

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 1 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. <i>Refer to KAPOW Year 2 – Craft and Design Lesson 2 for ideas.</i>	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 1 thing about.....	•	End of topic assessment – teacher create this using all knowledge gained.	
Key Knowledge <i>Sequence of knowledge throughout the lesson</i>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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) <p>Link to History Vikings</p> <ul style="list-style-type: none"> • Know that natural wool fibres were coloured using a dying process using natural resources available in the 	•	•	

				environment e.g. berries, leaves, soil, clay etc			
Key Skills	<ul style="list-style-type: none"> Talking about art they have seen using some appropriate subject vocabulary. 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Applying skills in arranging and joining a range of materials to include wool fibres, felt and embellishments. <i>Know how to separate wool fibres ready to make felt.</i> <i>Know how to lay wool fibres in opposite directions to make felt.</i> <i>Know how to roll and squeeze the felt to make the fibres stick together.</i> 	<ul style="list-style-type: none"> 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. <i>Know how to make colours for dye using natural materials.</i> <i>Know how to add details to felt by twisting small amounts of wool.</i> <i>Know and apply the steps of the felt-making process.</i> 	<ul style="list-style-type: none"> Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. (Evaluate/Analyse) 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none">
Disciplinary Knowledge <i>Evaluate/Analyse</i>	<ul style="list-style-type: none"> Know that Art, craft and design can be functional and affect human environments and experiences. 				<ul style="list-style-type: none"> Know that people make art to express emotion. Know that people make art to fit in with popular ideas or fashions. 	<ul style="list-style-type: none"> Know that sometimes people disagree about whether something can be called 'art'. 	<ul style="list-style-type: none">
Main teaching activity: <i>Summary</i>	Success Criteria <ul style="list-style-type: none"> I can explain how art, craft and design can be functional. I can explain what felt is and how it is made. 	Success Criteria: <ul style="list-style-type: none"> I can create a design brief for my felt design. I can use my sketchbook to plan and annotate my design. Include within lesson:	Success Criteria <ul style="list-style-type: none"> I know how felt is made. I can follow a process to make felt. Include within the lesson:	Success Criteria <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> I can/know..... I can/know..... I can/know..... Include within the lesson	Success Criteria <ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> I can discuss and talk about the art I have seen. <p>Include within the lesson: Explanations of Craft and design. In relation to Art. Recap if needed.</p> <p>Know that craft workers in Anglo Saxon (Yr4 link) and Viking periods made textiles and products involving the felt making process. Links to History topic. Wool was a ay they made clothing due to its availability.</p> <p>Felt-like material has been found in Viking age archaeological sites and was likely worn by the people we now know as the Vikings.</p> <p>Examine what felt it. Look at examples of felt up close. Natural and man-made.</p> <p>Look at how artists use felt and wool in art. World Felt Artists – resources.</p> <p>'Dove Boy' by Kim Soon-Im (2012) – figure made of wool. Represents her encounter with a</p>	<p>Introduce the design brief: Create artwork inspired by.....to represent.....</p> <p>At the end of the unit, they will present what they have made, deciding which artwork they agree should be displayed in an agreed location. – DECIDE THIS</p> <p>Ch watch video about design brief and felting process. KAPOW. Y2 Craft and design.</p> <p>Discuss resources required and how they will work.</p> <p>Ch devise own design briefs. Give a purpose for the felt art.</p> <p>Including a range of ideas.</p> <p>Ch consider how the design/product could be used in a real-world context.</p> <p>Disciplinary Knowledge: Know that Art, craft and design can be functional and affect human environments and experiences.</p>	<p>Explain that ch are going to learn a new craft technique for making art, using their.....as a starting point.</p> <p>The felting process – layering wool fibres in alternating directions, similar to weaving.</p> <p>Watch felting video again if needed.</p> <p>Interactive Whiteboard resources to display instructions and printed out for children to follow.</p>	<p>adding embellishments</p> <p>Include within the lesson: Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.</p> <p>Add colour and detail to a felt design by twisting and shaping wool fibres.</p> <p>Make colours for dye using natural materials.</p>	<p>Include disciplinary knowledge: Know that people make art to fit in with popular ideas or fashions.</p> <p>Include disciplinary knowledge: Know that people make art to fit in with popular ideas or fashions.</p>	<ul style="list-style-type: none"> I can make choices about how to display artworks effectively. <p>Include within the lesson Analyse and evaluate Evaluation: critiquing their own work and that of others</p> <p>Viking felting art – compare to design brief.</p> <p>Relate to art created by felt artists – Kim Soon-Im</p> <p>Give constructive feedback to others about their artwork.</p> <p>Know how to extend design ideas through research and sketchbook use.</p> <p>Include disciplinary knowledge: Know that sometimes people disagree about whether something can be called 'art'.</p> <p>End of topic assessment.</p>	
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<https://artsandculture.google.com/asset/dove-boy-2012-kim-soon-im/PgG8SDaEMi4IcQ>

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



