

What I will learn in Art in Year Five

Year level Description

In Year 5, students reflect on the work of varying artists and explore how it influences their own artwork. They select from a range of media, materials and technologies to create original artwork.

Students begin to reflect on the ideas, feelings and opinions communicated in their artwork and consider how presentation will enhance visual appeal/aesthetics and audience engagement.

As they make and respond to artwork, students use visual art terminology to identify and describe how the elements have been used. They have the opportunity to explore the role of art in different times and cultures.

Making

Ideas

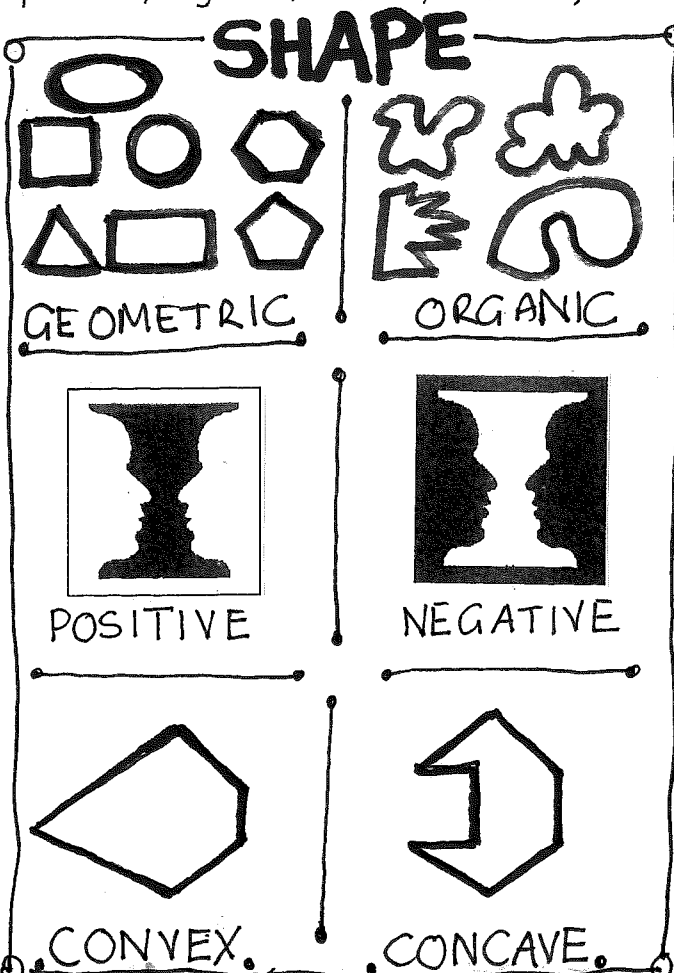
Explore artworks from different artists considering different ways they communicate ideas, beliefs and opinions

Explore the influences of artists on their artworks

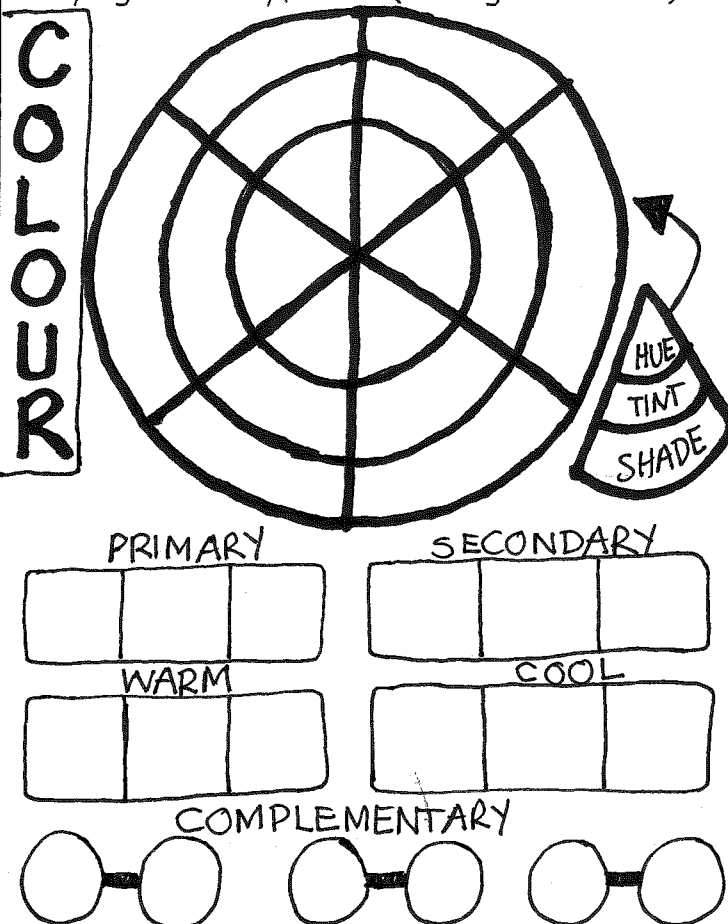
Select a range of elements, materials and techniques to enhance their artworks

Skills - Development and application of artistic processes and techniques to explore visual conventions when making artworks:

shape (familiar shapes; simple 2D shapes; geometric shapes organic; open, closed; abstract; view from top, side, bottom; positive, negative; convex, concave)



colour (warm, cool colours); tints (mixing white); shades (adding black); monochromatic (all the colours of a single hue); colours of varying intensity, value (mixing of shades)



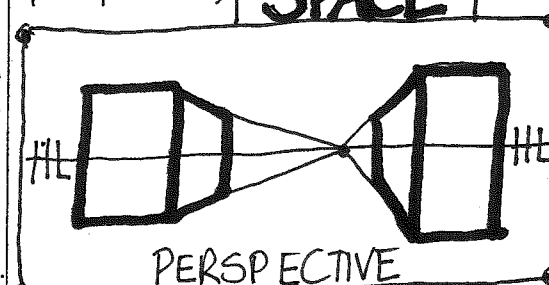
line ((horizontal, vertical, diagonal, spiral; lines that show motion; thick, thin, dashed, continuous, broken; shows an edge line to indicate emotion; lines of various weights))



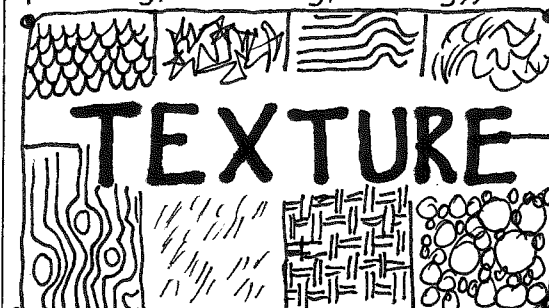
*Use of techniques, art processes and experimentation with art forms such as

- Digital imaging
- Screen printing
- illustration
- drawing
- painting

space - (overlapping to show depth; horizon line; simple perspective (foreground, mid-ground, background); geometric, organic; diminishing perspective)



texture (different man-made and natural materials; etching by scratching through surfaces; texture quality (matte, sheen); piercing, pinching, pressing, embossing, scoring))



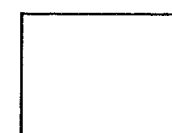
Responding

I make considered responses to, and respect for, a range of artworks from different social, cultural and historical contexts

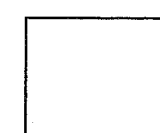
I can talk about purpose and meaning when looking at my own and others' artworks, using visual arts terminology

Production

I can reflect on the elements, materials and techniques used in artworks to communicate specific messages to different audiences



I can present and display my artworks to enhance meaning



Me

Name -

Room -