

<p>Subject: Art</p> <p>Year Group: 5</p> <p>Cycle/Term: Summer 1</p> <p>Making skills: Craft, design, materials and techniques</p>	<p>Prior learning: Drawing: In the Spring term, the children learnt how</p> <hr/> <p>End point: Making skills: Craft, design, materials and techniques: By the end of this unit, children will be able to understand how a chosen artist or art form has contributed to the culture and/or history of a nation. They will be able to use a range of media to create jewellery in the style of different periods throughout history.</p> <hr/> <p>Assessment: Drawing: Children will work together as a class to create a historical museum and act as tour guides. They will be able to talk about a range of historical periods and how jewellery design has changed over time.</p>
<p>Progressive objectives:</p> <p>I can research and develop the techniques of great artists and designers and apply this in my own work</p> <p>I understand how a chosen artist or art form has contributed to the culture and/or history of a nation</p> <p>I can investigate different starting points for my work and choose which idea to develop further</p> <p>I am able to use art to express an emotion and say why I have used my chosen materials</p> <p>I record my thoughts and ideas in a sketchbook to develop and refine techniques, including some annotations</p> <p>I can use my sketchbook to record experiments with media and to try out new techniques and processes</p> <p>I can produce personal and imaginative responses to a theme</p> <p>I can explain how I am developing and refining ideas using language appropriate to the chosen style of art</p> <p>I use language specific to a range of techniques to identify effective or less effective features and use this to inform my own work</p> <p>I can give reasoned evaluations of my own and other's work which takes account of context and intention</p> <p>I use annotations in my sketchbook to critically evaluate and develop my ideas</p> <p>I can draw using precision, perspective and detail</p> <p>I can control brush strokes and apply tints and shades when painting</p>	<p>Vocabulary:</p> <p>Jewellery</p> <p>Brooch</p> <p>Amulet</p> <p>Bangle</p> <p>Costume jewellery</p> <p>Clip</p> <p>Crystal</p> <p>Diamond</p> <p>Gemstone</p> <p>Base metal</p> <p>Bead</p>

I can create mixed media art using found and reclaimed materials.
 I can select materials for a purpose
 I can select and mix complex colours to depict thoughts and feelings
 I can extend my ability to describe and model form in 3D using a range of materials
 I can extend and develop a greater understanding of applying expression when using line
 I can construct patterns through various methods to develop my understanding
 I can compose original designs by adapting and synthesising the work of others
 I can analyse and evaluate artists' use of shape
 I can develop an understanding of texture through practical making activities
 I can develop an increasing sophistication when using tone to describe objects when drawing and analyse artists' use of tone
 I can develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks
 I can express thoughts and feelings about familiar products and design new architectural forms, design and invent new products, link art work to literary sources
 I can develop a greater understanding of vocabulary when discussing my own and others' work
 I can regularly analyse and reflect on my intentions and choices

Progressive Objective from Progression Document:

I can research and develop the techniques of great artists and designers and apply this in my own work
 I understand how a chosen artist or art form has contributed to the culture and/or history of a nation

I can investigate different starting points for my work and choose which idea to develop further
 I record my thoughts and ideas in a sketchbook to develop and refine techniques, including some annotations
 I can use my sketchbook to record experiments with media and to try out

Key Concept:

Knowledge of artists and designers: (factual knowledge)

Second Order Concept:

Chronology (history of art and changes over time)

Learning Objective:

Walt understand how a chosen artist or art form has contributed to the culture and/or history of a nation

Stoneferry Starter:

Chn to have images of different pieces of jewellery, they are to label what they are.

