



Art Curriculum – Year 5 and 6 – Cycle A

For characteristics of our school please see the [Art and Design Hierarchy Document](#)

See [DT Curriculum Cycle A](#) and [Cycle B](#) document for learning intentions linked to textiles. See Computing curriculum [Cycle A](#) and [Cycle B](#) for learning intentions linked to Digital media

	Key Stage 1		Key Stage 2
	Pupils should be taught: - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		Pupils should be taught: - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history.
Non-Negotiables	Develop Ideas: A1: Develop and imaginatively extend ideas from starting points throughout the curriculum. A2: Collect information, sketches and resources and present ideas imaginatively in a sketch book. A3: Use the qualities of materials to enhance ideas. A4: Spot the potential in unexpected results as work progresses. A5: Comment on artworks with a fluent grasp of visual language. Inspiration from the Greats: A30: Combine previously learned techniques to create pieces. A31: Enhance digital media by editing (including sound, video, animation, still images and installations). A32: Give details (including own sketches) about the style of some notable artists, artisans and designers. A33: Show how the work of those studied was influential in both society and to other artists. A34: Create original pieces that show a range of influences and styles.		
Y5/6 Hierarchies	Children will design their own coat of arms. They will develop skills and techniques of working with fabrics/textiles to create a fabric coat of arms. Textiles: A27: Show precision in techniques. A28: Choose from a range of stitching techniques. A30: Quilt, pad and gather fabric. A29: Combine previously learned techniques to create pieces. Revision of DT textiles skills for Year 6/Revision of Year Revisiting from Year ¾: textiles cycle B Revising from cycle B: DT5: Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). DT6: Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). DT7: Create objects (such as a cushion) that employ a seam allowance. Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). DT8: Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).	Children will explore a range of artists who have recreated the human form in real-life proportions and more abstract forms. They will develop skills of using tools to carve and add shape, texture and pattern combining visual and tactile qualities. They will create frameworks for stability and form to form a human body. Sculpture: A14: Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. A15: Use tools to carve and add shapes, texture and pattern. A16: Combine visual and tactile qualities. A17: Use frameworks (such as wire or moulds) to provide stability and form. Revisiting from Year ¾: Cycle A – Greek pots Revising from cycle B: Drawing	Children will find out about the varied forms of art in public spaces and develop their ideas through sketching and annotating. They will discuss how street art polarises opinion and when and where it is acceptable and how it can improve or damage public spaces. Drawing: A19: Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). A20: Use a choice of techniques to depict movement, perspective, shadows and reflection. A21: Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). A22: Use lines to represent movement Extra session: Printing: A23: Build up layers of colours. A24: Create an accurate pattern, showing fine detail. A25: Use a range of visual elements to reflect the purpose of the work. Revisiting from Year ¾: Drawing cycle B, Revising from cycle A:
	Autumn 2 – Textiles - Emblems	Spring 2 – Sculpture	Summer 1 - Graffiti and Street Art – Banksy, Jean Paul Basquiat
Resources	Scissors, templates of coats of arms, examples of coats of arms, template for original designs/sketch book, felt/materials in a range of colours, threads, needles, simple sewing techniques poster , padding materials, Texts:	Sketch books, sketching pencils, felt tips, large tube of material – large enough for a pupil to get inside, charcoal, card, scissors, wire to create model of body, paper, strips of newspaper, paper towels, water/glue, black paint, Texts:	Colour wheel cards, pencils, pens, paint pots, ready mixed paints, paint brushes, card, glue, masking tape, ply wood, craft knives, cutting mats, marker pens, felt tips, alphabet stencils, metal rulers,
Vocabulary	Coat of Arms, Symbol, Emblem, Motto, Template, Seam, Precision, Textile, Invisible Stitch, Overcast Stitch, Whip Stitch, Quilting, Running Stitch, Back Stitch, Embellishment, Padding, Slip Stitch, Turn Inside Out, Stuffing, Gallery, Constructive Feedback, Technique, Evaluate	Proportion, Annotation, Silhouette, Stylised, Abstract, Blending, Negative Space, Armature, Marquette, Terracotta, Continuous Line, Modelling, Incising, Texturing, Gallery, Constructive Feedback, Medium, Texture, Material Properties, Technique	Artists: Banksy, Jean-Paul Basquiat, Keith Haring Graffiti, Stylised, Tagging, Appropriate, Silhouette, Refraction, Commission, Urban Renewal, Satire, Stencil, Perspective, Motion Lines, Negative Space, Layering, Iconic, Stippling, Registration, Overlap, Composition, Gallery, Constructive Feedback, Technique, Impact
