



Building Cognitive Architecture – Coherent and Connected – Knowledge and Skill Based

YEAR 5						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
School Value	Pupils' are expected to live all six of the core values every day at Hugh Sexey Church of England Middle School. Each term however, there is a focus through collective worship as indicated below.					
	<i>Thankfulness</i>	<i>Justice</i>	<i>Endurance</i>	<i>Compassion</i>	<i>Koinonia</i>	<i>Trust</i>
Year 5 - Topic	<u>Colour</u>		<u>Space</u>	<u>Kandinsky</u>	<u>Jasper Johns</u>	
Key Concepts/Idea(s)	Introduction to Colour Theory and how it is used in art.		Applying colour knowledge to other topics and learning about different artists and art styles.		Adding to colour knowledge and learning about tone.	
Sequence of Learning	Year 5- art basic drawing and colour knowledge		Application of colour knowledge and artist research.	Application of colour knowledge and artist research.	Adding to colour knowledge, beginning to understand colour tone.	
Key Vocabulary / Conventions.	Colour Theory Primary Secondary Tertiary Complementary Mixing Colour wheel Shape Proportion		Abstract Space Rocket Composition Colour Background Foreground	Abstract Composition Shape Layering Line Colour Geometric shapes	Abstract Symbols Letters Numbers Layering Tone Colour theory	
Key Opportunities						
Cross Curricular			Science- space	Music		
Substantive Knowledge (<i>Established Facts – Key Knowledge</i>)	The importance of pressure when drawing Application of colour with pencils Understanding the colour wheel. What is colour theory and why is it important in art? Understanding how to use shape and proportion to create drawings How to follow step by step guidance How to take inspiration from real life or images without copying directly		Application of colour theory Collage- how to plan and create an effective composition Using scale to show background and foreground Oil pastel skills Using geometric shapes in art Using an artist's work or method of working as inspiration not to copy		Application and consistency of watercolour paint Combining the use of wet and dry media (watercolour and colouring pencils) Layering outlines to create shapes Applying tone using pencil pressure Working with a limited colour palette (harmonious colours/ complementary colours) Identifying new colour groups	



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<p>Disciplinary Knowledge <i>(Methods of Working)</i></p>	<p>How to use a sketch book effectively</p> <p>Colour theory:</p> <ul style="list-style-type: none"> - identifying key colour groups - mixing key colour groups <p>Use of shape to structure drawings</p> <p>Using colouring pencils/ how to colour in</p> <p>3D sculpture- tinfoil and papier mâché</p> <p>Application of paint on sculpture</p> <p>Working with limited colours- Primary colours</p> <p>Basic drawing skills</p> <p>Drawing from inspiration</p> <p>Drawing from imagination</p> <p>How to use a sketchbook</p> <p><u>National curriculum links:</u> Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <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. 	<p>What is abstract art?</p> <p><u>Artist research</u> Peter Thorpe</p> <ul style="list-style-type: none"> • Who is he? • How can you describe his art style? • What is relevant information when researching an artist • What is he inspired by? <p>What is a current artist?</p> <p>What is a composition in art?</p> <ul style="list-style-type: none"> • Composition doesn't only refer to the placement of objects, can also be colours etc. <p>Working on a dark background instead of white paper</p> <p>What is a background/ foreground?</p> <p>Creating an outcome in the style of an artist</p> <p>Kandinsky</p> <ul style="list-style-type: none"> • Who was he? • How can you describe his art style? • What is relevant information when researching an artist • What was he inspired by? <p>The role of Music in Kandinsky's art</p> <p>How to use geometric shapes to form a composition</p> <p>The symbolism of colours in art work</p> <p><u>National curriculum links:</u> Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p><u>Artist research</u> Jasper Johns</p> <ul style="list-style-type: none"> • Who is he? • How can you describe his art style? • What is relevant information when researching an artist • What is he inspired by? <p>Who is Jasper Johns? How would you describe his art style? What is pop art? What symbols has he used? How is composition important in his work?</p> <p>How to effectively analyse an artwork</p> <p>What is abstract art?</p> <p>Expanding colour theory knowledge – new colour groups (harmonious, complementary, monochromatic)</p> <p>What is tone?</p> <p><u>National curriculum links:</u> Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <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] <p>about great artists, architects and designers in history.</p>
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Curriculum Newsletter	This term we will be focusing on colour theory and how to identify the main colour groups on the colour wheel. We will also be learning how to draw using shape and proportion.	This term we will be using our colour knowledge from last term to create our own exotic bird sculptures.	This term we are looking at the theme of Space and how artist Peter Thorpe has used colour to create his space themed artwork!	This term we will be looking at the work of Kandinsky and his abstract artworks.	This term we will be extending our knowledge of colour and learning about tone. We will be looking at the work of American artist Jasper Johns.	This term we will be extending our knowledge of colour and learning about tone. We will be looking at the work of American artist Jasper Johns.

