



Art and Design Focus:

Painting

Year 5

Autumn Term

Objective (Project)

To produce primal cave art by making their own tools and paints out of everyday objects and ingredients.

Pupils will be given the opportunity to examine pictures of cave art from the Stone Age. Pupils will identify common images in the cave paintings and consider what they tell us about life in the Stone Age. After learning about how Stone Age artists created their cave paintings, pupils will have the chance to get creative with their own versions of prehistoric cave art, creating their own tools/brushes from natural materials.

Key Knowledge and skills

To be able to identify and describe some of the key characteristics of Stone Age cave paintings.

NB: <http://www.lascaux-dordogne.com/en/lascaux-cave>

<http://www.bradshawfoundation.com/chauvet/>

<https://www.atlasobscura.com/places/la-cueva-de-las-manos-cave-of-hands>

To be carefully use line, shapes and colours to depict images seen in cave art.

To show an awareness of primitive art through collecting ideas and designs in a sketchbook.

To make tools from everyday materials in order to experiment with marks and create a piece of artwork.

To make paints from everyday materials in order to experiment with marks and create a piece of artwork.

To create a large scale cave art painting on paper with their peers.

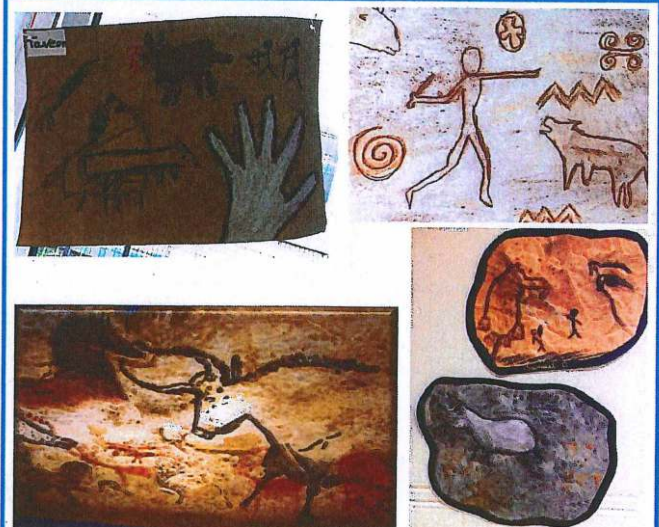
What? (Vocabulary)

Spelling	Definition/Sentence
Cave painting	A painting done by prehistoric people in caves.
Depictions	A picture or written description of something.
Primitive art	The cultural artefacts of primitive people.
Prehistoric art	A term that refers to Stone Age, Palaeolithic, and Neolithic art and artefacts, literally referring to the time
Tools	An instrument or simple piece of equipment you hold in your hands and use to do a particular kind of work.
Pigment	The part of the paint that gives it colour
Stencil	A device for applying a pattern or design to a surface.

Artist/Cultural Focus

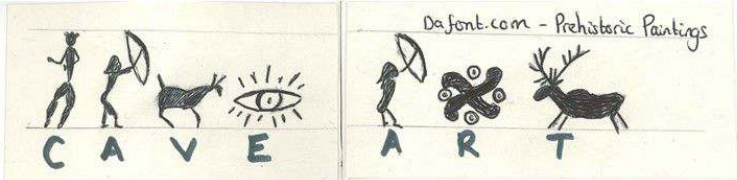
Stone age cave paintings— Most cave paintings were of animals or hunters. A cave could be full of many paintings by many different painters. Many hand stencils have also been discovered. They used natural colours from mineral pigments. Some of the most impressive cave paintings have only been found in the last 100 years.