Brief session overview:

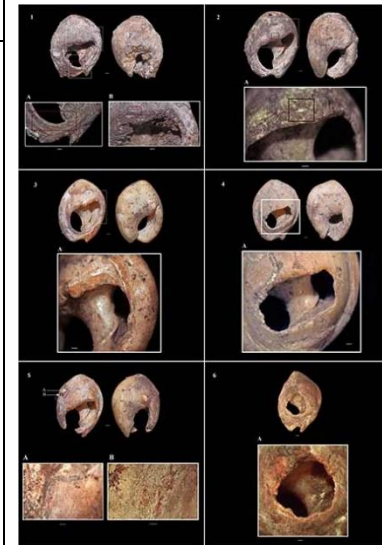
Lesson 1: Introduce topic for the term – jewellery throughout history. At the end of this unit, children will invited parents in to see their creations and look at a 'museum exhibition' of jewellery throughout time.

You may also want to invite a local jewellery designer in for one lesson, try <https://www.oresomegallery.com/> the children could ask them questions and they could maybe show them some of their work/ talk them through how they make it.

Discuss what jewellery is and what is its purpose?

Notes/next steps:

Shell beads:



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new techniques and processes
 I can produce personal and imaginative responses to a theme
 I can explain how I am developing and refining ideas using language appropriate to the chosen style of art
 I can give reasoned evaluations of my own and other's work which takes account of context and intention
 I use annotations in my sketchbook to critically evaluate and develop my ideas
 I can draw using precision, perspective and detail
 I can select materials for a purpose
 I can extend my ability to describe and model form in 3D using a range of materials#
 I can develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks
 I can express thoughts and feelings about familiar products and design new architectural forms, design and invent new products, link art work to literary sources
 I can develop a greater understanding of

In this lesson chn will make Stone Age jewellery
 Give a brief recap of the dates for when the Stone Age took place.

Explain that jewellery is a universal form of adornment. Jewellery made from shells, stone and bones survives from prehistoric times. It is likely that from an early date it was worn as a protection from the dangers of life or as a mark of status or rank.

Use information from these links to help teach chn about Stone Age jewellery and its purpose.

<https://www.vam.ac.uk/articles/a-history-of-jewellery>

<https://classroom.synonym.com/the-stone-age-period-12084413.html>

<https://www.ancient-origins.net/news-history-archaeology/oldest-jewelry-0015854>

Skara Brae

<https://www.bbc.co.uk/scotland/learning/primary/skarabrae/content/what/index.shtml>

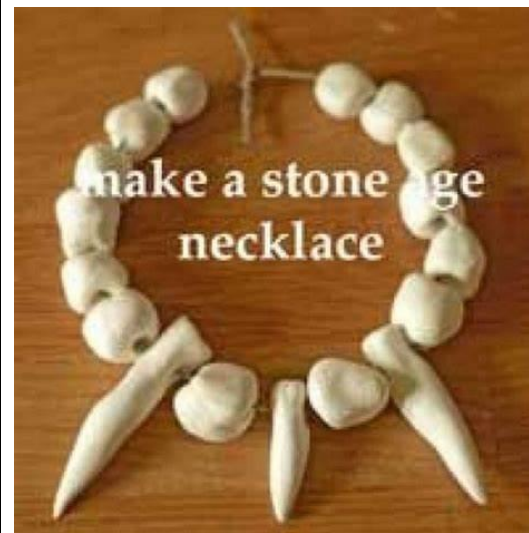

Give chn some images of different Stone Age jewellery, they are to stick in their sketch book and



Mood Board example:



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<p>vocabulary when discussing my own and others' work I can regularly analyse and reflect on my intentions and choices</p> <p>Prior Objective from progression document: I have an understanding of significant artists throughout history and am able to link my work to them I can explain the historical or cultural significance of the work of a chosen artist or art form</p>		<p>annotate, then sketch around them any shapes they find inspiring to create a mood board.</p> <p>Use or clay to make the 'bones'. They will need to shape them like bones or teeth and ensure there are holes in the middle in order for them to be threaded.</p> <p>It will need to be left to set and painted white in the next lesson.</p> <p>Do not let the chn take them home. Get photos of the chn making/ wearing their work to stick in sketch books.</p>	<p>What children will make:</p>  
<p>Progressive Objective from Progression Document: I can research and develop the techniques of great</p>	<p>Key Concept: Exploring and developing ideas: (conceptual knowledge)</p>	<p>Stoneferry Starter: Paint the 'bones' from last lesson white/ stained with yellows/ browns to look ancient and when dry thread through some yarn to make bracelets.</p>	<p>Notes/next steps: Palaeolithic cave paintings:</p>

