

**Raffles International School Long Term Plan**  
**Art and Design 2017 – 2018**  
**Year 5**

Week & Unit	Skills & Concepts	Suggested Activities	Resources	Assessment
<b>Term 1</b>				
Week 1 5 <sup>th</sup> Sep – 7 <sup>th</sup> Sep	Draw out your name Create a mind map of your interests and hobbies	Classroom rules, expectations and routines Name activity – getting to know the students	Colour pencils Markers Paper Pencils	Teacher assessment – formative Questions and answers
Week 2 10 <sup>th</sup> Sep – 14 <sup>th</sup> Sep  Week 3 17 <sup>th</sup> Sep – 21 <sup>st</sup> Sep  <b>Formal Elements Introduction</b>	Identify formal elements of art (color, line, shape, form, texture, tone space, form, pattern)  Incorporate formal elements into design work  To explain each element in their own words	Introduction to formal elements of art - Class discussion on formal elements of art through PowerPoint (color, line, shape, texture, tone, pattern)  Students will explore a variety of formal elements to produce a brainstorm of ideas which will be reflected in their final project/s Students will define and draw each element in their own style	PowerPoint Examples of work Drawing paper Pencils Erasers Markers Colored pencils Fine liners	Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)
Week 4 24 <sup>th</sup> Sep – 28 <sup>th</sup> Sep  Week 5 1 <sup>st</sup> Oct - 5 <sup>th</sup> Oct  <b>Baseline Testing</b>	Observational drawing assessment	Use formal elements of art and design to draw a still-life composition	Powerpoint Paper Pencils Erasers Visual images for starting points	Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)
Week 6 8 <sup>th</sup> Oct– 12 <sup>th</sup> Oct  Week 7 15 <sup>th</sup> Oct – 19 <sup>th</sup> Oct  Week 8 22 <sup>nd</sup> Oct – 26 <sup>th</sup> Oct  <b>Unit 1 Formal Elements Final Project</b>	Recall formal elements of art (color, line, shape, form, texture, tone space, form, pattern)  Students will create an abstract hand drawing using different types of line, apply further detail to create background using lines and pattern	In the unit, students will trace the outline of their hand and then draw a variety of patterns using different types of lines and shapes. They will then develop their work and apply further detail to create a black and white patterned background.	PowerPoint Examples of work Drawing paper Pencils Erasers Markers Colored pencils Fine liners	Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)
<b>Half Term</b>				
<b>Week 9</b>				
<b>29<sup>th</sup> Oct – 2<sup>nd</sup> Nov</b>				
Week 10 5 <sup>th</sup> Nov – 9 <sup>th</sup> Nov  <b>Unit 1 (to be continued) Formal Elements Final Project</b>	Recall formal elements of art (color, line, shape, form, texture, tone space, form, pattern)  Students will create an abstract hand drawing using different types of line, apply further detail to create background using lines and pattern	In the unit, students will trace the outline of their hand and then draw a variety of patterns using different types of lines and shapes. They will then develop their work and apply further detail to create a black and white patterned background.	PowerPoint Examples of work Drawing paper Pencils Erasers Markers Colored pencils Fine liners	Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)
Week 11 12 <sup>th</sup> Nov – 16 <sup>th</sup> Nov  Week 12	Recognise the importance of National Day in the UAE  Become familiar with the	Discuss importance of National Day though PowerPoint (how has the UAE developed over the years)	Examples of artist work Paper Pencils	Observation Questions and answers One to one Assessment Peer assessment