Inspiration

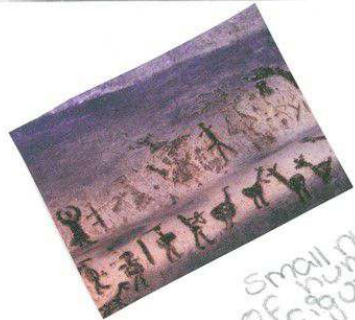


L1: describe key characteristics of Stone Age cave paintings

Large animals

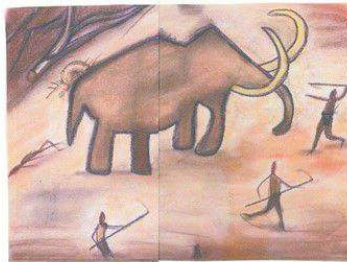


Red/black pigment

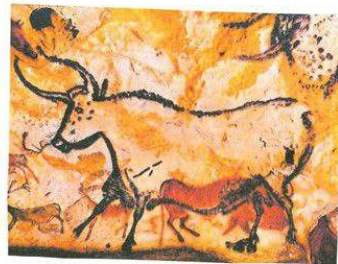


Small number of human figures

hand prints / hand stencils

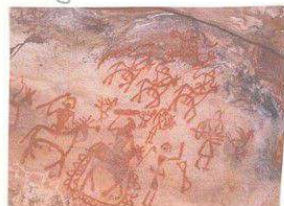


Wild animals



Carved into walls of caves.

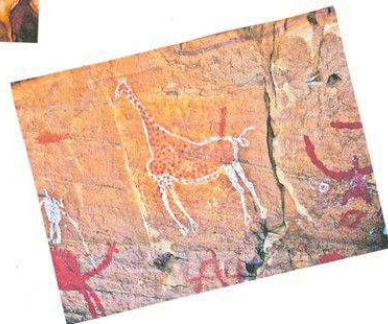
Abstract Symbols



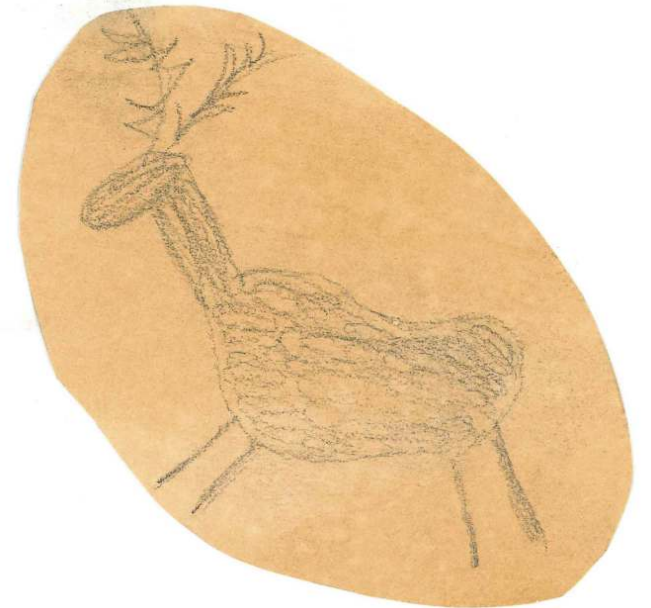
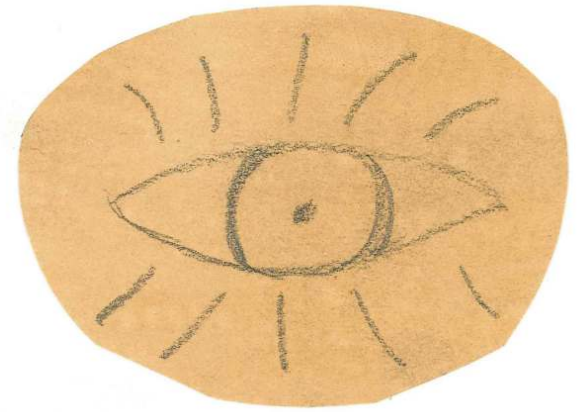
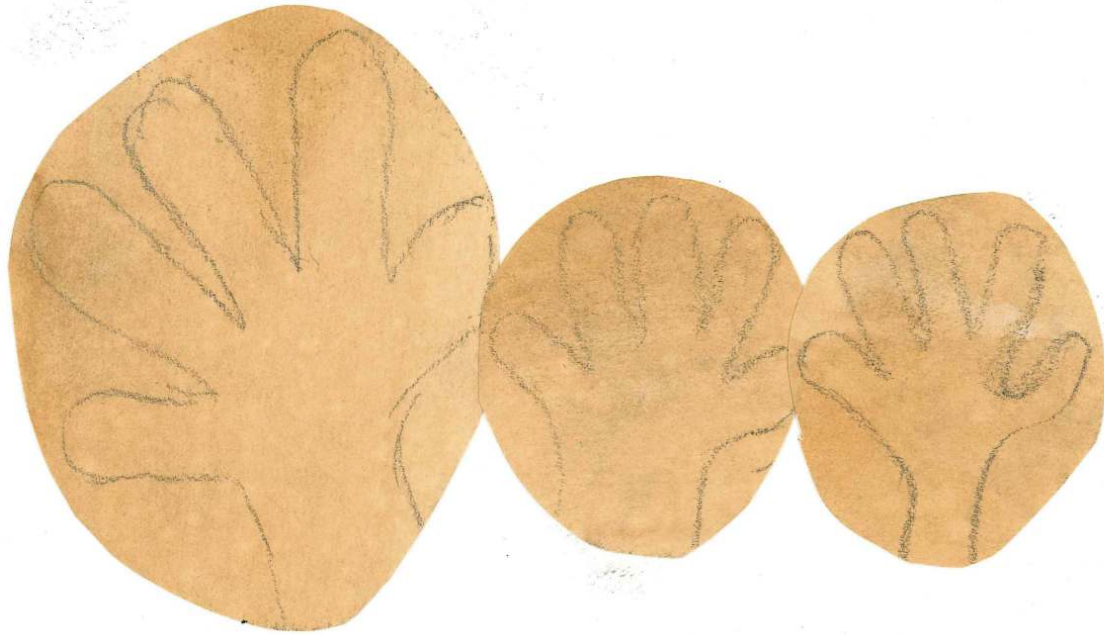
Finger flutings

