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| **Art Year 5 Medium Term Planning – 3D and Collage Block D** | | | |
| **National Curriculum**  **Key stage 2**  Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  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. | | | |
|  | Lesson 1 | Lesson 2 | Lesson 3 |
| **Learning intention** | How can an armature be used to create a piece of 3D art? | How can an armature be used to create a piece of 3D art? | How can an armature be used to create a piece of 3D art? |
| **Skills taught** | Can apply layers of torn paper evenly to create a smooth surface  Can use an armature to create a 3D form that, once dry, holds its shape  Can select analogous colours for their harmonious effect | Can manipulate and mould clay to form desired shapes and lines  Can join two or more pieces of clay securely using the score and slip technique | Can roll and manipulate clay to form coils, braids and twists  Can use the slip and score method to join decorative and structural elements |
| **Recall and retrieval** | Use complementary colours to create the illusion of movement  Identify primary and secondary colours  Use the technique of découpage | Make impressions in a smooth clay surface  Roll and cut clay | Use an armature to support modelling with clay  Recreate a design by modelling shapes and lines from clay  Apply the score and slip method of joining clay |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**  Explain and explore the effects created by using different modelling materials | **Key knowledge**  Explain techniques and processes | **Key knowledge**  Can identify areas of difficulty and suggest improvements |
| **Scaffolding** | Working examples  Visual steps to success  Teacher support | Working examples  Visual steps to success  Teacher support | Working examples  Visual steps to success.  Teacher support |
| **Challenge** |  |  |  |
| **Key Vocabulary** | Contour  Analogous Colours  Armature  Slip  Score  Papier mache | Contour  Analogous Colours  Armature  Slip  Score  Papier mache | Contour  Analogous Colours  Armature  Slip  Score  Papier mache |