



Year : 5/6 Term: Autumn Topic Title: **Change** Topic focus: Arts

Please share this knowledge organiser with your child to help them develop their knowledge and understanding of our topic.



What I should already know:

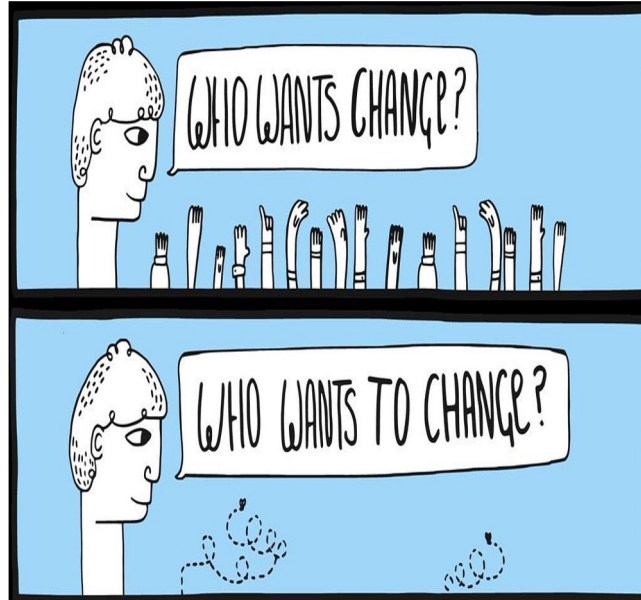
Generate Ideas by:

- exploring colour, exploring paint, testing ideas, looking back, thinking forward and around
- developing use of sketchbooks as before, plus: reflecting, making links
- researching artwork by artists, craftspeople, designers and architects
- discussing artist's intentions and reflecting on your response
- Considering artforms beyond visual arts: lit, film, music etc and explore how they relate to visual art form
- Asking questions
- Discuss what do you like / dislike and why? What is the artist saying to us in this artwork? How might it inspire you in your own artwork?
- using growing knowledge of materials and media to help develop ideas and continue to include space for playful making
- practising observational drawing from the figure exploring careful looking, intention, seeing big shapes, drawing with gesture and quick sketching
- use growing technical skill and knowledge of different drawing materials, combined with increasing confidence in responding to range of stimuli to explore more experiential drawing, following child's own interests
- applying and building on colour mixing and mark making skills and think about how different combinations affect the outcome
- exploring painting on new surfaces
- layering of media eg: wax resist with coloured inks
- combining art forms such as collage, painting and printmaking in mixed media projects
- exploring a simple clay/mache technique e.g.decorating with relief patterns
- exploring how combinations of materials such as wire, paper, fabric, string, card etc can be transformed into sculpture, discovering how best to manipulate them
- using digital media to make animations from their moving drawings

Key Vocabulary: change, movement, performance, friction, chemical, gravity

Key Questions:

- Is change needed?
- Can one person change the world?
- Can kindness change the world?
- Do we need to change?
- Does change make for a better world?
- Is change always necessary?
- Does change have to be painful?
- Do some things never change?



Key Concepts:
Strength & Resilience

What I will learn:

I will be able to:

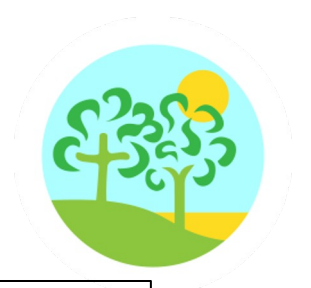
- know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female and from various ethnicities
- demonstrate how to safely use some of the tools and techniques they have chosen to work with
- experience the connection between brain, eye and hand
- develop knowledge of what different materials & techniques can offer the creative individual
- feel safe to take creative risks and follow their intuition (fed with skills knowledge)
- share their journeys and outcomes with others. Feel celebrated and feel able to celebrate with others.
- ask questions such as: What could you do next? Who or what else might you look at to help feed your creativity?
- Increasingly see sketchbook as a place where questions can be explored / answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood
- explore art or architecture of another time or culture and make individual work in response
- develop visual literacy skills: explore how we look at things and respond
- explore the relationship between line, form and colour
- follow a series of guided activities which also offer pupils an opportunity to make their own response
- explore ideas of balance, creative risk taking and play
- explore scaling up drawings, bringing in all mark-making skills learnt previously to provide opportunity to transform original
- revisit still life. Develop drawing skills using observational drawing
- explore mark making and drawing on different surfaces eg: clay and link to genres such as portraiture or landscape
- explore sequential drawing and narrative eg: graphic novels and possibly link into set design
- explore set design using mixed media and linking to literature, drama, music etc
- work collaboratively to produce images in new contexts
- use tools to cut intricate shapes and use fastenings to create moving parts
- explore transformation of materials, following own journey to produce objects which convey their personality
- develop sculpture skills and include elements of observation
- explore geometric design / pattern / structure
- work collaboratively to plan, create, perform, film, edit etc using digital media



Term: Autumn

Curriculum Map

Class: Skylarks



Literacy Traditional Tales, Scripts, Letter Writing, Instructions

Religious Education Why do Christians and other Faiths go on a pilgrimage?

Design Technology Levers, gogs and mechanisms

Languages French

Computing Algorithms, Debugging, HTML coding, Internet Safety, Searches

PHSE/RHE – Healthy Bodies Healthy Minds No Outsiders focus books: How to Heal a broken Wing

Music Music Appreciation, Tech, Styles & Feelings, Key & Time Signatures, Chords & Elements

PE Swimming, Dance, Team Games

Science Forces & Materials and their Properties

Art Develop drawing & 3D skills using observational drawing; - explore the relationship between line, form and colour; work on a larger scale.

Maths Number: PPlace Value, Measurement: Perimeter, Area & Volume, Statistics, Geometry & Shape

Homework Ideas

- Choose a room in your house and research all the changes you can see or have happened. Create a 'Change' project in any way you like.
- Create and make a recipe where the ingredients change...perhaps you could bring it in to share with the class?
- Write or draw a diagram to show changes that happen to one living creature over their lifetime e.g. frog.
- Design and make a model to show an invention that changed the world.
- Make a timeline to show how one thing changed over time e.g. flight
- Find an artist that shows movement or has moving parts. See if you create a piece of your own in their style.
- Remember to read each day, practice your number facts and spelling words too!