

# **ART AND DESIGN**

## **Syllabus for Primary Schools**

# **YEAR 5**

# **LEARNING OUTCOMES**

**for**

**YEAR 5**

<b>5.1 AESTHETIC AWARENESS THE ELEMENTS OF VISUAL LANGUAGE.</b>	<b>5.2 USE OF MATERIALS TECHNIQUES SKILLS AND MEDIA.</b>	<b>5.3 EXPRESSION OF FEELINGS IDEAS THOUGHTS AND SOLUTIONS.</b>	<b>5.4 EVALUATION AND APPRECIATION.</b>
5.1.1 Knowing and understanding the elements of visual language.	5.2.1 Investigating visually and recording	5.3.1 Creating and designing	5.4.1 Observing and reflecting
5.1.2 Development of visual literacy.	5.2.2 Using media	5.3.2 Communicating	5.4.2 Describing and responding
5.1.3 Awareness of the expressive arts subjects.	5.2.3 Using the visual elements		

**PROGRAMME**

**for**

**YEAR 5**

## 5.1 Aesthetic Awareness

Learning Outcomes	Learning Outcomes
<p><b>5.1.1 Knowing and understanding the elements of visual language</b></p>	<p><b>The elements of visual language.</b></p> <p>Line      Colour            Texture    Shape            Form      Tone            Pattern    Space</p>
<p><b>5.1.2 Development of visual Literacy</b></p>	<p><b>Visual literacy is developed through other learning outcomes by:</b></p> <ul style="list-style-type: none"> <li>• <b>Making art</b> – Practices may include drawing, painting, printmaking, collage, textiles, photography, three-dimensional work, response to artefacts, and IT, where applicable. Practices also cover the use of appropriate tools.</li> <li>• <b>Knowing and understanding</b> about art, craft and design forms from the past and the present and from a variety of cultures including Malta and Gozo. Recognizing, identifying and appreciating these works, and making connections to the learner’s own work.</li> <li>• <b>Cross-curricular linking.</b> In primary education a lot of teaching is done through art activities such as book making, model making, illustration and display. In science, observational drawing is used. Art materials are investigated and used constructively in history, geography, mathematics, and technology. Art can be used to stimulate, explore and record. Art is an invaluable context for language development.</li> </ul>
<p><b>5.1.3 Awareness of the expressive arts subjects</b></p>	<p>Making links with Drama, Music, and Physical Education (movement dance) to highlight personal expression.</p>

## 5.2 Use of Materials, Techniques, Skills and Media.

Learning Outcomes	Notes
<p><b>5.2.1 Investigating visually and recording.</b></p>	<p>Learners observe and record from given sources, especially first hand stimuli, and with guidance attempt detail. They use a given number of ways of recording besides drawing, e.g. Painting, sketching, modelling, constructing.</p> <p>Drawing</p> <ul style="list-style-type: none"> <li>• Observational drawing, recording what they see showing awareness of natural and man-made environment.</li> <li>• Analysing of qualities in the environment (shape, line, pattern, form and texture through drawing.)</li> <li>• Awareness of light and dark.</li> <li>• Expressing and communicating personal interests and feelings through drawing.</li> <li>• Fantasy ideas through drawing.</li> <li>• Looking at drawings.</li> <li>• Working out ideas through drawing.</li> <li>• Drawing as a means of designing.</li> <li>• Exploring a variety of drawing materials.(pencils, felt tip, computer software)</li> </ul> <p>Practices</p> <ul style="list-style-type: none"> <li>• The upkeep and use of the sketchbook.</li> <li>• Keeping a portfolio.</li> <li>• Building personal collections of drawings, objects, pictures and photos of things they use and make.</li> <li>• Drawing and modelling at home for personal pleasure. (Later to be incorporated in classroom activities.)</li> <li>• Observing, drawing, sketching, painting and modelling from familiar objects at home and at school, using a variety of media. (Accompanied by discussion and reference to terms of line, colour, tone, pattern, texture,</li> </ul>

	<p>and shape.)</p> <ul style="list-style-type: none"> <li>• Modelling and constructing from observed objects. ( feathers, shells plants, clockwork mechanism, tools, bicycles)</li> <li>• Practicing observing and recording as a normal ongoing activity, even in other areas of the curriculum.</li> </ul>
<p><b>5.2.2 Using media.</b></p>	<p>Learners experiment with a given range of media, showing basic understanding of their uses and limitations.</p> <p>This can be done through:</p> <ul style="list-style-type: none"> <li>• Understanding the qualities and potential of constructional and malleable materials as a means of problem solving.</li> <li>• Enjoying the functional and expressive qualities of materials.</li> <li>• Extending techniques in relation to ideas.</li> <li>• Using tools appropriately and safely, recognising their potential as a means to embody ideas and solve needs.</li> <li>• Understanding adhesives and methods of construction.</li> <li>• Painting activities using a range of techniques e.g. Using paint in a thin/runny way (misty mornings and wet days), in a thick, vigorous way (stormy skies, stone walls.)</li> <li>• Exploring ways of applying paint (using rollers, a card edge, sponges etc.)</li> <li>• Using clay, slabbing and coiling.</li> <li>• Working at home and bringing to class.</li> <li>• Working individually and in a group (eg.large murals, constructions)</li> <li>• Modelling and constructing from observed objects.</li> </ul> <p>In year five and six the teacher can offer some guidance to the use of media and selection of materials.</p>
<p><b>5.2.3 Using the visual elements.</b></p>	<p>Learners use the visual elements with guidance to make images or objects in drawing, painting modelling and construction.</p> <p>This can be done through the use of:</p> <ul style="list-style-type: none"> <li>• Visual vocabulary as an aid to promoting communication and awareness.</li> </ul>