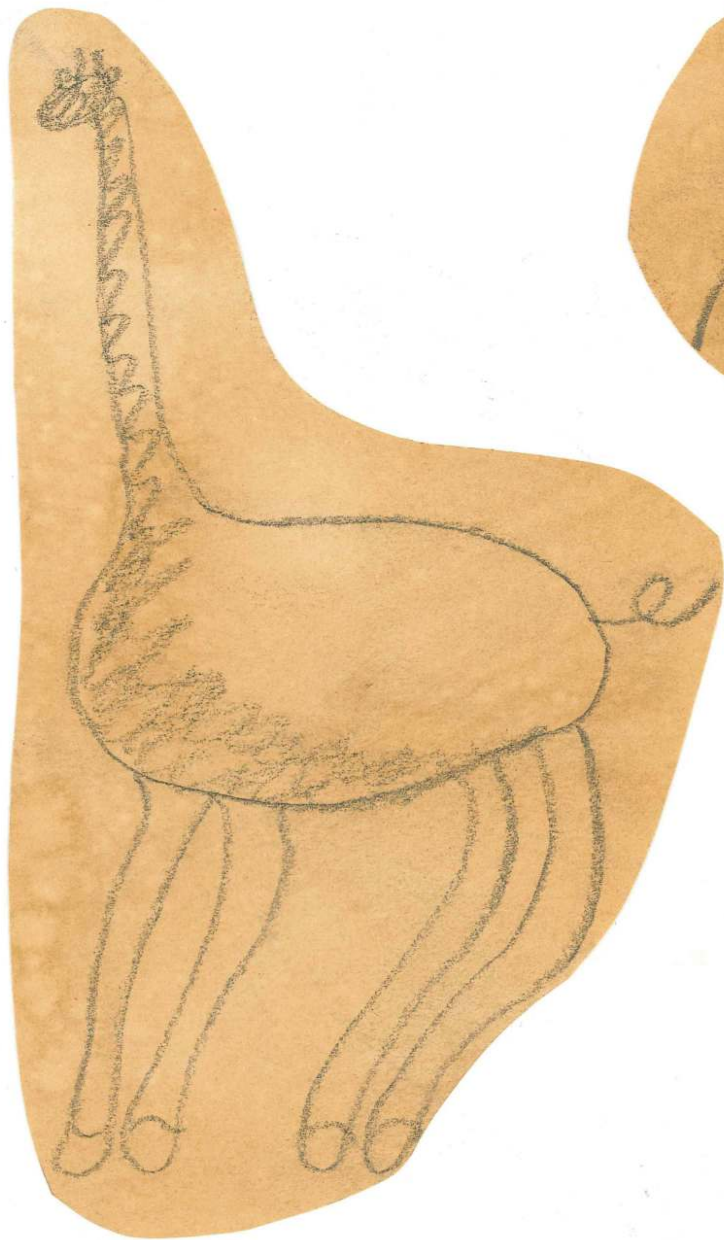


Animals being hunted.

