




Spring Term Overview YEAR 5/6 – Art

Spring Term Book(s) – Goodnight Mister Tom

Topic(s) - Drawing		Guide Time =
Assessment:	Continuous AFL strategies to be used throughout lessons to ensure children understand the key concepts (different drawing skills) VIP quizzes to be used as low stakes assessments to check children retention and understanding of lesson content/information.	Very Important Points (VIPs): <ul style="list-style-type: none"> - You can represent light and shadow on a flat page - You can create the illusion of 3D shape using 2D materials - Drawing from life is recreating a real life object or person through different drawing techniques. - A still life drawing is the drawing of an object that is not alive. - Tone refers to how light or dark - Texture is the feeling, appearance or consistency of an object or material - Simply put, positive space is best described as the areas in a work of art that are the subjects, or areas of interest. Negative space is area around the subjects, or areas of interest.   
Links to prior learning (sequencing)	Children will have prior knowledge and experience of a number of sketching skills and techniques in previous years, throughout KS1 and LKS2: Children will have knowledge and have been taught techniques, including their control; understanding and ability to record observations; and will have studied great artists, architects and designers in history.	
Links to other learning (cross fertilisation)	Links closely with History- looking at images and objects of World War II. Fat question links to history- thinking about how photographs and drawing from life (past documentation) has provided evidence and insight into the past and given us knowledge that we would not otherwise have known. DT link when looking at the artist of Henry Moore who created a number of sculptures. This would also link to Geography as a local study due to Henry Moore being a local and vital artist to our local area, representing the history of our local area. Link to computing- children could possibly recreate there images on a comuter using drawing software. When children are looking at light and dark and shading aspects, this links to the science curriculum of shadows and time of day- where is the sun in relation to the shadow. This could also link to geography when considering which countries where involved in the war and which time zones they were in.	
Links to future learning	Children can take the different aspects of drawing they have learnt forward and apply to a number of different contexts/pieces. Children	

	<p>can use other forms of art (such as painting of pastels) to further develop and master the skills they have learnt.</p> <p><u>Thematic Questions:</u></p> <p><u>The World Around Us:</u> How is the world around us different today, than at the time of the world war? What has changed since? Direct comparison.</p> <p><u>World Beyond Us:</u> Can you apply the drawing skills you have learnt to represent other planets in the solar system?</p> <p><u>Culture:</u> How does art and drawing from life play a part in our culture? What if there were no art museums or other establishments that celebrate art?</p> <p><u>Modern Britain:</u> What impact did the war and the documentation of it through images have on modern Britain?</p> <p><u>Technology in Action:</u> How can we use technology to help us preserve historic artwork and images from key events in history such as the World War?</p> <p><u>Healthy Body and Healthy Mind:</u> How can artwork help us keep a healthy mind?</p>	<p>Fat Question: How much of an influence do you think drawing from life has had on our knowledge of key past events. Why is it/is it not important?</p> <p>How would have art and drawings from real life supported / hindered people's mental health and wellbeing during The blitz and throughout World War II?</p>
<p>Character/Wider Development ('50 things', cultural capital, skills)</p>	<p>Children could potentially visit an art gallery such as the Hepworth in Wakefield. Children could potentially visit the Yorkshire Sculpture Park. During these visits, children can analyse and make comparisons to current artists alongside work by Henry Moore and artists during World War II and their drawings.</p> <p>Artist visit to school – this would support children’s knowledge and understanding of an artist’s work and produces / approaches to their work. Children can discuss and develop key sketching and drawing skills to apply to their own work in and out of school; influencing their future life and decisions.</p> <p>PSHE link to mental health and wellbeing- how art can support wellbeing. Children can explore the positive impact artwork, including propaganda, had during World War II and how supported their positive mind set. Children can make comparisons and explore how art, in particular drawing, has developed over time and how this can support people’s wellbeing today.</p>	

OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
<p>Week 1</p> <p>Shading-3D You can represent light and shadow on a flat page</p> <p>You can create the illusion of 3D shape using 2D materials</p>	<p>LO: To represent light and shadow to create the illusion of 3D shape</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>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].</p>	<p>Shading, light, dark, highlights, 2D, 3D (dimensional), tone, gradient, texture, shadow, illusion</p>	<p>GD: Y5 will have the opportunity to create their own shape freehand.</p> <p>Y6 should include thoughtful use of highlights, shading and shadow to create an effective piece.</p> <p>Children can explore a wider range of artist approaches to support their understanding and how this can apply to other artistic skills.</p> <p>SEND: There is a hand outline for children who would struggle to draw around their own hand effectively. Visuals and a wider range of equipment, of different sizes, could be</p>	<p>Children think that you need different coloured pencils to create a range of tones.</p> <p>Children think that you only need to add a shadow to make something look 3D.</p> <p>Children do not understand the difference between gradient and tone and cannot apply this understanding to their own drawings.</p>	<p>In this lesson, pupils will complete a series of mini-tasks in their sketchbook to build a double page spread.</p> <p>First, they will explore creating a variety of values/tones to create a chart that goes from 'white' to 'black' using their pencils.</p> <p>They will then use this to create different gradients within a box by placing the 'white', 'black' and 'grey' colours in a variety of places.</p> <p>The next mini-task is to either draw or use a template of some geometric shapes that have been placed together. There is isometric dot paper on the sheet, or a ready-made shape depending on the ability of the child. Their task is to then shade each face according to the model to create a 3D effect. Children will annotate this to explain how the different tones create the 3D effect. (You may want to discuss what to write first)</p> <p>The children will then complete a Time Pair Share to closely examine some images of some 3D shapes to look at the tones on the image.</p>

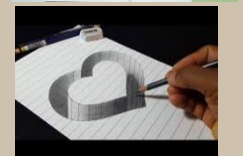
used to support their ability to access learning.

The next mini-task is to stick in a white egg. They need to label where the light source, the highlight and the shadow is. Some additional technical vocabulary is then provided but isn't intended to necessarily be learnt. The children can use this diagram to apply the same features onto a circle to make that appear 3D.

Year 5:

LA/MA: Draw around hand, decide where light source is, create shadow. Use curved lines to create the illusion that the hand is 3D.

MA/HA: As above but with a heart drawn freehand.




Deepen the moment: How and where could you use shading in a different place to create a different effect?
(heart is cut out instead of appearing to stick up)


Year 6:

LA/MA: As Year 5 HA task.

MA/HA: Create this image:



						<p>Deepen the moment: Consider how shading and highlights could be used to create a 3D effect on a human body shape. Practise on some simple forms.</p>
<p>Week 2</p> <p>Drawing from life</p>	<p>Drawing from life is recreating real life freeze frames of reality.</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p>	<p>Tone, texture, shading, figure.</p>	<p>GD:</p> <p>Greater depth children will have a blank canvas to create the most detailed drawing they possibly can with a limitless opportunity to apply the different drawing techniques.</p> <p>Children will be able to apply a wide range of techniques accurately, in a wide variety of situations; knowing when each one is appropriate.</p> <p>SEND:</p> <p>Children will be given a template sheet with the outline of a soldier so they are not daunted by a blank page.</p> <p>The main outline of the drawing is done for them so they can focus on the drawing techniques such as tone, texture and shading.</p> <p>Focus on one key technique to ensure/support they</p>	<p>That only photographs with a camera can capture moments in time- not drawings.</p>	<p>In this lesson children will recap the drawing techniques they have learnt from the previous lesson.</p> <p>They will then take this a step further by completing a quick tone and texture activity.</p> <p>Children will then learn that drawing people is a key aspect of drawing from life.</p> <p>Children will then watch a video clip / teacher model explaining how to draw figure people. They will then practise this skill in their sketch book.</p> <p>Children will then combine all these skills by having a go at drawing a WWII soldier.</p> <p><u>Year 5</u></p>  <p><u>Year 6</u></p>

