

Ashtree Primary School and Nursery Medium Term Plan for Art

Year 5– Painting- Spring

Key Vocabulary

Tone, back ground, fore ground, detail, fade, sky line, complimentary colours, colour block, colour wash large scale

Prior Knowledge

National Curriculum: KS1 pupils should be taught:

1. To use a range of materials creatively to design and make products
2. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
4. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Knowledge

In addition to the above, the National Curriculum: KS2 pupils should be taught to

- a. Produce, evaluate and analyse creative works using the language of art, craft and design
- b. know about great artists, craft makers and designers, and understand the historical and cultural development and impact of their art forms as well as make links to their own work.
- c. Develop a sketchbook of observation and ideas

Key Skills

Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.

Continue to mix colours, shades and tones to create atmosphere, mood and light effects building on previous knowledge – by using tertiary colours in their work

Sketch and draw as a starting point for painting

Learn to work on different scales by enlarging tiny sections of paintings

Use the past and art from other cultures as sources of artistic inspiration

Suggested Activities /Steps

To compare how artists achieve detail by focusing on a study of Monet vs William Morris (large scale vs close detail) – Create a sketch for painting

To paint in the style of Monet or Morris using your sketch from step 1 (Make and use textured paint (add shaving foam or glue) or thick powder paint for Monet)

Create a detailed enlargement of a tiny portion of William Morris print (using the skills of shading in sketching adapted into painting – stippling, dabbing, scumbling etc)

<https://pin.it/6tcS52t>

Create the colours necessary to complete a William Morris painting using knowledge of tones (should not take a whole lesson)

To paint an enlarged version of a section of William Morris print by working on a large scale <https://pin.it/5YaQ4x>

Create and paint a small section of a William Morris leaf/flower adding detail with pen or ink

Curriculum links

Science – nature/habitats

English – use of vocab/adjectives to describe

Maths – scale, shape

Misconceptions

Blending vs mixing colours

Curriculum Enhancements and Artists

<https://www.twinkl.co.uk/resource/t2-a-162-ks2-claude-monet-information-powerpoint>

<https://www.twinkl.co.uk/resource/t2-a-105-new-william-morris-powerpoint>

<https://pin.it/3OSJDGn> (more William Morris ideas)

<https://pin.it/21sq9cR> (more William Morris)

This will lead to in Y6 . . .

Use of texture and detail to achieve depth in paniting