Flashback	- Know how to add colour to fabrics. - Know how to use different stitches to join fabrics. - Know how to create weaves using different materials. - Know how to create a light sketch before painting. - Know how to create a colour palette using colours from the natural world. - Know how to create visually interesting pieces. - Know how to improve the quality of a piece of artwork using brush techniques, combining colours, tones and tints to enhance the mood of a piece.	- Know how to create and combine shapes to create recognisable forms. - Know how texture can be used to add feelings and emotions into a piece of clay or other mouldable material. - Know how to create interesting detail by adding materials. - Know how to use a range of stitching techniques with precision. - Know how to create a piece of work; using materials and prior knowledge of techniques already taught. - Know how the quality of materials can influence the overall effect of the piece of work.	- Know how different pencils can influence the hardness of drawing. - Know how to evaluate sketches and use elaborate on these with own ideas. Know how to use shade, sketch lightly and hatch/cross hatch to show tone and texture. - Know how to use tools to carve and add shapes, texture and pattern. - Know how to include life-like qualities and proportions when sculpting. - Know how to use frameworks to give stability and create good form in sculpture.

Lesson 1	WALT: understand how visual language can be used to communicate personality and interests Activities: Explain to pupils what a coat of arms is and their origins in history. (Originated in the middle ages, the symbol was painted onto shields and woven or embroidered onto banners and on the coat that a nobleman would wear over his armour. Emblem was passed through generations. Guilds were set up to regulate trade – they created their coats of arms i.e.Worshipful Company of Fishmongers, now councils have their own etc). Create a mindmap in sketch books of ideas What symbol/picture could represent a place that is important to you? What symbol/picture could represent a hobby or activity that is important to you? What animal would you choose to represent you? What is your favourite subject at school? Are there any colours that you like or that you think are associated with you? Are there any other symbols or pictures that represent you, for example for a hobby, something you play, something you collect or something you like to eat? Do you have a personal saying or soundbite, what is your special message to the world? Children create their own coat of arms to represent themselves. Children will know: • how to design their own coat of arms by selecting and placing imagery appropriately within a shape. • what a coat of arms is and how symbols represent a person • the context of design throughout human history. Vocabulary: Coat of Arms – A special shield or emblem using symbols and colours to represent a person, family, or group. Symbol – A picture or object that stands for an idea, trait, or thing. Emblem – A symbolic design representing a group or idea (often part of a coat of arms). Motto – A short phrase showing a person’s values or goals.	WALT: use sketch books to collect ideas for human forms showing real-life proportions. Activities: Go onto playground – drawing on playground around bodies. Look at artwork by Julian Opie. Ask and discuss questions – if they could make a sound – what would you hear? Discuss shapes and colours. What is it made out of? Why did the artist create it? Children could choose one of Opie’s artworks to annotate with their reflections on the piece. Children use felt-tip pens to recreate/collect ideas. Children will know: • life-like qualities and real-life proportions in a sketch book. • how to use sketch books to collect ideas for human forms. • how to look for shapes in the models to help make my drawing. • how to choose appropriate colours for my drawing. Vocabulary: Proportion – The correct size and scale of body parts compared to each other (e.g., arms are longer than hands). Annotation – Adding notes or labels to sketches to explain ideas. Silhouette – The outline or shape of a person/object (like a shadow). Stylised – Art that simplifies real-life details (like Julian Opie’s work).	WALT: choose a suitable style of drawing for a purpose. Activities: Children will discuss how graffiti polarises opinion, identify distinctive features of graffiti art and consider where it is, and is not, appropriate to make graffiti art. They may then either sketch to develop designs for graffiti art, or translate given designs onto larger canvasses/sheets of paper. Children will know: • they can express their own ideas, and explain the views of others, about graffiti • how to use pencils and felts as instructed to create stylised text • they can improve their ideas through repeated sketching Vocabulary: Graffiti – Words or drawings made publicly (often on walls) to express ideas or art. Stylised – Art that simplifies or exaggerates shapes (like bubble letters or cartoon figures). Tagging – A graffiti artist’s signature style or nickname (often quick and bold). Appropriate – Suitable or acceptable for a specific place/purpose.