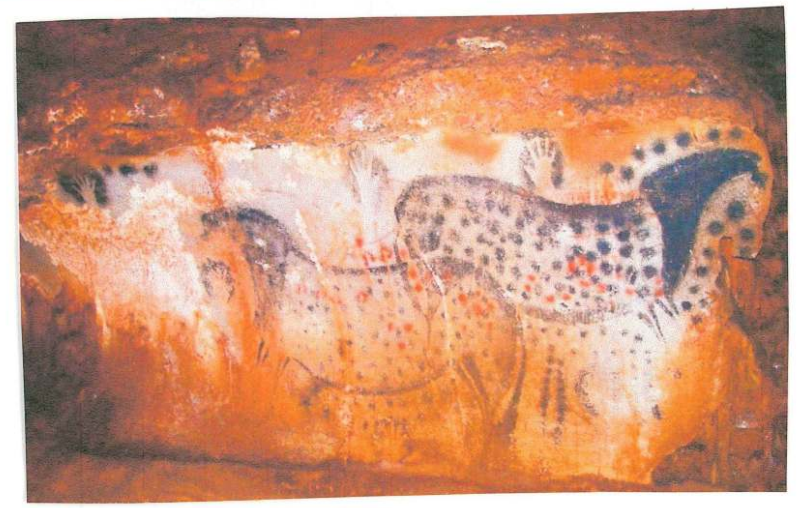
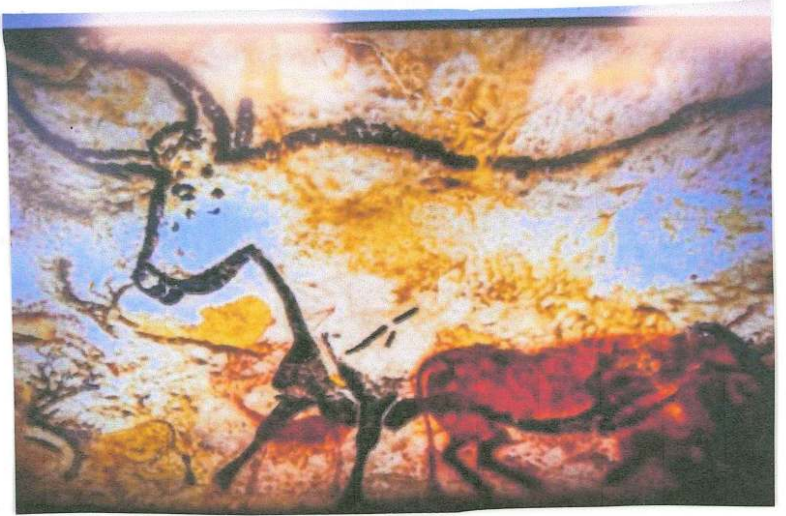
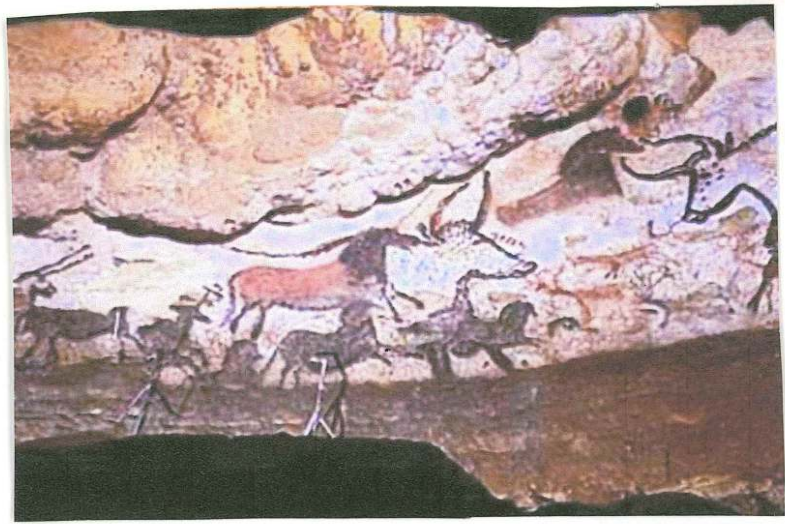
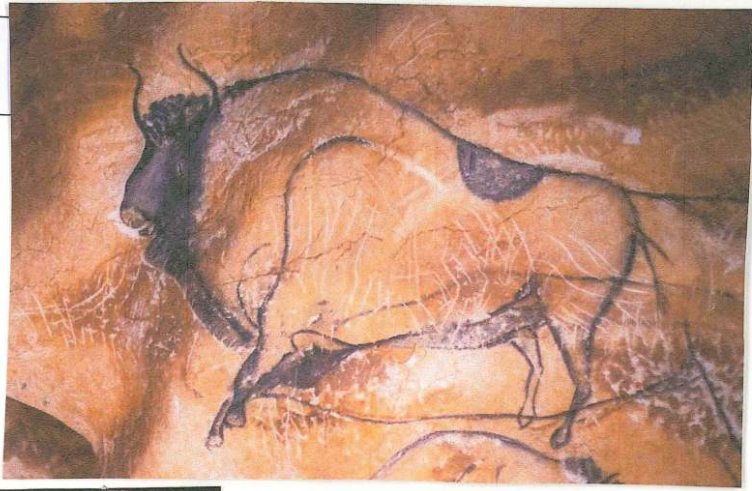


