









Y5 Art and Design	TERM 1		TERM 2		TERM 3	
	Space		ARTS WEEK India		Journeys	
	<p>Key knowledge To know that pastels are made from powdered pigment which is bound together. There are different types of pastels, depending on what type of binder is used and which materials are bound together.</p> <p>To know soft pastels only use a little bit of the binder. Because of that, they can be blended (and smudged) easily with fingers or tortillons. Even though they resemble chalk, they usually don't contain any.</p> <p>To know that pastels have been used by artists since about the 16th century, when Renaissance artists used them for sketches.</p> <p>To understand how we know what the planets look like.</p> <p>To know how the modern pastel artist, Zaria Forman, uses her art to respond to the natural world.</p> <p>To know artists are inspired by space exploration and that space exploration inspired art.</p>  <p>To appreciate the work of artists: Chesley Bonestell and Lynette Cook.</p> <div> <div> Chesley Bonestell  </div> <div> Lynette Cook  </div> </div> <p>To know that art is a medium for communicating ideas.</p> <p>To know how to use a range of techniques to create different effects.</p>	<p>Key skills To be able to identify different techniques in the work of others.</p> <p>To be able to use line and shading to create a 3D effect.</p> <p>To be able to select appropriate colours and techniques to create an image.</p> <p>To be able to use various methods of mark making, gradation of tone and colour mixing with chalk pastels to create the desired effect.</p> <p>To be able to use photographs of planets, choose which elements to incorporate in own design.</p>  <p>To be able to use techniques to create different effects.</p>	<p>Key knowledge To know clay is a natural resource made up of a combination of minerals. It comes from the ground and can be white, grey or reddish brown and there are different types of clay, depending on what additions there are to the main material.</p> <p>To know pottery is one of the oldest types of decorative art; pottery fragments that are about 20,000 years old have been found in a cave in south China.</p> <p>To know once an object is shaped from clay, it is ready for firing. The oven for firing clay is called a kiln. The temperature at which it is fired depends on what kind of material is used and the object's purpose.</p> <p>To gain knowledge of artists relevant to the Arts week theme.</p> <p>To know that divas have been designed and made for thousands of years.</p> <p>To know that divas can be used to enhance floor Rangoli patterns and are used to light the way/ door stops.</p> <p>To know the stages needed to create a diva pot.</p> <p>To know how to appreciate the historical relevance of clay as a craft including the work of the contemporary Indian artist BR Pandit.</p> <p>Diva Pots</p>    <p>To know that cardboard can be cut and applied to create relief art that is 3D.</p> <p>To know that card and paper crafts are used by many artists to produce a variety of visual outcomes.</p>	<p>Key skills To be able to reflect on the work of others to identify likes and dislikes.</p> <p>To be able to explain the key scientific processes in clay work.</p> <p>To be able to design a clay pot for Diwali and draw from both a bird's eye and side view.</p> <p>To be able to use coiling techniques to construct a pot.</p> <p>To be able to use mark making to add pattern.</p> <p>To be able to select and use paint to add colour and tools to add pattern.</p> <p>To be able to evaluate finished product against design criteria.</p> <p>To be able to build up design with background and overlaid with detailed decorative patterns.</p> <p>To be able to evaluate finished outcome and identify what went well and what could be done to improve the diva pots.</p> <p>To be able to use craft knives with growing accuracy.</p> <p>To be able to create low relief cardboard sculptures by building up an image.</p> <p>BR Pandit</p> 	<p>Key knowledge To know that watercolours are colour pigments which are ground to powder and then bound together with a binder (glue), such as a gum. They are applied to paper with water and a brush. Once the water dries, it is the binder that sticks the pigment to the paper.</p> <p>To know how butterflies have been used in traditional and contemporary art.</p> <p>To know how to discuss the influence of the various artists that have chosen to use butterflies and their similarities and differences.</p> <p>To know that because watercolours are transparent, the whites in a watercolour painting are created by not painting over those areas of the paper.</p> <p>To know that brushes are available in numerous shapes and sizes. The bristles are made of either synthetic (humanly-constructed) hair or natural animal hair.</p> <p>To know that Paul Klee was a Swiss-born German artist famous for his use of watercolour.</p>	<p>Key skills To be able to use a range of watercolour techniques to create different effects.</p> <p>To be able to identify techniques in the works of artists.</p> <p>To be able to choose appropriate techniques to create a butterfly.</p> <p>To be able to select appropriate colours to create an Adonis Blue butterfly.</p> <p>To be able to observe an Adonis Blue to create a symmetrical outline.</p> <p>To be able to execute solid colour and graduated colour techniques effectively in watercolour.</p> <p>To be able to mix watercolours with increasing accuracy for desired colour outcomes.</p> <p>To be able to use watercolours for sketching accurate butterfly forms.</p> <p>To be able to discuss the influence of the various artists that have chosen to use butterflies and their similarities and differences.</p> <p>To be able to paint designs without sections accidentally running into each other and equally allowing areas to mix in a free way when intended.</p> <p>To be able to describe and discuss the work of Damien Hirst, Maria Sibylla Merian and Maria Van Oosterwyck.</p>
	<p>Outcome Personally designed, well executed pastel planet.</p>		<p>Outcome Diwali diva pot, decorated with own design. Cardboard/relief layered image.</p>		<p>Outcome Watercolour butterfly of their own design conveying a personal message.</p>	
	<p>Key vocabulary (tier 2) collage composition design</p>	<p>Key vocabulary (tier 3) Chesley Bonestell gradation of tone value</p>	<p>Key vocabulary (tier 2) accuracy accurate brush strokes</p>	<p>Key vocabulary (tier 3) layered merge mould</p>	<p>Key vocabulary (tier 2) Adonis birds eye view BR Pandit</p>	<p>Key vocabulary (tier 3) pioneer porcelain porous</p>
	<p>Key vocabulary (tier 2) outline select sketching</p>	<p>Key vocabulary (tier 3) Adonis Blue Bristles Damien Hirst</p>				

	expressive form graduation of tone value graphic design mark making resemble sketch technique texture value (light and dark) visual texture	impressionist Lynette Cook magnification negative space pigment proportion Renaissance silhouette society surface pattern tortillons Zaria Forman	building up ceramics consistency construct contemporary contrast controversy craft knife criteria decorate decorative design evaluate firing fragment glaze indent	pattern pinch pot pottery pressure process reflect relief sketching smooth solid colour stencil symbolism symmetrical thickness traditional transparent vivid colours	bristles coil curing (if fixing to material) divas glaze gradation of tone kiln	screen print slip squeegee terracotta	solid colour	graduation of tone Maria Sibylla Maria van Oosterwyck Merian Paul Klee pioneer symmetrical transparent
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