

Art & Design Year 5- Medium Term Planning.
Drawing – I need space
Lent I

National Curriculum Objective

National Curriculum:

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, painting and sculpture [for example, pencil, charcoal, paint, cy)
- About great artists, architects and designers in history.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Learning intention	I can explore the purpose and effect of imagery.	I can understand and explore decision making in creative processes.	I can develop drawn ideas through printmaking.	I can test and develop ideas using sketchbooks.	I can test and develop ideas using sketchbooks.	I can apply an understanding of drawing processes to revisit and improve ideas.
Recall and Retrieval	<ul style="list-style-type: none"> I know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). (Form) I know that 'tone' in art means 'light and dark' (Tone) 	<ul style="list-style-type: none"> I know that shapes can be used to place the key elements in a composition. (Shape) I know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal 	<ul style="list-style-type: none"> I know how to create texture on different materials. (Texture) I know what print effects different materials make. (Texture) I know how to analyse an image that considers 	<ul style="list-style-type: none"> I know that collagraphy is a print making process that uses textures to create interesting surfaces within a print. (Texture) I know how to make a collagraph plate. 	<ul style="list-style-type: none"> I know that artists create pattern to add expressive detail to art works, for example added in (Pattern) I know that Artists are influenced by what is going on around them; for example, culture, politics and technology. 	<ul style="list-style-type: none"> I know how to combine techniques to create a final composition. I know how to decide what materials and tools to use based on experience and knowledge. I know that artists create pattern to add expressive

	<ul style="list-style-type: none"> I know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. I know that proportion is key part of design that explores the size between two or more elements in an artwork. 	<p>lines to draw your eye into the centre of a drawing. (Line)</p> <ul style="list-style-type: none"> I know what print effects different materials make. 	<p>impact, audience and purpose.</p> <ul style="list-style-type: none"> I know how to draw the same image in different ways with different materials and techniques. 	<ul style="list-style-type: none"> I know how to create texture on different materials. I know how to develop drawn ideas for a print. 	<p>(Knowledge of Artists)</p> <ul style="list-style-type: none"> I know Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. <p>(Knowledge of Artists)</p> <ul style="list-style-type: none"> I know how to combine techniques to create a final composition. 	<p>detail to art works, for example added in (Pattern)</p> <ul style="list-style-type: none"> I know that Artists are influenced by what is going on around them; for example, culture, politics and technology. <p>(Knowledge of Artists)</p>
<p>Key Knowledge</p> <p><i>Sequence of knowledge throughout the lesson</i></p>	<ul style="list-style-type: none"> I know that shapes can be used to place the key elements in a composition. (Shape) I know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the 	<ul style="list-style-type: none"> I know how to create texture on different materials. (Texture) I know what print effects different materials make. (Texture) I know how to analyse an image that considers impact, audience and purpose. 	<ul style="list-style-type: none"> I know that collagraphy is a print making process that uses textures to create interesting surfaces within a print. (Texture) I know how to make a collagraph plate. I know how to create texture on different materials. 	<ul style="list-style-type: none"> I know that artists create pattern to add expressive detail to art works, for example added in (Pattern) I know that Artists are influenced by what is going on around them; for example, culture, politics and technology. <p>(Knowledge of Artists)</p>	<ul style="list-style-type: none"> I know that artists create pattern to add expressive detail to art works, for example added in (Pattern) I know that Artists are influenced by what is going on around them; for example, culture, politics and technology. <p>(Knowledge of Artists)</p>	

	<p>centre of a drawing. (Line)</p> <ul style="list-style-type: none"> I know what print effects different materials make. 	<ul style="list-style-type: none"> I know how to draw the same image in different ways with different materials and techniques. 	<ul style="list-style-type: none"> I know how to develop drawn ideas for a print. 	<ul style="list-style-type: none"> I know Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. (Knowledge of Artists) I know how to combine techniques to create a final composition. I know how to decide what materials and tools to use based on experience and knowledge. 	<ul style="list-style-type: none"> I know Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. (Knowledge of Artists) I know how to combine techniques to create a final composition. I know how to decide what materials and tools to use based on experience and knowledge. 	
Key Skills	<ul style="list-style-type: none"> I can discuss the effect of an image. I can discuss how popular culture can influence art and design. I can explain what retro-futurism means. I can evaluate different images using the formal elements. 	<ul style="list-style-type: none"> I can suggest how a piece of art is created. I can discuss the choices an artist has made. I can make decisions about tools and materials to try in my own work. I can use a range of processes to create a drawing. 	<ul style="list-style-type: none"> I can describe how I think an artwork was made. I can choose and combine materials based on their texture. I can create an effective printing plate that considers how I expect it to print. 	<ul style="list-style-type: none"> I can generate ideas about the future. I can record ideas through sketches and visual notes. I can develop ideas to form a composition for a final piece. I can apply printing ink evenly to cover the plate. 	<ul style="list-style-type: none"> I can generate ideas about the future. I can record ideas through sketches and visual notes. I can develop ideas to form a composition for a final piece. I can apply printing ink evenly to cover the plate. 	<ul style="list-style-type: none"> I can select appropriate tools and materials. I can choose a drawing technique to produce my own idea. I can evaluate my work to make improvements.

