



St. Francis Xavier's RC Primary School

Art and Design Unit Guidance and Formative Assessment

Year Group:	5	Subject:	Art and Design
Unit:	Sculpture Drawing Painting Artists, Crafts people and Designers in history	Prerequisite Learning and Curriculum Links	<p>EYFS ELG Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; share their creations, explaining the process they have used; make use of props and materials in role play.</p> <p>KS1 onwards: To show increasing independence and creativity with the painting process. To use colour specific language.</p> <p>To have begun to use negative space.</p> <p>To have begun to develop technique and control when creating clay form.</p> <p>Curriculum Links in Current Year Group: History – Greeks and Victorians; Science: Space</p>

ROCKS (Remembering Our Curriculum Knowledge and Skills)	
Sculpture: We can plan a sculpture through drawing and other preparatory work.	
Drawing: We know that a short, hard line gives a different feeling to a more flowing one.	
Painting: We know that there is a need to experiment so that we can plan, create and evaluate our own painting skills.	
Artists: We can continuously refer back to artists, crafts people and designers in history for inspiration or comparison.	
Progressive Journey:	Skills:
<p>Sculpture: To plan and create a piece of Greek pottery/sculpture – use recycled, natural and man-made materials to create sculptures. - Use Andokides as inspiration to work on both large and small scales – individually and as part of a group.</p> <p>Drawing: Use work by Peter Thorpe to experiment with shading and perspective to create form and texture to produce Space art. Know that a short, hard line gives a different feeling to a more flowing one. To record observations, develop experience and imagination using sketch book. Use a variety of source materials for their work.</p> <p>Painting: Use work of J M W Turner as inspiration and conduct in-depth analysis of their watercolour work with focus on techniques. Use this analysis to plan, create and evaluate their own imaginative Victorian watercolour – developing it in stages over time</p>	<p>To describe the different qualities involved in modelling, sculpting and construction – control clay, making attachments, using slip eg: coil pots.</p> <p>To plan a sculpture through drawing and other preparatory work.</p> <p>To evaluate using artistic language.</p> <p>To work in a sustained and independent way from observation, experience and imagination.</p> <p>To explore the potential properties of the visual elements line, tone, pattern, texture and shape to give perspective.</p> <p>To use drawing as a starting point to be taken forward for other work.</p> <p>To demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>To plan, create and evaluate their own watercolour work using appropriate vocabulary.</p>
<p>Key Vocabulary Experimenting, form, sculpture, pottery, modelling, pliable, slip, attachment, proportion, flexible, texture, structure, viewpoint, perspective, distance, panorama, vista, angle, charring, flat wash, glazing, graduated wash, intensity, hue, palette.</p>	