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artists and designers and apply this in my own work
I understand how a chosen artist or art form has contributed to the culture and/or history of a nation

I can investigate different starting points for my work and choose which idea to develop further
I record my thoughts and ideas in a sketchbook to develop and refine techniques, including some annotations

I can use my sketchbook to record experiments with media and to try out new techniques and processes

I can produce personal and imaginative responses to a theme

I can explain how I am developing and refining ideas using language appropriate to the chosen style of art

I can give reasoned evaluations of my own and other's work which takes account of context and intention

I use annotations in my sketchbook to critically evaluate and develop my ideas

I can draw using precision, perspective and detail

Second Order

Concept:

Significance (significant artists, works of art and art movements)

Learning Objective:

Walt compose original designs by adapting and synthesising the work of others

Brief session overview:

Lesson 2: Cave paintings/ jewellery

Begin by looking at cave paintings:

<https://edu.rsc.org/resources/cave-art-history/1528.article>

<https://www.imagininghistory.co.uk/post/creating-a-cave-painting>

Chn to discuss their opinions of the paintings – is it art?

In sketch books, chn to draw some images of cave animals inspired by images. They are to stick in examples they like, annotate around them their opinions and then using chalks/ charcoal they are to sketch some of their own examples.

They are then to make their own jewellery with a cave painting animal on it. Using yarn, thread beads and create a decorative bead with a cave painting animal on the middle of it.

Do not let the chn take them home. Get photos of the chn making/ wearing their work to stick in sketch books.



I can create mixed media art using found and reclaimed materials.
 I can select materials for a purpose
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 I can develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks
 I can express thoughts and feelings about familiar products and design new architectural forms, design and invent new products, link art work to literary sources
 I can develop a greater understanding of vocabulary when discussing my own and others' work
 I can regularly analyse and reflect on my intentions and choices

Prior Objective from progression document:



I can create geometric compositions using mathematical shapes

Beads and palaeolithic jewellery:



What children will make:

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<p>I can analyse and describe the use of shape in artists' work</p>			 <p>Use circles of card, chn to decorate with animals on in the style of cave paintings. Necklaces from thread or wool and buttons/ beads to decorate.</p>
<p>Progressive Objective from Progression Document: I can research and develop the techniques of great artists and designers and apply this in my own work I understand how a chosen artist or art form has contributed to the culture and/or history of a nation I can investigate different starting points for my work and choose which idea to develop further I record my thoughts and ideas in a sketchbook to develop and refine techniques, including some annotations</p>	<p>Key Concept: Exploring and developing ideas: (conceptual knowledge)</p> <p>Second Order Concept: Written, oral and creative expression: (Using artistic terminology, evaluating, refining, describing, experimenting, creating, presenting)</p> <p>Learning Objective:</p>	<p>Stoneferry Starter:</p> <p>Brief session overview: Lesson 3: Egyptian jewellery</p> <p>Ensure chn know when in history the Ancient Egyptians lived.</p> <p>Use the information below to share information about Egyptian jewellery with the chn</p> <p>https://www.ancient-egypt-online.com/ancient-egyptian-jewelry.html</p>	<p>Notes/next steps:</p> 

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I can use my sketchbook to record experiments with media and to try out new techniques and processes
 I can produce personal and imaginative responses to a theme
 I can explain how I am developing and refining ideas using language appropriate to the chosen style of art
 I can give reasoned evaluations of my own and other's work which takes account of context and intention
 I use annotations in my sketchbook to critically evaluate and develop my ideas
 I can draw using precision, perspective and detail
 I can create mixed media art using found and reclaimed materials.
 I can select materials for a purpose
 I can extend my ability to describe and model form in 3D using a range of materials
 I can compose original designs by adapting and synthesising the work of others
 I can analyse and evaluate artists' use of shape
 I can develop ideas through sketches, enhance knowledge, skill

