

Learning journey	Art	Tudor Artists	Year 5 (Summer 2)	
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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 the use of light and dark 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 light and dark within painting and show an understanding of complementary colours (opposites on a colour wheel – yellow and purple, green and red, blue and orange) 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 Tudor artwork, including how artists have achieved use of tone, shape and light.</p> <p>Children will be taught how to control line, colour, shape and space in their work.</p> <p>Children will be provided opportunities sketch from observations and blend colours to produce artwork in the style of Holbein.</p> <p>Children will learn to scale up and transfer images using a grid method.</p> <p>Children will learn how to select the appropriate tools for the task, particularly selecting the correct brush size.</p> <p>Children will be provided opportunities to become more proficient in drawing and painting, including layering of colours.</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 about the work of Hans Holbein and the historical and cultural importance of his work during the Tudor era.</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 form to all future artwork, particularly still life drawing, paint and sculpture.</p> <p>Children will be able to transfer their understanding of shading and tone to all future sketching, drawing and painting works.</p> <p>Children will be able to reuse their knowledge of scaling in future art work as well as in maths.</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>Scale: graduated measure or distance.</p> <p>Proportion: a part considered in relation to the whole.</p> <p>Tone: how light or dark something is.</p> <p>Hatching: straight parallel lines to add shade.</p> <p>Cross hatching: layers of hatchings in different directions.</p> <p>Contour: following the shape of the object outline</p> <p>Blending: smoothly mixing the lines into each other.</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>Warm Colours: perceived as energetic or exciting.</p> <p>Cool Colours: perceived as soothing and calm.</p> <p>Composition: the arrangement or layout of objects or artwork.</p> <p>Texture: the feel, appearance or tactile quality</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
- Can develop quick studies from observation recording action and **movement** with fluency, returning to each study to improve accuracy and detail
- Develop use of different drawing techniques (**hatching, cross hatching, stippling, blending, shading, erasing, side strokes, circulism**) and make sensible choices about what to try next
- Use of **scale, proportion and perspective** more accurate


Knowledge organisers

Year 5 Art - Spring 2: Scaling and Colour Mixing - Tudor Portraits


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. Tone: how light or dark something is. Made adding grey. Tint: making the colour lighter by adding white. Shade: Making the colour darker by adding black. Scale: graduated measure or distance. Proportion: a part considered in relation to the whole. Contour: following the shape of the object outline Composition: the arrangement or layout of artwork. Layering: Building up the different parts of the image. Blending: smoothly mixing the lines into each other.</p>

ARTIST INFORMATION - Hans Holbein

- > Born in Germany around 1497 into a family of artists
- > Became famous for the realism of his portraits
- > Held official role as 'King's Painter' for Henry VIII
- > Added religious, scientific and geometric symbols to paintings
- > Died in London in 1543




The Renaissance art movement lasted from 1400 to around 1525. Artists continued to depict religious scenes, but began to paint portraits, historical and mythological subjects and scenes depicting everyday life. Artists used light, shadow, perspective and accurate proportions to make their subjects look realistic. They also gave their subjects more emotional qualities.




GOOD TO KNOW...


- ❖ Artists use layering to build the building, starting with the background, moving into the foreground and finishing with the detail. This creates cleaner lines and adds depth.
- ❖ Grid method can be used to scale an image up or down - either to enlarge or reduce it.
- ❖ One colour can have an almost infinite number of different tones, tints and shades.



Tint



Shade



Tone

A **tint** is where an artist adds a colour to white to create a lighter version of the colour. An example of a tint is pink. Pink is a tint created by adding white to red.

A **shade** is where an artist adds black to a colour to darken it down.

A **tone** is where an artist adds grey to a colour.

Additional resources that could be used to support teaching of tone, shade and tint (colour knowledge):
<https://www.bbc.co.uk/bitesize/guides/z3bqycw/revision/9>

Additional resources that could be used to support teaching of scaling and grid method:
<https://www.art-is-fun.com/grid-method>
<https://www.youtube.com/watch?v=HyaX2acsNmU>

<ul style="list-style-type: none"> • 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 • Drawings of people more accurately 			
<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>History – unit on Medieval Monarch English – Biography unit on Tudor Monarchs Maths – Scaling up of designs Wellbeing – focus on trying out, creativity and resilience</p>	<p>Promoting cultural development: Develop understanding of monarchy British history</p> <p>UNCRC Article 13 – Right to opinions and sharing of thoughts Article 31 – Right to be involved in creativity activities</p>	<p>By the end of the unit the children will ...</p> <ul style="list-style-type: none"> • be able to take a risk and commit to attempting new techniques • be able to work with a new sketching medium to create their own Globe Theatre picture • have developed their experience and control of line and tone • have explored the work of Hans Holbein and his importance to the court of King Henry VIII • be able to use scaling and a grid technique to transfer and enlarge an image • have more experience of mastering their painting techniques • be able to control shape and tone and apply the techniques of well-known artists on larger paper • be able to use layering to build the composition from background to finer detail 	
<u>Key skill(s)/ knowledge to be assessed by the end of the unit</u>	<u>Lower attaining</u>	<u>Middle attaining</u>	<u>Higher attaining</u>
<p><u>Key Skills</u></p> <ul style="list-style-type: none"> • be able to use scaling and a grid technique to transfer and enlarge an image 	<p>Children can: With help, use a scaffolded grid techniques to transfer an image. The final image may not be proportioned correctly</p>	<p>Children can: Independently use scaling and grid techniques to transfer an image. The final image will be relatively in proportion.</p>	<p>Children can: Independently use scaling and grid techniques to transfer an image with accuracy and attention to detail The final image will be in proportion.</p>

	Complete the painting in order to prevent blurring of the detail. (background, foreground then detail)	Complete the painting in order with clear differentiation between the background and foreground. Detail may not be clear.	Complete the painting in order with clear differentiation between the background, foreground and detail.. Detail will be clear and enhance the portrait.
<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> Know the work of Hans Holbein and his importance to the court of King Henry VIII 	<p>Children understand:</p> <p>Understand the importance of the court artist as the 'camera' of the time.</p>	<p>Children understand:</p> <p>Understand the importance of the court artist and Holbein's role in the court of Henry VIII</p>	<p>Children understand:</p> <p>Understand the importance of the court artist and Holbein's role in the court of Henry VIII, inferring the rewards and consequences of the role (Ann of Cleaves portrait)</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