YEAR 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
School Value	<i>Thankfulness</i>	<i>Justice</i>	<i>Endurance</i>	<i>Compassion</i>	<i>Koinonia</i>	<i>Trust</i>

Year 6 – Topic	<u>Formal Elements</u>	<u>The Jungle</u>	<u>Illustration</u>
Key Concepts	Identifying the key formal elements that are used to form all art works and using each element effectively.	Applying knowledge of the formal elements to a different topic. Combining multiple elements to create a more realistic outcome.	Exploring Illustration as another art style. Applying knowledge from term 1 and 2 to create 3d characters and tell a story through drawing.
Sequence of Learning	Year 5- art basic drawing and colour knowledge Year 6- adding to art knowledge through the Formal elements.	Year 5- art basic drawing and colour knowledge Year 6- applying knowledge of the formal elements to a different topic	Year 5- art basic drawing and colour knowledge Year 6- learning about illustration as a new art style and drawing from imagination as well as observation.
Key Opportunities			
Key Vocabulary	Formal elements of art Colour – Harmonious, complementary, monochromatic Pattern – optical illusion, repeated	Implied texture Actual texture Tone Gradient	Illustration Character design Animation Story boards



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	<p>Shape – Kandinsky, Henri Matisse, composition, collage, geometric, organic, 2d</p> <p>Line – outline</p> <p>Texture – implied, actual</p> <p>Tone- gradient, shading, depth, contrast</p> <p>Form- 3d, perspective</p>	<p>Realism</p> <p>Mirror image</p> <p>Secondary source</p> <p>Hatching</p> <p>Cross- hatching</p> <p>Blending</p> <p>Scribbling</p>	<p>Form</p> <p>Line</p> <p>Tone</p> <p>Depth</p> <p>Everyday objects</p> <p>Drawing from imagination</p>
Cross Curricular		English – the jungle book	English- drawing a description/ telling a story
Substantive Knowledge <i>(Established Facts – Key Knowledge)</i>	<p>Why are the Formal Elements of art important? Identifying the 7 Formal elements of art and being able to apply them effectively.</p> <p>How are the Formal elements used? Using the Formal elements to make informed decisions to complete work.</p> <p>What are the benefits of primary source observation?</p> <p>What is the importance of observation skills?</p> <p>Introduction to Perspective drawing</p> <ul style="list-style-type: none"> - What is it? - How/when is it used? - Importance? - First use of perspective? - Artists that use perspective <p>What is tone? How is it used to imply form?</p> <p>What is the difference between a shape and a form?</p> <p>How can geometric shapes be adapted to create regular and irregular forms?</p> <p>How can you use your previous knowledge of colour theory to add depth to your drawings?</p> <p>What is pattern?</p> <p>What is Texture? What is it used for in drawing?</p> <p>What is a final piece?</p>	<p>How to identify which of the formal elements to use from a photograph rather than another piece of artwork</p> <p>What is secondary source observation? What are the benefits of drawing from a secondary source?</p> <p>How to draw a mirror image rather that a direct copy</p> <p>What is implied texture? What is actual texture?</p> <ul style="list-style-type: none"> - How have artists created texture in their work to give the illusion of actual textures? - What drawing techniques can be used to imply texture? <p>What is tone?</p> <ul style="list-style-type: none"> - Why is tone important? - How are both tone and texture used together to achieve a more realistic drawing? - How is black and white tone different to colour tone? - Recall knowledge of the colour wheel from year 5 and term 1. - How important is depth? - What is contrast? <p>How holding your pencil differently can create different marks and tonal range</p>	<p>Artist research: Shaun Tan</p> <ul style="list-style-type: none"> • Who is he? • How can you describe his art style? • What is relevant information when researching an artist • What is he inspired by? <p>How has he used everyday objects as inspiration for the characters in his books?</p> <p>How is illustration different to the art styles we have looked at so far?</p> <p>How to design a character</p> <ul style="list-style-type: none"> - Drawing from different angles to make the character 3d - Application of Formal elements knowledge to make the character 3d - Consistency between drawings to show that it is the same character in each part of the story. <p>How backgrounds can be just as important- how do artists use the background to give/hide extra information that may not be seen straight away</p> <p>What is tone? How is it used to imply form?</p> <p>What is the difference between a shape and a form?</p>



