

Year 5							
Drawing		Sketchbooks		Printmaking	Painting	Making/3D	Visual Literacy
Pencil, charcoal, inks, chalk, pastels, brushes, wax, digital art such as graphic drawing		Children have their own A4 spiral bound sketchbooks with cartridge paper pages		Fingers, hands, vegetables, card, wood, string, lino, clay, mono, polystyrene	watercolour, poster paint, acrylic paint, gouache, stained glass paint, abstract materials such as coffee beans	junk modelling, modroc, wire, natural materials such as leaves and sticks, clay	Articulation and purpose
Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters		Explore mark making		Combine mono type with painting and collage to make an "artists book" inspired by poetry or prose. Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks		Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand.... It reminded me of.... It links	
Draw over maps/existing marks to explore how you can make mark making more visually powerful		Brainstorm ideas generated when reading poetry or prose		See column 3 "printmaking" to explore how print is combined with paint and collage to create a cohesive artwork		Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I	
Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore Use charcoal, graphite, pencil, pastel to create drawings of atmospheric "sets" to help inform (though not design) set design (see column 6 "making").		Make visual notes to capture, consolidate and reflect upon the artists studied.		Experiment with colour mixing and pattern, working towards creating paper "fabrics" for fashion design		Work collaboratively to present outcomes to others where appropriate. Present as a team.	
		Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc		Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d forms or collaged elements to explore fashion design (see column 6 "making").		Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work	
		Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues		Use Design through Making, inspired by a brief, to create a scale model "set" for a theatre production or an animation		Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may	
		Experiment with colour mixing and pattern, working towards creating paper "fabrics" for fashion design		Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention		Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?	