



Digital Learners



Engineers



Global Enquirers



Designers

ASHINGTON
LEARNING
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Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers



Designers

Year 5 - Medium Term Plan - Designers - Art Showing Ancient Egyptian Life through Art



Designers

Aspect of Study

Colour, composition, tone, light, shading, drawing and symbolism.

Transferable Knowledge:

Geography - locational knowledge, borders.
History - Artists through history.

National Curriculum Overview of Programme of Study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

During this area of study students should be taught to:

- create sketch books to record their observations and use them to review and revisit ideas
- 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. .
- Using scale and perspective.
- Explore the effect of light, colour, texture and tone.
- Explain why they have chosen a specific media, style or technique and the impact this had on their final outcome reflected in their sketchbooks.

Real World Links:

Pupils will learn the skills required to be an artist. They will explore aspects of being a historian and a geographer.

Pupils will be able to draw comparisons between the ways Ancient Egyptians communicated and the way we communicate today.



Being safe – using equipment safely and correctly.

Problem Solving – tackling Enquiry Questions

Communication – expressing opinions on existing artwork.

Influential Figures

Tutankhamun
Howard Carter

OPAL links

Opportunities to explore a range a mediums (eg. chalk, blocks, whiteboard marker).

Curriculum Coverage

(Previous, expected and what follows on)

Prior National Curriculum Coverage	National Curriculum Coverage	Subsequent National Curriculum Coverage
<p><u>EYFS:</u> Colour mixing primary and secondary colours</p> <p><u>Year 1:</u> Experimenting with colour mixing of tertiary colours and shades</p> <p><u>Year 2:</u> Experimenting with colour mixing to create mood</p> <p><u>Year 3:</u> Using a limited colour palette to create mood</p> <p><u>Year 4:</u> Mixing and using colour to create a character</p>	<p><u>NC Objectives:</u></p> <ul style="list-style-type: none"> • 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 • about great artists, architects and designers in history. <p><u>Specific areas covered:</u></p> <ul style="list-style-type: none"> • Using scale and perspective to create distances. • Explore the effect of light, colour, texture and tone. • Explain why they have chosen a specific media, style or technique and the impact this had on their final outcome reflected in their sketchbooks. 	<p><u>Year 6 Summer 1</u></p> <ul style="list-style-type: none"> • Using scale and perspective to create portraits. • Exploring the effect of light and tone on a range of objects. • Critically evaluates the work that they produce and use the evaluations to impact positively on generating final outcome/final piece of work

Key vocabulary	Concepts	Language skills
Artefacts Sarcophagus Tutankhamun Sketch Light Perspective Scale Tone Shade Hieroglyphics Symbol	Perspective Scale Proportion	Can articulate sensitively and appropriately about artwork they have created and that of others that they have seen.



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Sequence of Teaching and Learning

	National Curriculum LO/EQ?	Lesson ideas/differentiation
1	<p>NC OBJ: about great artists, architects and designers in history. to create sketch books to record their observations and use them to review and revisit ideas</p> <p>L.O: To identify important features of a sketch.</p>	<p>Pupils should be familiar with the Egyptian artefacts from History lessons.</p> <p>Explain that it was important for sketches to be accurate when archaeologist such as Howard Carter discovered important artefacts. Evaluate good examples. Children should be able to identify the importance of shape, tone and shading.</p> <p>Pupils create their own success criteria of a good sketch.</p>
2	<p>NC OBJ: to create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history.</p> <p>L.O: To experiment with lines, tone and shading.</p>	<p>This could span across more than one lesson, as required.</p> <p>Pupils sketch one of the artefacts, thinking about composition, tone and shading.</p> <p>Evaluate their sketch using success criteria from previous lesson.</p> <p>This can then be repeated, with children focusing on another artefact and an area identified as a weakness, e.g. shading.</p>



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Sequence of Teaching and Learning

