

Subject: Art, Craft and Design: Painting Perspectives	Year: 5 – Summer Term 1
<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>); Use experience of line to practise close observation to add detail to drawing (YR3)</p> <p><u>Shading</u>); Identify and draw the effect of light including tone and shadow (YR4)</p> <p><u>Perspective</u>); Begin to look at scale and proportion in drawing (YR4) Identify and draw the effect of light including tone and shadow (YR4)</p> <p><u>Recording/Self Governing/Evaluation</u>); Self-reflect on created pieces of art (YR3) Use sketches as a way of recording ideas, planning other work, record work in a clear sequence in sketchbooks. (YR4)</p> <p><u>Colour Mixing/Knowledge</u>); Colour Wheel: primary to secondary colours mixing, contrasting colour. (YR3) Tertiary colours. (YR4) Beginning to experiment colour matching, Self-lead colour mixing. (YR4) Experimenting with intensity of colour (YR4)</p> <p><u>Application of paint</u>); Paint applied taking greater care. Using a greater variety of brushes or applicators to achieve a planned effect. (YR4)</p>	<p><b>The learning in this unit will prepare the children to learn these things in the future:</b></p> <p>Year 6 Progression of Skills.</p> <p><u>Line/Detail + Observation</u>); Improve their mastery of observation to form increasingly detailed, accurate drawings</p> <p><u>Shading</u>); Show the effect of light on objects and people from different directions with increasing skill using tone, shade and shadow.</p> <p><u>Perspective</u>); Use scale and proportion to add realistic perspective to drawing shade and shadow</p> <p><u>Recording/Self Governing/Evaluation</u>); Use initial sketches as a way of planning work, record work in a clear sequence in sketchbooks, reflecting on own work to make improvements.</p> <p><u>Colour Mixing/Knowledge</u>); 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.</p> <p><u>Application of paint</u>); Paint applied in a series of layers and techniques to achieve a planned effect, including attempts at realism.</p>
<p><b>Key Enquiry Question</b></p> <p>Can you create depth and perspective in a landscape painting?</p>	<p><b>The Big Idea:</b></p> <p>Inspired by photography and work of painters, create drawings using perspective and then tones in paint to create a sense of depth in a landscape picture.</p>
<p style="text-align: center;"><b>To achieve ARE, pupils will need to be secure in the following knowledge:</b></p>	

**By the end of this unit, children will know:**

How to engage in open ended research and exploration in the process of initiating and developing their own personal ideas.  
Confidently use sketchbooks for a variety of purposes including: recording/developing/testing/planning.  
Use their acquired technical expertise to make work which effectively reflects their ideas and intentions. Regularly analyse and reflect on their progress taking account of what they hoped to achieve.  
Research and discuss the ideas and approaches of artists (Norwich School of Painters) taking account of their particular cultural context and intentions.  
Know how to describe the process they are using and how they hope to achieve high quality outcomes.

**(NSEAD Assessment framework)**

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

**Drawing Skills:**

(Line/Detail + Observation);

Continue to practise observation while drawing to form increasingly detailed, accurate drawings

(Shading);

Show the effect of light on objects and people from different directions with increasing skill using tone, shade and shadow

(Perspective);

Use scale and proportion to begin to add perspective to drawing

(Recording/Self Governing/Evaluation);

Use initial sketches as a way of recording ideas, planning work, record work in a clear sequence in sketchbooks, reflecting on own work.

**Colour Skills:**

(Colour Mixing/Knowledge);

To continue experimenting colour matching to real objects

Experimenting with intensity of colour to create depth.

To begin to add to colour for effect or to add emotion.

(Application of paint);

Paint applied in a series of layers and techniques to achieve a planned effect.

**Vocabulary:**

Line: pencil, thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, sketching, guidelines, expression, movement.

Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, background, parallel, vertical, depth.

Record, observation, review, revisit, improve.

Peer feed-back, self evaluation, reflect.

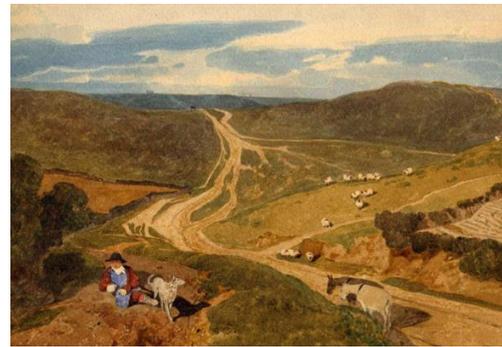
Colour: Evaluate, compare, and contrast. Record, observation, review, revisit, improve, design techniques, atmosphere, light effects, light, cool, dark tones, identify primary/ secondary/tertiary colours and contrasting and complementary colours, wet, dry, watercolours, imagination, textural effects. Background, foreground, tonal contrast.

Norwich School of Painters, John Sell Cotman

**Artists:**

Norwich School of Painters (local influence)

Example: John Sell Cotman (1782-1842) – *Mousehold Heath* (1810) or *Norwich Market place* (1809) watercolours



**Media:**

Pencil

Paint

Watercolour

Photography

**Useful Resources:**

<https://www.tate.org.uk/art/art-terms/n/norwich-school>

**Norwich Castle Museum** – Fine Art Galleries permanent collection – Colman Galleries

<https://www.museums.norfolk.gov.uk/norwich-castle/whats-here/galleries/fine-art>

