



### Year 5 Progressions of Skills - Art

2025/26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work		Sculpture and 3D: Interactive installation		Drawing: Depth, Emotion and Movement		Painting and mixed media: Portraits
Enrichment opportunities	Craftermoons with parents each term.					
Knowledge						
Pupils know:	Colour: <ul style="list-style-type: none"> <li>Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</li> </ul> Form: <ul style="list-style-type: none"> <li>An art installation is often a room or environment in which the viewer 'experiences' the art all around them.</li> <li>The size and scale of three-dimensional artwork changes the effect of the piece.</li> </ul>		Colour: <ul style="list-style-type: none"> <li>Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</li> </ul> Form: <ul style="list-style-type: none"> <li>An art installation is often a room or environment in which the viewer 'experiences' the art all around them.</li> </ul> Texture: <ul style="list-style-type: none"> <li>How to create texture on different materials.</li> </ul>		Colour: <ul style="list-style-type: none"> <li>Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</li> </ul> Pattern: <ul style="list-style-type: none"> <li>Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</li> </ul> Texture: <ul style="list-style-type: none"> <li>How to create texture on different materials.</li> </ul>	



	<p>Texture:</p> <ul style="list-style-type: none"> <li>• How to create texture on different materials.</li> </ul> <p>Tone:</p> <ul style="list-style-type: none"> <li>• Tone can help show the foreground and background in an artwork.</li> </ul>	<p>Tone:</p> <ul style="list-style-type: none"> <li>• Tone can help show the foreground and background in an artwork.</li> </ul>	<p>Tone:</p> <ul style="list-style-type: none"> <li>• Tone can help show the foreground and background in an artwork.</li> </ul>
Skills			
Sculpture and 3D	<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>• Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.</li> <li>• Try out ideas on a small scale to assess their effect.</li> <li>• Use everyday objects to form a sculpture.</li> <li>• Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.</li> <li>• Try out ideas for making a sculpture interactive.</li> <li>• Plan an installation proposal, making choices about light,</li> </ul>		



	<p>sound and display.</p> <p>So that they can:</p> <ul style="list-style-type: none"><li>• Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</li><li>• Combine a wider range of media, eg photography and digital art effects.</li><li>• Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</li></ul>		
Drawing		<p>Pupils know how to:</p> <ul style="list-style-type: none"><li>• Understand what print effects different materials make.</li><li>• Analyse an image that considers impact, audience and purpose.</li><li>• Draw the same image in different ways with different materials and techniques.</li><li>• Make a collagraph plate.</li></ul>	



		<ul style="list-style-type: none"> <li>● Make a collagraph print.</li> <li>● Develop drawn ideas for a print.</li> <li>● Combine techniques to create a final composition.</li> <li>● Decide what materials and tools to use based on experience and knowledge.</li> </ul> <p>So that they can:</p> <ul style="list-style-type: none"> <li>● Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</li> <li>● Combine a wider range of media, eg photography and digital art effects.</li> <li>● Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</li> </ul>	
<p>Painting and Mixed Media</p>			<p>Pupils know how to:</p> <ul style="list-style-type: none"> <li>● Develop a drawing into a painting.</li> <li>● Create a drawing using text as lines and tone.</li> </ul>



			<ul style="list-style-type: none"><li>• Experiment with materials and create different backgrounds to draw onto.</li><li>• Use a photograph as a starting point for a mixed-media artwork.</li><li>• Take an interesting portrait photograph, exploring different angles.</li><li>• Adapt an image to create a new one.</li><li>• Combine materials to create an effect.</li><li>• Choose colours to represent an idea or atmosphere.</li><li>• Develop a final composition from sketchbook ideas.</li></ul> <p>So that they can:</p> <ul style="list-style-type: none"><li>• Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</li><li>• Combine a wider range of media, eg photography and digital art effects.</li><li>• Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</li></ul>
--	--	--	---



## Evaluating & Analysing

Pupils know the key questions:

What is art?

- Sometimes people disagree about whether something can be called 'art'.
- Art doesn't always last for a long time; it can be temporary.

Why do people make art?

- People make art to express emotion.
- People make art to encourage others to question their ideas or beliefs.
- People make art to portray ideas about identity.
- People make art to fit in with popular ideas or fashions.

How do people talk about art?

- People can explore and discuss art in different ways, for example, by visiting galleries, by discussing it, by writing about it, by using it as inspiration for their own work or by sharing ideas online.
- Some artists become well-known or famous and people tend to talk more about their work because it is familiar.
- Talking about plans for artwork, or evaluating finished work, can help improve what artists create.
- Comparing artworks can help people understand them better.

So they can:

- Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.
- Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas.
- Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

## Knowledge of Artists

Pupils know:

Meanings:

- Artists are influenced by what is going on around them; for example culture, politics and technology.
- Artists 'borrow' ideas and imagery from other times and cultures to create new artworks.



- How an artwork is interpreted will depend on the life experiences of the person looking at it.

Interpretation:

- Artists use self-portraits to represent important things about themselves.
- Artists create works that make us question our beliefs.

Materials and Processes:

- Artists can choose their medium to create a particular effect on the viewer.
- Artists can combine materials; for example digital imagery with paint or print.
- Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.

So they can:

- Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
- Discuss how artists create work with the intent to create an impact on the viewer.
- Consider what choices can be made in their own work to impact their viewer.

<p>Artists in this unit are:</p>	<ul style="list-style-type: none"> <li>• Anthony Gomley</li> <li>• Rosemary Roberts</li> <li>• Cai Guo-Qiang</li> <li>• Fernando and Humberto Campana,</li> <li>• Yoo, Hyun Mi</li> <li>• Yayoi Kusama</li> <li>• Olafur Eliasson</li> </ul>	<ul style="list-style-type: none"> <li>• Elizabeth Catlett</li> <li>• Charlie Mackesy</li> <li>• John Muafangejo</li> <li>• Jean-Michel Basquiat</li> <li>• Hom Nguyen</li> </ul>	<ul style="list-style-type: none"> <li>• Rembrandt</li> <li>• Vincent Van Gogh</li> <li>• Frida Kahlo</li> <li>• Chila Kumari Singh Burman</li> <li>• Njideka Akunyili Crosby</li> </ul>
----------------------------------	--	---	--