Leintwardine Endowed CE Primary School Learning Journey Itinerary

'Letting Our Light Shine'

SUBJECT : Art YEAR : A TERM : Spring 1 YEAR GROUPS : 5/6

Key Question: How can I express myself through Art?

Previous Knowledge -

How to use art mediums effectively

How colours may link to emotions and how they can show feelings

Using line drawings to create an impact and detail to their art work

END OF UNIT OBJECTIVES

| Some children will not yet | Most children will show that they | Some children will have gone |
|-------------------------------|--|--|
| have met what is expected and | have reached the expected level | beyond the expected level and |
| will show that they are | because they can: | will show that they are exceeding |
| emerging because they can: | | because they can: |
| Link emotions to colours | Identify different ways to express | Improve their mastery of art and |
| With support, link someone's | myself | design techniques, including |
| body language to an emotion | Recognise how body language links | drawing, painting and sculpture |
| With support, make a wire | to the way someone is feeling | with a range of materials |
| figure that portrays emotions | Make a wire figure that portrays | Show that different emotions can |
| | different emotions | be shown through colour |
| | Explain how body language changes | Make a wire figure that portrays |
| | an emotion | different emotions and change |
| | Consider about how different fonts | this with body language |
| | and lines can show an emotion | Give detail on who Chuck Close is |
| | Show how different emotions can be | and his work |
| | shown through colour | |
| | Show my emotions through clear | |
| | body language | |

ASSESSMENT OPPORTUNITIES

ENRICHMENT OPPORTUNITIES Helping children to remember more

Creating their own art work each week to show the skills they have learnt Art work being put on displays around the school

Art work being put on displays around the school and class to show staff and children in school their learning

SUBJECT SPECIFIC VOCABULARY

Outfits, expression, emotions, individual Facial expressions, posture Wire model, posture, emotions Lines, font, Happy sad etc. Artists, colours and emotions Chuck close

CROSS-CURRICULAR LINKS

Links that we can make to help children make sense of what we want them to know and be able to do. PSHE – Understanding

own emotions
Understanding how our bodies language shows our emotions