	National Curriculum LO/EQ?	Lesson ideas/differentiation
3 4 5	<p>NC OBJ: 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]</p> <p>L.O: To experiment with line, tone and shading.</p>	<p>This could span across more than one lesson, as required.</p> <p>Introduce an image of Tutankhamun’s sarcophagus. Discuss colour used and think about how this could be replicated in a sketch.</p> <p>Pupils to sketch this artefact. Model sketching a rough outline before identifying areas of lighter shade and darker shade.</p> <p>Encourage pupils to take their time with this piece of work – in order to get the detail needed this should take more than one lesson.</p> <p>HA – Working from a colour image of sarcophagus. MA/LA – Working from greyscale image.</p>
6	<p>NC OBJ: 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] to create sketch books to record their observations and use them to review and revisit ideas</p> <p>EQ: How is Art used to communicate?</p>	<p>Investigate hieroglyphics. Can pupils infer what a message says without a key?</p> <p>Using a key, can they decode a message?</p> <p>Pupils articulate why hieroglyphics worked well as a language. E.G. Because they’re pictures most people could understand what the symbols represented. For example the symbol of an eye could mean the word ‘eye’ or the sound ‘I’.</p> <p>Consider if we have any other aspects of language that works like that today.</p>



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Sequence of Teaching and Learning

	National Curriculum LO/EQ?	Lesson ideas/differentiation
7	<p>NC OBJ: 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]</p> <p>L.O: To compare hieroglyphics to other languages.</p>	<p>Recap hieroglyphics.</p> <p>Look at other languages that use symbols e.g. mandarin (use Chinese cards to demonstrate changing a picture into the mandarin symbol).</p> <p>Can pupils think of a way that we use symbols in our writing?</p> <p>Decode an emoji message – how do they know what each symbol means?</p>
8 9	<p>NC OBJ: 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] to create sketch books to record their observations and use them to review and revisit ideas</p> <p>EQ: How can we use symbols to send a message?</p>	<p>Pupils use knowledge of how symbols are used to create a language to create a simple message for others in the class to decode.</p> <p>Pupils should think about how their symbols will be recognisable:</p> <ul style="list-style-type: none"> • Do they represent a sound or a word? • Are repeating symbols the same? <p>Pupils should evaluate their language thinking about what went well and what problems there might be in trying to communicate using it.</p>



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Examples of expected standard final pieces from previous years taken from across ALP trust:



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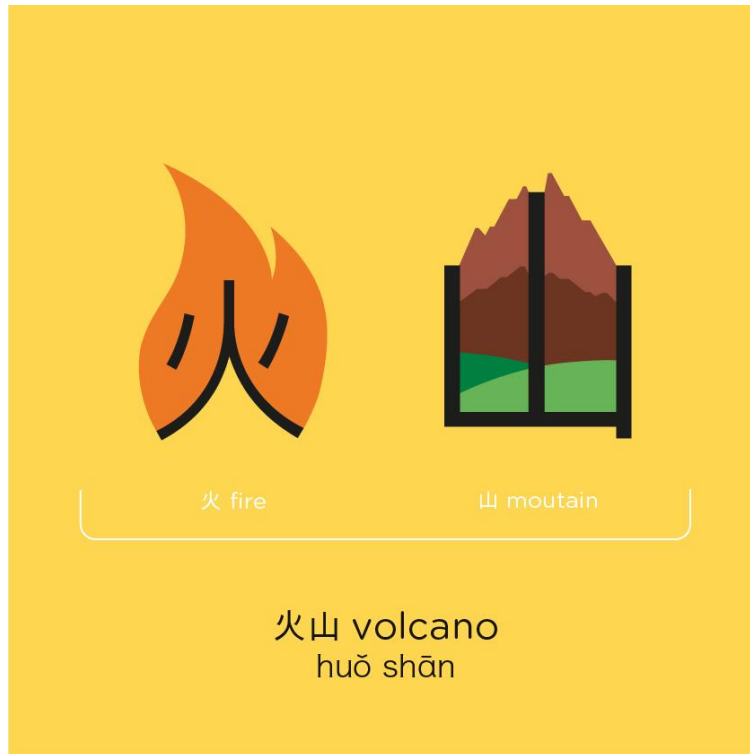


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Examples of how other languages use symbols



During the 🌞, I went on a ✈️ to 🇪🇸. It was very 🔥 and we had to be careful when out in the 🌞. The 🍷 was 👍 though. We spent a lot of time 😎 and 🏊. From 🇪🇸, I got the 🚂 to 🇫🇷, where we 👁️ the 🗼. It wasn't as 🔥 there, so we did more sight seeing. We ✈️ back, and I was really 😞 during 🛫 because of the 🌪️.

In Mandarin, some symbols are created from images of the thing they represent. Symbols often combine to add more detail e.g. fire + mountain = volcano.

Use of emojis during texting. Symbols have often got dual meanings, e.g. 'fire' could mean 'fire' or 'hot'.