



Year 5	Topic Title – Coastal Landscapes	Key Vocabulary
<p>National Curriculum Objectives:</p> <p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>about great artists, architects and designers in history</p>	<p>Know what a landscape is</p> <p>Look at a range of different coastal landscapes and discuss what you like and what you dislike.</p> <p>Discuss the colours used and what it means by complimentary and contrasting colours.</p> <p>Discuss what paints may have been used to create different coastal landscapes. i.e. oil paints used to create texture in the water etc.</p> <p>Look at a range of coastal landscapes close up.</p> <p>Use a viewfinder to choose their favourite part of the painting.</p> <p>In sketch books using pencils and a range of different paints, recreate their favourite part of the painting.</p> <p>Experiment with mixing different colours and tones of paint to create the colour of the sea/beach.</p> <p>Invite Edward Pugh- local coastal landscape artist into school to share his paintings and tips and tricks when painting landscapes.</p> <p>Take a trip to Formby beach to look at our local coast (tie in with Geography topic)</p> <p>Take iPads to Formby beach and take photographs of the coastal landscape discussing what they can see and talk about how they compare with the paintings of coasts they have already seen.</p> <p>Use sketch book experiments, coastal landscape paintings and photographs to draw and paint their own coastal landscape.</p> <p>Add to the landscape when dry with a different paint in complimentary and contrasting colours to create texture and atmosphere.</p> <p>Peer assess each landscape giving peers something they like about the artwork and something they think they could work on next time.</p>	<p>Landscape</p> <p>Coastal</p> <p>Complimentary</p> <p>Contrasting</p> <p>Primary</p> <p>Secondary</p> <p>Tertiary</p> <p>Tone</p> <p>Texture</p> <p>Paint</p> <p>Oil</p> <p>Acrylic</p> <p>Poster</p> <p>Watercolour</p> <p>Powder</p> <p>Viewfinder</p> <p>Local</p> <p>Photographs</p> <p>Compare</p> <p>Atmosphere</p>
<p>Key Learning in Art and Design – Painting</p> <ul style="list-style-type: none"> ▪ Develop a painting from a drawing. ▪ Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. ▪ Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. <p>Colour</p> <ul style="list-style-type: none"> ▪ Mix and match colours to create atmosphere and light effects. <p>Be able to identify and work with complementary and contrasting colours.</p>		
<p>Possible community links</p>	<p>Previous learning experiences:</p>	<p>Future learning experiences:</p>
<p>Formby Beach Edward Pugh – local coastal artist</p>	<p>Year 2 – David Hockney landscapes and photography</p>	<p>Year 6 – Digital media North American animals</p>



Year 4 – Painting and Collage - Rainforest Landscape based on another artists work. Year 2 – landscape fieldwork around school. Year 1 – learning about viewfinders and mixing colours.

Year 5	Topic Title – 3D – Mayan Ceramics	Key Vocabulary
<p>National Curriculum Objectives:</p> <p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>about great artists, architects and designers in history</p>	<p>Know who the Mayas are - The Maya were a civilisation who lived in modern-day Mexico, Guatemala, Belize, Honduras, and El Salvador. The Maya civilization lasted from around 1000 BC to AD 1697.</p> <p>Know that the Maya created many different types of artwork. Their art depicted their religious beliefs, their way of life, wars they had fought, how they sacrificed people, and their kings. Maya kings had a desire to be remembered and art was the best way they could achieve this.</p> <p>Know that the largest sculpture was discovered in the city of Quirigua. The craftsmen would have used stone chisels and wooden mallets.</p> <p>Know that Maya sculptors also worked in limestone, wood, and sandstone.</p> <p>Research the different sculptures the Maya made – i.e. cooking pots, bowls, jars and vases.</p> <p>Understand that they painted the vessels in a style called polychrome using a range of colours, such as orange, red, and yellow. The decorations were from Maya mythology and everyday life.</p> <p>Using clay, experiment with different shapes and forms and models to construct some simple vessel, bowl, vase and cooking pot shapes.</p>	<p>Maya Civilisation Religious beliefs Sacrificed Desire Sculpture Craftsmen Stone chisels Wooden mallets Limestone Wood Sandstone Vessels Polychrome Mythology</p>
<p>Key Learning in Art and Design – 3D</p> <ul style="list-style-type: none"> ▪ Shape, form, model and construct from observation or imagination. ▪ Use recycled, natural and man-made materials to create sculptures. ▪ Plan a sculpture through drawing and other preparatory work. ▪ Develop skills in using clay including slabs, coils, slips, etc. ▪ Produce intricate patterns and textures in a malleable media. 	<p>Design a Maya inspired cooking pot, vase or bowl using Maya designs and decorations using dimensions and labelling.</p> <p>Use clay to make pot, vase or bowl and experiment with slip to create smooth edges and to attach on slabs of clay in different shapes.</p> <p>Use clay tools and other objects to create intricate patterns inscribed into the clay.</p> <p>Paint the vessel with coloured ceramic in the Maya polychrome colours.</p> <p>Photograph work to add to sketch book to evaluate the final sculpture.</p>	<p>Inspired Design Slip Slab Clay tools Intricate Dimensions Ceramic</p>



Possible community links	Previous learning experiences:	Future learning experiences:
World Museum Liverpool	Year 2 –Make a square Victorian tile using clay. Change the surface of the clay using tools to manipulate the surface area i.e. carving/indenting into or building on top of using more clay in 2D shapes.	KS3 curriculum

Year 5	Topic Title – Tudor Portraits	Key Vocabulary
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<p>Key Learning in Art and Design – Drawing Lines, Marks, Tone, Form and Texture</p> <ul style="list-style-type: none"> •Use dry media to make different marks, lines, patterns and shapes within a drawing. •Experiment with wet media to make different marks, lines, patterns, textures and shapes. •Explore colour mixing and blending techniques with coloured pencils. •Use different techniques for different purposes i.e. shading, hatching within their own work. •Start to develop their own style using tonal contrast and mixed media. 	<p>Take photographs of a friends face from the side (side profile) and discuss the differences in the shape of the features.</p> <p>Choose a famous person from the Tudor times and using the skills gained in the experimental phase, use mixed media to draw a portrait of your chosen person paying particular attention to the features of the face.</p> <p>Use different techniques for different purposes including shading, hatching, lines, patterns and shapes.</p> <p>Display portraits in carboard frames on the Art Display.</p>	<p>Skills Mixed media Purposed Technique Shading Hatching Lines Patterns Shapes</p>
<p>Possible community links</p>	<p>Previous learning experiences:</p>	<p>Future learning experiences:</p>
<p>Edge Hill University</p>	<p>Year 3 – Mona Lisa Portraits – Take photographs of your friend posing in the style of Mona Lisa, print the images and recreate the drawing and colour using coloured pencils paying particular attention to the features of the face.</p>	<p>KS3 curriculum</p>

