



Lancaster Christ Church C of E Primary School

Have Faith... In yourself... In others... In God.

Year 5: Art & Design Curriculum

Spring 2: How do you paint something which is hidden? Colour & value / Painting

<p>Overview of unit: This unit teaches painting and colour-mixing skills. Pupils create an imaginative, layered jungle landscape in the style of Henri Rousseau, hiding a camouflaged animal within the dense, overlapping foliage.</p>		<p>Key vocabulary: Henri Rousseau, naïve art, stylized, hue, tint, shade, colour matching, value, camouflage, overlapping, background, midground, foreground.</p>
<p>Prior learning relevant to the unit:</p> <ul style="list-style-type: none"> • <u>Year 3</u>: Autumn 1: 'What can drawings teach us about life in the past?' • <u>Year 3</u>: Spring 1: 'How is water represented in art?' • <u>Year 4</u>: Summer 1: 'How can art be used to persuade?' • <u>Year 5</u>: Autumn 1: 'Guess how I feel?' 		<p>Links to future learning:</p> <ul style="list-style-type: none"> • <u>Year 6</u>: Spring term: 'What is Canal Art?'
<p>Structure of unit:</p> <ul style="list-style-type: none"> • <u>Knowledge and Understanding</u> Approx. 2 hours • <u>Generating ideas</u> Approx. 3 hours • <u>Making</u> Approx. 2.5 hours • <u>Evaluating</u> Approx. 0.5 hours <p><u>Total time for unit:</u> Approx. 11 hours</p>	<p>How this unit fits within the National Curriculum for Art & Design: <i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> • 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 • about great artists, architects and designers in history. <p>Links with other learning across the curriculum:</p> <ul style="list-style-type: none"> • <u>English</u>: Core text: 'Journey to the River Sea' (Eva Ibbotson) • <u>Geography</u>: 'How does the Amazon Rainforest compare with Beacon Fell?' 	<p>End of Year Expectations: <u>Produce creative work, exploring their ideas and recording their experiences:</u></p> <ul style="list-style-type: none"> • Investigate a range of starting points for their work, and choose which idea to develop further. • Record their thoughts and experiences in a sketch book / 'ideas journal', and annotate these in order to aid the development of their ideas. • Explain how they are developing their ideas as they work, and use language appropriate to the chosen art form. • Use creative thinking to adapt an initial idea. <p><u>Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms:</u></p> <ul style="list-style-type: none"> • Critically analyse the styles of artists, craft makers or designers and use this to inform their own work. • Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation. <p><u>Become proficient in drawing, painting, sculpture and other art, craft and design techniques:</u></p> <ul style="list-style-type: none"> • Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques, imaginatively to create their own style. • Are confident when working with a wide range of tools and materials to create different effects. <p><u>Evaluate and analyse creative works using the language of art, craft and design:</u></p> <ul style="list-style-type: none"> • Use appropriate language when comparing ideas, methods and approaches in their own and others' work. • Describe what they think and feel about their own and others' work and how this might influence their designs. • Use sketch book / 'ideas journal' to evaluate and adapt their work as their ideas develop; make annotations in their books to show their ongoing evaluations and how they might develop their work further. • Reflect on the ways in which their imaginative work has developed from a range of starting points.

