



Building on prior learning	Theme overview	Preparing for future learning	Vocabulary
<p>In key stage 1 children will have had the opportunity to:</p> <ul style="list-style-type: none"> draw using a variety of media (pencil, crayon, chalk, felt pen) Discuss how to make pictures look like they are moving Sketch to make quick records Make as many tones of one colour as possible (using white) Darken colours without using black using colour on a large scale <p>Before the start of the unit they will be able to...</p> <ul style="list-style-type: none"> Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes and thickening paint to create textual effects mix paint with an understanding of primary, secondary and monochromatic colours (varying tone of one colour). Use some techniques in their sketching to give the impression of movement in their work. Produce work “in the style” of an artist. Use a brush with control to produce marks appropriate to the work. Alternate brush size depending on background and foreground. 	<p>Children will make observations from images of paintings and photographs about perspective and how somethings appear closer or further into the distance.</p> <p>Children will be taught how to use perspective in their drawings using size and distance.</p> <p>Children will be provided opportunities sketch from observation and try to add perspective to their own images.</p> <p>Children will learn about the work of Impressionist painters such as Claude Monet.</p> <p>Children will be provided opportunities to analyse and evaluate creative works both their own and those of well-known artists.</p> <p>Children will learn how to securely mix colours to form a range of tertiary colours.</p> <p>Children will be provided opportunities to show movement through their use of colour and brush work.</p>	<p>Children will use their understanding of sketching techniques to all future art work and observational sketching in science.</p> <p>Children will apply their understanding of perspective to all future artwork and other subjects such as Maths, DT and Geography.</p> <p>Children will be able to transfer their understanding of colour mixing to future art work.</p> <p>Children will be given the opportunity to develop their painting skills and understanding the layering technique will help improve future artwork.</p>	<p>Primary Colours: used to create all other colours.</p> <p>Secondary Colours: made by mixing two primary colours.</p> <p>Tertiary Colours: made by mixing a primary and a secondary colour.</p> <p>Complimentary Colours: pairs of colours that contrast and make each other look brighter.</p> <p>Warm Colours: perceived as energetic or exciting.</p> <p>Cool Colours: perceived as soothing and calm</p> <p>Tone: how light or dark something is.</p> <p>Scale: graduated measure or distance.</p> <p>Proportion: a part considered in relation to the whole.</p> <p>Perspective: representing 3D objects on a 2D surface giving the right impression of height, width, depth, and position in relation to other objects.</p> <p>Movement: creating a sense of motion.</p> <p>Contour: following the shape of the object outline</p> <p>Blending: smoothly mixing the lines into each other.</p> <p>Composition: the arrangement or layout of objects or artwork.</p>

NC coverage and HWJS skills development

National curriculum coverage for Art

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

HWJS skills development

- Continues to use the correct vocabulary for the key elements (**line, tone, shape, texture, patter, colour, form**) Drawings show an understanding of the effect of light on objects and people
- confidently experiments with different ways of using a tool or material that is new to them
- Confidently control the types of marks made and experiment with different effects and textures including **blocking in colour washes and thickening paint to create textural effects**
- Create a **colour wheel** to show **complementary colours**. Look at the work of artists who may use complimentary colours
- Can develop quick studies from observation recording action and **movement** with fluency, returning to each study to improve accuracy and detail
- Use of **scale, proportion and perspective** more accurately
- Mix and match colours to create **atmosphere and light effects** e.g. using monochromatic colours
- Mix **colours, shades and tones** with confidence
- Show **movement** through paint e.g. rivers to show movement
- Can express their ideas and observations responding to advice from others
- Can annotate a work of art to record ideas and emotions using this to inform design ideas


Knowledge organisers

Year 5 Art - Summer 1: Perspective and Movement - Rivers

PRIOR KNOWLEDGE	KEY SKILLS	KEY VOCABULARY
<ul style="list-style-type: none">• Primary colours are Red, Blue and Yellow. They can't be made but are used to make all other colours - secondary and tertiary.• Sketching - Line, tone, pattern, texture. shape and form combine to create 3D images• Colour can be used to show light and dark• Different brush sizes are used for background and foreground.	<ul style="list-style-type: none">• Draw from observation• Develop use of different drawing techniques (hatching, cross hatching, blending, shading)• Use scale, proportion and perspective more accurately• Create a colour wheel and understand complimentary colours• Mix colours to create atmosphere and light• Show movement through the paint layering and texture	<p>Primary Colours: used to create all other colours. Secondary Colours: made by mixing two primary colours. Tertiary Colours: made by mixing a primary and a secondary colour. Complimentary Colours: pairs of colours that contrast and make each other look brighter. Scale: graduated measure or distance. Proportion: a part considered in relation to the whole. Perspective: representing 3D objects on a 2D surface giving the right impression of height, width, depth, and position in relation to other objects. Movement: creating a sense of motion.</p>