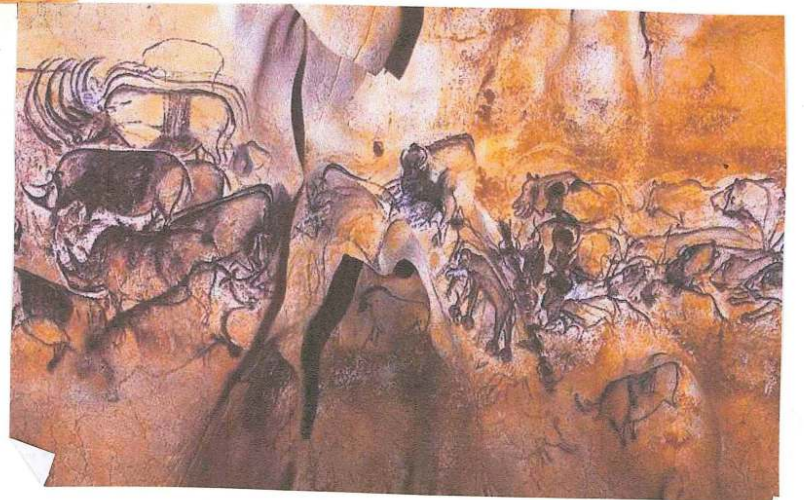
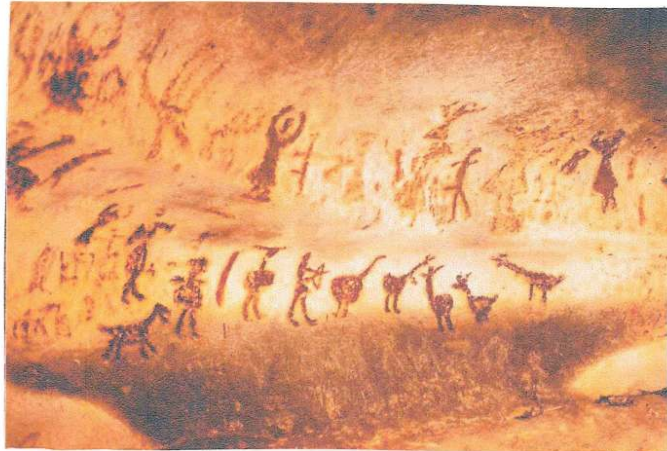
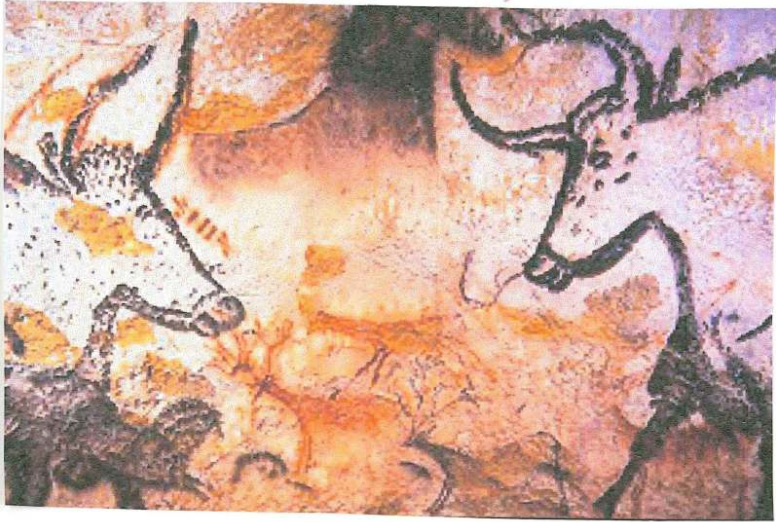
L.I: use line, shapes and colours to depict  
cave art.