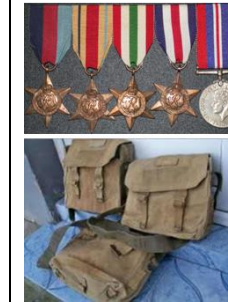
				master this technique: shading		 <p>The Year 6 soldier provides a greater level of challenge, as the whole body and uniform of the soldier needs to be recreated.</p> <p>SEND children will be given a template/outline of a soldier.</p> <p><u>Deepen the moment:</u> Explain what techniques you have used to sketch your soldier and what effect they have had.</p>
Week 3 Still life	Still life images are objects positioned in a creative way and sketched for effect.	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. About great artists, architects and designers in history.	Tone, texture, shading, inanimate, object, still life.	<p>GD: Greater depth children will have a blank canvas to create the most detailed drawing they possibly can with a limitless opportunity to apply the different drawing techniques.</p> <p>SEND: Children will be given a template sheet with the outline of WWII medals so they are not daunted by a blank page. The</p>	That still life drawings are only of people (portraits) not objects as well.	<p>In this lesson children will explore another aspect of drawing from life; still life drawings.</p> <p>Children will discuss what a still life drawing is and establish that it is the drawing of objects that are not alive.</p> <p>Children will then be given the opportunity to explore what still life drawings could contain (examples of popular objects) and see examples of these by famous artists.</p> <p>Children will then have a go at creating their own still life drawings based on WWII objects.</p>

main outline of the drawing is done for them so they can focus on the drawing techniques such as tone, texture and shading

Year 5



Year 6




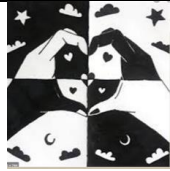

Year 6 images are more challenging as the second objects in particular are made from material, so texture and shading will need to be extremely carefully thought about and applied.


SEND children will be given templates/outlines of the WWII medals as a starting point.

Deepen the moment:

Sketch one close up example of the face of a medal. Pay particular attention to texture, how can you make the writing look raised?

<p>Week 4</p> <p>Positive space is best described as the areas in a work of art that are the subjects, or areas of interest. Negative space is area around the subjects, or areas of interest.</p>	<p>LO: To explore the concept of Negative space.</p>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>About great artists, architects and designers in history.</p>	<p><u>Sketch, Draw Shape Negative space Positive space Monochrome</u> - black and white, or a limited colour palette.</p>	<p><u>Y5 GD:</u> GD students could create patterns within their work. They may want to choose a more difficult pattern or a harder picture to recreate. Children may also decide to draw an image from their memory/imagination rather than from a picture reference.</p> <p><u>SEND:</u> Outlines of everyday items/war images could already be created so that the children should focus on creating patterns in the negative space.</p> <p><u>Y6 GD:</u> Children may also decide to draw an image from their memory/imagination rather than from a picture reference.</p> <p><u>SEND:</u> The first box of the drawing could be filled out, so students just need to complete it in the other boxes.</p>	<p>Negative space should always be coloured in black – associating ‘negative’ with bad.</p>	<p>All slides and resources are available on the system.</p> <p>Children re-cap on the techniques they have covered so far in the unit of work. Children begin by looking at an image which uses negative space, trying to work out what the image shows.</p> <p>After this, they explain what negative and positive space is and identify this within a range of different drawings. Children then draw from reference, using either everyday objects or objects which were popular in WW2.</p> <p><u>Year 5:</u> Children should create their images, and in the negative space, they should include patterns around the space.</p>  <p><u>Year 6:</u> Children should split their page into 4 different sections. They could either draw everyday objects or objects which were popular in WW2. Within each quadrant, children should alternate between colours, textures, etc. like the image below.</p>
--	--	--	---	--	---	--

						 <p>Deepen the Moment: Children should consider how shading is used to create tones in their work and apply that to their drawings.</p>
Week 5	To recreate a WWII image.	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p>	<p>Tone, texture, shading, inanimate, object, still life, sketch, draw, shape, negative space, positive space,</p> <p>Monochrome - black and white, or a limited colour palette.</p>	<p>GD: Greater depth children will have a blank canvas to create the most detailed drawing they possibly can with a limitless opportunity to apply the different drawing techniques.</p> <p>SEND: Children will be allowed to trace the photographs of WWII scenes. The main outline of the drawing will be made simpler for them to complete so they can focus on the drawing techniques such as tone, texture and shading.</p>	<p>Inaccurate perspectives of the photographs provided- children may need to be reminded of perspective and sizing.</p>	<p>In this lesson, children will be bringing together all the drawing skills and techniques they have learnt and used this term to create a final piece of art work that encompasses them all.</p> <p>Children will look at a number of WWII images/photographs and discuss which drawing techniques they would use to recreate that image.</p> <p>Out of the images children have seen and discussed they will choose one to recreate as their final piece.</p> <p>Photograph examples:</p> 

