

**CURRICULUM MAP (Long term plan)**

**SUBJECT : ART**

**YEAR GROUP : 5**

	<b>Cycle 1 Autumn</b>	<b>Cycle 2 Spring</b>	<b>Cycle 3 Summer</b>
<b>Substantive knowledge –</b> Essential knowledge & conceptual understanding of the National Curriculum	<p><b>Rainforests</b> Students will investigate rainforest habitats and produce a range of 2D work using different media, processes and techniques.</p> <p><b>Formal elements focus</b> COLOUR TEXTURE</p> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>- Painting and mixed media work of rainforest plants and animals.</li> <li>- Students’ original artwork in response to the theme of ‘Rainforests’.</li> <li>- Illustrated poem.</li> </ul> <p><b>Knowledge, understanding and development of skills and techniques</b></p> <ul style="list-style-type: none"> <li>-Drawing</li> <li>-Coloured pencils</li> <li>-Watercolour painting</li> <li>-Collage/mixed media work</li> </ul>	<p><b>Hokusai</b> Students will learn about the life and work of Japanese artist, Hokusai and produce their own 2D and 3D work in response.</p> <p><b>Formal elements focus</b> LINE SHAPE FORM</p> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>- Analysis of Hokusai’s work</li> <li>- Drawings of waves</li> <li>- Pop up card</li> <li>- Driftwood boat sculpture</li> </ul> <p><b>Knowledge, understanding and development of skills and techniques</b></p> <ul style="list-style-type: none"> <li>-Artist research (Hokusai)</li> <li>-Analysis of artwork</li> <li>-Drawing</li> <li>-Coloured pencils</li> <li>-Pop up mechanisms</li> <li>-3D work (driftwood boat)</li> </ul>	<p><b>Tutor Portraits</b> Students will investigate Tudor portraits and create their own portraits in response.</p> <p><b>Formal elements focus</b> SHAPE</p> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>- Timeline of key periods in art history.</li> <li>- Analysis of Tudor portraits</li> <li>- Self-portrait as a Tudor</li> <li>- Mankins split pins self portraits</li> </ul> <p><b>Knowledge, understanding and development of skills and techniques</b></p> <ul style="list-style-type: none"> <li>-Analysis</li> <li>-Portraiture</li> <li>-Pencil shading</li> <li>-Manikin construction</li> <li>-Cutting skills</li> <li>-Assembly/construction skills</li> </ul>
<b>Disciplinary knowledge - what skills are practiced?</b>	<ul style="list-style-type: none"> <li>- to create sketch books to record their observations and</li> </ul>	<ul style="list-style-type: none"> <li>- to create sketch books to record their observations</li> </ul>	<ul style="list-style-type: none"> <li>- to create sketch books to record their observations and</li> </ul>

	<p>use them to review and revisit ideas</p> <ul style="list-style-type: none"> <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, clay]</li> <li>- about great artists, architects and designers in history</li> </ul>	<p>and use them to review and revisit ideas</p> <ul style="list-style-type: none"> <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, clay]</li> <li>- about great artists, architects and designers in history</li> </ul>	<p>use them to review and revisit ideas</p> <ul style="list-style-type: none"> <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, clay]</li> <li>- about great artists, architects and designers in history</li> </ul>
<p><b>Key questions</b> (What is the learning about?)</p>	<p>Can I explore the Yawanawá tribe? Can I follow steps to draw people? Can I identify some rainforest plants? Can I paint some rainforest plants? Can I describe some animals found in the rainforest? Can I paint rainforest animals? Can I understand why there needs to be a balance in order for the rainforest to thrive? Can I plan my own piece of contemporary art inspired by the rainforest? Can I create my own piece of contemporary art inspired by the rainforest? Can I use my art skills to illustrate a poem?</p>	<p>Can I investigate and analyse a painting by Hokusai? Can I research Hokusai? Can I draw a wave? Can I draw Houskaisai's 'The Great Wave'? Can I add colour to my drawing of 'The Great Wave'? Can I draw my own response to Hokusai's 'The Great Wave'? Can I develop ideas for a pop-up card? Can I produce a pop-up card? Can I create a driftwood boat sculpture?</p>	<p>Can I create a timeline of key periods in art history? Can I analyse a Tudor portrait? Can I structure and sketch faces in proportion? Can I add shading to my self-portrait? Can I draw the missing half of a Tudor portrait? Can I make my own manikin? Can I draw manikin's in various poses? Can I draw a self-portrait in the style of a tutor portrait?</p>
<p><b>Assessment</b></p>	<p>Verbal feedback in lessons. Whole class feedback - Paintings/mixed media rainforest plants and animals EOT assessment - Students' original artwork in response to the theme of 'Rainforests'.</p>	<p>Verbal feedback in lessons. Whole class feedback - Students responses to 'The Great Wave' EOT assessment - Pop up cards</p>	<p>Verbal feedback in lessons. Whole class feedback - Manikins EOT assessment - Tudor self portraits</p>
<p><b>Literacy (L), Numeracy (N), Oracy (O) opportunities</b></p>	<p>Illustrating a poem (L) Describing rainforest animals (O/L)</p>	<p>Artist research (L) Analysis of artwork (L)</p>	<p>Analysis of artwork (L) Drawing the proportions of a face (N)</p>

<b>Cross Curricular Opportunities</b>	Geography (Rainforests) Science (Rainforest plants and animals) English (Describing words)	Geography (learning about Japanese artist and their life) Product Design (Pop up cards) English (Analysis skills)	History (The tudors) Maths (Proportions of drawing a face) Product Design (Manikins) English (Analysis skills)
<b>SMSC / Character/Careers/Cultural Capital</b> (personal development)	Environmental issues/deforestation (SMSC) Learning about illustration (careers)	Learning about other places and cultures - Japan (SMSC)	British history (SMSC) Self portraiture (Character/SMSC)
<b>Equality and Diversity</b>	Learning about other cultures and their traditions (Mayan and Yawanawá tribes)	Japanese artist (Hokusai)	Students investigate both male and female portraits.
<b>Super Curriculum</b> (personal development)	Cadbury's world trip (includes a talk about the Mayan culture).		