Walt create mixed media art using found and reclaimed materials.
 I can select materials for a purpose

<https://www.gemrockauctions.com/learn/did-you-know/ancient-egyptian-jewellery>

<https://www.givemehistory.com/ancient-egyptian-jewellery>

Give chn a range of images of Egyptian jewellery, they are to pick some they like, stick in sketch books/ annotate and with colouring pencils, they can make quick sketches of any patterns designs which inspire them.

Make a range of different types of Egyptian jewellery, using the images opposite as inspiration, you will need to get some pasta and gold paint

Some other ideas:
<https://www.teachingideas.co.uk/egyptians/how-to-make-egyptian-jewellery>

<https://www.firstpalette.com/craft/ancient-egyptian-collar.html>

<https://www.activityvillage.co.uk/ancient-egypt-crafts>

Do not let the chn take them home. Get photos of the chn making/ wearing their work to stick in sketch books.



Ideas to make:



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and technique using experimental media in sketchbooks

I can express thoughts and feelings about familiar products and design new architectural forms, design and invent new products, link art work to literary sources

I can develop a greater understanding of vocabulary when discussing my own and others' work




I can regularly analyse and reflect on my intentions and choices

Prior Objective from progression document:

I can make art from recycled materials, create sculptures, print and create using a range of materials

I can display and present my own artwork



			
<p>Progressive Objective from Progression Document: I can research and develop the techniques of great artists and designers and apply this in my own work I understand how a chosen artist or art form has contributed to the culture and/or history of a nation I can investigate different starting points for my work and choose which idea to develop further I record my thoughts and ideas in a sketchbook to develop and refine techniques, including some annotations I can use my sketchbook to record experiments with media and to try out new techniques and processes I can produce personal and imaginative responses to a theme</p>	<p>Key Concept: Exploring and developing ideas: (conceptual knowledge)</p> <p>Second Order Concept: Written, oral and creative expression</p> <p>Learning Objective: WALT compose original designs by adapting and synthesising the work of others</p>	<p>Stoneferry Starter:</p> <p>Brief session overview: Lesson 4: Saxon badges. Share information about Anglo Saxon jewellery https://primaryfacts.com/8113/anglo-saxon-jewellery-facts/</p> <p>In sketch books, chn are to sketch Saxon patterns and designs they are inspired by and annotate.</p> <p>They are to design a brooch.</p> <p>They can then make a Saxon brooch, use cardboard/ tin foil and sequins to decorate. We have a kit in the art cupboard for scouring into foil, let me know ahead of this lesson coming up and I will find it for you, otherwise they can scour patterns with pencils into the back of the foil.</p>	<p>Notes/next steps: Saxon jewellery</p>  

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I can explain how I am developing and refining ideas using language appropriate to the chosen style of art
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 I can create mixed media art using found and reclaimed materials.
 I can select materials for a purpose
 I can extend my ability to describe and model form in 3D using a range of materials
 I can compose original designs by adapting and synthesising the work of others
 I can analyse and evaluate artists' use of shape
 I can develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks
 I can express thoughts and feelings about familiar products and design new architectural forms, design and invent new products,

Do not let the chn take them home. Get photos of the chn making/ wearing their work to stick in sketch books.



