

Subject: Art, Craft and Design: Realism in painting	Year: 6 – Spring Term
<p><b>National Curriculum objectives</b></p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>learn about great artists, architects and designers in history</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	
<p><b>To begin this unit, the children should have already learnt:</b></p> <p><u>(Line/Detail + Observation);</u> to practise observation while drawing to form increasingly detailed, accurate drawings (YR4-5)</p> <p><u>(Perspective);</u> Use scale and proportion to begin to add perspective to drawing (YR4-5)</p> <p><u>(Recording/Self Governing/Evaluation);</u> Use initial sketches as a way of recording ideas, planning work, record work in a clear sequence in sketchbooks, reflecting on own work. (YR4-5)</p> <p><u>(Colour Mixing/Knowledge);</u> To continue experiment colour matching to real objects Experimenting with intensity of colour to create depth. (Y5)</p> <p><u>(Paint Application);</u> Paint applied in a series of layers and techniques to achieve a planned effect. (Y5)</p>	<p><b>The learning in this unit will prepare the children to learn these things in the future:</b></p> <p>National Curriculum Key Stage 3:</p> <ul style="list-style-type: none"> <li>to increase their proficiency in the handling of different materials</li> <li>to use a range of techniques and media (painting)</li> <li>to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their idea</li> <li>about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</li> </ul>
<p><b><u>Key Enquiry Question</u></b></p> <p>How to create realistic and accurate skin tones in painting portraiture?</p>	<p><b><u>The Big Idea:</u></b></p> <p>Practise observation, colour mixing and application to create realism in paint.</p>
<p style="text-align: center;"><b>To achieve ARE, pupils will need to be secure in the following knowledge:</b></p>	
<p><b><u>By the end of this unit, children will know:</u></b></p> <p>How to systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches (for example sketchbooks show plans/choices how a work will be produced)</p> <p>Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques (<u>colour mixing to create skin tones and realism</u>).</p> <p>Independently select and effectively use relevant processes in order to create successful and finishes work.</p> <p>Provide a reasonable evaluation of both their own and professionals’ work, which takes account of the starting points, intentions and contexts behind the work.</p>	<p><b><u>Vocabulary:</u></b></p> <p>Line: thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, sketching, guidelines, observation, photograph, mark making, sketching.</p> <p>Texture: smooth, media marks, blending, depth.</p> <p>Perspective and Composition: perspective, scale, proportion, symmetry.</p> <p>Evaluate, compare, and contrast. Record, observation, review, revisit, improve, design techniques, materials</p> <p>Colour: mix and match, atmosphere, light effects, light, cool, dark tones, identify primary secondary, tertiary colours and contrasting and complementary colours, wet, dry, watercolours, textural effects, background, foreground, tonal contrast, flesh, medium, wash, stippling, layering, tone.</p> <p>Charlie Wylie, Pablo Picasso, Queen Victoria, portraiture, Cubism, Surrealism, Realism, hyper-realism.</p>

How to describe, interpret and explain the work, ideas and working practises of some significant artists (Charlie Wylie in comparison to Picasso and the portraiture of Queen Victoria), craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. About the technical vocabulary and techniques for modifying the qualities of different materials and processes.

**(NSEAD Assessment framework)**

**By the end of this unit, children will be able to do:**

**Drawing Skills:**

(Line/Detail + Observation);

Improve their mastery of observation to form increasingly detailed, accurate drawings

(Perspective);

Use scale and proportion to add realistic perspective to drawing

(Recording/Self Governing/Evaluation);

Use initial sketches as a way of planning work, record work in a clear sequence in sketchbooks, reflecting on own work to make improvements.

**Colour Skills:**

(Colour Mixing/Knowledge);

To make own decisions when colour matching to create realism.

To use experience to inform colour decisions for example to create depth/distance or to add colour for effect or emotion.

(Paint Application);

Paint applied in a series of layers and techniques to achieve a planned effect, including attempts at realism.



**Media:**

Pencil

Watercolour

Paint

**Useful Resources:**

How to mix skin tones:

<https://acrylgiessen.com/en/how-to-make-skin-color/#:~:text=The%20colors%20you%20will%20need,a%20little%20more%20red%20paint.>

Colour mixing: skin tones video: <https://www.youtube.com/watch?v=1DVSDKDghDk>

**Artists:**

Charlie Wylie – contemporary realism portraiture

(other possible artists: Kyle Lambert (Morgan

Freeman portrait/ Mike Dargas (1983-) Gottfried

Helnwein (1984-) *Head of a child* (2011)

Contrast with Pablo Picasso cubism portraiture.

Franz Xaver Winterhalter (1805-1873)– Queen

Victoria (1859) portrait



