



**Art Curriculum – Year 5 and 6 – Cycle B**

For characteristics of our school please see the [Art and Design Hierarchy Document](#)

See [DT Curriculum Cycle A](#) and [Cycle B](#) document for learning intentions linked to textiles. See Computing curriculum [Cycle A](#) and [Cycle B](#) for learning intentions linked to Digital media

**Key Stage 1**

**Key Stage 2**

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

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]

about great artists, architects and designers in history.

Non-Negotiables

**Develop Ideas:** A1: Develop and imaginatively extend ideas from starting points throughout the curriculum. A2: Collect information, sketches and resources and present ideas imaginatively in a sketch book. A3: Use the qualities of materials to enhance ideas. A4: Spot the potential in unexpected results as work progresses. A5: Comment on artworks with a fluent grasp of visual language.

**Inspiration from the Greats:** A30: Combine previously learned techniques to create pieces. A31: Enhance digital media by editing (including sound, video, animation, still images and installations). A32: Give details (including own sketches) about the style of some notable artists, artisans and designers. A33: Show how the work of those studied was influential in both society and to other artists. A34: Create original pieces that show a range of influences and styles.

**Children will find out about the varied forms of art in public spaces and develop their ideas through sketching and annotating. They will discuss how street art polarises opinion and when and where it is acceptable and how it can improve or damage public spaces.**

**Drawing:** A19: Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).

A20: Use a choice of techniques to depict movement, perspective, shadows and reflection.

A21: Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).

A22: Use lines to represent movement

**Extra session: Printing:** A23: Build up layers of colours. A24: Create an accurate pattern, showing fine detail. A25: Use a range of visual elements to reflect the purpose of the work.

**Revisiting from Year ¾: Drawing cycle B,**

**Revising from cycle A:**

**Printing:** A23: Build up layers of colours.

A24: Create an accurate pattern, showing fine detail.

A25: Use a range of visual elements to reflect the purpose of the work.

**Revisiting from Year 3/4**

**Revising from cycle A**

**Collage:** A12: Mix textures (rough and smooth, plain and patterned).

Combine visual and tactile qualities.

A13: Use ceramic mosaic materials and techniques.(year ¾ Romans)

**Revisiting from Year 3/4**

**Revising from cycle A**

**Autumn 1 - Graffiti and Street Art – Banksy, Jean Paul Basquiat**

**Spring 1 - Printing**

**Summer 1- Klimt**

Vocabulary Resources

Colour wheel cards, pencils, pens, paint pots, ready mixed paints, paint brushes, card, glue, masking tape, ply wood, craft knives, cutting mats, marker pens, felt tips, alphabet stencils, metal rulers,

Artists: Banksy, Jean-Paul Basquiat, Keith Haring  
Stylised, graffiti, street art, public, satirical,

**Texts:**

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Lesson 1

**Year 5/6:** Through sketching, to develop ideas and techniques for art work comprising stylised graffiti lettering

**Activities:** Children will discuss how graffiti polarises opinion, identify distinctive features of graffiti art and consider where it is, and is not, appropriate to make graffiti art. They may then either sketch to develop designs for graffiti art, or translate given designs onto larger canvasses/sheets of paper.

**Outcomes:**

**Year 5/6:** Children express their own ideas, and explain the views of others, about graffiti

Children use pencils and felts as instructed to create stylised text

Children revise and improved their ideas through repeated sketching?

