

Ashtree Primary School and Nursery Medium Term Plan for Art

Year 5 – Drawing- Autumn

Key Vocabulary

, Mood, texture, composition, observation, landscape, perspective, horizon, Fore ground, back ground, 3D, shading, blending, hatching, stumble, stipple, line, hatch, cross hatch (to be removed once the current y2 are in y5)

Prior Knowledge

National Curriculum: KS1 pupils should be taught:

1. To use a range of materials creatively to design and make products
2. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
4. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Knowledge

In addition to the above, the National Curriculum: KS2 pupils should be taught to

- a. Produce, evaluate and analyse creative works using the language of art, craft and design
- b. know about great artists, craft makers and designers, and understand the historical and cultural development and impact of their art forms as well as make links to their own work.
- c. Develop a sketchbook of observation and ideas

Key Skills

Children can be taught key knowledge by learning the skills below:

Continue to develop a sustained and independent style of drawing techniques by working from a variety of sources including observation, photographs and digital images, and with a variety of mixed media

Practise the use of shading techniques and use shading to create mood and texture

Continue to sketch and draw the effect of light on objects and people from different directions

Produce increasingly accurate drawings of people, objects and scapes becoming more aware of composition, scale and proportion, by using measurement skills.

Develop an awareness of observation skills using a variety of view finders

Suggested Activities /Steps

Draw a variety of Celtic patterns and knots to practice observational skills – Use a view finder to focus on one area and enlarge on paper, Use different graded pencils

Review sketching and shading techniques then -Observe and draw images from pictures/models (e.g. Viking) using short stroke sketching techniques learned in y4 *(Children will not have learned this in 2022 so it will need to be taught – e.g. hatching, cross hatching, scumbling, stippling etc)* (This can be done using photos or going outside or still life)

Using a photo or a still life children can draw and create different moods by using different graded pencils, colouring pencils, chalks or pastels - (Same still life drawn in different mediums and colour ranges - hot and cold colours - to create lighter moods/textures)

Use torches or lamps to create light and shadow and draw people and objects with lights from different perspectives – teach how to shade areas of the art work depending on where the light is coming from

Draw landscapes and sea scapes using shading and colour to reflect a mood

(Each of these lessons can take 2 sessions each)

Curriculum links

History – Vikings

Science – light/shadow

Misconceptions

That children understand the difference between all the different forms of shading – it needs to be taught

That children understand the position of shade in relation to light source

That children can naturally see that things are in different places on a horizon line (forefront and back ground)

Curriculum Enhancements and Artists

<https://pin.it/SlcTc3q> patterns of Viking Art

<https://www.pinterest.co.uk/pin/641340803176841684/>

printable small Celtic knots

<https://fired-earth.tumblr.com/post/71602164223/bronze-wool-brave-celticpictish-animal/amp>

Animals as Celtic designs – simple but effective.

This will lead to in Y6 . . .

Sketching 3D objects/people with more accuracy – using shading skills and techniques to represent texture, areas of light and shadow and proportion within a sketch.