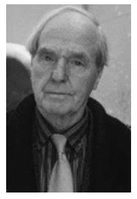
Badger Hill PRIMARY SCHOOL

ART Long Term Plan Year Five 2023-24

	Autumn Term	Spring Term-A Wonderful World	Summer Term-Back to the Future
Topic	**Focus Medium Drawing** **Focus element/s: line, shape, tone, value** **Artist: Leonardo Da Vinci** 	**Focus Medium Painting** **Focus element/s: colour, textures** **Artist: Henri Matisse** **pace, tone, form** 	**Focus Medium Sculpture** **Focus element/s: texture, form** **Artist: Henry Moore**
Sticky Knowledge	To understand what perspective is and use confidently To know what a vanishing point is	To understand the words hue, tint, shade and tone Use range of brush strokes effectively To use texture within a picture (stippling and stroking)	To know what a coli sculpture is Understand what is meant by a natural sculpture
Vocabulary	Horizon line, vanishing point, perspective, Renaissance,	Hue, colour, stippling, stroking, observational painting, muted, fauvism	Additive sculpture, subtractive sculpture, abstract art, semi abstract, coil, slip, score, blend
Artist Knowledge	Leonardo da Vinci Born 1452 Italy Da Vinci is sometimes called a 'Renaissance Man'. This is because he was a master of many different areas. He was an expert painter, sculptor, architect, engineer, scientist, inventor and writer! 	Matisse Born in France 1896 One art critic called Matisse and others who painted like him 'fauves'. This is French for 'wild beasts'. The insult started the beginning of Fauvism, a style of painting Matisse is remembered for. Fauvism is characterised by strong colours and fierce brushwork. 	Born: 30 July 1898 Died: 31 August 1986 Henry Spencer Moore OM CH FBA was an English artist. He is best known for his semi-abstract monumental bronze sculptures which are located around the world as public works of art. 
Suggested Tasks	**Focussed Sessions** **Session 1 Artist Study** Recall previous artist knowledge (see EYFS, Y1, Y2, Y3, Y4,) Introduce Da Vinci and his artwork including The Mona Lisa Learn artist facts **Perspective** Da Vinci used perspective in his work. To know that perspective allows artists to portray form in their artwork. Types of perspective to learn • 1-point perspective	**Focused Sessions** **Session 1 Artist Study** Introduce Henri and his artwork including The Open Window Learn the facts about him Colour skills Recall prior knowledge (see Y4) Learn that in painting hue is a pure pigment one without tint or shade Learn that when complementary colours are mixed, they will become muted Practise mixing complimentary colours in Sketchbooks.	**Focused Sessions** **Session 1 Artist Study** Introduce Henry Moore and his work. Recall prior learning and artists. Henry Moore was a British artist known for his sculptures, most of which were made from bronze. He became interested in a method of sculpting called direct carving, where the artist worked straight on material without using moulds. Marks left from carving tools can be seen on the material. https://www.youtube.com/watch?v=uH4bOXbPs7Q **Session 1 and 2** Clay skills

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	Know that a horizon line runs horizontally. Vanishing points are where lines meet. There can be more than one vanishing point. Learn how to use 1 point perspective. Practise in sketchbooks. **Sessions 2 and 3** Use 1-point perspective in a piece of artwork.	Practise using knowledge of shade and tint, and use this to mix variations of dark, mid and light of a certain colour to replicate those used in one of Matisse's pieces in sketchbooks **Session 2 Paintbrush Skills and knowledge** Recall prior knowledge (see Y4) Provide palette knives, round or pointed tip brushes, flat square end brushes, Filbert flat and oval brushes, fan flat brushes and detail round brushes. Practise using them to create different types of brush strokes and effects E.g. a palette knife is used to create thick tactile texture. Learn that texture can be applied to a surface prior to painting it via the use of sand, grout etc to enhance the mood of artwork. Round or pointed tip brushes are good for sketching, outlining, detailed work and filling in small areas. - Flat square end brushes are good for bold strokes, washes and filling wide spaces. The can also be used for fine lines, straight edges and stripes. Filbert flat and oval -shaped end brushes work well for blending and creating soft - rounded edges like flower petals. - Fan flat brushes have hairs that spread. They are good for smoothing, blending and feathering. They are effective for textural effects, such as for clouds and leaves on trees. - Detail round brushes have short hairs. They are a good choice for working on details and making short strokes. Inspired by one of Matisse's pieces create a small piece of work in sketchbooks selecting my brush **Session 3 Paint knowledge** Recall prior knowledge (see Y4) Choose paint for my next project from a variety Texture Practise using texture in colour and use stippling, stroking and sponges to change texture. Practise these skills in sketch books Create a mini piece of work showing texture inspired by one of Matisse's works	Watch this video on basic clay skills, including making a coil pot. Watch the other video too for more information. https://www.youtube.com/watch?v=kdtM_G9orhA Making a coil pot (modelling, additive form of sculpture) Watch the coil pot section of the video and then children make their own coil pots using the techniques shown https://www.youtube.com/watch?v=ZtQsMZ9oFTk Leave to dry between lessons and then paint and varnish/seal **Session 3 (carving, subtractive sculpture)** Clay model based on sculptures by Henry Moore and natural forms Watch the video and then children make their own Henry Moore inspired clay model using the techniques shown https://www.youtube.com/watch?v=lsGtVNZ0gUM Allow to air dry and then and varnish with PVA glue to seal

