



## Jerry Clay Academy Subject Unit Overview

Subject: Art Year Group: 5 Term: Autumn

### Core Learning of This Unit:

Children use their **theme** of **The Great Divide** to produce a high quality 3D piece of work, designed in 2D. Core learning is taken from the all sections of Programme of Study 2023:

Knowledge	Skills	Thinking like an artist
Pupils can confidently explain why they have chosen specific materials to draw with.	Pupils can successfully use all shading techniques effectively for different purposes.	Pupils use different resources to find out about different artists, to develop an in-depth insight of their work, further interests and mood created, as well as its intended impact on audience.
Pupils can produce preparatory sketches of their ideas for other projects.	Pupils can create mood and feeling in their work.	
Pupils can explain what negative space is in drawing and use this to support their technique.	Pupils can use line, tone, shape, and colour to represent figures and forms.	
Pupils can use drawings to help them to create 3d pieces, including moulding clay.	Pupils work shows an understanding of perspective.	
	Pupils use proportion when completing sketches of people.	

Knowledge	Skills	Thinking like an artist
	Pupils can create mood within their work.	Pupils use different resources to find out about different artists, to develop an in-depth insight of their work, further interests and mood created, as well as its intended impact on audience.
	Pupils should be able to express emotion through their painting <u>e.g.</u> of Sadness, excitement – thinking about their use of colour.	

Knowledge	Skills	Thinking like an artist
Pupils learn about artist's work by looking in books, on the internet, visiting galleries, and other information sources.	Pupils experiment with a range of materials and processes to create their work, modifying and embellishing designs as needed.	Pupils can keep notes and annotations in their sketchbook about how they can continue to develop their work.  Pupils use their sketchbooks to share their ideas with others.

### Prior Learning:

- Retrieve all shading techniques with control, for different purposes.
- Understands the quality of constructional and malleable materials
- Plans and develops ideas
- Understands different adhesive methods
- Considers size and aesthetics
- Experiences surface textures
- Compares work to sculptors (understands sculpture and sculptor from Year 3)
- Recreates 2D as 3D

### National Curriculum Statements:

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]

### Key Vocabulary:

- Negative space (refers to the background)
- Positive space (refers to the main focus of a picture)
- Shadows (an area of darkness)
- Composition (the way things are arranged in a painting or photograph)
- Illustration (a picture)
- Form (3d art which encloses space. Form has length and width and depth. Either geometric or **free-form**)
- Mood (how you feel)
- Preparatory sketch (done in order to get ready for main piece)
- High value (dark)
- Low value (light)

### Significant Artists and Key Artist Knowledge

**Henry Moore (1898-1986)** was a sculptor from Castleford, Yorkshire. Growing up his family often struggled for money; he won a place at Grammar school where he developed an interest in art, sculpture in particular. Whilst he was a teacher in his early years, he volunteered to serve in the first world war. He studied at Leeds School of Art after the war and became friends with Barbara Hepworth. He organically shaped abstract bronze and stone figures, inspired by the work of Ancient Egyptians, Africa and South American sculpture. He became interested in 'direct carving' – a method of sculpture where the artist works straight onto the media without using moulds, leaving marks from carving materials. During World War 2, Moore created many drawings and sculptures of the human form.

**Augusta Savage (1892 – 1962)** was an American sculptor and a teacher of art who fought against racism and prejudice. She was born in Florida, USA. She showed an early interest in sculpture, using clay from the ground around her home to make figures.