19 <sup>th</sup> Nov – 23 <sup>rd</sup> Nov Week 13 26 <sup>th</sup> Nov – 30 <sup>th</sup> Nov Week 14 3 <sup>rd</sup> Dec – 7 <sup>th</sup> Dec Week 15 10 <sup>th</sup> Dec – 14 <sup>th</sup> Dec <b>Unit 2</b> <b>National Day</b> <b>Hundertwasser</b> <b>Buildings</b>	life and works of artist Hundertwasser  Understand the concept of enlargement using a viewfinder.  Experiment blending colours together using markmaking techniques.  Incorporate key features of artist's work into their own artwork	Students will learn about the importance of UAE National Day and create art work inspired by this cultural celebration reflecting the style of the artist Hundertwasser. They will analyze his paintings and learn how to use a viewfinder in order to create an enlarged view of a popular UAE building.	Erasers Fine liners Pencil crayons Pattern templates Viewfinder Masking tape Coloured pencil crayons Metallic crayons Black fine liners Variety of papers Craft materials Pencils Erasers Fine liners Glue Masking tape Scissors	Teacher assessment – formative Final Evaluation (self-assessment)
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**Winter Break**  
**Week 16, 17, 18**  
**17<sup>th</sup> December – 6<sup>th</sup> January 2018**

**Term 2**

Week 19 7 <sup>th</sup> Jan – 11 <sup>th</sup> Jan Week 20 14 <sup>th</sup> Jan – 18 <sup>th</sup> Jan Week 21 21 <sup>st</sup> Jan – 25 <sup>th</sup> Jan Week 22 28 <sup>th</sup> Jan – 1 <sup>st</sup> Feb Week 23 4 <sup>th</sup> Feb – 8 <sup>th</sup> Feb <b>Unit 3</b> <b>Printmaking</b> <b>Fish</b>	Understand what is printmaking  Become familiar with the life and works of artist Albrecht Durer  Transfer original fish drawing to tracing paper and then onto lino  Understand basic safety procedures associated with printmaking in general  Create a lino print using a range of markmaking techniques  Use collage techniques to make a selection of printing surfaces  Use printing inks to print Experiment with colour mixing and printing techniques	In this unit of work students will learn to create multiple images of fish using the process of printmaking. Students will start by drawing from secondary observation, this will then be traced and transferred onto a printing plate (lino) and etched into using a pointed tool. The printing plate will then be printed onto collaged paper created by the students in a variety of materials. Throughout this unit students will revise prior learning of formal elements of art and apply these to both their drawing, collage and their final prints. They will also learn about printmaking artist Albrecht Durer who demonstrates intricate patterns in her work. Students will explore her artwork to inspire ideas for their drawings and prints.	Pencils Erasers Tracing paper Lino Images of fruit Glue Scissors Variety of paper and card Printing inks (Student Linos and abstract backgrounds) Rollers, Trays Newspaper, Tissue paper	Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)
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**Half Term**  
**Week 24**  
**11<sup>th</sup> Feb – 15<sup>th</sup> Feb**

Week 25 18 <sup>th</sup> Feb – 22 <sup>nd</sup> Feb Week 26 25 <sup>th</sup> Feb – 1 <sup>st</sup> Mar	Become familiar with the life and works of artist Frida Kahlo  Identify and recognize	In this unit, students will learn about the life and works of artist Frida Kahlo. They will discover how the artist has thoughtfully used her identity and personal aspects of	Examples of artist work Teacher example of work Paper	Observation Questions and answers One to one Assessment Peer assessment Teacher assessment –
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<p>Week 27 4<sup>th</sup> Mar – 8<sup>th</sup> Mar</p> <p>Week 28 11<sup>th</sup> Mar – 15<sup>th</sup> Mar</p> <p>Week 29 18<sup>th</sup> – 22<sup>nd</sup> Mar</p> <p><b>Unit 4 Self Portraits</b></p>	<p>symbols, objects and/or colours that represent their own unique identity and culture</p> <p>Understand and apply the concept of facial proportions</p> <p>Draw a realistic self portrait and design a background that reflects who they are as a person using oil pastels</p>	<p>her life to communicate ideas and feelings to the world. For this project, students will analyse Kahlo’s portraits and make their own self-portrait highlighting their own unique identity. They will observe their own faces with mirrors and then learn to sketch their face according to the correct facial proportions. Each student will go into this project thinking about objects or colours they want to use perhaps on their clothing or for the background that will represent or symbolize something special about them.</p>	<p>Pencils Erasers Oil pastels Facial proportions handout Oil pastels</p>	<p>formative Final Evaluation (self-assessment)</p>
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**Spring Break**  
**Week 30, 31**  
**25<sup>th</sup> Mar – 7<sup>th</sup> Apr**