						 <p>A selection of images are provided for teacher judgement as to which photograph each Y5/Y6/HA/MA/LA child will complete.</p> <p>SEND children will be allowed and encouraged to trace the photos to get the main outlines of the images as a starting point.</p> <p><u>Deepen the Moment:</u> Once you have completed your final piece, write a paragraph explaining which drawing techniques you have used, how and why.</p>
Week 6	To recreate a WWII image.	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]	Tone, texture, shading, inanimate, object, still life, sketch, draw, shape, negative space, positive space, Monochrome - black and white, or a limited colour palette.	GD: Greater depth children will have a blank canvas to create the most detailed drawing they possibly can with a limitless opportunity to apply the different drawing techniques. Children will be allowed to trace the photographs of WWII scenes. The main outline of the drawing will be made simpler for them to complete so they can focus on the	Inaccurate perspectives of the photographs provided- children may need to be reminded of perspective and sizing.	In this lesson, children will be continuing to bring together all the drawing skills and techniques they have learnt and used this term to create a final piece of art work that encompasses them all. Children will look at a number of WWII images/photographs and discuss which drawing techniques they would use to recreate that image. Out of the images children have seen and discussed they will choose one to recreate as their final piece. Photograph examples:

drawing techniques such as tone, texture and shading.



A selection of images are provided for teacher judgement as to which photograph each Y5/Y6/HA/MA/LA child will complete.

SEND children will be allowed and encouraged to trace the photos to get the main outlines of the images as a starting point.

Deepen the Moment:

Once you have completed your final piece, write a paragraph explaining which drawing techniques you have used, how and why.

Context (big picture learning)

Link to resources (T:\Primaries\Departments\KS2\Year 5 & 6 Curriculum Planning\Cycle B\Spring - Goodnight Mister Tom\Art)

Week 1- Shading 3D

Week 2- Drawing from life (Lesson 1)

Week 3- Drawing from life (Lesson 2)

Week 4- Negative space

Week 5- Sketching war imagery (Lesson 1)

Week 6- Sketching war imagery (Lesson 2)

Knowledge Organiser

Very Important Points (VIPs)

- You can represent light and shadow on a flat page
- You can create the illusion of 3D shape using 2D materials
- Drawing from life is recreating a real life object or person through different drawing techniques.
- A still life drawing is the drawing of an object that is not alive.
- Tone refers to how light or dark
- Texture is the feeling, appearance or consistency of an object or material
- Simply put, positive space is best described as the areas in a work of art that are the subjects, or areas of interest. Negative space is area around the subjects, or areas of interest.

Intent: Children will focus on learning a number of drawing and sketching techniques to enhance their drawing ability. This will include looking at, tone, texture, shading, drawing from life and negative and positive space.



Key vocabulary

Shading- the darkening or colouring of an illustration or diagram with parallel lines or a block of colour.

Monochrome- a photograph or picture developed or executed in black and white or in varying tones of only one colour.

Texture- the feel, appearance, or consistency of a surface or substance.

Tone- refers to the relative lightness or darkness of a colour. One colour can have an almost infinite number of different tones. Tone can also mean the colour itself.

3D (dimensional)- Having three dimensions (such as height, width and depth), like any object in the real world.

Positive and negative space- Simply put, positive space is best described as the areas in a work of art that are the subjects, or areas of interest. Negative space is area around the subjects, or areas of interest.

How much of an influence do you think drawing from life has had on our knowledge of key past events. Why is it/is it not important?

Important People: Henry Moore

Henry Moore is one of the most significant British artists of the twentieth century. He was born on 30 July 1898 in Castleford, Yorkshire, the son of a miner and the seventh of eight children. As a schoolboy Moore showed a talent for art but was encouraged to train as a teacher first. He is best known for his semi-abstract monumental bronze sculptures which are located around the world as public works of art.

