

Unit Overview for Art and Design - Subject: Painting

Year Five: Summer Term

Key Vocabulary: Traditional, representational, imaginary, modern, abstract, impressionist, stippled, splattered, dabbed, scraped, dotted, stroked, textured, flat, layered, opaque, translucent, intense colour, primary, secondary, tertiary, mood, foreground, background.

Media/tools: Painting palettes, brushes, thick cartridge paper.

Key Artists:

Picasso (Cubism)

PRIOR LEARNING

Most children can use foreground, mid-ground, and background in their descriptions of paintings

Know objects look smaller in the background and the whole object may not be seen.

Know that objects that are further away usually appears smaller, higher up in the field of vision and their colouration is less vivid (vice versa for objects in the foreground – larger, lower, and brighter saturations of colour).

Know brushes must be used appropriately and looked after to obtain the best results – pure colours can only be created using clean brushes and materials.

Comment on features of the featured artists work and techniques.



Curriculum Skills

Learning Intention

Knowledge

KEY LEARNING:

SKILLS AND KNOWLEDGE

Explore different tools and surfaces and experiment with paint application, colour and scale – colour wash, thick and thin rounded and flat brushes in a variety of strokes.

Develop further skills in colour mixing – reproducing, with accuracy, from the natural and made world.

Demonstrate a secure knowledge about primary and secondary, warm, and cold, complementary, and contrasting colours.

Develop paintings in stages, over time. Work on preliminary studies to test media and materials

Use paint skills to create an image from the imagination – e.g., Cubism – reassembling a fragmented self-portrait.

Artists – evaluating, analysing, and contextual knowledge

What was Pablo Picasso famous for?

Research the life of Pablo Picasso.

Look at the work of Picasso and the different styles of painting he did during his life. Blue period, rose period, black period, and cubism. Chn annotate pictures from the periods explaining how the colours make them feel.

Analyse shapes used in cubism 'The Musicians' painting.

What is a cubist portrait?

Analyse how Picasso creates a portrait with features being from different viewpoints.

INTENDED END POINTS:

UNDERSTANDING

There is a need to experiment.

Sketchbooks can be used as a starting point.

To develop skills in colour mixing it is necessary to consolidate prior knowledge.

Working on a large scale does not necessarily mean working with a large piece of paper – use of viewfinders.

Sticky Knowledge:

Know and revisit primary, secondary and tertiary colours.

Know how to make brown (blend all three primary colours to produce a basic brown).

Know that colour can express mood and mix colour according to the mood that is required.

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| | | <i>Know that colour can divide foreground from background. (Hard sharp crisp edges generally bring a shape forward, nearer, into the foreground. Soft, blurred edges make a shape recede back into the distance, into the background).</i> |
| | <p>Accumulation of Technical skills How can you use collage to create a cubist inspired portrait? Children cut facial features from images to make a collage portrait with features from different viewpoints.</p> <p>Can you create a cubist portrait sketch? They add in outline of face shape with a black line. Deciding on placement of features considering Picasso portraits. Children show experimentation of proportion and form sketching a cubist portrait using bold lines for face parts.</p> | |
| | <p>Innovation and Application How can you use inspiration from Picasso to create a portrait? Children will create a portrait in the style of Picasso and use a wash, bold black lines. They will create tones of the same colour to add the details.</p> | |
| | <p>Creative Reflection What would you do to develop your portrait? Children reflect upon what has been successful and what could be improved.</p> | |
| Thinking Deeper: <i>How does an artist use colour to portray mood, emotion and symbolism?</i> | | |
| Links to other subjects: | | |
| <ul style="list-style-type: none"> Subject Specific links: <i>Literacy – annotations and reflections, History – placing an artist in a place in time.</i> | | |

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| <ul style="list-style-type: none">• Personal Development: Children are given regular opportunities to make their own decisions and choices in their projects. |
| <ul style="list-style-type: none">• S.M.S.C.-: Children are able to express themselves through art and design. |
| <ul style="list-style-type: none">• Cultural Capital: Children have an understanding and appreciation of the wide range of cultural influences that have shaped art. |
| <ul style="list-style-type: none">• British Values: Children follow the classroom rules, including rules for using and tidying equipment safely and correctly. |
| <ul style="list-style-type: none">• Careers: Photography and digital imagery professions. |
| <ul style="list-style-type: none">• Equality: Children appreciate the different cultural background of artists. |