L.I: collect ideas in a sketchbook





LI: make tools from everyday materials  
and experiment with mark making



twig



stick



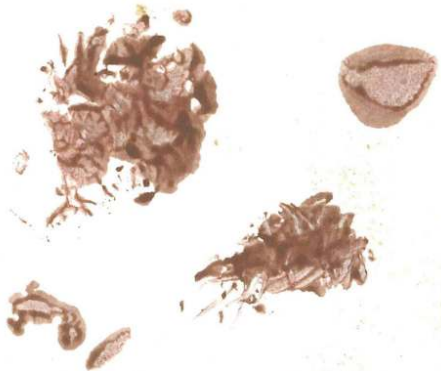
leaf



petals



flower



bricks/  
stones

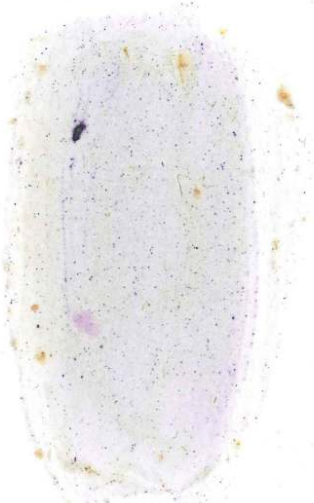


stem of  
flower

LI: make paints from everyday materials  
and experiment with mark making



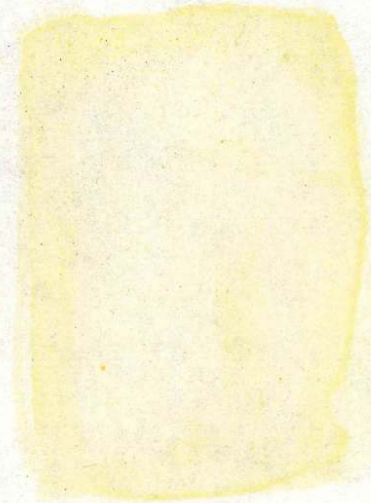
Raspberries



blueberries



Turmeric



Oil



mud



cherry

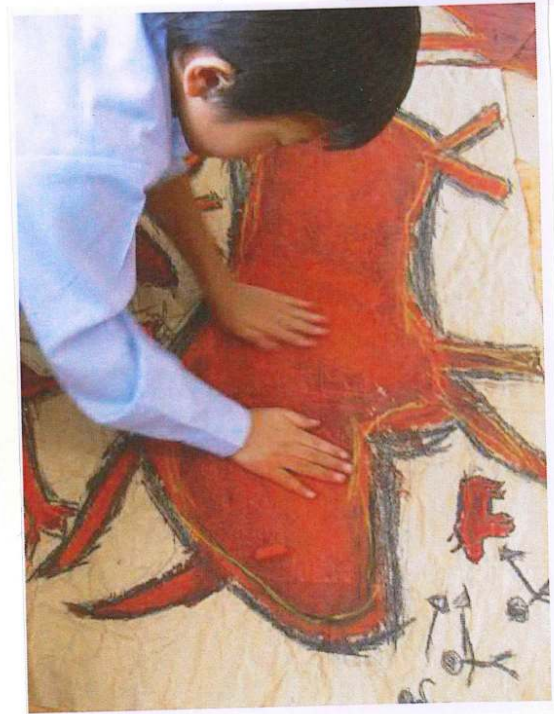
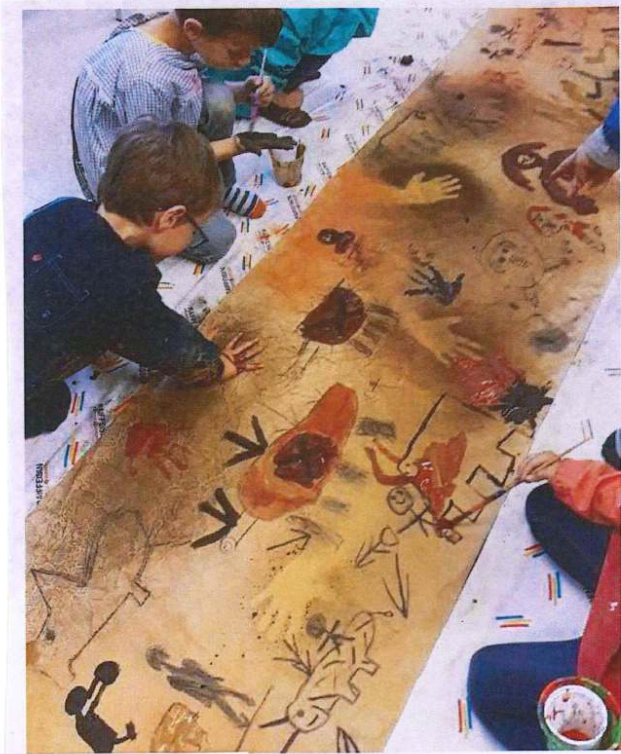


