



Art Statement of Intent

To practice any art, is a way to make your soul grow.

Art has a very important place in our curriculum. We believe art education stimulates creativity and imagination whilst giving the child unique opportunities to develop intellectually, emotionally, physically and socially. The appreciation and enjoyment of the visual arts enriches all our lives.

At Whinstone Primary, we aim to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

Aims

- ♣ Produce creative work, exploring their ideas and recording their experiences
- ♣ Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- ♣ Evaluate and analyse creative works using the language of art, craft and design
- ♣ Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.





Whinstone Primary School Year 5 Art



Art and Design KS1 National Curriculum

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Art and Design KS2 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 with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.



Art and Design Implementation

Art and Design is taught as an area of learning in its own right, as well as integrated with other curriculum areas where appropriate. There is also flexibility to seize opportunities to celebrate and acknowledge significant events.

Year 5 Art and Design Implementation – Key Concepts
<p>The Key Concepts of Art at Whinstone are:</p> <ul style="list-style-type: none"> • Form • Printing • Drawing • Texture • Colour • Pattern

In Year 5 the Key Concepts of Art are taught through the following sequence:		
Autumn	Spring	Summer
Printing	Colour	Form
Drawing	Texture	Pattern

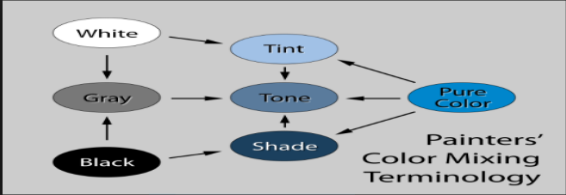
Topic Specific Vocabulary					
Pattern	Drawing	Colour	Texture	Form	Printing
Abstract patterns	Interpret Perspective	Hue Mood	Felt making Embellish	Plan and develop Slab buildings Evaluate	Discuss and evaluate



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These Key Concepts, knowledge and vocabulary will be taught and reinforced through the development of the specific skills listed. These Key Concepts and vocabulary will be revisited and repeated throughout a child's journey of Art at Whinstone.

<u>Pattern</u>	<u>Drawing</u>	<u>Colour</u>	<u>Texture</u>	<u>Form</u>	<u>Printing</u>
<p>Create own abstract pattern</p>	<ul style="list-style-type: none"> ☐ effect of light on objects and people from different directions ☐ interpret the texture of a surface ☐ produce increasingly accurate drawings of people ☐ concept of perspective 	<ul style="list-style-type: none"> ☐ Hue and mood ☐ explore the use of texture in colour  <p>The diagram, titled 'Painters' Color Mixing Terminology', illustrates the relationships between different color concepts. It features a central 'Pure Color' (blue circle) with arrows pointing to 'Tint' (light blue circle), 'Tone' (medium blue circle), and 'Shade' (dark blue circle). To the left, 'White' (white circle) has an arrow pointing to 'Tint', and 'Black' (black circle) has an arrow pointing to 'Shade'. 'Gray' (gray circle) is positioned between 'White' and 'Black', with arrows pointing to 'Tint' and 'Shade'. 'Tint' has an arrow pointing to 'Tone', and 'Shade' has an arrow pointing to 'Tone'. The text 'Painters' Color Mixing Terminology' is written at the bottom right of the diagram.</p>	<ul style="list-style-type: none"> ☐ felt making ☐ embellish felt work with beads etc ☐ artists using textiles William Morris 	<ul style="list-style-type: none"> ☐ plan and develop ideas ☐ Shape, form clay slab buildings (Whitby abbey) ☐ observation ☐ properties of media <p>Discuss and evaluate own work</p>	<ul style="list-style-type: none"> ☐ combining prints (monoprint polystyrene William Morris) ☐ design prints ☐ make connections ☐ discuss and evaluate own work <p>Artist Focus- William Morris</p>



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Art Impact

At the end of each topic teachers will evaluate what knowledge and skills pupils have gained within the Key Concepts.

Key Concept	Meeting expectations
Pattern	Pattern – I can create my own abstract design
Drawing	
Colour	Colour – I can mix colours to create hue and mood
Texture	I can explore the use of texture of colour
Form	Form – I can sculpt a standing figure/ building from mouldable materials
Printing	I can research the work of an artist and use their work to replicate a style Printing I can produce a piece of work using mono-printing- link with William Morris Texture-