**Year 5/6:**

**Activities:**

**Outcomes:**

**Year 5/6:**

**Year 5/6:**

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**Outcomes:**

**Year 5/6:**

Lesson 2	<p><b>Year 5/6:</b> Through sketching, to develop ideas for improving a public space with street art.</p> <p><b>Activities:</b> Children will discover how some forms of street art became increasingly accepted over time, and consider why street artists may be commissioned to create art in neglected, or public spaces. They may then either, through sketching, develop ideas for street art to improve a public space, or improve a space in school with street art.</p> <p><b>Outcomes:</b></p> <p><b>Year 5:</b> Children consider ways in which street art can improve public spaces Children consider reasons why graffiti and other street art is allowed in certain spaces Through sketching, can children develop ideas for a work of art that would improve a space</p>	<p><b>Year 5/6:</b></p> <p><b>Activities:</b></p> <p><b>Outcomes:</b></p> <p><b>Year 5/6:</b></p>	<p><b>Year 5/6:</b></p> <p><b>Activities:</b></p> <p><b>Outcomes:</b></p> <p><b>Year 5/6:</b></p>
	<p><b>Year 5/6:</b> To express ideas through a satirical work of art designed for public spaces.</p> <p><b>Activities:</b> Children will identify meaning in pieces of satirical street art, discover how street art can be satirical, and consider why works of art such as these provoke strong reactions. They may then either, through sketching, develop ideas for a piece of satirical street art, and or <a href="#">create a printing tile design including a fine detail – use to build layers of colour</a> (extra session) that can be used to make quick, repeated patterns.</p> <p><b>Outcomes:</b></p> <p><b>Year 5/6:</b> Children identify and discuss the meaning of satirical works of art Children simplify a design for street art to make it immediate, recognisable and easy to replicate Some children can adapt their designs so they may be reproduced in a variety of ways</p>	<p><b>Year 5/6:</b></p> <p><b>Activities:</b></p> <p><b>Outcomes:</b></p> <p><b>Year 5/6:</b></p>	<p><b>Year 5/6:</b></p> <p><b>Activities:</b></p> <p><b>Outcomes:</b></p> <p><b>Year 5/6:</b></p>
Lesson 3	<p><b>Year 5/6:</b> To develop techniques for creating street art using stencils.</p> <p><b>Activities:</b> Children will study and respond to images of stencil street art by Banksy, and consider why art in this style is also popular with advertisers. They will go on to learn how stencils may be created, then design and make their own stencils.</p> <p><b>Outcomes:</b></p> <p><b>Year 5:</b> Children identify features of street art which are appealing to advertisers Children visualise how images may appear when created using stencils of their own design Children turn simple images into stencil designs</p>	<p><b>Year 5/6:</b></p> <p><b>Activities:</b></p> <p><b>Outcomes:</b></p> <p><b>Year 5/6:</b></p>	<p><b>Year 5/6:</b></p> <p><b>Activities:</b></p> <p><b>Outcomes:</b></p> <p><b>Year 5/6:</b></p>
Lesson 4	<p><b>Year 5/6:</b> To create street art using stencils.</p> <p><b>Activities:</b> Children will learn how to use paint and brushes to 'stipple' paint through stencil designs. They may then either create stencil art using stencils made during the previous lesson in this Complete Series, or select, cut out and arrange given stencil designs while making stencil street art in small groups.</p> <p><b>Outcomes:</b></p> <p><b>Year 5:</b> Children work safely as instructed while cutting out their stencils Children use a variety of painting techniques to create stencil street art Children create more complex stencil art by moving their stencil, or using two or more stencils</p>	<p><b>Year 5/6:</b></p> <p><b>Activities:</b></p> <p><b>Outcomes:</b></p> <p><b>Year 5/6:</b></p>	<p><b>Year 5/6:</b></p> <p><b>Activities:</b></p> <p><b>Outcomes:</b></p> <p><b>Year 5/6:</b></p>
Lesson 5	<p><b>Year 5:</b> To give peer feedback on artwork produced by the class group.</p> <p><b>Year 6:</b> To give peer feedback on artwork produced by the class group.</p> <p><b>Activities:</b> Children have opportunities to complete their embellishments. Explain that we have created a class gallery space with the graffiti art from the class. Give chn post its and ask them to leave 3 comments on their favourite pieces explaining what they liked about them. Model how to leave a comment that is positive and can also contain constructive feedback.</p> <p><b>Outcomes:</b></p>	<p><b>Year 5/6:</b></p> <p><b>Activities:</b></p> <p><b>Outcomes:</b></p> <p><b>Year 5/6:</b></p>	<p><b>Year 5/6:</b></p> <p><b>Activities:</b></p> <p><b>Outcomes:</b></p> <p><b>Year 5/6:</b></p>
Lesson 6	<p><b>Year 5/6:</b> To give peer feedback on artwork produced by the class group.</p> <p><b>Activities:</b> Children have opportunities to complete their embellishments. Explain that we have created a class gallery space with the graffiti art from the class. Give chn post its and ask them to leave 3 comments on their favourite pieces explaining what they liked about them. Model how to leave a comment that is positive and can also contain constructive feedback.</p> <p><b>Outcomes:</b></p>	<p><b>Year 5/6:</b></p> <p><b>Activities:</b></p> <p><b>Outcomes:</b></p> <p><b>Year 5/6:</b></p>	<p><b>Year 5/6:</b></p> <p><b>Activities:</b></p> <p><b>Outcomes:</b></p> <p><b>Year 5/6:</b></p>

	<b>Year 5/6:</b> Children can identify good techniques and evaluate their suitability for the task.		
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