Worcestershire  
sauce



flower

L.I: create a large scale painting



Examples of final pieces

Art and Design Focus:

Craft

Year 5

Spring Term

Objective (Project)

To design and craft a detailed bracelet, using techniques similar to those once used by the Vikings

Children will look in detail at the styles of Viking jewellery, specifically looking at their technique of wire knitting. Children will gather inspiration, sketch patterns and designs through observational drawings of Viking artefacts. They will then design and make their own Viking-inspired bracelets using techniques similar to the Viking knitting skills they will have learnt.

Key Knowledge and skills

To be able to identify and describe some of the key characteristics of Viking jewellery.

NB: <https://www.dkfindout.com/uk/history/vikings/viking-jewellery/>

[The history and significance of jewellery in the lives of the fierce Viking warriors](#)

<https://birnbecklogs.wordpress.com/2015/04/05/the-history-of-viking-knit/>

To study, in detail, characteristics of Viking bracelets and the techniques used

To use their sketchbooks to develop and share their ideas, experiences and imagination.

To use drawing materials to creatively design a bracelet in the style of the Vikings.

To experiment with different techniques in order to produce a Viking bracelet.

To combine previously taught skills to create an Viking inspired bracelet.

What? (Vocabulary)

Spelling

Definition/Sentence

Viking knit

the oldest form of jewellery making known to date. It uses a long, continuous length of wire.

Texture

The way something feels to the touch or looks as it may feel if it were touched.

Weave

A method of textile production in which two distinct sets of yarns or threads are interlaced at right angles to form a fabric or cloth.

Loom

A device used to weave cloth and tapestry. The basic purpose of any loom is to hold the warp threads under tension to facilitate the interweaving of the weft threads.

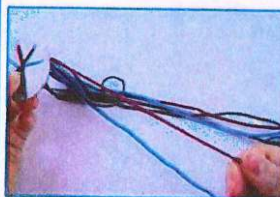
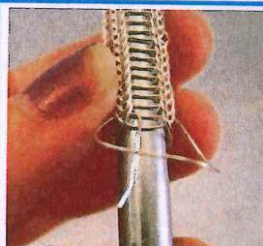
Wool

The fine, soft curly or wavy hair forming the coat of a sheep, goat, or similar animal, especially when shorn and prepared for use in making cloth or yarn.

Artist/Cultural Focus

**Vikings** - Nearly 1,300 years ago, Vikings used long pieces of silver and gold wire to weave ropes. These woven wire ropes were then stretched and made into jewellery for famous and powerful Viking leaders. This wire weaving is called Viking knit (or Trichinopoly chain). Lovely handmade chains have been found in Viking treasure troves in Scandinavia. Made from melted down coins turned into fine wire, these chains were made using a loop in loop technique.

Inspiration



Art and Design Focus:

Drawing

Year 5

Summer Term

Objective (Project)

To use drawing techniques to plan a visual story and then use pose-able models to draw a scene in that story in an Ancient Greek style.

