



Year 5 Autumn, Art

Ancient Islamic Art

Y5 will be exploring the art of Islam



Prior Learning (skills and knowledge)

Previously, Children have been;
Developing ideas regarding visual element of Egyptian art, within their sketchbooks.
Creating about Egyptian art, learning about symbolism of the art form, creating patterns and motifs to develop their own self portrait in the style of an Egyptian Death Mask.

Suggested Trips British Museum, Brick Lane and Redchurch Street

Key Artists A wide range of Islamic ceramic artists no name
Range of Wildstyle graffiti artists.

Links Mathematics, Tessellation, Rotation, Measure, Pattern

Suggested Texts Islamic Art by Luca Morzatti
Subway Art by Martha Cooper

Content

Throughout the units in Year 5, will be:

Islamic Tile Design

Learning about various art forms from Ancient Islam with an introduction of Islamic, geometric patterns and its symbolic motifs and decorations.

Looking at contemporary tile patterns and comparing, contrasting ideas with Islamic Geometric design, discussing formal elements of line, shape, form, colour, tone, pattern and texture.

Experimenting with 2D designs within their sketchbooks, responding to old and new ideas/designs in order to create their own response.

Generating a series of sketches exploring, pattern, texture, design and colour they wish to incorporate on their tile design.

Using a number of clay tools and techniques when constructing their clay tile. Chn will play, investigate cause and effect of material and associated tools.

Learning about the various skills, disciplines and terminology associated with clay and ceramics.

Understanding the artistic process from responding to ideas within sketchbooks. Developing sketches and ideas through the formal elements in order to create a final design, and using these ideas in two dimensional form, in order to create a three dimensional final piece of artwork. Developing printing techniques to be used within final design.

Street Art

Able to analyse, discuss and understand the work of Taki 183 and related artists work in response to the idea of Islamic Calligraphy with its flowing, interconnected lines. They experiment with techniques within their sketchbooks, and create a final response, with a name or chosen word. In the style of Arabesque calligraphy.

Suggested Outcomes

An understanding of Islamic art, together with a body of analysis, investigation and response within sketchbooks.

Suggested Outcome: An Islamic tile final design in two dimensional form, in readiness for clay build.

Suggested Outcome: Ceramic tile design, glazed to a high standard.

A series of development works within sketchbooks, showing analytical process with progress to final design of graffiti artwork.

Suggested Outcome: A piece of graffiti art, completed to a high standard.



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Drawing	Skill & Control	<p>Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects.</p> <p>Can draw lines, shapes and forms neatly and evenly with more confidence, blending tones from light to dark smoothly. They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks.</p> <p>Awareness of various mark making techniques for purpose & intention.</p>
	Techniques	<p>Independently select appropriate media for expression and purpose, taking risks and experimenting with drawing media that are harder to control; such as pieces of card, straws, sticks, and perishable items to create more expression with drawing.</p>
	Purpose	<p>Draw for a range of purposes, thinking, designing, creating, realising, imagining. Learn that we all draw differently, and that realism is only one form of drawing. Find and know artists' drawings they like, appreciate and admire to influence their own drawing style.</p>
Painting & Mixed Media	Skill & Control	<p>Pupil's know and care for painting equipment. Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands. They should learn how to control the amount of paint they need to use and/or use water to preserve finer details.</p>
	Techniques	<p>They know different types of paint and when to use them, such as what paint to use for painting models and which to use for landscapes. They experiment with expressive painting techniques such as brush use, applying & combining media, adding things to paint etc.</p>
Other Materials	<p>3D Printing Pupils develop mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns. They use more complex printing blocks with mathematical and visual precision.</p> <p>D Sculpture: Design and make more complex Forms in 3 dimensions, using a range of modelling materials, understanding how to finish work to a good standard.</p>	
Formal Elements	<p>Colour: Develops ability to control colour when painting; for blending, reducing hue and improving the translucency of colour. Knows colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel). At this stage they should mix secondary and tertiary colours, being able to control the amounts for purpose.</p> <p>Tone/ Form: Pupils learn how to represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white.</p> <p>Line/Shape: Uses line or shape to create original compositions.</p>	

Key Vocabulary

Geometric

Characterised by or decorated with regular lines and shapes.

Arabesque

An ornamental design consisting of intertwined flowing lines, originally found in ancient Islamic art.

'Wildstyle' Graffiti

Wildstyle is a complicated and intricate form of *graffiti*. Due to its complexity, it is often very hard to read by people who are not familiar with it. Usually, this form of *graffiti* incorporates interwoven and overlapping letters and shapes.

Slab

Sheet of clay, predominantly made for use of tile making

Slip

Technique used to join two pieces of clay together during the building process.

Ware

Items made and constructed from clay.

Kiln

Oven used to fire clay ware.

Bisque Firing

Term used for cooking (firing) clay once left to dry after building process.

Glazing and Glaze Firing

Term used for the painting ceramics, once bisque fired. Once glazed, items are glaze fired (placed in kiln once again).