	<ul style="list-style-type: none"><li>• Simple light\dark tones to contrasting tones.</li><li>• Primary colours and a mixture of these to mixing and using secondary colours.</li><li>• Thin\ thick\curly\jagged line to continuous and broken.</li><li>• Basic to regular and irregular shapes and forms</li><li>• Fine and coarse textures, to gradations of the same</li><li>• Scale and proportion and spatial qualities in two- and three-dimensional work.</li><li>• Regular and irregular forms and shapes in three-dimensional work.</li><li>• Organised pattern (using shape) and abstract pattern.</li></ul> <p>This can also be done through:</p> <ul style="list-style-type: none"><li>• Modelling, building and decoration of surfaces.(Using clay, paper pulp, etc)</li><li>• Making hollow forms. (e.g. Clay work re using media.)</li></ul>
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## 5.3 Expression of Feelings, Ideas Thoughts and Solutions.

Learning Outcomes	Notes
<p><b>5.3.1 Creating and designing</b></p>	<p>Learners produce images, which show some understanding of the visual elements and their use e.g. in drawing, painting, modelling and constructing.</p> <p>Learners show an ability to plan ahead, select, organise, and control materials in order to solve a specified problem or task.</p> <p>This may be done through:</p> <ul style="list-style-type: none"> <li>• An awareness of the vital relationship between the natural and the man made world (conservation.)</li> <li>• Working in logical and intuitive ways.</li> <li>• Making use of the functional and expressive qualities of materials.</li> <li>• Sketching and keeping notebooks.</li> <li>• Beginning to sequence and predict.</li> <li>• Planning and working through problems.</li> <li>• Bringing work to a conclusion.</li> <li>• Participating in group projects, planning and working as a team while dealing with the challenges of cooperation.</li> </ul> <p>Reference may be made to the notes concerning Creating and Designing year 4.3.1</p>
<p><b>5.3.2 Communicating</b></p>	<p>Learners convey feelings, ideas and emotions, real or imagined, in two- and three-dimensions.</p> <p>Learners show a personal response to what is seen: recording, analysing, expressing and communicating (also verbally).</p> <ul style="list-style-type: none"> <li>• Painting and drawing personal pictures in response to what is known, seen and felt. Using colour to express</li> </ul>

	<p>emotion. (Refer to Drawing in outcome 3.2.1) Stimulating contexts will promote expressive responses.</p> <ul style="list-style-type: none"><li>• Painting and drawing to represent what they observe around them (their reality) such as space, colour, distance, texture, pattern, detail etc.</li><li>• Making three-dimensional images and forms to show their expression of personal ideas as part of a visual and tactile response to the environment.</li></ul>
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## 5.4 Evaluation and Appreciation

Learning Outcomes	Notes
<p><b>5.4.1 Observing and reflecting</b></p>	<p>With support learners, consider and discuss information from several sources (eg. Print, slide, video and catalogue), investigating the use of visual elements in these works</p> <p>This is done by:</p> <ul style="list-style-type: none"> <li>• Handling, studying and observing original art and design works</li> <li>• Looking at slides, photographs, prints, videos, their own work etc. in school and otherwise.</li> <li>• Visits, and excursions in the neighbourhood (same town or village, e.g. the church, monuments, gardens, historical sites. etc) and other places of interest on the island. (Valletta, Mdina, museums and exhibitions)</li> <li>• Visits to crafts village.</li> <li>• Trips to the sister island to places of artistic heritage.</li> <li>• Meeting artists, designers and crafts persons in school or in their studios/workshops.</li> </ul> <p>With support, pupils are encouraged to relate their findings to their own experiences and work.</p>
<p><b>5.4.2 Describing and responding.</b></p>	<p>Using appropriate vocabulary, learners make comparisons of art, craft and design works (including their own).</p> <p>Learners respond to art, craft and design works by:</p> <ul style="list-style-type: none"> <li>• Recognizing and describing similarities and differences</li> <li>• Looking at functional design.</li> <li>• Commenting on the use of techniques and tools</li> <li>• Recognizing ways in which the work reflects the time and place in which it was made.</li> <li>• Relating their findings to their own experiences and work.</li> </ul>

	<p>Vocabulary</p> <ul style="list-style-type: none"><li>• Extension of colour vocabulary.</li><li>• Understanding the meaning of matching, dark and light, hot and cold colours, hues, shades, and contrasts.</li><li>• Technical items used in processes.</li><li>• Naming the techniques and tools used in sculpture, modelling, weaving, hanging, pottery, relief, construction, manuscript, calligraphy, engraving etc.</li><li>• Building up listening and reading skills in order to understand challenges and problems.</li><li>• Ability to organize words to plan, annotate and describe some design processes.</li></ul>
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