Children will explore the Greek Parthenon Marbles in detail and compare them to other forms of art that came before and after. Children will use their sketchbooks to explore sections of the Parthenon Marbles in detail. Following this, children will study the use of correct proportions when drawing the human form. Finally, children will plan their own visual story to be represented and then use pose-able models to draw scene in that story.

Key Knowledge and skills

To explore the Parthenon Marbles and describe its key characteristics.

To compare Parthenon Marbles with art that came before and after.

To use their sketchbook in order to develop and share their ideas, experiences and imagination by sketching the details of the Parthenon marbles.

To study the use of correct proportions, using a tracing paper overlay, and be able to sketch observations of bodies using correct proportions.

To plan a visual story that could be represented using a Greek Frieze.

To plan and draw copies of Parthenon Marbles using pose-able figures.

What? (Vocabulary)

Spelling

Definition/Sentence

Greek Frieze

A frieze was a standard part of Greek architecture, a decorative area above the columns and below the roof line. Greeks created three orders of architecture and friezes varied depending of which order was being used.

Sculpture

A work of art that is produced by carving or shaping stone, wood, clay, or other materials.

Proportion

The principle of art that refers to relative size, largely about the relationship of the size of one element when compared to another. If the proportions are incorrect, then the resulting image will look less realistic or abstracted.

Vitruvian man

A drawing made by the Italian polymath Leonardo da Vinci.

Sketching

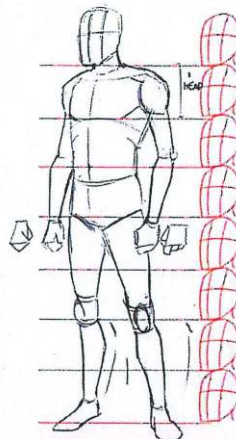
A drawing that is done quickly without a lot of details.

Artist/Cultural Focus

Ancient Greek culture was full of different types of art. Ancient Greeks decorated almost every part of their lives, from their buildings and city streets to the inside of their homes, many objects in Greek life were created with beauty in mind. Greek artists created masterpieces in painting, metal work, mosaic, sculpture, architecture, literature, and pottery. The Parthenon Marbles, sometimes called the Elgin Marbles, are a series of ancient Greek sculptures made from marble. They were originally part of the Parthenon temple in Athens but they were taken by Thomas Bruce, 7th Earl of Elgin in the early 1800s.

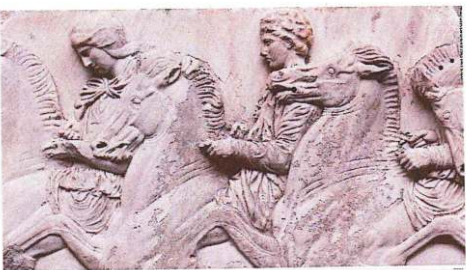


Inspiration



L.I: describe key characteristics of the Parthenon Marbles

# ← LGIN MARBLES 438-432 BC



Classical Greek marble sculptures made under supervision of architect and sculptor Phidias.

Figures of the Gods and legendary heroes from temple pediments.



15 of an original 92 panels depicting battles between Lapiths and centaurs.



Represent cultural identity of millions of people.

Metopes -  
Sculpted relief panels



LI: compare Parthenon Marbles with art that came before and after

# ARCHAIC PERIOD (c. 650 - 480 BCE)



Animals, mythical beasts and botanical elements.

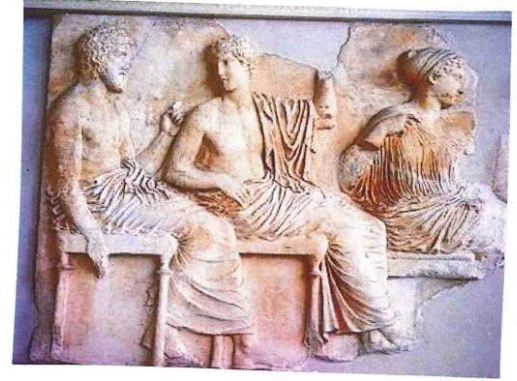


Sculpture and decorated pottery - vases in red and black styles.



Smooth white buildings and sculptures.

Reliefs and statues in Athenian cemeteries depicting loved ones interacting with family or family saying goodbye.



# CLASSICAL PERIOD (c. 480 - 323 BCE)

LI: Use a sketchbook to develop and share ideas.





LI: proportion, sketch observations of bodies

8 Heads Body Proportion