What to make:



<p>link art work to literary sources I can develop a greater understanding of vocabulary when discussing my own and others' work I can regularly analyse and reflect on my intentions and choices</p> <p>Prior Objective from progression document: I can create geometric compositions using mathematical shapes I can analyse and describe the use of shape in artists' work</p>			
<p>Progressive Objective from Progression Document: I can research and develop the techniques of great artists and designers and apply this in my own work I understand how a chosen artist or art form has contributed to the culture and/or history of a nation I can investigate different starting points for my work and choose which idea to develop further I record my thoughts and ideas in a sketchbook to develop and refine techniques, including some annotations I can use my sketchbook to record experiments with media and to try out</p>	<p>Key Concept: Knowledge of artists and designers: (factual knowledge)</p> <p>Second Order Concept: Chronology (history of art and changes over time)</p> <p>Learning Objective: Walt understand how a chosen artist or art form has contributed to the culture and/or history of a nation</p>	<p>Stoneferry Starter: (dependent on individual class/outcome of prior session)</p> <p>Brief session overview: Lesson 5: Look at crowns throughout history: http://www.historyofhats.net/headgear-history/history-of-crowns/ https://www.royal.uk/crown-jewels https://www.hrp.org.uk/tower-of-london/history-and-stories/the-crown-jewels/#gs.xvz Zub</p>	<p>Notes/next steps: British crown:</p>

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new techniques and processes
 I can produce personal and imaginative responses to a theme
 I can explain how I am developing and refining ideas using language appropriate to the chosen style of art
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 I use annotations in my sketchbook to critically evaluate and develop my ideas
 I can draw using precision, perspective and detail
 I can create mixed media art using found and reclaimed materials.
 I can select materials for a purpose
 I can extend my ability to describe and model form in 3D using a range of materials
 I can compose original designs by adapting and synthesising the work of others
 I can analyse and evaluate artists' use of shape
 I can develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks

Give chn some images of historical crowns and let them stick some in their sketch books/ annotate/ sketch parts which inspire them.

Chn to make a medieval crown:

<https://www.firstpalette.com/craft/medieval-crown.html>

We have sequins to use as jewels, tissue paper and they could use stuffing for a white fluffy bit at the bottom.

Do not let the chn take them home. Get photos of the chn making/ wearing their work to stick in sketch books.



I can express thoughts and feelings about familiar products and design new architectural forms, design and invent new products, link art work to literary sources
 I can develop a greater understanding of vocabulary when discussing my own and others' work
 I can regularly analyse and reflect on my intentions and choices
Prior Objective from progression document:
 I have an understanding of significant artists throughout history and am able to link my work to them
 I can explain the historical or cultural significance of the work of a chosen artist or art form






What to make:



Key Concept:

Stoneferry Starter: (dependent on individual class/outcome of prior session)

Notes/next steps:

<p>Progressive Objective from Progression Document:</p> <p>I can research and develop the techniques of great artists and designers and apply this in my own work</p> <p>I understand how a chosen artist or art form has contributed to the culture and/or history of a nation</p> <p>I can investigate different starting points for my work and choose which idea to develop further</p> <p>I record my thoughts and ideas in a sketchbook to develop and refine techniques, including some annotations</p> <p>I can use my sketchbook to record experiments with media and to try out new techniques and processes</p> <p>I can produce personal and imaginative responses to a theme</p> <p>I can explain how I am developing and refining ideas using language appropriate to the chosen style of art</p> <p>I can give reasoned evaluations of my own and other's work which takes account of context and intention</p> <p>I use annotations in my sketchbook to critically</p>	<p>Knowledge of artists and designers: (factual knowledge)</p> <p>Second Order Concept:</p> <p>Chronology (history of art and changes over time)</p> <p>Learning Objective:</p> <p>Walt understand how a chosen artist or art form has contributed to the culture and/or history of a nation</p>	<p>Brief session overview: (AFTER HALF TERM)</p> <p>Assessment session:</p> <p>Lesson 6: Fabergé egg</p> <p>Go through the history of the eggs</p> <p>https://www.faberge.com/the-world-of-faberge/the-imperial-eggs</p> <p>Chn to have a range of images/ stick some in their sketch books/ sketch parts they like</p> <p>https://www.fineartmom.com/2014/05/04/faberge-egg/</p> <p>Chn can either use polystyrene eggs or make them out of clay not real eggs as suggested in this tutorial. Use glitter and sequins to decorate.</p> <p>Do not let the chn take them home. Get photos of the chn making/ wearing their work to stick in sketch books.</p> <p>Once all of their work is complete, they should present work in the hall, they can create note cards with a brief history of each bit of work they have learnt/ some facts from the historical period – Kris could do this in English if you share with him what they've worked on- in the hall as a 'museum', parents should be invited in and chn should act as</p>	  
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evaluate and develop my ideas

I can draw using precision, perspective and detail

I can create mixed media art using found and reclaimed materials.