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			Session 4 Shadows and highlights Inspired by one of Matisse's pieces begin to show areas of shadow and highlight. Practise these skills in sketchbooks. Create a mini piece of work showing shadow and highlight inspired by one of Matisse's works.		
Skills and Knowledge linked to outcomes	**Drawing Skills** Know that sketched lines are used to map concepts on a surface. A loose grip can also suggest movement in an artwork. Know that objects can be affected by many light sources. To know that perspective allows artists to portray form in their artwork. Types of perspective to learn • 1-point perspective Know that a horizon line runs horizontally. Vanishing points are where lines meet. There can be more than one vanishing point. .	**Drawing Knowledge** Use a range of drawing apparatus can be chosen and applied based on their properties, purpose or outcome. E.g. charcoal for its darker tones and tactile texture. Clearly mark areas of light and shadow in an observational drawing. Light and shadow is captured in the correct areas with knowledge of light source. Shapes and lines are refined accurately when appropriate to the artwork. (Some marks may not need refining as they are more abstract). Shows a range of techniques to create texture e.g. stippling or the use of an eraser (purposefully chosen). Consider perspective when creating a drawing (1-point perspective). Scaling is beginning to show accuracy using appropriate measuring methods.	**Colour Skills** Understand hue, tint, tone, shade and mood when linked to art Explore the use of texture in colour and can use stippling, stroking and sponges to change texture Use colour for purposes Learn how to mark areas of light and shadow in an observational painting. Choose paint type by their properties based on the purpose of the artwork. E.g. linked to a certain style or movement. - Acrylic paint for texture work like Matisse Know that when complementary colours are mixed, they will become muted. Disregard the use certain paints for my artwork based on their style properties. E.g. watercolour would not be applicable for Renaissance artwork as contrast would be unable to replicate that of the era (difference between dark and light).	**Paint Skills** **A** range of painting apparatus can be chosen and applied based on their properties, purpose or outcome. E.g. a palette knife is used to create thick tactile texture. Round or pointed tip brushes are good for sketching, outlining, detailed work and filling in small areas. - Flat square end brushes are good for bold strokes, washes and filling wide spaces. The can also be used for fine lines, straight edges and stripes. Filbert flat and oval -shaped end brushes work well for blending and creating soft - rounded edges like flower petals. - Fan flat brushes have hairs that spread. They are good for smoothing, blending and feathering. They are effective for textural effects, such as for clouds and leaves on trees.	**Sculpting Skills and Knowledge** Revise the four main types of sculpting, carving, modelling, casting, constructing https://kids.britannica.com/kids/article/sculpture/353751 (guidance for staff) Carving is the process of turning such substances as stone, wood, or ivory into a desired shape by cutting or chipping away pieces. Modelling involves shaping a soft material such as clay by hand. It can then be baked until it hardens. Models can also be used in casting. Casting is used to reproduce a piece of sculpture through the use of a mould Construction is a sculpture built of many parts, such as pieces of wood, cardboard, or metal. A Construction is a sculpture built of many parts, such as pieces of wood, cardboard, or metal. Construction is an additive form of sculpture, as in forms that are built up. This is in contrast to form of sculpture that is subtractive, as a carving would be. An additive form of sculpture is a form that is built up. Additive sculpture is defined as the piecing together of one or more materials to create a 3D piece of art. The definition of subtractive sculpture is the removal of pieces of material through carving, cutting, sanding, and other techniques to acquire the desired form. Slip

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			Use knowledge of shade and tint, and know how to mix variations of dark, mid and light of a certain colour to replicate those used in my artist study. Know that objects can be affected by many light sources and can create many shadows (dark) and highlights (light).	- Detail round brushes have short hairs. They are a good choice for working on details and making short strokes. Know that texture can be applied to a surface prior to painting via the use of grout, sand etc to enhance the mood of an artwork.	To slip the clay is to wet the surface with some slip, using it like glue. Score To score the clay; this means that you make scratches in the surfaces that will be sticking together. Blend To smooth one piece of clay so that it joins with another piece
Assessment Opportunities	Inspired by Da Vinci, and practising learned skills, embark on a final piece using his style and techniques. Encourage children to think about to think about pencil choice, grip and angle, use of eraser, tone, blending, contrast (dark, mid and light) shading, proportion, shadow and light, mid ground, foreground and background and perspective. When completed, evaluate piece and decide on next steps for improving drawing.		Inspired by one of Matisse's pieces, embark on a final piece using his style. Encourage children to think about colour choice, brush choice and paint choice, which would be best and why? When completed, evaluate piece and decide on next steps for improving painting.		Inspired by Henry Moore, children plan a final sculpture piece a final piece using his style. Ensure it is significantly different to those already done. Encourage children to think about which medium/media, would be best and why? Use three lessons for this, one for planning and research, one for sculpting and one for finishing and evaluating. When completed, evaluate piece and decide on next steps for improving sculpting skills Take photos of process and the final piece for sketch books

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Previous and Past learning experiences	**Why this topic now?** **Next Steps Learning:**	**Why this topic now?** **Next Steps Learning: Y4**	**Why this topic now?** **Next Steps Learning: Y4**
National Curriculum	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history.	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history.	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history.