

CURRICULUM MAP (Long term plan)

SUBJECT : ART

YEAR GROUP : 5

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum	<p><u>Rainforests</u> Students will investigate rainforest habitats and produce a range of 2D and 3D work using different media, processes and techniques.</p> <p>Formal elements focus COLOUR TEXTURE SHAPE FORM</p> <p>Outcomes</p> <ul style="list-style-type: none"> - String print leaves - Drawing of a tiger - Analysis of Henri Rousseau’s work - Paper bugs <p>Knowledge, understanding and development of skills and techniques</p> <ul style="list-style-type: none"> -Drawing -Printing -Watercolour painting -3D work (paper construction) -Cutting/scissor skills -Analysis 	<p><u>Japanese Art</u> Students will learn about the life and work of Japanese artist, Hokusai and produce their own 2D and 3D work in response. They will then look at Manga, a Japanese form of art, and produce their own Manga portraits.</p> <p>Formal elements focus LINE SHAPE FORM</p> <p>Outcomes</p> <ul style="list-style-type: none"> - Analysis of Hokusai’s work - Watercolour paintings of waves - Clay boat - Manga portrait <p>Knowledge, understanding and development of skills and techniques</p> <ul style="list-style-type: none"> -Artist research (Hokusai) -Analysis of artwork -Drawing -Watercolour painting -Coloured pencils -3D work (clay boat) 	<p><u>People and Symbols</u> Students will discuss the question “What is art?”. They will investigate the different ways that artists throughout history have depicted people and how they have used symbols to communicate their thoughts, feelings and ideas.</p> <p>Formal elements focus SHAPE TEXTURE SPACE</p> <p>Outcomes</p> <ul style="list-style-type: none"> - Collaborative Cave Art drawing - Egyptian figure drawing - Analysis of Tudor portrait - Artist research on Frida Kahlo - Surreal self portrait <p>Knowledge, understanding and development of skills and techniques</p> <ul style="list-style-type: none"> -Analysis -Artist research -Knowledge of art history -Group work -Portraiture -Development of own ideas

Disciplinary knowledge - what skills are practiced?	<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, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history 	<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, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history 	<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, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history
Key questions (What is the learning about?)	Can I use mark making to create a jungle snake? Can I identify and draw some rainforest plants? Can I create a design of a rainforest plant using sting and use it to make a print? Can I use the technique of wax resist to create a picture of a rainforest frog? Can I follow the steps to draw a tiger? Can I use paint to add colour to my drawing of a tiger? Can I draw a rainforest animal's eye? Can I create a colourful rainforest insect from paper? Can I evaluate my own artwork?	Can I create a mind map of facts about Hokusai? Can I draw my own version of Hokusai's <i>The Great Wave</i> ? Can I create my own colour wheel based on theory? Can I correctly colour and label a colour wheel? Can I paint my version of Hokusai's <i>The Great Wave</i> ? Can I make a boat from clay? Can I make a sail from fabric and attach this to my boat? Can I show that I understand what Manga is? Can I draw Manga portraits? Can I draw my own Manga character and add colour? Can I draw a Manga comic strip?	Can I discuss the question "What is art?" Can we create our own class cave art? Can I recall facts about ancient Egypt and Egyptian art? Can I draw my own Egyptian figure? Can I analyse a Tudor portrait? Can I research and write facts about Frida Kahlo? Can I discuss the Surrealism art movement and create my own dream drawing? Can I make a surreal self-portrait?
Assessment	Verbal feedback in lessons. PPC Leaf string prints Summative EOT assessment	Verbal feedback in lessons. PPC ' <i>The Great Wave</i> ' paintings Summative EOT assessment	Verbal feedback in lessons. PPC Drawing of an Egyptian figure Summative EOT assessment
Literacy (L), Numeracy (N), Oracy (O) opportunities	Describing rainforest animals (O/L) Analysis of Henri Rousseau's work (L)	Artist research (L) Analysis of artwork (L)	Group work - Cave art (O) Artist research (L)



		Drawing the proportions of a face (N)	Analysis of artwork (L) Using the grid method (N) Drawing the proportions of a face (N)
Cross Curricular Opportunities	Geography (Rainforests) Science (Rainforest plants and animals) English (Describing words)	Geography (learning about Japanese artist and their life) English (Analysis skills) MFL (Japanese art; historical and contemporary)	History (Art in context) Geography (Art made in different places) Maths (Grid method for Egyptian figures/Proportions of drawing a face) English (Analysis skills)
Super Curriculum (personal development)	Cadbury's world trip (includes a talk about Mayan culture).		
Careers	HT 1 Jenny Webber 'Welcome to the jungle' artist residency in the rainforest (images and text) Jenny Webber 'Welcome to the jungle' exhibition tour (Facebook video) HT 2 'The Lion King - Discover the costumes' video	HT1 Monica Popham - Landscape artist of the year winner video HT2 Comic book artist video	HT1 Art conservator video HT2 Art historian video
Equality and Diversity Gender Disability Religion Race Sexuality	Gender - Female artist/illustrator in career video (HT1).	Gender/Race - Artist/CEO in the career video (HT2) is a PoC and the video also shows a comic book about an Indian girl.	Race - Investigating artwork from different times and places. Gender - Female art conservator in career video (HT1)
Local Community Links			
British Values Democracy The rule of Law Individual Liberty Mutual Respect and Tolerance of others SMSC Character Education	<p><u>Democracy</u> In art lessons, we ensure that we are aware of and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects. In the art room, students are taught to respect each other's rights to have a say. Students are encouraged to give feedback to their teachers about the projects in order to inform planning of topics and we use Google forms in the Google classroom to facilitate student voice.</p> <p><u>The rule of Law</u> Students understand the school rules and guidelines and recognise their importance in keeping ourselves and our peers safe. During projects and activities, we access our tools and materials making sure we are following class rules. We know and understand the consequences of not following these rules. Students are taught to respect each other</p>		

