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| **Year 5: Painting** | |
| **Links made with other subjects** | History: Ancient Greeks  History: learning about artists |
| **The BIG Question** | Can you use watercolour and acrylic paint effectively? |
| **The BIG Outcome** | To use water colour and acrylic paint effectively independently. |
| **Art objectives**  (link to NC) | * 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] * to learn about great artists, architects and designers in history |
| **Prior knowledge**  What prior knowledge is needed for children to be successful in this unit? | *Children already know:*  ELG-  **Exploring Media and Materials** – To uses simple tools and techniques competently and appropriately. To selects appropriate resources and adapts work where necessary.  **Being Imaginative**- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art  Year 1   * To name the primary & secondary colours * To mix paints from primary colours * To name the colours you use, including shades * To add white to colours to make tints * To add black to colours to make tones * To use thick & thin brushes   Year 2   * To create moods in your paintings * To show control in the use of colour * To mix and match colours and to predict an outcome * To mix & match colours to match those in a given piece of artwork * To mix their own brown * To describe the work of notable artists   Year 3   * To predict with accuracy the colours that you mix * To use a range of brushes to create different effects * To use thick and thin brushes * Produce shapes, textures, patterns and lines   Year 4   * To know where each of the primary & secondary colours sits on the colour wheel * To understand warm and cool colours * To understand and identify complimentary and contrasting colours * To control brushes and materials with confidence * To discover information about the life of an artist * To create background washes using watercolours. * To be able to create mood by using colour. * To add detail to background washes. |
| **Future learning**  Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts | This unit gives prior knowledge to:  Painting units: Year 6 |
| **Vocabulary/ Glossary** | Watercolour, acrylic, colour layering, movement, tones, tints, texture, Banksy |
| **Knowledge** | * To know how to use watercolour and acrylic paints effectively * To know how to control brushes and materials with confidence * To know how to adopt a systematic approach when mixing and applying colours * To know how to create mood in their paintings * To know how to compare the work of different artists * To know how to experiment with different styles linked to known artists - Banksy * To be able to compare the work of Banksy with other artists they have previously learnt about – Mondrian, Monet, Hockney, Warhol, Van Gogh * To know how to build up layers of colour * To know how to use technique to show movement * To know how to combine colours tones and tints to enhance mood * To know how to use brush techniques to create texture |
| **SEND expectations** | * To know how to use brush techniques to create texture |