



Year 5

ART & DESIGN

Curriculum Intent

Through studying art at Walton Oak, pupils will gain the knowledge and skills to express themselves through creating their own art, crafts and designs. By encouraging children to experiment and invent, learning through art will help to build their resilience and belief in themselves as successful artists. They will develop their own tastes and an appreciation of different forms of art, different artists and recognize how techniques and materials have changed over time. They will know how art and design reflects the changes in our history and culture.

Themes:

1. Knowledge of artists

Studying artists work, techniques and styles, making comparisons and describing differences

2. Making

Exploring a range of techniques – drawing, creating colour, painting

3. Generating Ideas

Creating original artwork, use of sketchbooks, inspiration from others, observations

4. Formal Elements – Knowledge and Understanding

Colour, Form, Shape, Tone, Texture, Pattern

5. Evaluating own and others' work

Experimenting and refining work, evaluating others

ART & DESIGN: CORE STUDY FOR YEAR FIVE

1. Knowledge of artists: Studying artists work, techniques and styles, making comparisons and describing differences			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Understand that artists are influenced by mythology, culture, and symbolism, as seen in gargoyles. ● Know that Este Macleod uses shape, abstraction, and layering to create expressive compositions. ● Understand that John Russell (Romantic era) used colour blending and light to evoke emotion and drama. ● Know how colour, form, and texture contribute to a work's mood or message. ● Understand that collage can be expressive and symbolic, not just decorative. ● Know that sculptures are designed to be viewed in the round (360°), considering balance and structure. ● Understand the historical role of gargoyles in Gothic architecture as both decorative and functional art. ● Recognise how mood, story, or character can be embedded visually through form and material choice. ● Describe the differences and similarities between different practices and disciplines, and make links to their own work. 	<ul style="list-style-type: none"> ● Identify key traits and styles of studied artists (e.g., Macleod's vibrant shapes, Russell's light and tone). ● Make meaningful comparisons between 2D and 3D art in form, scale, and expression. ● Explain how colour or shape can symbolise mood, time, or cultural meaning. ● Discuss how artists use composition and form to draw the viewer's eye. ● Begin connecting personal art-making to cultural or symbolic ideas. ● Critically evaluate the intentions behind different artistic decisions. 	<ul style="list-style-type: none"> ● Symbolism ● expression ● abstraction ● architecture ● mood ● tone ● decorative ● emotion ● atmospheric ● layered ● form ● structure ● cultural ● visual language ● three-dimensional 	<p>Studying a variety of artists and their work:</p> <ul style="list-style-type: none"> ● Gargoyle sculptures inspired by medieval architecture and folklore. ● Collage compositions using Este Macleod's botanical and shape-driven style. ● John Russell-inspired colour blending and tonal colour sketches to show feeling. ● Artist comparisons between classical (Russell) and contemporary (Macleod) styles.
<p>Extended Skills and Vocabulary</p> <ul style="list-style-type: none"> ● Analyse how symbolic or emotional content is communicated through media and design. ● Identify how modern artists borrow ideas from history or tradition. ● Compare artists across periods and media (e.g. sculpture vs collage vs painting). ● Explore how their own work reflects or challenges the styles studied. ● Connect visual language (colour, shape, texture) to social, emotional, or environmental themes. 			

ART & DESIGN: CORE STUDY FOR YEAR FIVE

2. Making: Exploring a range of techniques – drawing, creating colour, painting, printing, 3D/textiles, collage			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Know how to build and connect clay pieces using techniques like scoring, slipping, and blending. ● Understand the basic structural integrity required for 3D sculptures (balance, support, thickness). ● Know how to use found materials, papers, and textures in collage to reflect mood or theme. ● Understand the properties of acrylic, watercolour, pastel, and chalk in mixed media layers. ● Know how to create a base layer and build depth through media variation. ● Recognise that mood can be achieved through colour, contrast, spacing, and media texture. 	<ul style="list-style-type: none"> ● Sculpt detailed forms in clay, including surface texture and carved details. ● Combine shapes and textures to form expressive gargoyle features. ● Plan and build armatures or support for larger sculptures. ● Use tearing, cutting, overlapping, and blending techniques in collage. ● Mix and apply colours to represent specific moods or feelings. ● Create media blends using wet and dry techniques (e.g. paint over pastel). ● Refine edges, contours, and negative space in both sculpture and collage. ● Apply intentional contrast, saturation, and tone shifts to show light or emotion. 	<ul style="list-style-type: none"> ● Score ● slip ● blend (clay) ● surface texture ● media layer ● opaque ● translucent ● collage ● abstract ● tone ● saturation ● depth ● contrast ● positive/negative space ● expressive line 	<p>Studying a variety of artists and their work:</p> <ul style="list-style-type: none"> ● Clay Gargoyles: hand-building techniques; symbolism and emotion in form. ● Este Macleod-inspired collage: layering paper, shape experimentation. ● John Russell media experiments: chalks, pastels, paint to show tone, atmosphere. ● Mixed media projects: background washes, layered collage, and detail overlays.
<p>Extended Skills and Vocabulary</p> <ul style="list-style-type: none"> ● Construct larger or more complex sculptural pieces with attention to proportion and character. ● Control the visual weight of collage compositions through balance and rhythm. ● Combine expressive brushwork, line, and texture to unify mixed media outcomes. ● Modify surface finishes for effect (glaze, varnish, texture paste). ● Use warm/cool colour shifts to suggest narrative or time of day. ● Maintain surface control and layering without muddying colours or forms. 			

