Art & Design Year 5 - Medium Term Planning - DRAWING ADVENT

National Curriculum Objective

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. Pupils should be taught:

- 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, with a range of materials (for example, pencil)
- about great artists, architects and designers in history.

	Lesson I What is Felt	Lesson 2 Design Brief	Lesson 3 Felting skills	Lesson 4 Felting Art	Lesson 5	Lesson 6 Evaluate and Display	
Learning intention	To know what the felting process is.	To plan and design a felt product. Refer to KAPOW Year 2 - Craft and Design Lesson 2 for ideas.	To learn and apply felt making skills.	To add detail to my felt design.	Continue to add detail or Evaluate and Analyse against criteria.	To present artwork and evaluate it against a design brief.	Extra lesson here if needed
Recall and Retrieval	Craft and design knowledge re-call.	Viking knowledge about felt and wool recall quiz.	Speak like an expert – work with a partner to explain the process of felting.	3,2,1 Activity 3 things you've learnt about Vikings 2 things about felting I thing about	•	End of topic assessment – teacher create this using all knowledge gained.	
Key Knowledge Sequence of knowledge throughout the lesson	 Know that wool (roving fibres) from sheep is used to make felt. Know that felt is made from layering wool fibres in alternating directions. Know that craft workers in Anglo Saxon and Viking periods made textiles and products involving the felt making process. 	 Know what a design brief is. Know that felting can be used to create images and be inspired by images e.g. landscapes, seascapes. Know that visual designs can represent big ideas like harmony with nature or peace. (Knowledge of Artists) 	Know that felt is made from layering wool fibres in alternating directions. Know that adding a thin layer of wool fibre over smaller shapes will help to keep them in place. Know that wool fibres will move around, change position and shape during the felting process.	Know how to add colour and detail to a felt design by twisting and shaping wool fibres. (Colour+) Know how to create texture on different materials. (Texture) Link to History Vikings Know that natural wool fibres were coloured using a dying process using natural resources available in the	•	•	

Key Skills	Talking about art they have seen using some appropriate subject vocabulary.	Respond to a design brief with a range of ideas; considering how the design/product could be used in a real-world context. Confidently and more independently use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. (Generating Ideas)	Applying skills in arranging and joining a range of materials to include wool fibres, felt and embellishments. Know how to separate wool fibres ready to make felt. Know how to lay wool fibres in opposite directions to make felt. Know how to roll and squeeze the felt to make the fibres stick together.	environment e.g. berries, leaves, soil, clay etc • Know how to follow a plan for a making process, modifying and correcting things and knowing when to seek advice. • Using hands and tools with confidence when shaping and joining malleable materials. • Know how to make colours for dye using natural materials. • Know how to add details to felt by twisting small amounts of wool. • Know and apply the steps of the felt- making process.	Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. (Evaluate/Analyse)	Know how to display artwork effectively. To understand how to give constructive feedback to others about their artwork. Know how to extend design ideas through research and sketchbook use. Discuss the processes used by themselves, and by other artists, and describe the particular outcome achieved. (Evaluate/Analyse)	•
Disciplinary Knowledge Evaluate/Analyse	 Know that Art, craft and design can be functional and affect human environments and experiences. 				 Know that people make art to express emotion. Know that people make art to fit in with popular ideas or fashions. 	Know that sometimes people disagree about whether something can be called 'art'. •	•
Main teaching activity: Summary	 Success Criteria I can explain how art, craft and design can be functional. I can explain what felt is and how it is made. 	Success Criteria: I can create a design brief for my felt design. I can use my sketchbook to plan and annotate my design. Include within lesson:	I know how felt is made. I can follow a process to make felt. Include within the lesson:	I can make natural dye for wool I can add details to felt by twisting small amounts of wool. I can add detail to dry felt by stitching, embroidering,	Success Criteria I can/know I can/know I can/know Include within the lesson	I can analyse and evaluate my own and others' artworks. I can evaluate which artwork best meets the design brief.	Success Criteria Include within the lesson

