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| **Year 6: Painting** |
| **Links made with other subjects** | History- The VikingsHistory- looking at artists |
| **The BIG Question** | Can you experiment with different styles and techniques which artists have used? |
| **The BIG Outcome** | To be able to experiment with styles and techniques linked to other artists, with independence.  |
| **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
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| **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 artYear 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.

Year 5* To use watercolour and acrylic paints effectively
* To control brushes and materials with confidence
* To adopt a systematic approach when mixing and applying colours
* To create mood in their paintings
* To compare the work of different artists
* To experiment with different styles linked to known artists
* To build up layers of colour
* To use technique to show movement
* To combine colours tones and tints to enhance mood
* To use brush techniques to create texture
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| **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: Key Stage 3 curriculum |
| **Vocabulary/ Glossary** | Colour palette, mood, atmosphere, perspective, shadow, reflection, influence, architecture, design, personal style, Frida Kahlo |
| **Knowledge** | * To know how to use a wide range of techniques in your work including texture through paint mix or brush techniques.
* To know how to explain what your own style is.
* To know how to mix appropriate colours to create a suitable colour palette that conveys mood and atmosphere.
* To know how to use technique to show perspective, shadow and reflection.
* To know how to create original pieces experimenting with different styles
* To know how to make a record about the styles and qualities in your work.
* To know how to say what your work is influenced by.
* To know how to include technical aspects in your work, e.g. architectural design
* To know how to develop a personal style of painting
* To know how your class artist (Frida Kahlo) influenced society and other artists
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| **SEND expectations** | * To know how to create original pieces experimenting with different styles.
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