	<ul style="list-style-type: none"> • I can work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. 	<ul style="list-style-type: none"> • I can work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. 	<ul style="list-style-type: none"> • I can create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. 	<ul style="list-style-type: none"> • I can apply even pressure when printing. • I can create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. • I can 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) • I can use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, 	<ul style="list-style-type: none"> • I can apply even pressure when printing. • I can create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. • I can 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) • I can use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a 	
--	--	--	--	---	---	--

				planning and taking the next steps in a making process. (Using Sketchbooks)	making process. (Using Sketchbooks)	
Disciplinary Knowledge <i>Evaluate/Analyse</i>	<ul style="list-style-type: none"> • I know that comparing artworks can help people understand them better. • I know that talking about plans for artwork, or evaluating finished work, can help improve what artists create. • I know that people make art to fit in with popular ideas or fashions. • I know that people can explore and discuss art in different ways, for example, by visiting galleries, discussing it, 	<ul style="list-style-type: none"> • I know that comparing artworks can help people understand them better. • I know that talking about plans for artwork, or evaluating finished work, can help improve what artists create. • I know that people make art to fit in with popular ideas or fashions. • I know that people can explore and discuss art in different ways, for example, by visiting galleries, discussing it, 	<ul style="list-style-type: none"> • I know that comparing artworks can help people understand them better. • I know that talking about plans for artwork, or evaluating finished work, can help improve what artists create. • I know that people make art to fit in with popular ideas or fashions. • I know that people can explore and discuss art in different ways, for example, by visiting galleries, discussing it, 	<ul style="list-style-type: none"> • I know that comparing artworks can help people understand them better. • I know that talking about plans for artwork, or evaluating finished work, can help improve what artists create. • I know that people make art to fit in with popular ideas or fashions. • I know that people can explore and discuss art in different ways, for example, by visiting galleries, discussing it, using it as inspiration for their own work or sharing ideas online. 	<ul style="list-style-type: none"> • I know that comparing artworks can help people understand them better. • I know that talking about plans for artwork, or evaluating finished work, can help improve what artists create. • I know that people make art to fit in with popular ideas or fashions. • I know that people can explore and discuss art in different ways, for example, by visiting galleries, discussing it, using it as inspiration for their own work or sharing ideas online. 	<ul style="list-style-type: none"> • I know that comparing artworks can help people understand them better. • I know that talking about plans for artwork, or evaluating finished work, can help improve what artists create. • I know that people make art to fit in with popular ideas or fashions. • I know that people can explore and discuss art in different ways, for example, by visiting galleries, discussing it, using it as inspiration for their own work or sharing ideas online.

	<p>writing about it, using it as inspiration for their own work or sharing ideas online.</p> <ul style="list-style-type: none"> I can consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. (Evaluate/Analyse) 	<p>writing about it, using it as inspiration for their own work or sharing ideas online.</p> <ul style="list-style-type: none"> I can consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. (Evaluate/Analyse) 	<p>writing about it, using it as inspiration for their own work or sharing ideas online.</p> <ul style="list-style-type: none"> I can consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. (Evaluate/Analyse) 	<ul style="list-style-type: none"> I can consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. (Evaluate/Analyse) 	<ul style="list-style-type: none"> I can consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. (Evaluate/Analyse) 	<ul style="list-style-type: none"> I can consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. (Evaluate/Analyse)
Main teaching activity: <i>Summary</i>	Success Criteria <ul style="list-style-type: none"> I can discuss the effect of an image. I can discuss how popular culture can influence art and design. I can explain what retrofuturism means. I can evaluate different images using the formal elements. 	Success Criteria <ul style="list-style-type: none"> I can suggest how a piece of art is created. I can discuss the choices an artist has made. I can make decisions about tools and materials to try in my own work. I can use a range of processes to create a drawing. 	Success Criteria <ul style="list-style-type: none"> I can describe how I think an artwork was made. I can choose and combine materials based on their texture. I can create an effective printing plate that considers how I expect it to print. 	Success Criteria <ul style="list-style-type: none"> I can generate ideas about the future. I can record ideas through sketches and visual notes. I can develop ideas to form a composition for a final piece. I can apply printing ink evenly to cover the plate. I can apply even pressure when printing. 	Success Criteria <ul style="list-style-type: none"> I can generate ideas about the future. I can record ideas through sketches and visual notes. I can develop ideas to form a composition for a final piece. I can apply printing ink evenly to cover the plate. I can apply even pressure when printing. 	Success Criteria <ul style="list-style-type: none"> I can select appropriate tools and materials. I can choose a drawing technique to produce my own idea. I can evaluate my work to make improvements.

