

Wexham Court Primary School
Art & DT Curriculum Overview 2021-2022

Year 5

	Autumn 2	Spring 2	Summer 1
Composite Task	Produce a stained-glass window based on a geometric design.	Create a class installation in the style of Andy Goldsworthy	Produce a figure drawing and sculpture inspired by Giacometti
Components	<p>1 - Research Islamic art: calligraphy, geometric and arabesque and art in architecture</p> <p>2 – Draw geometric shapes to make a design</p> <p>3 – Explore colour theory</p> <p>4 – Translate their design into acetate</p> <p>5 – Explore window shapes for mosques and create a shape from architecture to frame their work</p>	<p>1 – Research Andy Goldsworthy with an understanding of his work and installations</p> <p>2 – Explore space within the school and create mini installation with natural resources</p> <p>3 – Create design</p> <p>4 – Apply the design to chosen medium</p> <p>5 – Construct the class installation in open space</p> <p>6 – Evaluate class piece against the success criteria of Andy Goldsworthy.</p>	<p>1 – Research the work created by Giacometti to understand the style of art</p> <p>2 – Practise drawing the movement of figures</p> <p>3 – Draw the figures through series sketches</p> <p>4 -Explore colour work patterns</p> <p>5 – Construct the figures from the drawings in tin foil</p> <p>6- Evaluate the structures and figures against design criteria</p>
Coherence	Pattern, colour and shape	Colour, shape, time, texture, pattern and form (3D)	Form (3D), line, shape, proportion
Artist		Andy Goldsworthy	
Teacher notes	<p>Component 1 – Focus on geometric shapes</p> <p>Component 2 – This must include a circle. Children can explore circular patterns and the skills of using a compass.</p> <p>Component 4 – Trace over their designs with pens onto acetate.</p> <p>Nasir Al-Mulk Mosque 1888 – is the only mosque still standing from the Golden Age (reference to the windows is relevant for it’s influence).</p>	<p>The focus of this unit is to explore how time impacts art: environmental art. Classes should explore the open space in school, such as the peace garden, to lay/create their installation.</p> <p>Teachers will need to set a theme and have some control over the designs but children should have the freedom to be creative within this.</p> <p>Take photographs to record the installation, to be permanent, these will need to be varnished.</p>	<p>Children can draw a figure drawing and then construct this with tin foil. Proportion is vital as the figures need to be thin with thin features.</p> <p>Component 2 – Children to draw a series of 6 basic stick people rather than full figures at this stage.</p> <p>Component 3 – Now children can draw the figures with the same movements as previous step.</p> <p>Component 4 – This is to create a background for the figures and can be done with oil pastels.</p>
Key resources	<p>Coloured sharpies (felt-tips won’t mark the acetate), acetate sheets (1 per child), black sugar paper.</p> <p>BBC Bitesize – Golden Age of Islam</p>	<p>Landscaping pebbles (B&Q or hardware stores are larger and easier to draw on), paint markers, varnish (optional).</p>	<p>Useful websites:</p> <p>Support for drawing – How to instructions</p> <p>Support for constructing – How to instructions</p> <p>Oil pastels, pencil, tin-foil, paper.</p>
Nutrition	Summer 1 – Key ingredient: Red Mustard (Harvested from school grounds)		