

Year 5 Scheme of Learning: Art and design

Year 5 – Blitz Art

Lesson 1	
Learning Objective	To use art to express feelings and emotions associated with World War 2.
Declarative Knowledge	<ul style="list-style-type: none"> • Know that art has been used for political messaging for centuries. • Know the key term propaganda. • Know that colour can be associated with moods, feelings and emotions. • Know the key term font. • Know that images can impact overall effect. • Know that Artists often use art instead of words to express their feelings. • Know that they paint pictures to portray how they feel about something instead of using insufficient words.
Procedural Knowledge	<ul style="list-style-type: none"> • Know that using the flat edge of the pencil can create soft shading. • Know that using the tip of the pencil can create more defined lines and shapes. • Know that using dots can create a shading effects. • Know that cross-hatching is another effective way to create shading. • Know that using more lines crossing in different directions will create darker effects and fewer lines crossing to keep it lighter. • Know that the lines do not always have to be straight.
Key Vocabulary	Propaganda, mood, impact, political, font.

Lesson 2	
Learning Objective	To know how to use observation and sketching skills.
Declarative Knowledge	<ul style="list-style-type: none"> • Know that using the flat edge of the pencil can create soft shading. • Know that using the tip of the pencil can create more defined lines and shapes. • Know that using dots can create a shading effects. • Know that cross-hatching is another effective way to create shading. • Know that using more lines crossing in different directions will create darker effects and fewer lines crossing to keep it lighter. • Know that the lines do not always have to be straight.
Procedural Knowledge	<ul style="list-style-type: none"> • Demonstrate a wide variety of ways to make different marks with dry and wet media. • Identify artists who have worked in a similar way to their own work. • Develop ideas using different or mixed media, using a sketchbook. • Manipulate and experiment with the elements of art: line tone, pattern, texture, form, space, colour and shape.
Key Vocabulary	Drawing, Viewpoint, Distance, Direction, Angle, Perspective, Modify, Bird's eye view, Alter, Interior, Exterior, Natural form, Vista, Panorama, Image, Subject, Portrait, Expression, Personality, Painting, Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense.

Lesson 3	
Learning Objective	To create a background for my blitz scene using a watercolour wash.
Declarative Knowledge	<ul style="list-style-type: none"> • To know that what a colour wash is. • To use tools effectively. • Show an awareness of how paintings are created (composition).
Procedural Knowledge	<ul style="list-style-type: none"> • Create shades and tints using black and white. • Carry out preliminary studies, test media and materials and mix appropriate colours.
Key Vocabulary	Painting, Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense.

Lesson 4	
Learning Objective	To create a silhouette for my blitz image using cutting, drawing and painting.
Declarative Knowledge	<ul style="list-style-type: none"> • To know what a silhouette is. • To use tools effectively. • Show an awareness of how paintings are created (composition).
Procedural Knowledge	<ul style="list-style-type: none"> • Demonstrate a wide variety of ways to make different marks with dry and wet media. • Develop ideas using different or mixed media, using a sketchbook. • Manipulate and experiment with the elements of art: line tone, pattern, texture, form, space, colour and shape. • Choose appropriate paint, paper and implements to adapt and extend their work.
Key Vocabulary	Drawing, Viewpoint, Distance, Direction, Angle, Perspective, Modify, Bird's eye view, Alter, Interior, Exterior, Natural form, Vista, Panorama, Image, Subject, Portrait, Expression, Personality, Painting, Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense.

Year 5 – Peter Thorpe

Lesson 1	
Learning Objective	To know who Peter Thorpe was.
Declarative Knowledge	<ul style="list-style-type: none"> • Peter Joseph Thorpe was born on 9th November, 1957, in Portland, Orego. • Passion for drawing and painting at an early age. • At the age of 18, he drew illustrations for New Orleans Magazine. • Illustrator and designer since 1976. • Although specializing in book covers, he developed his Rocket Painting series while working as Creative Director of the Space Frontier Foundation (1988 – 2008) and continues the series to this day.
Procedural Knowledge	<ul style="list-style-type: none"> • To know the difference between artists styles.
Key Vocabulary	Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense.

Lesson 2	
Learning Objective	To design a piece of work in the style of Peter Thorpe.
Declarative Knowledge	<ul style="list-style-type: none"> • To know the style of Peter Thorpe. • Know that artists use light and shadow to focus our attention or create mood. • Know that artists can make what they depict look three dimensional, despite working in two-dimensions, by creating an illusion of depth. • Know that two-dimensional refers to height and width.
Procedural Knowledge	<ul style="list-style-type: none"> • Demonstrate a wide variety of ways to make different marks with dry and wet media. • Identify artists who have worked in a similar way to their own work. • Develop ideas using different or mixed media, using a sketchbook. • Manipulate and experiment with the elements of art: line tone, pattern, texture, form, space, colour and shape.
Key Vocabulary	Viewpoint, Distance, Direction, Angle, Perspective, Modify, Bird’s eye view, Alter, Interior, Exterior, Natural form, Vista, Panorama, Image, Subject, Portrait, Expression, Personality.

Lesson 3	
Learning Objective	To use a range of mixed media to create a wash in the style of Peter Thorpe.
Declarative Knowledge	<ul style="list-style-type: none"> To know that different media create a different effect. To different techniques will have a different effect.
Procedural Knowledge	<ul style="list-style-type: none"> To know how to create different effects with tools. To know how to create a wash. To know what colours are most effective to create a background in the style of Peter Thorpe.
Key Vocabulary	Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense.

Lesson 4	
Learning Objective	To create a foreground in the style of Peter Thorpe.
Declarative Knowledge	<ul style="list-style-type: none"> To know that a foreground in the front focus. To know that different techniques create different effects.
Procedural Knowledge	<ul style="list-style-type: none"> To know how to use a range of techniques. To know how to add detail to enhance effect.
Key Vocabulary	Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense.

Lesson 4	
Learning Objective	To evaluate the effectiveness of techniques used.
Declarative Knowledge	<ul style="list-style-type: none"> Know the different techniques used. Know the style of Peter Thorpe. Know that artists use light and shadow to focus our attention or create mood. Know that artists can make what they depict look three dimensional, despite working in two-dimensions, by creating an illusion of depth. Know that two-dimensional refers to height and width.
Procedural Knowledge	<ul style="list-style-type: none"> Know how a range of techniques have been applied through a range of tools. Know how to express opinions clearly and effectively to provide critical feedback.
Key Vocabulary	Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense. Layered Opaque, Translucent, Intense.