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:

- Use various types of lines to emphasise emotion or draw attention.
- Describe how artists have shown emotion.
- Describe how artists have created an effective composition using a focal point and balance.
- Use colour and line to convey emotion or movement in their sketch.
- Design a print, considering the composition carefully.
- Use a combination of marks to create tone and depth.
- Describe how artists use tone to show depth in their artwork.
- Create an effective printing plate.
- Reflect and improve their sketchbook experiments and final work.

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

Pupils with secure understanding indicated by: describing the types of movement and emotion an artist has shown in their artwork; exploring different lines and mark making to express movement; identifying how lines and marks show movement and emotion. Experimenting with showing different emotions through mark making; using various types of lines to emphasise emotion or draw attention; comparing my artwork to those of other artists. Identifying what depth in art means; describing how artists use tone to show depth in their artwork; identifying different techniques to show tone.

Pupils working at greater depth indicated by: showing a range of different types of movement through lines and mark making; explaining how mark making shows contrasting movements; describing which emotions their sketches show. Using a wide range of different lines and mark making to show emotion; experimenting with showing different emotions in a sketch; explaining how artists show emotion in similar and different ways. Explaining different ways to show depth in art; experimenting using different types of lines, mark making, patterns and tonal shading to show depth.