

# Year 5: Now that's what I call the 1960s

## Essential Learning

By the end of this term, you will have learnt...

- to identify and discuss the influence of a range of significant individuals of the 1960s
- to describe some events from the 1960s, including their influence at the time and their legacy
- to arrange facts in chronological order to write an engaging biography about a significant person of the time
- about the Bristol Bus Boycott, it's historical context and impact in terms of social and cultural change in Bristol and across the UK
- about the Pop Artists and their influence, including Andy Warhol's art and style
- about colour and how it can influence the mood of a piece of art
- to experiment with a range of printing techniques
- to select materials and techniques to achieve a purpose
- to design and print your own artwork in the Pop Art style
- the properties of a range of materials and to consider their variety of uses.



### Biographies & celebrities

- Learn about the influence of **key individuals** including artists, musicians and designers.
- Use the language and chronological structure of a biography.
- Write a **biography** of a celebrity in the 1960s.



### Pop Art & printing

- Plan and create a piece of original artwork inspired by the 1960s:
- Study art and artists of the Pop art movement
- Explain the impact of different colours and tones on the mood of a piece of artwork
- Mix colour tones and tints
- Experiment with a range of methods of printing
- Plan and create an original printed work of art.



### Year 5 Residential

- Year 5 residential trip to **Magdalen Farm** in Chard.
- Write a recount of the trip.
- Learn about the Bristol Bus Boycott.

## Year 5: / National Curriculum Links

### **ART - Artists and the Pop Art Movement**

Learn about the great artists, architects and designers in history

Developing Ideas - Children to independently look at a piece of artwork, ask questions and tell stories about what they can see. They should begin to link these stories with the wider curriculum

- Comment on artworks with a fluent grasp of visual language

Children to independently talk about the colours of the art work, shapes and patterns that can be seen, and the mood that these create

- Give details (including own sketches) about the style of some notable artists, artisans and designers

Children to independently make notes about known artists in their sketchbooks, alongside sketches in the style of these artists e.g. Warhol

- Show how the work of those studied was influential in both society and to other artists

Children to independently describe the work of Andy Warhol and the artistic movement of Pop Art. Children to look at the influence of Andy Warhol's work in the modern world e.g. link to Campbell's soup cans

- Create original pieces that show a range of influences and styles.

Children to independently consider the art techniques that they have so far been taught and create their own artwork based on a preferred artist's style

### **Materials**

- Spot the potential in unexpected results as work progresses

Choices Materials - Children to independently understand that different materials have different qualities and can produce different effects in art

### **Colours**

Children to independently be able to build a colour palette including primary, secondary and tertiary colours.

- Combine colours, tones and tints to enhance the mood of a piece

Children to explain the impact of different colours and tones on the mood of a piece. Children to demonstrate an understanding of how to mix these tones and tints.

- Develop a personal style of art, drawing upon ideas from other artist

Children to independently copy the style of a preferred artist, blending and mixing colours to match those that they see

### **Printing**

- Build up layers of colours.

Children to independently print more detailed patterns using two or more colours. Children to add the second colour on top of the first to enhance the overall impact of the print.

- Create an accurate pattern, showing fine detail.

Children to independently develop the complexity of the detail within their printed pattern e.g. by adding additional elements to their printing plate.

- Use a range of visual elements to reflect the purpose of the work

Children to independently experiment with different types of printed patterns, considering how to make the visual suitable for the type of work being produced.

### **Evaluation**

Children to independently identify what makes an effective piece of art and identify this within their own work.

## PHSE

- I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.
- I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart
- I understand how the media, social media and celebrity culture promotes certain body types
- I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am
- I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures
- I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations

### Key vocabulary:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• propaganda</li> <li>• social change</li> <li>• continuity</li> <li>• change</li> <li>• diversity</li> <li>• chronology</li> <li>• dates</li> <li>• era</li> </ul> | <ul style="list-style-type: none"> <li>• decade</li> <li>• legacy</li> <li>• discrimination</li> <li>• racism</li> <li>• prejudice</li> <li>• ethnic background</li> <li>• tones</li> <li>• colours</li> <li>• tertiary colours</li> <li>• primary colours</li> <li>• complementary colours</li> </ul> |
|--|--|

## Writing genres

Newspaper articles  
\*A selection of local newspaper articles from the time.

### Biography

- A 1960s childhood
- The Beatles for Kids
- Born in the 1960s

## Key texts

