



Subject- Art and Design.



Threshold Concepts and Milestones

Threshold Concept		Year 5	Content
<p>Develop ideas This concept involves understanding how ideas develop through an artistic process.</p>		<ul style="list-style-type: none"> • Develop and extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketchbook. • Use the qualities of materials to revisit ideas. 	<p>Children look at the processes involved in creating a piece of artwork by experimenting with different techniques. How have techniques evolved over time? Use peer review feedback to help children identify areas to be improved. Record and annotate these changes in a sketch pad.</p> <p>Collect information about artists - what was the artist's inspiration? What was the main aim of their work? Evaluate whether they like/dislike the work, explaining their reasons. Locate periods on a timeline. Plan/ draft ideas, using sketching and annotations (in the form of a diary).</p> <p>Revisit ideas in their sketchbooks, using different mediums (pencil, paint, pastels) - trial different mediums so they are sure that they have the right one for a particular style of artwork.</p>

<p>Master techniques This concept involves developing a skill set so that ideas may be communicated.</p>	<p>Painting</p>	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world to create a mood • Use brush techniques and the qualities of paint to create texture. 	<p>Sketch parts of objects, focusing on the shapes, angles and directions of the lines instead of drawing the whole object. Use a peer review feedback session for children to do another sketch, before adding colour. Children can also experiment, using heavier lines and sketching after applying the paint, to see what affect this has on the colour.</p> <p>Children walk around the garden and take photos of the different colours (done at different times during the term to see how the colours change - discuss whether this affects the mood). Use photos to experiment with mixing paint - create different shades and tones. Consider how different colours can symbolise different things - colour can be used differently depending on the artist (compare different art movements' use of colour).</p> <p>Investigate how the size of the brush and the type of paint affects the way paint sets. Investigate building up layers of paint and the different textures this can create Work on a variety of surfaces to achieve different results (e.g. paper, card, fabric or plaster). Use the other end of the brush to scrap away some of the paint, creating new lines.</p>
	<p>Collage</p>	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). 	<p>Consider the effect of textures on our senses - compare and contrast our seeing and feeling senses. Do certain textures have more use for certain types of artwork? Do they help make things more 3D, closer to our world? Does this mean traditional paintings are limited in this way?</p>

		<ul style="list-style-type: none"> • Combine visual and tactile qualities. 	<p>Evaluate Roman (tile) mosaics and classical, Renaissance stained glass windows - what visual and tactile qualities do they have? Compare this to paintings - consider Picasso's cubist style. How has modern art combined different qualities? Consider installation art - why have artists combined these qualities? How has art continued and changed over time, in classical and anti-classical art styles?</p>
	<p>Sculpture</p>	<ul style="list-style-type: none"> • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities (experimenting). • Use frameworks (such as wire or moulds) to provide stability and form. 	<p>Make parts of African masks and sculptures using clay, wire, newspapers. Evaluate different materials - which materials are easiest to manipulate? Children make their own sculptures/mask.</p> <p>Why was Picasso inspired to include African masks in his paintings? Do some art movements and cultures include more visual and tactile qualities? What impact does this have on the audience? Does it help the artist symbolise their ideas or create certain moods? Compare with classical forms of artwork created in ancient times. Children create their own cubist artwork, including painting and vegetation from the garden (soil, twigs, leaves...). Do peer evaluation - children do it with and without blindfolds.</p> <p>Experiment to see which frameworks are strongest and durable. Use most effective design/method to create a framework to make an African mask. Children can choose how to create the mask: they could continue in the same</p>

			style, develop it or change it altogether - this allows children to see how art has evolved in different ways.
	Drawing	<ul style="list-style-type: none"> • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing for the work (e.g. realistic or impressionistic). • Use lines to represent movement. 	<p>Explore paintings and their purpose. How do they tell stories? Do they show depth and perspective - are they accurate to real life? Does Picasso want to create a scene like classical or pre-Raphaelite artists wanted to do. Children use different techniques: angle and direction of bodies, detailed and less detailed, slow and quick brush strokes, layers of paint, direction of shadows and reflections. Evaluate and peer assess to encourage craftsmanship.</p> <p>Compare modern and classical styles: classical - detailed and mythological; modern - detailed and realistic; post-modern (contemporary) - abstract. Experiment with these styles - how are they similar and different? Which one is most powerful, effective, significant, enjoyable, or reflective? Can they be combined? Do they have to be different?</p> <p>Consider how lines can portray movement in the people or the objects in the painting - look at scenes with people interacting. Compare this to how modern artists, e.g. Picasso, focus on the movement of their brush strokes to show their emotion, rather than trying to retell a story.</p>
	Print	<ul style="list-style-type: none"> • Build up layers of colours. 	<p>Experiment with different colours - how do layers change the overall image? Do they make images seem more real? Do we need layers to make more accurate or abstract art? What did classical, renaissance and modern artists use colour for? How is it used to portray reality? What hidden</p>

			or explicit messages do colours show? Have paintings always been created with the viewer in mind?
	Textiles	<ul style="list-style-type: none"> • Apply different techniques. • Use a stitching technique. • Combine previously learned techniques to create pieces. 	<p>Experiment with different techniques - how does the image change and does it allow the artist to show the message they intended on creating?</p> <p>Experiment using the running stitch to create a pattern and the catch stitch to join to pieces of materials. Use the securing stitch technique to finish the stitch.</p> <p>Evaluate the two techniques - use one to create a piece of artwork that either continues, changes or develops on from the classical, Renaissance or modernist styles that they have looked at. For instance, create a realistic/mythological image using the stitches, or combine different materials to create a collage, cubist-style piece of artwork.</p>
	Digital media	<ul style="list-style-type: none"> • Use digital media to edit (including sound, video, animation, still images and installations). 	<p>Create a collage made out of studied artwork. Use crop, paste and copy to create a picture. Include a commentary in the background, or create a short film with different features such as animation. Evaluate the use of digital media, comparing it to traditional styles and mediums.</p>
<p>Take inspiration from the greats This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p>		<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. 	<p>How has art evolved: continued, changed or developed?</p> <p>Children will attend the NAE to work with an artist for a session, then complete their Art Award at school. In their sketch pads they will keep a log/diary of what they like and dislike as they become artists, inspired by others. Sketch pads will be exhibited to the rest of the school, as well as</p>

		<ul style="list-style-type: none"> • Know that the work of those studied was influential in both society and to other artists • Create original pieces that have some influences and styles. 	<p>videos (on ipads) of music performances, to show how art has evolved to include painting, sculpture... and music.</p> <p>Look at the ancient, Renaissance and modern period: compare the work of Raphael (classical), Elizabeth Siddal (pre-Raphaelite, anti-classical) and Picasso (modern).</p> <p>Contextualise these periods and movements - look at other examples from around the world. Focus on how western art has taken inspiration from other cultures, e.g. Picasso was influenced by African culture. Conclude that a lot of art has evolved by developing ideas; not just continuing or changing.</p> <p>Use an Enliven approach for children to research movements to identify other continuities, changes and developments, e.g. art in the Americas after 1492, Japanese art - on screens and doors at the same time as European Renaissance...</p> <p>As part of their art award (to gain their certificate), children will use their sketch pads and their research to discuss their ideas (in Thinking sessions) to prove depth of knowledge and reasoning skills. Discuss style and technique. How did the artist seek to influence others/society? What artists are inspirational? What styles/movements are most effective? How does the work influence you? How has art evolved? Should we continue, develop or change art?</p>
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