and the workspace they are in. We instil a sense of responsibility and cost, communicating to students that the materials and equipment needs to be respectfully used and returned at the end of each lesson, without damage. When appropriate to SOL, we discuss the law surrounding the work that some artists make. Students are taught that art can be an amazing career to give them a sense of identity and that it helps them to respect other people in the world, no matter what their background.

Individual Liberty

In art lessons, students are given the opportunity to express their individuality and they are given regular opportunities to make their own decisions and choices in their projects. Whilst making their own choices, they also know that there are boundaries and that they need to respect these. Students are encouraged to develop their individual creative responses, informed and inspired by the world around them. Students are actively encouraged to make creative decisions, aware that they are in a supportive environment. Students are encouraged to express their opinions on art and design, critiquing work by artists as well as their peers, whilst respecting the opinions of people around them.

Mutual Respect and Tolerance of others

In the art classroom, students behave in a way that positively impacts the work and productivity of others. Students have opportunities to work collaboratively on projects, having respect for our peers' views and being receptive to the advice of others. We also use art and design as a creative way to experience a variety of festivals and traditions from around the world. Students regularly discuss the work of their peers as well as other artists in lessons. They are taught how to talk about other students' work, demonstrating kindness and empathy, in order to build a 'safe' and open environment, founded on mutual respect. They are taught how to provide each other with constructive criticism to help each other to make progress, without negative judgement and are respectful of others' feelings and viewpoints. We understand people have different views and opinions and that these make them who they are. We are tolerant to such views and opinions and apply these attitudes when working with those who have different faiths and beliefs. We explore beauty through art and continue to do this within the faiths and beliefs of others.

SMSC

Spiritual Education

Students explore their own spirituality in Art, and use their imagination and creativity to explore ideas and feelings in works of Art, developing their own interpretations. They express themselves through their own art and design work. Students are given opportunities to show appreciation of the achievements of other artists, both contemporary and from the past. We aim to develop a fascination, awe and wonder in the work of others. Looking at the artwork of others can help to motivate and stimulate students with their own work and help them to understand that perseverance is necessary to achieve the very best work of which they are capable.

Moral Education

The ethos in school lends itself to the development of moral responsibility. This is demonstrated in art through students showing respect for the feelings of others when providing feedback to one another, combined with a need to

provide constructive and honest criticism to help peers to further develop their work. This aids students in developing a respect for the opinions of others in the wider world. We also discuss how artists and designers represent moral issues through their work.

Social Education

Students have opportunities to collaborate to create pieces of work. They show respect for each other's ideas and opinions when talking about pieces of art and design, including the work of others in the class, and recognise the need to consider the views of others.

Cultural Education

Art and Design is an area in which the children are able to study the works and focus on the themes of other cultures around the world. This leads to a greater understanding of different ways of life and a respect for those cultures which may be very different from their own. The fusion of art work which is inspired by other cultures and aspects which are inherent in their own culture, creates a diverse and enriching blend of visual appreciation which provides unique stimulation for the work of future artists. We reflect on the ways in which cultures are represented in art and design, understanding the ideas behind art, craft and design in different cultural contexts. Students explore a range of festivals and celebrations from our own and other cultures.

Character Education

In lessons, students behave in a respectful way towards each other, members of staff and show respect for the space, materials and resources that they require to work. Art teachers provide live demonstrations of processes and techniques alongside other diverse and relevant guidance to support students to achieve their best outcomes. Regular positive language and constructive feedback encourages our students to develop their own resilience and confidence. We celebrate the work of our students regularly via our weekly and end of term bulletins, social media pages and physical displays around the school. Students' progress across the key areas of art and design are recorded throughout and at the end of each project (term), enabling students to clearly see where they have improved and in which areas they can focus on to develop further. Art ambassadors are selected from applications each year, providing opportunities for our most enthusiastic young artists to develop their leadership skills. In school competitions run regularly across all year groups, and students are also provided with information and support to enter competitions outside of school when these opportunities present themselves.

SMSC

Environmental issues/deforestation.
Learning about other cultures and their traditions (Mayan and Yawanawá tribes).

Character Education

A selection of students' work to be included in the end of term bulletin.

SMSC

Learning about other places and cultures - Japan

Character Education

A selection of students' work to be included in the end of term bulletin.

Democracy

Collaborative class cave art drawing/s
SMSC

Investigating artists from different times

Self portraiture

Character Education

A selection of students' work to be included in the end of term bulletin.