ARTIST INFORMATION - Claude Monet

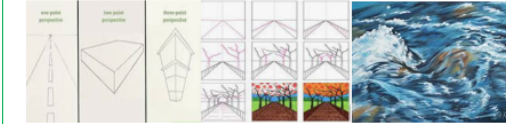
- > Born in France in 1840
- > Impressionist artist known for his landscape paintings
- > Used perspective to show the landscape
- > Used light and colour to give a sense of movement



Impressionism developed in France in the 19th century and is based on the practice of painting out of doors and spontaneously 'on the spot' rather than in a studio from sketches. Main impressionist subjects were landscapes and scenes of everyday life.

GOOD TO KNOW...

- ◆ Colour is often used by artists to create emotion or symbolise a feeling.
- ◆ Perspective can be created by observing the view and the objects and then working systematically.
- ◆ Varying shapes and layering colours when painting can help to create a sense of movement.



Additional resources that could be used to support teaching of perspective:

<https://www.bbc.co.uk/bitesize/clips/zvq6sbk> - bite size clip about perspective

<https://www.youtube.com/watch?v=XRrKohWdpeQ> - You Tube clip about drawing in perspective using grid lines and a vanishing point



Flatford Mill by John Constable – clear use of perspective and scale, as well as sense of movement through the clouds, water and the trees.

Additional resources that could be used to support teaching of Claude Monet:



<https://www.claudemonetgallery.org/biography.html> -

Very detailed biography but interesting if you want more details.

<u>Connections / deepening understanding</u>	<u>RADE</u>	<u>Assessment</u> Details of the objectives that they will have covered within this unit of work	
<p>English – linked to the narrative topics of ‘Song of the River’ and ‘The Silver Swan’</p> <p>Geography – topic this half term is rivers</p> <p>Wellbeing – focus on trying out, creativity and resilience</p>	<p>Promoting cultural development:</p> <p>UNCRC</p> <p>Article 13 – Right to opinions and sharing of thoughts</p> <p>Article 31 – Right to be involved in creativity activities</p>	<p>By the end of the unit the children will be able to ...</p> <ul style="list-style-type: none"> • Be able to understand perspective and start to use it in their own work. • Confidently mix colours to achieve the cool or warm tone they desire. • have explored the work of Claude Monet and his importance to the Impressionist movement • have more experience of mastering their painting techniques • be able to show movement through their application of paint and use of colour 	
<p><u>Key skill(s)/ knowledge to be assessed by the end of the unit</u></p>	<p><u>Lower attaining</u></p>	<p><u>Middle attaining</u></p>	<p><u>Higher attaining</u></p>
<p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Use of scale, proportion and perspective more accurately 	<p>Children can:</p> <p>Understand that objects in the distance appear smaller and start to incorporate this into their work with support. Objects in their work may be out of proportion with each other.</p>	<p>Children can:</p> <p>Understand that the size of an object can vary depending on whether it is in the foreground or in the distance. Objects in their work are shown in some perspective and</p>	<p>Children can:</p> <p>Understand that the scale of an object can vary depending on whether it is in the foreground or in the distance. Objects in their work are shown in perspective and are in proportion with each other.</p>
<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> • Mix colours, shades and tones with confidence 	<p>Children understand:</p> <p>List the primary colours and know that they can be mixed to make the secondary colours. Understand that colours can be made lighter or darker by adding either white or black paint.</p>	<p>Children understand:</p> <p>List the primary colours and secondary colours and know that tertiary colours can be made by mixing secondary colours. Understand that colours can be made lighter or darker by adding either white or black paint.</p>	<p>Children understand:</p> <p>List the primary colours and secondary colours and know that tertiary colours can be made by mixing secondary colours. Understand that white can be added to change the tone of a colour and that black can be added to change the shade of a colour.</p>

NB: The assessments are completed for two reasons – to enable the class teacher and in turn the subject leader to evaluate the pitch of the learning within the unit in order to consider any necessary updates and for the class teacher to report to parents on the attainment of pupils in the end of year reports