



## Curriculum

Year 5 Scheme of Work Art		
<b>Term: Spring 1</b>		<b>Topic: The Rainforest</b>
<b>Key Skills and Knowledge:</b>		
<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Work in a sustained and independent way to create an accurate, detailed drawing. Developing key elements of their work (line, tone, pattern, texture)</li> <li>Begin to consider perspective</li> <li>Use different techniques for purpose e.g. different styles of shading</li> <li>Work from a variety of sources including observation and photographs to develop own work</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Mix colours with confidence, building on previous knowledge</li> <li>Select colour for purpose, explaining choices</li> <li>Discuss how colour can be used to express ideas, feelings and mood.</li> <li>Confidently control the types of marks made and experiment with different effects and textures</li> </ul>	
<b>Reading and Writing Opportunities (Long and Short Activities)</b>		
<b>Creative Ideas and Hooks</b>		
<p><b>Artist enquiry</b></p> <p><b>Artist enquiry on Henri Rousseau/ Ruth Daniels:</b></p> <ul style="list-style-type: none"> <li>What style of art does he/ she do?</li> <li>What equipment does he/ she use?</li> <li>Are there any themes running through his/ her paintings?</li> <li>What inspires/ interests him/ her?</li> <li>What style of art are they famous for?</li> <li>Name their most famous pieces.</li> </ul>	<p><b>Writing/ Research Opportunities</b></p> <ul style="list-style-type: none"> <li>Who was Henri Rousseau? Research about his life and his work and inspiration and create a fact file.</li> <li>Who was Ruth Daniels? Research about her life and her inspiration.</li> <li>Research different birds native to Brazil.</li> </ul> <p><b>Creative Hook</b></p> <p>Create a still life of house plants. Children to use a range of media (drawing, painting and pastels) to create different leaf shapes.</p>	
<b>Links to PSHCE, Equality and British Values Work</b>		<b>Resources Available / Visits/Visitors</b>
<p><b>British Values</b></p> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>The children must take the views and opinions into account but still have the right to make their own choices.</li> </ul> <p><b>Individual Liberty</b></p> <ul style="list-style-type: none"> <li>To understand that they are able to listen to others but can use their own ideas and design choices.</li> <li>To understand that many great design ideas originate from other cultures.</li> </ul> <p><b>Mutual Respect</b></p> <ul style="list-style-type: none"> <li>To listen to and consider the ideas and opinions of others even if they differ from your own.</li> <li>To offer supportive comments in evaluations that will improve learning outcomes in a way that is objective but sensitive to the listener.</li> </ul>		<ul style="list-style-type: none"> <li>Sketch books</li> <li>Watercolours</li> <li>Paint brushes</li> <li>Water pots</li> <li>Pastels</li> <li>A range of real/ artificial plants</li> <li>Charcoal</li> <li>White chalk</li> <li>Graphite sticks</li> <li>Pencils of different grades</li> <li>Willow sticks</li> <li>Green yard (different shades of green)</li> </ul>
<b>Key Vocabulary:</b>	<b>Previous Knowledge:</b>	<b>Useful Websites:</b>
Henri Rousseau, rainforest, 2B, 6B, shades, tones, charcoal, wash, tint, wet on wet, leaf shapes, leaf sizes, direction, layering, weaving, willow, media.	<ul style="list-style-type: none"> <li>Can I make different shades of green using a range of different media?</li> <li>Can I create a final piece thinking carefully about how I'm going to layer the different media?</li> <li>Can I weave by winding wool around a willow frame?</li> </ul>	<a href="https://gomersalprimaryschoolart.blogspot.com/2020/11/year-5-rainforest.html">https://gomersalprimaryschoolart.blogspot.com/2020/11/year-5-rainforest.html</a>