I can select materials for a purpose

I can extend my ability to describe and model form in 3D using a range of materials

I can compose original designs by adapting and synthesising the work of others

I can analyse and evaluate artists' use of shape

I can develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks

I can express thoughts and feelings about familiar products and design new architectural forms, design and invent new products, link art work to literary sources

I can develop a greater understanding of vocabulary when discussing my own and others' work

I can regularly analyse and reflect on my intentions and choices

Prior Objective from progression document:

museum guides, showing adults/ other classes around their work.

You may also want to invite a local jewellery designer in, try <https://www.oresomegallery.com/> the children could ask them questions and they could maybe show them some of their work/ talk them through how they make it.

What to make:



<p>I have an understanding of significant artists throughout history and am able to link my work to them</p> <p>I can explain the historical or cultural significance of the work of a chosen artist or art form</p>			
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Progressive objectives:

Knowledge of artists and designers

Exploring and developing ideas

Evaluating their own work

Making skills: Drawing

Making skills: Painting

Making skills: Craft, design, materials and techniques

Knowing and applying formal elements: Colour

Knowing and applying formal elements: Form

Knowing and applying formal elements: Line

Knowing and applying formal elements: Pattern

Knowing and applying formal elements: Shape

Knowing and applying formal elements: Texture

Knowing and applying formal elements: Tone

Sketchbooks

Creating original artwork; Identify similarities and differences to others' work; Reflecting

Teaching sequence:

Study the work and techniques of an artist.

Compare and contrast with the work of previous artists studied or other works in the same style.

Critically evaluate the artists' work to inform their own ideas.

Experiment, investigate and refine the different techniques using appropriate media.

Create their own artwork, applying new techniques, skills and media to their own work.

Critically evaluate their work, refining and improving where appropriate.

Reflect and recap the knowledge and skills remembered and learnt.

Concepts:

- Knowledge of artists and designers: (factual knowledge)

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- Exploring and developing ideas: (conceptual knowledge)
- Making skills: (procedural knowledge)
- Evaluating: (metacognitive knowledge)

Second order concepts:

- Chronology (history of art and changes over time)
- Similarity and difference (comparing works of art, identifying common/different styles and techniques)
- Significance (significant artists, works of art and art movements)
- Written, oral and creative expression:

Guidance:

This tool is to be used to ensure that all subjects are sequenced clearly and purposefully towards a defined end point. **This is not to be a short term plan full of lesson detail which is not required** but should be a supporting document that all members of your team have some input on.

- **Always start with your endpoint and plan towards it.**
- Each session should focus on one key concept only. This key concept may be the same for multiple sessions or may be just be for one. Remember they can be revisited multiple times.
- **The progressive objective is taken from the progression documents and is there as an assessment tool for Flic or integris (whichever we use in the end). You might not specifically share this with the children and it may be the same for more than one session.**
- **Teachers must consider what the children already know. Do you need to start further back even if it means they don't catch up in that term. If you do, make this clear in the progressive objectives.**
- **Always show what the previous progressive objective was to the one you are working on.**
- The learning objective is the intention for that session and can be made by you to be child friendly and a clear intention to share with the children. It could also be taken straight from a scheme of work, if that is what you are using.
- When it says brief session overview, it means very brief!
- Next steps section to be used at your discretion, however, if you use this as a live document on sharepoint/onedrive, all team members can add and identify areas that may need further work.