# Bewsey Lodge PrIMARY sCHOOL

Learning Outcomes for Art Good knowledge some prior knowledge Limited or no prior knowledge

Year 5

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| Lesson outcome | Doctor! Doctor! Medicine through time | Rainforest adventure | World War 2 - Burtonwood | Fairgrounds | Who were the Maya? | Beside the seaside |
| DRAWING: To contribute to research and exploration of personal ideas using images to work from. |  |  |  |  |  |  |
| DRAWING: To confidently use sketchbooks for different purposes including: recording observations; developing ideas; testing materials; planning art work and recording information. |  |  |  |  |  |  |
| DRAWING: To show confidence when investigating, and making the most of, new and unfamiliar materials. |  |  |  |  |  |  |
| DRAWING: To use art skills and experience to produce work which matches ideas and intentions (plans) well |  |  |  |  |  |  |
| DRAWING: To regularly think about the progress of work in detail, taking into account what was hoped to be achieved and next steps. |  |  |  |  |  |  |
| DRAWING: To sketch and paint showing an awareness of tints and tones to add detail. |  |  |  |  |  |  |
| To research and discuss the ideas and ways of working of different artists, craftspeople, designers and architects. |  |  |  |  |  |  |
| DRAWING: To compare and discuss artwork/artists with others, including taking account of the culture they worked in and their intentions/purposes. |  |  |  |  |  |  |
| DRAWING: To describe the art processes used and how they hope to achieve a high quality outcome. |  |  |  |  |  |  |
| DRAWING: To be able to evaluate work and final outcome using links to artist or theme studied. |  |  |  |  |  |  |
| DRAWING: Work from a variety of sources including first and second hand from observation, photographs and other digital sources. |  |  |  |  |  |  |
| DRAWING: Work in a sustained and independent way to create a detailed drawing using sketching skills and correct pencil pressure. |  |  |  |  |  |  |
| RAWING: Develop close observation skills using a variety of view finders showing different viewpoints. |  |  |  |  |  |  |
| DRAWING: Begin to develop an awareness of composition, scale and proportion in their work e.g. foreground, middle ground and background. |  |  |  |  |  |  |
| TEXTILES: Use fabrics to create 3D structures |  |  |  |  |  |  |
| DIGITAL: Record, collect and store visual information using digital cameras, video recorders |  |  |  |  |  |  |
| DIGITAL: Use a graphics App to create and manipulate new images |  |  |  |  |  |  |
| 3D: Produce intricate patterns and textures in a malleable media |  |  |  |  |  |  |
| DIGITAL: Understand that a digital image is created by layering |  |  |  |  |  |  |
| DIGITAL: Create layered images from original ideas (sketch books etc.) |  |  |  |  |  |  |
| PAINTING: Develop a painting from a drawing using developed awareness of elements needed for a successful painting. |  |  |  |  |  |  |
| PAINTING: Create imaginative work from a variety of sources e.g. observational drawing, |  |  |  |  |  |  |
| PAINTING: Carry out preliminary studies, trying out different media and materials and mixing appropriate colours |  |  |  |  |  |  |
| PRINTING: Create printing blocks by simplifying an initial sketch book idea. |  |  |  |  |  |  |
| PRINTING: Use relief or impressed method. |  |  |  |  |  |  |
| 3D: To show confidence when investigating, and making the most of, new and unfamiliar materials. |  |  |  |  |  |  |
| 3D: Develop skills in using clay Inc. slabs, coils, slips, etc. |  |  |  |  |  |  |
| TEXTILES: Join material successfully with taught techniques. |  |  |  |  |  |  |
| COLLAGE: Add collage to a painted, printed or drawn background |  |  |  |  |  |  |
| COLLAGE: Use different techniques, colours and textures etc. when designing and making pieces of work. |  |  |  |  |  |  |
| COLLAGE: Use a range of media to create collages |  |  |  |  |  |  |
| To be able to evaluate work and final outcome using links to artist or theme studied. |  |  |  |  |  |  |