Lesson 2	WALT: develop skills of cutting and shaping materials Activities: Explain children will be working over the next few weeks to develop skills to create their own tapestry/textile of a coat of arms. Today we will focus on marking and cutting the shapes needed for our designs. Demonstrate how to pin the emblem template to the material – draw around the material and cut it out accurately. (Will need two to join together.) Children can choose colours to then cut out shapes from their designs they will need to sew onto their coat of arms. (Back of coat of arms – one single colour – front section may be different colours to join together – allow for a seam) Children will know: • practise develops accuracy and precision in marking, cutting and shaping materials they need • how to develop and imaginatively extend ideas from starting points throughout the curriculum. • they can further develop skills of collecting information, sketches and resources and present ideas imaginatively in a sketch book Vocabulary: Template – A guide shape used to mark and cut materials accurately. Seam – The stitched edge where two pieces of fabric are joined together. Precision – Careful and exact cutting, measuring, or shaping. Textile – Woven or knitted fabric used for sewing or crafting.	WALT: use sketch books to collect abstract ideas for human forms. Activities: Look at sculptures by Henri Moore. What can you see in the sculpture? How does this sculpture compare to others Moore has created? Look at areas of light and dark. What shapes can you see? How does the sculpture make you feel? Use body stocking with a volunteer inside to create an abstract life form. Model drawing the shape made with charcoal – model using the charcoal to blend areas of light and dark. Children will know: • how to use charcoal • how to draw abstract outlines of the human form. • how to use sketch books to collect abstract ideas for the human form. Vocabulary: Abstract – Art that changes or simplifies real shapes, often focusing on feelings or ideas rather than looking realistic. Silhouette – The outer edge or shadow shape of a figure (used to simplify forms). Blending – Smoothing charcoal or pencil to create soft shadows and light effects. Negative Space – The empty areas <i>around</i> an object (e.g., gaps between arms and legs in a sculpture).	WALT: Develop techniques to add shadows and reflection. Activities: Children will discover how some forms of street art became increasingly accepted over time, and consider why street artists may be commissioned to create art in neglected, or public spaces. They may then either, through sketching, develop ideas for street art to improve a public space, or improve a space in school with street art. Shadows, reflections (slightly altered reflections) Children will know: • ways in which street art can improve public spaces • reasons why graffiti and other street art is allowed in certain spaces • through sketching, can children develop ideas for a work of art that would improve a space Vocabulary: Silhouette - The dark shadow shape of an object (used to create bold outlines in street art) Refraction - When light bends, making reflections look distorted or wavy (for creative altered reflections) Commission - When an artist is officially hired to create public artwork Urban Renewal - Improving neglected spaces through art or design
Lesson 3	WALT: develop stitching using a range of techniques to join materials Activities: Today children will join the colours for the separate front sections of their coat of arms. Demonstrate invisible stitch (allowing for a seam) and/or overcast or whip stitch (no seam to join the front sections of the coat of arms together. (Do not join to the back yet!)) Children will know: • stitching techniques to join pieces of fabric together. • Practise helps develop greater accuracy and control in using different stitching techniques. • How to quilt fabrics (joining pieces together to make a larger piece of fabric) Vocabulary:	WALT: create a framework to provide stability and form using an armature. Activities: Look at images of a range of marquette. What might they be? (a small-scale model before making into full size). Show children the Terracotta Army – this is how we are going to display our artwork. Show examples of artwork by Giacommetti where he has used a wire frame as his structure. Demonstrate how to create a human form using the piece of wire- should be able to use one long continuous piece. Starting at the feet and working upwards. (Children could make 2 in different positions as needed for lesson 4 and 5) Activities: • they can look back at my drawings and discuss my ideas. • they can use a drawing from my sketch book to inspire my model making.	WALT: use techniques to depict movement and perspective. Activities: Children will identify meaning in pieces of satirical street art, discover how street art can be satirical, and consider why works of art such as these provoke strong reactions. They may then either, through sketching, develop ideas for a piece of satirical street art, and or create a printing tile design including a fine detail – use to build layers of colour (extra session) that can be used to make quick, repeated patterns. Children will know: • and discuss the meaning of satirical works of art • how to simplify a design for street art to make it immediate, recognisable and easy to replicate

	Invisible Stitch – A hidden stitch joining fabric with minimal visible thread. Overcast Stitch – A looping stitch wrapping fabric edges to prevent fraying. Whip Stitch – A simple stitch binding fabric edges together in a spiral. Quilting – Layering and stitching fabrics to create a thicker textile.	• how to create a framework to provide stability and form Vocabulary: Armature - A wire framework that gives shape and support to a sculpture (like a skeleton for art). Marquette - A small model made to plan a larger artwork. Terracotta - A type of baked clay used for sculptures (like the ancient Chinese army figures). Continuous Line - Creating a shape without lifting your tool (like using one unbroken wire).	• how to adapt their designs so they may be reproduced in a variety of ways Vocabulary: Satire – Art that uses humour or exaggeration to criticize something (like a funny drawing about a serious problem). Stencil – A cut-out template used to quickly repeat the same design (common in street art). Perspective – Making art look 3D by showing distance (e.g., smaller objects = farther away). Motion Lines – Short, quick marks that show movement in art (like streaks behind a running figure).
