



# Year 5 Art

## Age Related Expectations

All children are assessed against the Age Related Expectations (ARE) within the different curriculum subjects. The ARE's are taken from the National Curriculum but are consolidated to reflect what we expect of a child. For example, three or four national curriculum targets might be summarised in one ARE. Judgements are generally based on a variety of different sources but will generally be a combination of on-going formative assessment in class, book work and formal summative testing.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Understand the importance of learning about the work of others. Mastering skills and developing these to suit your own work. Becoming creative in art and going that extra mile to make your work personal and well informed by the work of others.

	Key Performance Indicators	Age Related Expectations
<b>Developing Ideas</b>	<ul style="list-style-type: none"> <li>- Develop ideas from starting points throughout the curriculum.</li> <li>- Collect information, sketches and resources.</li> <li>- Adapt and refine ideas as they progress.</li> <li>- Explore ideas in a variety of ways.</li> <li>- Comment on artworks using visual language.</li> </ul>	<p><b>Skill</b> A year 5 child will need some direction when using the materials.</p> <p>A year 5 child should use secondary drawings in order to create their designs. They should combine this with research from the internet.</p> <p>A year 5 child should understand how to add pencil crayon in a controlled manner. Developing blending, shading and tonal range. They should develop knowledge on primary, secondary and tertiary colours through the use of the colour wheel. As well as knowledge about hot and cold colours and complimentary colours.</p> <p>A year 5 child should look at shapes and pattern making, proportions and colour mixing, size and scale, repeat patterns and colour combinations. They should then use skills from previous work to inspire a final piece.</p> <p><b>Creativity and outcome</b> A year 5 child should be able to attempt to copy the teacher's example.</p>
<b>Painting</b>	<ul style="list-style-type: none"> <li>- Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>- Mix colours effectively.</li> <li>- Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>- Experiment with creating mood with colour.</li> </ul>	
<b>Collage</b>	<ul style="list-style-type: none"> <li>- Select and arrange materials for a striking effect.</li> <li>- Ensure work is precise.</li> <li>- Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul>	
<b>Sculpture</b>	<ul style="list-style-type: none"> <li>- Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>- Include texture that conveys feelings, expression or movement.</li> <li>- Use clay and other mouldable materials.</li> <li>- Add materials to provide interesting detail.</li> </ul>	
<b>Drawing</b>	<ul style="list-style-type: none"> <li>- Use different harnesses of pencils to show line, tone and texture.</li> <li>- Annotate sketches to explain and elaborate ideas.</li> <li>- Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>- Use shading to show light and shadow.</li> <li>- Use hatching and cross hatching to show tone and texture.</li> </ul>	
<b>Print</b>	<ul style="list-style-type: none"> <li>- Use layers of two or more colours.</li> <li>- Replicate patterns observed in natural or built environments.</li> <li>- Make printing blocks (e.g. from coiled string glued to a block).</li> <li>- Make precise repeating patterns.</li> </ul>	
<b>Textiles</b>	<ul style="list-style-type: none"> <li>- Shape and stitch materials.</li> <li>- Use basic cross stitch and back stitch.</li> <li>- Colour fabric.</li> <li>- Create weavings.</li> <li>- Quilt, pad and gather fabric.</li> </ul>	
<b>Digital Media</b>	<ul style="list-style-type: none"> <li>- Create images, video and sound recordings and explain why they were created.</li> </ul>	
<b>Taking Inspiration from the greats</b>	<ul style="list-style-type: none"> <li>- Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>- Create original pieces that are influenced by studies of others.</li> </ul>	