Spring Term 2020 – Planning for 5 CNJ/ ERE / SC
Theme – Gallery



What is 'art"? Use the internet to research national galleries such as the Tate. Plan a visit to a museum to view a professional exhibition. Research the museum and some of the workshops that it provides using the internet. Cost the trip and plan the workshops. During the visit the curator will give us a tour of the Gallery and explain about different types of art, taking time to sit and sketch some of the famous paintings, making notes on some of their main features. Reflect and write about their favourite painting and why. Write about their experience to the museum and what they learnt and enjoyed. Create a class gallery following their visit, mind map their learning within their gallery. Set up displays of art work and a learning corner where information can be shared and gathered. Read the story 'The Promise' which introduces them to the National Gallery



Art in our Community: Invite local crafts people and artists to share examples of their work and talk about what inspires them. Write a letter to invite our resident artist in for a day to talk ask and answer questions about their work and develop new skills, making notes about his techniques and styles. Discuss how he uses sketchbooks for his work and begin developing their own sketchbooks. Email our resident artist to thank him for his time and sharing his knowledge, skills and expertise. Discuss a new piece of art that has appeared in the Welsh community in time for Christmas last year– Banksy. Learn about a famous Welsh artist and discuss the use of colour in art, focus on the work of Helen Elliot and how she uses colour in her work. Develop painting skills using a range of media. Develop the theme of landscapes in the style of Helen Elliot. Talk about and describe the painting process, use a range of technical language (tone, texture, light, shade, application, composition, colour) Begin to sketch their landscape ideas in their sketchbooks.



Creativity Around the World: Look at the range of National and International exhibitions around the world. Research artists from around the world locate where they come from atlas skills. Children to find out about the country and its climate, location, population, rivers, mountains. Look at photographs of art from different periods of history. Create a timeline of artists and art movements. Display these in our Gallery Corner to enhance future learning. Create a data base on artists during different periods and explore their preferences, likes and dislikes about them. Explore, describe and write about paintings which tell us about different parts of the World. Study art from the West Indies, Orient, Aboriginal Art and the Caribbean. Listen to and talk about music from a range of historical periods and countries. Link the music to art history to understand more about the artistic culture of the times – (pop Music and Pop Art). To further develop their understanding of the culture link to dance and traditional dance from these countries. Compare and contrast two pieces. Choose a significant individual or group of significant artists and explore their life stories, one artist that uses ICT to produce art work. Develop skills and understanding of the potential of art packages using ICT. Adapt and manipulate well know artwork using ICT. Research and retell the stories inwriting or verbally.



Mathematics and ICT in Art and Creativity: Look at and study examples of artwork which uses mathematical principles and features. Explore perspective sculpture, digital printing and patterns, use mathematical language to describe them. Use their maths skills to expand paintings to larger scales Make geometrical and symmetrical patterns and sculpt 3D shapes. Make frames for their paintings using angles and measures. Develop digital art skills by capturing images of everyday objects using photography – storing, retrieving, editing and adapting them to create more interest. Develop an understanding of colour, rotation and tonal manipulation. Design and create their own digital characters and avatars using digital and graphic modelling packages.



Collaborative Projects: Study a range of art history periods in greater detail. Pupils will decide on one of the following, producing a collaboration project: The Renaissance Artists (1300 – 1602), The Impressionists (1870 – 1880), Cubism (1907 – 1914), Art Nouveau (1890), Digital Art (1990 – present), Surrealism (1920's) and Pop Art (1950's). Pupils will find out about the period, significant artists, paintings and sculptures, draw and record information about individuals and artwork. Read and listen to examples of classic poetry, explore significant poets linked to the artistic period. Explore figurative language and descriptive vocabulary. How to poets create pictures? Learn and create.



Pontarddulais Primary Year 5 Art Gallery: Set up and run our Year 5 Gallery, exhibiting a range of our own and classmates' art work. Working with their classmates, pupils will set up the Gallery into different sections, highlighting the timeline of art and the research that the groups have made. Pupils will need to publicise the exhibition and decide on how much they will charge for entry. During the opening of the Gallery pupils will present their work to visitors, talking about the experiences and knowledge gained during the theme. Pupils will interview guests to make comment on their artwork and writing, hold an art class for parents to take part in a 'hot seating' activity where they will take on the role of their favourite artists. ***Four Core Purposes-Enterprising, creative contributors, ready to play a full part in life and work***

Science & Technology: Light & Sound – Discuss and research how light travels in straight lines. Link the work on colour by Helen Elliot to how a rainbow is made. Explore their understanding further through a comprehension, writing an explanation text on how a rainbow is made. ***Nutrition Bar:*** Design and create an individual recipe for a healthy nutrition bar. Research health benefits linked to nutritional information. Plan and design a suitable package that will incorporate all of the requirements to sell the bar and develop Enterprising Creative Contributors.

Working Whispers: *Year 5 will be working with a variety of talented artists over the forthcoming months on a collaborative project with St Joseph's Catholic Primary School that will incorporate a multi-sensory discipline approach to materials and media. Focusing on the work of our culture and heritage pupils will create3D sculptures, illustration and work with copper to create a collaboration piece. There will be a celebration of this work for all on April 1st, 6pm – 8pm, Further details to follow.*

Guided Reading, Pie Corbett literacy approach, Abacus Mathematics Scheme, Philosophy for Children, PE/Games, Welsh

Spring Term 2019 – Planning for Year 5

Theme – Gallery

** A note for parents:

This theme has an art focus and explores the artwork of a variety of artists from different periods of history and develops children's painting skills using a variety of materials. Children will learn to write structured poetry and narrative, developing additional skills in the use of descriptive language. Pupils will learn about how the work of various artists throughout history has been used to express their views, and how artists' work reflected the times they lived in. Pupils will learn how to use art, poetry and narrative to express their feelings and opinions and then display their art and creative work effectively.

You may be able to help, support and encourage your child in some or many of the activities that have been planned for them during the term. Here are just a few ways you could achieve this:

- If your child can access any information on the topic, maybe through books, television documentaries, internet research etc., this will be of great benefit to them during the course of the term.
- As part of our literacy, we will be focusing on descriptive writing, poetry and narrative. If possible, encourage your child to read a variety of poems. The more experience they have of this, the greater impact this will have in the classroom.
- Your child will be required to complete tasks outside of school, many of which will be based on what we are covering in class that week in Mathematics, Language and our topic. Please ensure your child completes these tasks and, where applicable, to the standard that we expect of them in their class work (i.e. handwriting, overall presentation of work).
- As reading will be at the heart of all lessons, please ensure your child continues to practice their reading at home. While some children may have a school reading-scheme book to read at home, in addition ***all*** children can read books, comics, magazines or any other suitable texts of their choice. Your child has been given a reading record book, where parents are encouraged to make a note of what was read, plus any additional comments you may wish to make about your child's reading. The reading record book will be checked regularly. We hope that all children manage to read at home with adult supervision at least three times a week.
- In class your child will be working hard to learn their times tables by heart, and also ensuring they improve their handwriting and general presentation. Please work with your child to ensure they achieve these standards – these elements contribute to your child's overall levels at the end of the academic year.
- Our class has P.E once a week – this term it will be on a ***Tuesday morning***. Please make sure your child brings their full swimming kit to school on those days. Pupils' attendance in PE sessions is compulsory and will be recorded and monitored.

May we thank you in advance for your support and co-operation during the term.

The Year 5 Team