



BECOMING REFLECTIVE, INDEPENDENT & ASPIRATIONAL LEARNERS FOR LIFE

Immersion Curriculum: Y5/6

At Amberley, each unit of Art contains the key elements of – **Developing ideas, Master Techniques** (painting, collage, sculpture, drawing, print, textiles, digital media) and **Taking inspirations from the greats**.



Intent:

For all Learners to develop

- The ability to create pieces of art confidently and adventurously from observation, memory and imagination.
 - The ability to explore and invent marks, develop ideas and communicate through art work
 - A knowledge and understanding of other artists
- The ability to think and use knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
 - Independence and the ability to select and use materials, processes and techniques
 - The ability to reflect on, analyse and critically evaluate their own work and that of others.
 - A passion for and a commitment to the subject

Focus		Milestone for end of Upper Key Stage 2 (Year 5/6)	National Curriculum Objectives: By the end of the Key Stage 2
Textiles		<ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. 	<p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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.
Duration	Cycle		
1 week	Cycle B Term 1		
		<p>Ongoing Milestones:</p> <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. 	<p>Key Vocabulary:</p> <p>Refer to whole school vocabulary progression document.</p>

Focus		Milestone for end of Upper Key Stage 2 (Year 5/6)	National Curriculum Objectives: By the end of the Key Stage 2
Digital Media		<ul style="list-style-type: none"> Enhance digital media by editing (including sound, video, animation, still images and installations). 	<p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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.
Duration	Cycle	<p>Ongoing Milestones:</p> <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language. 	
1 week	Cycle B Term 2		

Focus		Milestone for end of Upper Key Stage 2 (Year 5/6)	National Curriculum Objectives: By the end of the Key Stage 2
Sculpture		<ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. 	<p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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.
Duration	Cycle		
1 week	Cycle B Term 4	<p>Ongoing Milestones:</p> <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. 	<p>Key Vocabulary:</p> <p>Refer to whole school vocabulary progression document.</p>

Focus		Milestone for end of Upper Key Stage 2 (Year 5/6)	National Curriculum Objectives: By the end of the Key Stage 2
Painting		<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. 	<p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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.
Duration	Cycle		
1 week	Cycle B Term 5	<p>Ongoing Milestones:</p> <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. 	<p>Key Vocabulary:</p> <p>Refer to whole school vocabulary progression document.</p>

Focus		Milestone for end of Upper Key Stage 2 (Year 5/6)	National Curriculum Objectives: By the end of the Key Stage 2
Drawing		<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. 	<p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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.
Duration	Cycle	<ul style="list-style-type: none"> • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. 	
1 week	Cycle B Term 5	<p>Ongoing Milestones:</p> <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. 	
			<p>Key Vocabulary:</p> <p>Refer to whole school vocabulary progression document.</p>

Focus		Milestone for end of Upper Key Stage 2 (Year 5/6)	National Curriculum Objectives: By the end of the Key Stage 2
Taking Inspiration from the Greats: Da Vinci (Sketching)		<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. 	<p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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.
Duration	Cycle		
1 week	Cycle B Term 6	<p>Ongoing Milestones:</p> <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. 	<p>Key Vocabulary:</p> <p>Refer to whole school vocabulary progression document.</p>