**Term 3**

<p>Week 32 8<sup>th</sup> Apr – 12<sup>th</sup> Apr</p> <p>Week 33 15<sup>th</sup> Apr – 19<sup>th</sup> Apr</p> <p>Week 34 22<sup>nd</sup> Apr – 26<sup>th</sup> Apr</p> <p><b>Unit 4 (to be continued) Self Portraits</b></p>	<p>Become familiar with the life and works of artist Frida Kahlo</p> <p>Identify and recognize symbols, objects and/or colours that represent their own unique identity and culture</p> <p>Understand and apply the concept of facial proportions</p> <p>Draw a realistic self portrait and design a background that reflects who they are as a person using oil pastels</p>	<p>In this unit, students will learn about the life and works of artist Frida Kahlo. They will discover how the artist has thoughtfully used her identity and personal aspects of her life to communicate ideas and feelings to the world. For this project, students will analyse Kahlo’s portraits and make their own self-portrait highlighting their own unique identity. They will observe their own faces with mirrors and then learn to sketch their face according to the correct facial proportions. Each student will go into this project thinking about objects or colours they want to use perhaps on their clothing or for the background that will represent or symbolize something special about them.</p>	<p>Examples of artist work Teacher example of work Paper Pencils Erasers Oil pastels Facial proportions handout Oil pastels</p>	<p>Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)</p>
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<p>Week 35 29<sup>th</sup> Apr – 3<sup>rd</sup> May</p> <p>Week 36 6<sup>th</sup> May – 10<sup>th</sup> May</p> <p>Week 37 13<sup>th</sup> May – 17<sup>th</sup> May</p> <p>Week 38 20<sup>th</sup> May – 24<sup>th</sup> May</p> <p>Week 39 27<sup>th</sup> May – 31<sup>st</sup> May</p> <p>Week 40 3<sup>rd</sup> Jun – 7<sup>h</sup> Jun</p> <p>Week 41 10<sup>th</sup> Jun – 14<sup>th</sup> Jun</p>	<p>Recall primary and secondary colours</p> <p>Name warm and cool colours</p> <p>Select warm and cool colours from a magazine to create an abstract collage</p> <p>Discuss how artists use warm and cool colours to evoke emotions to the viewer</p> <p>Mix and paint different tones of warm and cool colours</p>	<p>In this unit, colours will become more meaningful to students. They will have the opportunity to create a collage out of warm and cool colors and will be allowed to extend their knowledge of colour theory by being able to identify, select and mix different tones of warm and cool colours. Students will discuss examples of work by famous artists such as Picasso, Monet and Van Gogh with particular focus on how the artists have used the two colour groups to evoke emotions. They will express ideas of design using warm and cool colours to paint a picture using mixed media.</p>	<p>Colour wheel images on powerpoint Images of artists’ work Colour wheel video and handouts Teacher sample of work Drawing paper Watercolours Brushes Pencils Mixed media</p>	<p>Observation Questions and answers One to one Assessment Peer assessment Teacher assessment – formative Final Evaluation (self-assessment)</p>
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<p><b>Unit 5</b> <b>Warm &amp; Cool</b> <b>Flowers</b></p>	<p>Enhance artwork using relief elements and fine liners</p>			
<p>Week 42 17<sup>th</sup> Jun – 21<sup>st</sup> Jun</p> <p>Week 43 24<sup>th</sup> Jun – 28<sup>th</sup> Jun</p> <p>Week 44 1<sup>st</sup> July – 5<sup>th</sup> July</p> <p><b>Extension Unit</b> <b>Completing unfinished projects, making art folders and distribution of student work</b></p>	<p>Create art folders Organize work into folders Decorate folders</p>	<p>Students will appreciate and re-cap the work they have done during the year. They will have the opportunity to add finishing touches to their work and/or complete any unfinished work and take their artwork home.</p>	<p>Folders Markers Colour pencils</p>	<p>N/A</p>