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	<p>Understanding composition- how do artists like Kandinsky/ Matisse use composition in their work?</p>		
<p>Disciplinary Knowledge <i>(Methods of Working)</i></p>	<p>Application of the Formal elements in a range of different materials</p> <p>Applying colour neatly</p> <p>Changing a simple shape into a form</p> <p>Use of perspective drawing to create a form</p> <p>Adapting a regular form into an irregular form</p> <p>Primary/ secondary source observation</p> <p>Use of pencil to achieve tonal range</p> <p>Use of colour to achieve tonal range</p> <p>Selection and application of lines and textures using a pencil</p> <p>Blending colours to imply tone and form (colouring pencils)</p> <p><u>National curriculum links:</u> Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <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. 	<p>Mark making techniques to show texture such as fur</p> <p>Secondary source observation</p> <p>50/50 compositions (drawing/image)</p> <p>Mirror image drawing instead of a direct observation of a secondary source</p> <p>Using colour knowledge to show tone and depth</p> <p>Use of pencil to achieve tonal range</p> <p>Use of colour to achieve tonal range</p> <p>Selection and application of lines and textures using a pencil</p> <p>Blending colours to imply tone and form (colouring pencils)</p> <p><u>National curriculum links:</u> Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <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] <p>about great artists, architects and designers in history.</p>	<p>How to use everyday objects as inspiration for art</p> <p>Changing a simple shape into a form</p> <p>Use of perspective drawing to create a form</p> <p>Combining observational and imaginary drawing to create a character</p> <p>Using colour knowledge to show tone and depth</p> <p>Use of pencil to achieve tonal range</p> <p>Use of colour to achieve tonal range</p> <p>Selection and application of lines and textures using a pencil</p> <p>Blending colours to imply tone and form (colouring pencils)</p> <p>Considering backgrounds as well as a character to create a storyboard</p> <p><u>National curriculum links:</u> Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <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] <p>about great artists, architects and designers in history.</p>



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<p>Curriculum Newsletter</p>	<p><u>Year 6</u> We will be learning how to identify the 7 Formal elements of art and how to apply them to our own artworks.</p>	<p><u>Year 6</u> We will be learning how to identify the 7 Formal elements of art and how to apply them to our own artworks.</p>	<p><u>Year 6</u> We will be using our knowledge of texture and tone to create realistic drawings of animals inspired by the Jungle Book.</p>	<p><u>Year 6</u> We will be using our knowledge of texture and tone to create realistic drawings of animals inspired by the Jungle Book.</p>	<p><u>Year 6</u> We will be looking at the work of Shaun Tan and designing our own characters in the style of his book “The Lost Thing”</p>	<p><u>Year 6</u> We will be creating storyboards to tell the story of our own made up characters in the style of Shaun Tan.</p>
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