Include disciplinary Introduce the design Explain that ch are going adding I can discuss and I can make choices brief: Create artwork to learn a new craft knowledge: talk about the art embellishments about how to display Know that people make art I have seen. inspired by.....to technique for making artworks effectively. Include within the represent..... art, using their.....as to fit in with popular ideas Include within the lesson: a starting point. or fashions. Include within the Follow a plan for a lesson: At the end of the unit. lesson making process, Explanations of Craft they will present what The felting process – **Include disciplinary** Analyse and evaluate and design. In relation they have made, layering wool fibres in modifying and knowledge: Evaluation: critiquing their to Art. Recap if correcting things and deciding which artwork alternating directions, Know that people make art own work and that of needed. knowing when to seek they agree should be similar to weaving. to fit in with popular ideas others advice. displayed in an agreed or fashions. Know that craft location. - DECIDE Watch felting video Viking felting art -Add colour and detail to workers in Anglo THIS again if needed. compare to design brief. a felt design by twisting Saxon (Yr4 link) and Viking periods made Ch watch video about Interactive Whiteboard and shaping wool fibres. Relate to art created by textiles and products design brief and felting resources to display felt artists - Kim Soon-Im involving the felt instructions and printed Make colours for dye process. making process. Links KAPOW, Y2 Craft and out for children to using natural materials. Give constructive to History topic. follow. design. feedback to others about Wool was a ay they their artwork. made clothing due to Discuss resources its availability. required and how they Know how to extend will work. design ideas through Felt-like material has research and sketchbook been found in Viking Ch devise own design use. age archaeological briefs. Give a purpose sites and was likely for the felt art. Include disciplinary worn by the people knowledge: we now know as the Including a range of Know that sometimes Vikings. ideas. people disagree about whether something can Examine what felt it. Ch consider how the be called 'art'. Look at examples of design/product could be felt up close. Natural used in a real-world and man-made. context. End of topic assessment. Look at how artists Disciplinary Knowledge: Know that Art, craft and use felt and wool in design can be functional art. World Felt and affect human Artists – resources. environments and

experiences.

'Dove Boy' by Kim

(2012) – figure made of wool. Represents her encounter with a

Soon-Im

	man in New York.						
	Feathers floating in the						
	air. Kim Soon Im -						
	Korean Artist. Follow						
	link in resources to						
	study this art.						
	Give children time to						
	look at, examine,						
	discuss it using						
	prompts. Sketch						
	books to be used for responses.						
Scaffolding	r coponisco.		Visual and simple		Provide a supported		
ocurrorum's			instructions about felting		prompt for the design brief		
			for those who require		evaluation and model how		
			it.		to follow steps.		
Challenge					Encouraged to justify their		
					evaluation using art vocabulary; could be		
					challenged to try out		
					several options for their		
					gallery displays; could write		
					short descriptions of the		
					artworks to showcase their		
					knowledge of the making		
					processes.		
Key	Craft workers,	Design brief, felting,	Layer, felt,	Embellish, detail	Composition, curator,	Craft workers, textiles,	
vocabulary:	textiles, wool fibres,	fibres,			design brief, evaluate,	wool fibres, felt,	
, c c , .	felt, compress, embellish				inspired	compress, embellish	
End of Unit		uool fihres/felt will shr	ink as it dries: when cr	l eating an image therefo	nore it will need to be larg	er than the desired final	product
Outcomes					o. o .c mii need to be iai 8	c. chan the desired illiai	p. 0 3 4 C.
• accornes	 Know how to plan and design a felt product. Know you need to use an artificial loose woven fabric like net to cover the wool fibres before rolling. 						
	 Know you need to use an artificial loose woven lable like net to cover the wool libres before rolling. Know how to add hot water and soap to bind the wool fibres. 						
	Know how the rolling process compresses the wool fibres to make felt.						
	 Know how the rolling process compresses the wool libres to make left. Know that detail can be added to dry felt by stitching, embroidering, adding embellishments e.g. beads, seeds etc 						
	 Take an active part in decisions around how to display their felt artwork. 						
	Give constructive feedback to others about their artwork.						
Resources	'Dove Boy' by Kim Soon-Im (2012)						
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https://artsandculture.google.com/asset/dove-boy-2012-kim-soon-im/PgG8SDaEMi41cQ

Felting Information and instructions – Viking long ships – can be adapted

https://www.sea.museum/2013/10/14/craft-like-a-viking

https://thepracticalviking.wordpress.com/2016/08/25/felting-for-fun/

Look at PINTREST – Wet Felting Projects for ideas and