ART & DESIGN: CORE STUDY FOR YEAR FIVE

3. Generating Ideas: Creating original artwork, use of sketchbooks, inspiration from others, observations			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Know how to respond to visual, textual, or thematic prompts with original interpretation. ● Understand the importance of ideation: developing from rough to refined. ● Know how to translate feelings, symbols, or stories into visual form. ● Understand that research and observation support the design process. ● Know how to use inspiration without copying – adapting style to purpose. ● Recognise that effective artwork requires thoughtful composition, material choice, and intention. 	<ul style="list-style-type: none"> ● Use Art books to collect research, test materials, and record thought processes. ● Annotate clearly with purpose (e.g. “blue to suggest calm”, “angular shapes = strength”). ● Generate and revise multiple drafts before creating a final piece. ● Take inspiration from more than one artist or source. ● Use thumbnails, colour trials, and material experiments before final work. ● Design with intent – considering audience, emotion, and story. ● Reflect on what’s working during the creative process, not just at the end. 	<ul style="list-style-type: none"> ● Inspiration ● symbolism ● narrative ● emotional response ● visual metaphor ● draft ● variation ● refine ● intention ● plan ● combine ● process ● observe ● question ● composition ● structure 	<p>Studying a variety of artists and their work:</p> <ul style="list-style-type: none"> ● Sketchbook work based on gargoyle features from mythology and architecture. ● Mood boards and colour maps linked to John Russell and emotional palettes. ● Este Macleod shape and layout trials in collage planning. ● Mixed media tests in preparation for final expressive outcomes.
<p>Extended Skills and Vocabulary</p> <ul style="list-style-type: none"> ● Express abstract ideas (e.g. hope, fear, protection) through non-literal visual elements. ● Build personal aesthetic preferences into planning decisions. ● Justify creative choices before starting work (“I’m choosing bold lines to suggest movement”). ● Evaluate potential problems in early planning and adapt accordingly. 			

ART & DESIGN: CORE STUDY FOR YEAR FIVE

4. Formal Elements – Knowledge and Understanding: Colour, Form, Shape, Line, Tone, Texture, Pattern			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Form & Shape: Understand complex 3D form and symbolic shape (e.g. wings = freedom). ● Texture: Know how visual and tactile texture enhance meaning in sculpture and collage. ● Colour: Understand how hues, tones, and contrasts affect emotional responses. ● Line: Know how direction and style of line (flowing, jagged, curved) changes meaning. ● Space: Recognise the role of negative space in layout and sculpture. ● Balance: Understand symmetry, asymmetry, and visual weight in composition. 	<ul style="list-style-type: none"> ● Build and refine form through addition, subtraction, and manipulation of materials. ● Apply textured details using tools and hands (e.g. press, scrape, carve). ● Use controlled colour schemes to express specific moods. ● Create intentional line direction to guide the eye or express movement. ● Layer collage materials for depth and balance. ● Shape space to suggest energy, mood, or tension. ● Identify and apply balance or rhythm within a design. 	<ul style="list-style-type: none"> ● Symmetry ● asymmetry ● rhythm ● hue ● tone ● contrast ● tactile ● visual texture ● depth ● negative space ● dynamic line ● sculptural form ● focal point ● mural, ● fresco, 	<ul style="list-style-type: none"> ● Gargoyle form and texture exploration (clay tools, carving techniques). ● Collage balance studies using Este Macleod’s layered shapes. ● John Russell emotional colour palettes – warm/cool, light/dark. ● Line and space design tasks: how composition changes viewer focus.
<p>Extended Skills and Vocabulary</p> <ul style="list-style-type: none"> ● Use formal elements strategically to express meaning or character. ● Analyse and revise a piece to improve visual rhythm or balance. ● Shift composition mid-process to enhance focal points or depth. ● Apply formal elements in critiques with precision (“This tone shift adds tension”). 			

ART & DESIGN: CORE STUDY FOR YEAR FIVE

5. Evaluating own and others' work: Experimenting and refining work, evaluating others.			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Know how to assess effectiveness based on intention and formal element use. ● Understand that reflection includes process, not just final outcome. ● Know how to respectfully critique others' choices and offer improvement ideas. ● Recognise that successful artwork connects ideas, media, and technique. ● Understand that artists improve through practice, adaptation, and feedback. 	<ul style="list-style-type: none"> ● Use clear and confident language to evaluate mood, technique, and impact. ● Give and respond to specific feedback: "Try softening this edge to make it blend." ● Compare work to artist influence and explain similarities or divergence. ● Identify personal strengths and focus for future improvement. ● Reflect mid-project to adjust decisions or refine goals. ● Use teacher or peer suggestions to revise final outcomes. 	<ul style="list-style-type: none"> ● Evaluate ● refine ● critique ● process ● audience ● expressive ● intention ● revision ● respond ● adapt ● analysis ● interpret 	<ul style="list-style-type: none"> ● Peer evaluations using critique prompts: "I notice...", "You could try...", "I wonder if..." ● Reflection journals post-project. ● Group critiques of Este Macleod- and John Russell-inspired work. ● Comparisons of finished gargoyle designs and their symbolism.
<p>Extended Skills and Vocabulary</p> <ul style="list-style-type: none"> ● Track personal development across multiple projects with written reflection. ● Identify patterns in what helps them succeed creatively. ● Offer confident, respectful, and detailed feedback to peers. ● Predict how different audiences may interpret their work. ● Prepare work for presentation or exhibition, writing artist statements. 			