**Year 5 Art Curriculum – Spring Term**

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| **Theme: Vikings- Landscape and weaving** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| 1. Lo compare features of a landscape 2. Use shading to create darker tones 3. Look at warm and cool colours 4. Create a ‘cool’ landscape 5. To understand the Viking tree symbol 6. To weave a Viking tree | | | **Keyword** | Definition |  |  | | | **Geography** –  **PSHE** –  **History – Viking topic**  **English** –  **Science –** |
|  | To look at countryside pictures. Discuss vanishing point, horizon, perspective, foreground, background, middleground. |  | Vanishing point, horizon, perspective. Background, middle ground, foreground. | | |
|  | To look how to create different blues and greens using shading- | **shading** | Black, shading, darker tones | | |
|  | To look at warmer and cooler colours | **Warm and cool colours** | Blues, greens colder colours  Reds, purples, oranges- warmer colours | | |
|  | Look at work by John Nash and his landscapes. Design and paint a cool landscape – paint using variety of green tints and shades. | **tints** | A **tint** is where an artist adds a colour to white to create a lighter version of the colour. An example of a tint is pink. Pink is a tint created by adding white to red.  A **shade** is where an artist adds black to a colour to darken it down. | | |
|  | Look at meaning of Viking Tree symbol- Yggdrasil. Paint background onto paper plate and create loom from plate | **Weaving**  **Loom** | Weaving is **a method of textile production in which two distinct sets of yarns or threads are interlaced at right angles to form a fabric or cloth.**   1. **Loom** an apparatus for making fabric by weaving yarn or thread. | | |
|  | | |  | To weave a tree onto the paper plate and add different textures eg felt, beads |  | weave | | |  |
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|  | | | | | **Future Learning:** | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. Lo compare features of a landscape | | * 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 | | | | | * To look at countryside pictures. Discuss vanishing point, horizon, perspective, foreground, background, middleground. | | |
| 1. Use shading to create darker tones | | -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 | | | | | * To look how to create different blues and greens using shading- | | |
| 1. Look at warm and cool colours | | 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 | | | | | * Know which colours are cool and warm, mix paints | | |
| 1. To look at landscapes by John Nash | | * 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. | | | | | * Look at work by John Nash and his landscapes. Design and paint a cool landscape – paint using variety of green tints and shades. * Mix colours to paint a cool landscape inspired by John Nash | | |
| 1. To weave a Viking tree | | * 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. | | | | | * Look at meaning of Viking Tree symbol- Yggdrasil. Paint i background onto paper plate * Create a loom from a paper plate and paint it for the background | | |
| 1. To add different textures to weaving | | 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 | | | | | To weave a tree onto the paper plate using wool and add textures using felt and beads, sequins, buttons etc | | |
| **Themes and links** | | | | | | | | | |
| **Art themes** | **Where these are covered:** | | | | | | | **Links across the Art curriculum** | |
| **Drawing** |  | | | | | | | |  |  | | --- | --- | | **EYFS** |  | | **2** |  | | **3** |  | | **4** |  | | **5** |  | | **6** |  | | |
| **Painting** | * Colour mixing, tints, shades, warm and cool colours | | | | | | |
| **Sculpture** |  | | | | | | |
| **Collage** |  | | | | | | |
| **Textiles** | * Weaving, creating a loom, adding textures. | | | | | | |  | |
| **Printing** |  | | | | | | |  | |
| **Work of other artists** | * John Nash * Viking symbols | | | | | | |  | |