



TSS Primary Art MTP 2022 - 2023 Year 5 - Block 2

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Key Targets and Learning Objectives	Key Activities	Artist	Key Vocabulary
<ul style="list-style-type: none"> • Year 1- 6 Art students to work in collaboration and create a tiled mosaic of a sea creature. • Students must include a range art materials including recycled materials found in the home. • Practice some print making techniques including Mono-printing with paper plates. • Evaluate which techniques worked the best / how the technique could be improved. • Apply a range of print making techniques over the top of the previously completed Pop Art painting. • Evaluate what worked well/ what could be improved. • Students to understand the key characteristics of pointillism and impressionism. • Students to record their comments and feelings about the work of Claude Monet and Georges Seurat. • To know what a still life is. • Apply the pointillism art technique to a still life Oil pastel techniques. • Attempt to create the impressionist style of Claude Monet's Water lily pond using oil pastels. • Design a Claude Monet water lily to be developed into a 3D clay model in the following lesson. • Students should recognize and draw their lily in plain view, side elevation and isometric drawings. 	<ul style="list-style-type: none"> • Students will be introduced to pointillism and impressionism during this project. • They will use a range of mixed media to develop their techniques in creating 2D and 3D work using the work of Georgia O'Keefe and Vincent Van Gogh as their muse. <p>Still Life:</p> <ul style="list-style-type: none"> • To know what a still life is. • To have knowledge of perspective and how it is used to create depth within a still life • To have knowledge of how to arrange objects in order to create a stimulating composition • To understand how a viewfinder can be used to create interesting and stimulating compositions using space and angles • To create a series of still life outcomes using a variety of media and processes • Emphasis on drawing masks from direct observation/primary sources, and from an array of secondary sources. <p>Processes and techniques:</p> <ul style="list-style-type: none"> • Use of media for drawing (pencils, coloured pencils, oil pastels, poster paint, rubbings water colours) Use of media for 3D work, (card, papier Mache, clay, paint, collage, sand, printing techniques and textiles) • Application of final design to actual design. • Understanding the constraints and restrictions of different media, to produce the best possible results. • Investigating perspective, scale and distance • How to create a balanced composition using space, line and texture 	<ul style="list-style-type: none"> • Georgia O'Keefe • Vincent Van Gogh • Van Gogh 	<ul style="list-style-type: none"> • Clay • Pinch • Pot • Attach • Sculpture • Slip • Paint • Embellish • Blend • Tone • Pressure • Line • Brush stroke • Mix • Blend • Primary colours • Secondary Colours • textiles • Fibre's • Weaving • texture



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- Demonstration of drawing, photography, mark making processes.
- Exploring printing techniques
- Introduction to good practice regarding reviewing, selecting and modifying their work as it progresses
- Self and Peer-evaluation/assessment

Design Ideas, Final Outcomes and Context:

- Pupils evaluate work as it progresses and take risks/adapt work accordingly, in order to produce a sound result.
- Pupils must reflect on their initial ideas and work and documenting their progress and what they have learnt.
- Understanding of how to use paint and printmaking to create detailed designs and effects.
- Create a detailed, decorative water lily from clay, considering the texture and shape.

English:

- Adjectives, descriptive words to describe different types of art and what they see
- Spellings to cover new vocabulary
- Evaluating their work, WWW (What went well) and EBI (Even Better if)

ICT:

- Pupils should use the iPad to capture nature around them. Students will use the iPad and internet to research secondary sources of flowers and natural textures.

Citizenship:

- Show an appreciation for nature, flowers, materials and their beautiful surroundings.



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Science:

- Linking with their theme in Science Flowering plants, students will use similar information and vocabulary taught in their science lessons, to recap knowledge and show cross curricular links.