

CYCLE B ART YEAR 5/6 OVERVIEW

Term	Half-term	Focus Area	Project / Outcome	Linked Artist / Designer / Inspiration	Relevant KS2 NC Objectives
Autumn	Autumn 1	Art	Drawing — <i>Henry Moore</i> : atmospheric wartime shelter scenes.	Henry Moore — Blitz shelter sketches.	<ul style="list-style-type: none"> • Create sketchbooks to record observations, review & revisit ideas. • Improve mastery of techniques in drawing with a range of materials (e.g., pencil, charcoal). • Learn about great artists & historical development of their art.
Spring	Spring 1	Art	Textiles / Mixed media — Caribbean-inspired fabric panel or collage.	Althea McNish — Caribbean textiles.	<ul style="list-style-type: none"> • Improve mastery of techniques in textiles, pattern, and texture. • Learn about great artists, craft makers & designers & their cultural impact.
	Spring 2	Art	Painting — Urban skylines of Liverpool & New York.	Georgia O’Keeffe, Jean-Michel Basquiat, street art.	<ul style="list-style-type: none"> • Improve mastery of techniques in painting using a range of materials. • Learn about great artists & their influence on culture & creativity.
Summer	Summer 2	Art	Sculpture — Create Greek theatre masks.	Ancient Greek theatre masks.	<ul style="list-style-type: none"> • Improve mastery of techniques in sculpture using a range of materials (e.g., clay, papier-mâché). • Learn about great artists & cultural development of art forms.

Year 5/6 Cycle B Art: Knowledge, Skills, Outcomes, and Vocabulary

Autumn 1 — Art: Henry Moore Drawing

Theme/Context – War and Conflict

Text: Star of Fear, Star of Hope

Knowledge Statements:

- I know that artists use line, tone and shading to create mood and movement.
- I know that Henry Moore depicted people sheltering during the Blitz using expressive lines.

- I know that different drawing tools create different textures and effects.

Skills Statements:

- I can use a choice of techniques (hatching, shading, blending) to show mood and movement.
- I can choose and combine materials like charcoal, pencil and pastel for effect.
- I can observe and record shapes and proportions accurately in a sketchbook.
- I can use line, tone and texture to represent emotion and atmosphere.
- I can review and refine my drawing by evaluating what works well and what to improve.

Final outcome:

- A realistic pencil and charcoal sketch of figures sheltering during the Blitz, showing mood and movement.

Vocabulary:

- Drawing — line, tone, sketch, hardness, graphite, rubber, light, shadow, shading, mood, perspective, movement, texture, proportion, atmosphere

Spring 1 — Art: Caribbean-inspired Textiles (Althea McNish)

Theme/Context – North America (focusing on the Caribbean)

Text: The Place for Me – Stories about the Windrush generation

Knowledge Statements:

- I know that Caribbean textiles often use bright colours and bold patterns.
- I know that artists like Althea McNish used textiles to express cultural identity.
- I know that patterns can be created using printing, stitching or weaving.

Skills Statements:

- I can research and record patterns and colours inspired by Caribbean culture.
- I can create a repeated or mirrored pattern using block printing or fabric paint.

- I can combine textures, colours and materials effectively in a textile piece.
- I can experiment with techniques like resist, applique or embroidery.
- I can evaluate my design and explain how it reflects Caribbean culture.

Final outcome:

- A printed or stitched fabric panel inspired by Caribbean patterns and colours, using repeated or mirrored designs.

Vocabulary:

- Textiles — pattern, repetition, symmetry, motif, texture, fabric, print, block print, resist, embroidery, appliqué, culture, identity

Spring 2 — Art: Painting Urban Skylines (Georgia O’Keeffe)

Theme/Context – North America (comparison of New York and Liverpool)

Text: King Kong

Knowledge Statements:

- I know that artists use colour, perspective and composition to show mood in a cityscape.
- I know that Georgia O’Keeffe and street artists painted city skylines in different styles.
- I know that light and shadow can create depth and atmosphere.

Skills Statements:

- I can use paint and mixed media to create a cityscape with mood and perspective.
- I can mix colours to match a desired effect, such as dusk or dawn.
- I can use a sketchbook to plan composition, mood and colour choices.
- I can apply techniques like blending, dry brushing, or layering for effect.
- I can evaluate my painting and suggest ways to improve depth and atmosphere.

Final outcome:

- A painted cityscape of Liverpool or New York, showing depth, perspective and atmosphere through colour and composition.

Vocabulary:

- Painting — skyline, composition, perspective, foreground, background, horizon line, depth, mood, light, shadow, blending, brushstroke, urban, mixed media

Summer 2 — Art: Greek Theatre Masks (Sculpture)

Theme/Context – Ancient Greece

Text: Bold & Brave Women from Shakespeare

Knowledge Statements:

- I know that Greek theatre masks were used to show character and amplify sound.
- I know that sculpture can be created by building up or carving away material.
- I know that materials like clay and papier-mâché can be shaped and painted.

Skills Statements:

- I can plan and design a mask that expresses a character or emotion.
- I can shape and join materials to create a strong 3D form.
- I can use tools safely to add detail and texture to my sculpture.
- I can paint and finish my sculpture to enhance its expressive qualities.
- I can evaluate how well my mask reflects its intended character.

Final outcome:

- A painted and decorated 3D Greek theatre mask, expressing a character or emotion through shape, texture and colour.

Vocabulary:

- Sculpture — mask, sculpture, 3D, character, expression, form, texture, clay, papier-mâché, carve, model, build, detail, finish, decoration