



St James' Church of England Primary School

Art Overview Sheet



Year 5 – Drawing Depth, emotion and movement



Rationale:

Pupils who are **secure** will be able to:

- Participate in discussions and offer 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.
- 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.
- Independently select tools and drawing techniques, with some guidance.

Learning Objectives:

- to create sketch books to record their observations and use them to review and revisit ideas
- about great artists, architects and designers in history.'
- 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.
- 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.'

Overview:

Lesson 1: Expressing movement: To apply understanding of expressive and gestural lines to capture movement.

Lesson 2: Showing emotion: To understand how lines and makes can communicate emotion.

Lesson 3: Showing depth through mark making: To understand how artists use mark making and shading to create depth.

Lesson 4: Composition for printing: To apply understanding of composition to plan a print.

Lesson 5: Printing: To develop drawn ideas through printmaking.

Lesson 6: Every picture tells a story: To explore how portraits can show expression and emotion and affect how we see the artwork.

Cross Curricular Links

DT
PE

Resources

• Sketchbooks. • Scissors. • Glue sticks. • Pencils. • • A range of drawing materials such as pencils, inks and pastels. • Cardboard viewfinders • A wide selection of materials to create textures, for example, bubble wrap, kitchen roll, fabric, wool, feathers and dried foods like pasta, rice, and pulses. • Good quality cartridge paper or similar (At least A4. Two or three sheets per pupil.) • Printing ink and rollers.

Impact/Assessment

Most Children will: • understanding and able to explain what retrofuturism is. Participating in discussions and offering ideas. • providing plausible suggestions for how a piece was created. Being comfortable with using a different stimulus to draw from. • participating in discussion and able to suggest sensible ideas about how the image was produced. • creating a selection of drawings and visual notes that demonstrate their ideas and using sketchbooks to explore them • independently selecting tools and drawing techniques with some guidance.

More Able Children will: • understanding and explaining what retrofuturism is and being able to reference examples. Participating in discussions and offering and explaining ideas, pupils may take the lead to direct discussion. • Using

knowledge and experience of a diverse range of processes to draw, which may extend to using simple printing techniques. • Confidently selecting and placing textures to create a collagraph plate, applying an understanding of how they expect it to print and considering how the print will be drawn on later. • Generating a clear composition idea for a final piece, showing how it will be drawn and may include notes on what drawing could be used for. • Recognising that seeking guidance allows them to develop independence and can discuss and demonstrate ways to improve work.