Scaffolding	Pupils needing extra support could work with a confident partner or to support discussions; could record their annotations verbally, possibly working in a group and making a video of the discussion.	Pupils needing extra support could limit the available stimulus choice, for example, provide only a few drawing tools to choose from; could provide a selection of materials and tools that will suit the child; should join in with the children and let them see you make decisions and try things out.	Pupils needing extra support may need a smaller selection of materials to choose from; could divide the printing plate into sections by drawing across the cardboard with straight or wavy intersecting lines, then pupils fill each section by gluing different textures within this space. What to fill the space with could additionally be written in the space if needed, using words such as 'small' or 'prickly', so the decision-making process is not completely removed.	Pupils needing extra support could provide some printed images of futuristic items, like cars, robots and buildings when generating ideas, can choose from these to stick in sketchbooks; could encourage them to make some of their own drawings, using these images to copy from as a basis for ideas; could trace the images (the impression from tracing is often light enough to allow children to build their own drawings on top).	Pupils needing extra support could provide some printed images of futuristic items, like cars, robots and buildings when generating ideas, can choose from these to stick in sketchbooks; could encourage them to make some of their own drawings, using these images to copy from as a basis for ideas; could trace the images (the impression from tracing is often light enough to allow children to build their own drawings on top).	Pupils needing extra support could use tracing as it can be an effective way to allow the children to replicate their ideas from sketchbooks onto printed paper, particularly if they want to repeat an image; should encourage the children to use sketchbooks to test ideas if they are worried about trying something out.
Challenge	Pupils working at greater depth should reference the formal elements in their evaluations, justifying opinions and giving examples.	Pupils working at greater depth should be encouraged to try and experiment with a greater variety of processes, possibly working outside their usual	Pupils working at greater depth could use the optional astronaut templates provided in the Activity: Astronaut templates to make a	Pupils working at greater depth could ask the children to add to their visual notes their ideas about what their image could be used for. (Could it be a poster to promote a	Pupils working at greater depth could ask the children to add to their visual notes their ideas about what their image could be used for. (Could it be a poster to promote a	Pupils working at greater depth can be encouraged to use a mix of techniques to produce their images, either on the same background or by producing more than

		comfort zone; could include thinking about ways they could use simple printing techniques, such as the edge of a piece of card to make lines, or create interesting backgrounds to draw on.	figurative plate in which different parts of the image are filled with different textures. This can be fiddly and time-consuming but offers a higher level of complexity that may suit more able children. These astronaut plates can be used in addition to, or as an alternative to, the drawn element children will add to their piece in lesson 5.	cause or product? Could it be the cover of a book or music album? Could there be text included, and what could this be?)	cause or product? Could it be the cover of a book or music album? Could there be text included, and what could this be?)	one drawing; should encourage them to extend ideas, e.g. working on top of prints with different drawing materials can produce interesting effects.
Key vocabulary:	architecture, Cold War, culture, evaluate, future, futuristic, influence, propaganda, retro-futuristic, Space Race, The Soviet Union.	continuous, formal elements, line, medium, process, stimuli, stimulus, technique, texture, tone.	collagraph, composition, materials, placement, print, printing plate, printmaking, texture.	collagraph, collagraphy, future, futuristic, printing, printing plate, retro-futurism, roller, technique, texture.	collagraph, collagraphy, future, futuristic, printing, printing plate, retro-futurism, roller, technique, texture.	collagraph, collagraphy, print, printmaking, replicate, technique, tracing.
End of Unit Outcomes:	<ul style="list-style-type: none"> Understand and explain what retro-futurism is. Participate in discussions and offer ideas. Evaluate images using simple responses, sometimes using formal elements to extend ideas. Provide plausible suggestions for how a piece was created. Comfortably use different stimuli to draw from. Use past knowledge and experience to explore a range of drawing processes. 					

	<ul style="list-style-type: none"> • Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. • Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. • Generate a clear composition idea for a final piece that shows how it will be drawn. • Apply confident skills to make an effective collagraph print. • Independently select tools and drawing techniques, with some guidance. • Demonstrate growing independence, discussing ways to improve work.
Resources	