



St James' Church of England Primary School

Art Overview Sheet



Year 5 – Drawing: I Need Space



Rationale:

Pupils who are **secure** will be able to:

- Participate in discussions and offer ideas.
- Provide plausible suggestions for how a piece was created.
- Comfortably use different stimuli to draw from.
- Use past knowledge and experience to explore a range of drawing processes.
- Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing.
- Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks.
- Generate a clear composition idea for a final piece that shows how it will be drawn.
- Independently select tools and drawing techniques, with some guidance.

Learning Objectives:

- to create sketch books to record their observations and use them to review and revisit ideas
- about great artists, architects and designers in history.'
- 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.
- 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.'

Overview:

Lesson 1: Space Imagery - To explore the purpose and effect of imagery
 Lesson 2: Drawing decisions – To understand and explore decision making in creative processes
 Lesson 3: Teis Albers – To develop drawn ideas through printmaking
 Lesson 4: A vision of the future – To test and develop ideas using sketchbooks
 Lesson 5: Revisiting ideas – To apply understanding of drawing processes to revisit and improve ideas

Cross Curricular Links

Science – Earth and Space
 English - Preparing poems and plays to read aloud and to perform

Resources

• Sketchbooks. • Scissors. • Glue sticks. • Pencils. • • A range of drawing materials such as pencils, inks and pastels. • Cardboard viewfinders • A wide selection of materials to create textures, for example, bubble wrap, kitchen roll, fabric, wool, feathers and dried foods like pasta, rice, and pulses. • Good quality cartridge paper or similar (At least A4. Two or three sheets per pupil.) • Printing ink

Impact/Assessment

Most Children will: • understanding and able to explain what retrofuturism is. Participating in discussions and offering ideas. • providing plausible suggestions for how a piece was created. Being comfortable with using a different stimulus to draw from. • participating in discussion and able to suggest sensible ideas about how the image was produced. • creating a selection of drawings and visual notes that demonstrate their ideas and using sketchbooks to explore them • independently selecting tools and drawing techniques with some guidance.

More Able Children will: • understanding and explaining what retrofuturism is and being able to reference examples. Participating in discussions and offering and explaining ideas, pupils may take the lead to direct discussion. • Using knowledge and experience of a diverse range of processes to draw, which may extend to using simple printing techniques. • Confidently selecting and placing textures to create a collagraph plate, applying an understanding of how they expect it to print and considering how the print will be drawn on later. • Generating a clear composition idea for a final piece, showing how it will be drawn and may include notes on what drawing could be used for. • Recognising that seeking guidance allows them to develop independence and can discuss and demonstrate ways to improve work.