Lesson 4	WALT: develop stitching using a range of techniques to add embellishments Activities: Demonstrate the stitching techniques, their effects and purposes within creating an artistic textile. Running stitch: to create a dotted line effect. Back stitch: to create a continuous effect. Overcast or whipstitch: to join fabrics without a stitch visible. Develop all stitches to be regular in size – children stitching with control. Children use the stitches to attach/sew their shapes to their coat of arms. Children will know: • to choose from a range of stitching techniques. • How to use a range of stitching techniques with greater control and precision. Vocabulary: Running Stitch – A simple dotted-line stitch for outlines or joining layers loosely. Back Stitch – A strong, continuous stitch for solid lines or seams. Whipstitch – A wrap-around stitch to join edges without visible seams. Embellishment – Decorative stitching or additions to enhance a textile design.	WALT: use tools to carve and add shapes and patterns Activities: Show examples of artwork by Giacometti where he has used a wire frame as his structure. He sculptured shadows rather than life forms. Look at how his shadow sculptures compare to life forms. Demonstrate rolling the clay and wrapping it around the wire frames – smooth it as applied using water - to give shape to their frameworks. When children have completed this step - model using tools to add detail, shape and patterns. Children will know: • using a framework provides stability and form. • how to create a body shape around the framework • tools can add detail and patterns Vocabulary: Armature – The wire "skeleton" inside a sculpture that gives it shape and strength. Modelling – Shaping soft material (like clay) around a framework to build a form. Incising – Carving lines or patterns into clay using tools. Texturing – Adding surface details (like wrinkles or patterns) to make the sculpture more interesting.	WALT: develop techniques for creating street art using stencils. Activities: Children will study and respond to images of stencil street art by Banksy, and consider why art in this style is also popular with advertisers. They will go on to learn how stencils may be created, then design and make their own stencils. Children will know: • features of street art which are appealing to advertisers • how images may appear when created using stencils of their own design • how to turn simple images into stencil designs Vocabulary: Stencil – A cut-out template used to spray or paint the same design repeatedly. Negative Space – The empty areas <i>around</i> a stencil’s shape that create the image. Layering – Overlapping stencils to add colors/details (like shadows or textures). Iconic – Simple, bold designs that are easy to recognize (like Banksy’s art).
