



Year group: Year 5

Term: Autumn Term

Subject: Art – Textiles – Story quilts

(Artist) Faith Ringold – Textile art

Prior learning

EYFS Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

KSI Children have the opportunity to look at and practise a variety of techniques, e.g., weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result.

Children will also explore decorating and embellishing their textiles to add detail, colour and effect.

What comes next?

UKS2 Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.

Notes and guidance

Collaborative work: create a class wall hanging by joining pieces together.

Pictures painted on fabric squares to tell a story or memory.

Useful websites

<https://www.youtube.com/watch?v=SSkk4fdw3Z8>

<https://www.arthistorykids.com/s/Febl9Weekl-r36n.pdf>

LOIC

Use the library to find out about more about Faith Ringold

Key vocabulary

textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set. (KSI)

pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration. (LKS2) colour, fabric, weave, pattern. (UKS2)



Substantive Knowledge

To identify and know some of the works of Faith Ringold

To know how to comment on my feelings and reactions to Ringold's work.

To know how to use a sketchbook to collect and develop ideas from a range of sources.

Experiment with a range of media by overlapping and layering in order to create texture, effect and colour;

Add decoration to create effect

To know how to use key vocabulary to demonstrate knowledge and understanding in this strand.

To know how to use inspiration from Faith Ringold's work to create my own work and compare.

Disciplinary Knowledge

To know that artists like Ringold use her art to create a narrative by using pictures painted on fabric squares to tell a story or memory.

Procedural Knowledge

To study the works of Faith Ringold to understand the impact of the use of textiles on the environment. To develop experience in embellishing and decorating pieces of art. To apply knowledge of different techniques to express feelings. To create a collaborative piece of art - a class wall hanging by joining pieces together.

Links to other curriculum areas

End Points:

Children are able to develop their knowledge and understanding of the work of artists, sculptors, craft makers, designers and architects from a range of times and cultures and apply this knowledge to their own work.

Children have the knowledge of how to draw, paint, sculpt and other art, craft and design techniques and can describe how they might develop their work further.

Children can produce creative works using different techniques for different purposes, understanding which works well and why.

Children have an appreciation of art in the world around them and can evaluate and analyse creative works using the language of art, crafts and design.



Year group: Year 5

Term: Spring Term

Subject: Art – Collage – Stained glass windows

(Designer and architect) Charles Renee Mackintosh – Art Nouveau Design

Prior learning

KS1 Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g., paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.

What comes next?

UKS2 Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.

Notes and guidance

Creating a Mackintosh inspired stained glass windows by collaging tissue paper/fabric/paper and card into a laminating pouch.

Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.

Drawing a Macintosh Rose

Useful websites

<https://www.youtube.com/watch?v=4P2Nx85POfs>

<https://www.bbc.co.uk/bitesize/topics/zxwvcw/articles/z763nrd>

Key vocabulary

collage, squares, gaps, mosaic, features, cut, place, arrange. (KS1)

texture, shape, form, pattern, mosaic. (LKS2)

shape, form, arrange, fix (UKS2)

LOIC

Children to use the library to explore the life and works of Charles Renee Mackintosh.



Substantive Knowledge

To identify and know some of the works of Charles Renee Macintosh
To know how to comment on my feelings and reactions to Macintosh's work.
To know that Mackintosh was a Scottish architect, designer, water colourist and artist.
To know that Mackintosh was part of the Art Nouveau period.
To know how to plan and design a collage.
To know how to use a range of mixed media.
To know how to use a sketchbook to collect and develop ideas from a range of sources.
I know how to review and revisit ideas in sketchbooks;
To know how to add collage to a painted or printed background.
To know how to create and arrange accurate patterns
To know how to use key vocabulary to demonstrate knowledge and understanding in this strand.

Disciplinary Knowledge

To know that artists like Mackintosh were influential on the design movement of Art Nouveau. To know that Mackintosh's designs were influenced by geometric shapes, the natural world, Scottish architecture as well as Celtic art. Today Mackintosh-influenced artworks and designs, like his rose design have become hugely popular.

Procedural Knowledge

To study the works of Mackintosh and use his work as inspiration to create a collage of my own. To understand how to use art to create mood and emotion.

Links to other curriculum areas

End Points:

Children are able to develop their knowledge and understanding of the work of artists, sculptors, craft makers, designers and architects from a range of times and cultures and apply this knowledge to their own work.
Children have the knowledge of how to draw, paint, sculpt and other art, craft and design techniques and can describe how they might develop their work further.
Children can produce creative works using different techniques for different purposes, understanding which works well and why.
Children have an appreciation of art in the world around them and can evaluate and analyse creative works using the language of art, crafts and design.



Year group: Year 5

Term: Summer Term

Subject: Art – Drawing-Architecture: Dream big or small? Lord Norman Foster (Architect) - The Gherkin

Prior learning

KSI Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.

LKS2 Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KSI. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KSI accurately, e.g., shading, thick and thin.

Notes and guidance

Use their sketch book to evaluate and adapt their work as their ideas develop and make annotations to show progression in their ideas

Children continue to use a variety of drawing tools but are introduced to new techniques, e.g., creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g., shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.

Children are opened to the idea that artists and designers have responsibilities, in the case of architects to design homes that help us have a brighter future. Children discuss as a class if it is best to design aspirational homes which make us feel good to live in, or tiny homes which benefit the environment. Or perhaps we can do both?

Useful websites <https://www.accessart.org.uk/architectural-design/>
[https://kids.kiddle.co/Norman_Foster_\(architect\)](https://kids.kiddle.co/Norman_Foster_(architect))

Key vocabulary

portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. (KSI)

portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. (LKS2)

line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti. (UKS2)

LOIC Looking at architecture of building in the local area.. Trip to Birmingham - public buildings and public spaces



Substantive Knowledge

To identify and know some of the works of Lord Norman Foster

To know how to comment on my feelings and reactions to Lord Foster's architecture and designs.

To know that Lord Norman Foster is a British Modernist Architect and designer.

To know how to use a variety of tools and select the most appropriate

To know how to use a variety of techniques to add effects, e.g., shadows, reflection, hatching and cross-hatching and gradations of tone.

To know how to depict movement and perspective in drawings;

To know how to recognize edges, lines, and angles;

To know how to use a sketchbook to collect and develop ideas from a range of sources.

To know how to use key vocabulary to demonstrate knowledge and understanding in this strand.

Disciplinary Knowledge

To know that architects like Lord Norman Foster are key figures in modernist architecture and is known for his unique style called "high-tech architecture." This style uses modern technology and materials to create buildings that look futuristic. Foster is a very is the Uks biggest builder of landmark office building.

Procedural Knowledge

To study the works of Lord Norman Foster and identify his style and technique of design. To use his work as inspiration to design a home of the future that is both comfortable and environmentally friendly.

Links to other curriculum areas

End Points:

Children are able to develop their knowledge and understanding of the work of artists, sculptors, craft makers, designers and architects from a range of times and cultures and apply this knowledge to their own work.

Children have the knowledge of how to draw, paint, sculpt and other art, craft and design techniques and can describe how they might develop their work further.

Children can produce creative works using different techniques for different purposes, understanding which works well and why.

Children have an appreciation of art in the world around them and can evaluate and analyse creative works using the language of art, crafts and design.