling in the scene. | Knowledge/skills in developing line techniques. Applying colour and line techniques to 3D form. | Knowledge/skills in developing skills in creating 3D form. Applying techniques to create a piece of art with a ‘message’. | Knowledge/skills in developing competence in printing techniques. Showing an understanding of Inuit art to create their own art in that style. | Knowledge/skills in developing line and calligraphy techniques. Applying line and printing techniques to fabric. | Knowledge/skills in sculpting techniques. Applying understanding human form and creativity to create a unique sculpture.. |
| Vocabulary: | Ten key words: Perspective, composition, figures, proportion, shading, emotion, brushstrokes, foreground, background, contrast. | Ten key words: Portrait, still life, composition, blending, contract, textrure, warm colours, cool colours, scumbling. | Ten key words: Culture, pattern, contrast, sculpture, relief, texture, tone, montage, crumple, overlap. | Ten key words: Printmaking, stonecut printing, symmetry, contrast, warm colours, cool colours, texture, composition. Perspective negative space. | Ten key words: Silk painting, landscape, calligraphy, brushstroke, ink wash, monochrome, harmony, gradient, negative space, colour palette. | Ten key words: Sculpture, proportion, pose, texture, armature, silhouette, shadow, contrast. perspective, form. |