Lesson 5	WALT: develop skills to pad fabrics Activities: Each pupil should have a back piece and a front piece with their embellishments. Demonstrate how to complete the coat of arms. Sew the back to the front (front facing the back) mostly using overcast/whipstitch – ensure neat sewing. In the hole yet to be sewn – stuff with padding material. Turn the coat of arms from inside out so the front is not at the front. Shape the padding within the coat of arms. Complete sewing up the hole. Children will know: Children will begin to be able to choose from a range of stitching techniques. To be able to use a range of stitching techniques with greater control and precision. Children will be able to pad fabrics. Vocabulary: Padding – Soft material stuffed inside fabric to create a raised, 3D effect. Slip Stitch – An almost invisible stitch used to close openings neatly (replaces whipstitch). Turn Inside Out – Flipping stitched fabric to hide seams and reveal the neat side. Stuffing – The process of filling a textile with padding material (replaces embellishment)	WALT: show life-like qualities and real-life proportions Activities: View and discuss the work of Anthony Gormley. Most of Antony Gormley’s sculptures are based on the human body. Children may find it interesting how he creates his artwork. Using the wire structure technique as last week this time use papier mache to add to the body framework. Children will know: • How to use a framework to provide stability and form. • How to use papier-mâché to create a body shape around the framework. Vocabulary: Gallery – A display space to showcase artwork (like our "Terracotta Army" exhibit). Constructive Feedback – Helpful comments that praise strengths <i>and</i> suggest gentle improvements. Medium – The material used to make art (e.g., clay vs. papier-mâché). Texture – How a surface looks/feels (e.g., smooth clay, rough papier-mâché).	WALT: create street art using stencils. Activities: Children will learn how to use paint and brushes to 'stipple' paint through stencil designs. They may then either create stencil art using stencils made during the previous lesson in this Complete Series, or select, cut out and arrange given stencil designs while making stencil street art in small groups. Children will know: Year 5: Children work safely as instructed while cutting out their stencils Children use a variety of painting techniques to create stencil street art Children create more complex stencil art by moving their stencil, or using two or more stencils. Vocabulary: Stippling – Creating texture by dabbing paint with a brush (perfect for stencil fills). Registration – Carefully lining up stencils to layer designs without smudging. Overlap – Placing stencils partly on top of each other to create complex designs. Composition – How the different parts of your artwork are arranged (balanced/spaced).

Lesson 6	WALT: give peer feedback on artwork produced by the class group. Activities: Children have opportunities to complete their embellishments. Explain that we have created a class gallery space with the coats of arms created by the class. Give chn post its and ask them to leave 3 comments on their favourite pieces explaining what they liked about them. Model how to leave a comment that is positive and can also contain constructive feedback. Children will know: good techniques and evaluate their suitability for the task. Vocabulary: Gallery – A display space to showcase artwork for others to view. Constructive Feedback – Helpful comments that praise strengths <i>and</i> suggest gentle improvements. Technique – A specific method or skill used to create art (e.g., stitching, padding). Evaluate – To carefully judge how well something works or looks.	WALT: give peer feedback on artwork produced by the class group. Activities: Explain that we will create a class gallery space with the body sculptures created by the class. Display in style of terracotta army. Give chn post its and ask them to leave 3 comments on their favourite pieces explaining what they liked about them. Model how to leave a comment that is positive and can also contain constructive feedback. Which technique was the most effective -compare using papier mache and clay. Children will know: good techniques and evaluate their suitability for the task. Vocabulary: Gallery - A special display area to show artwork (like our classroom Terracotta Army exhibition) Constructive Feedback - Helpful comments that say what's good and suggest polite improvements Material Properties - How different art supplies behave (e.g., clay is smooth but heavy, papier-mâché is light but rough) Technique - The way an artist uses their materials (e.g., smoothing clay vs. layering papier-mâché)	WALT: give peer feedback on artwork produced by the class group. Activities: Children have opportunities to complete their embellishments. Explain that we have created a class gallery space with the graffiti art from the class. Give chn post its and ask them to leave 3 comments on their favourite pieces explaining what they liked about them. Model how to leave a comment that is positive and can also contain constructive feedback. Children will know: good techniques and evaluate their suitability for the task. Vocabulary: Gallery – A shared space to display artwork for others to view and discuss. Constructive Feedback – Helpful comments that praise strengths <i>and</i> suggest improvements politely. Technique – A specific artistic method (e.g., stippling, layering) used in the artwork. Impact – The strong effect the artwork has on viewers (e.g., bold colours grab attention).
Key Knowl edge	Children will know: - how to use a range of stitching techniques with precision. - how to create a piece of work; using materials and prior knowledge of techniques already taught. - how the quality of materials can influence the overall effect of the piece of work.	Children will know: - how to use tools to carve and add shapes, texture and pattern. - how to include life-like qualities and proportions when sculpting. - how to use frameworks to give stability and create good form in sculpture.	Children will know: - that reflections, shadows and direction of sunlight can be used to add interesting effects. - how to and explain a choice in drawing style for a piece of work. - how to create an accurate pattern using layers of colours.