

Art & Design Year 5 - Medium Term Planning – Painting/Mixed Media

Pentecost 1

‘Light and Dark’

National Curriculum Objective

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. Pupils should be taught:

- 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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

	Lesson 1 Tints and Shades	Lesson 2 Three Dimensions	Lesson 3 Paint Effects	Lesson 4 Chiaroscuro	Lesson 5 Composition	Lesson 6 Still Life
Learning intention	To understand how to darken or lighten a colour when mixing paint.	To use tints and shades to give a three-dimensional effect when painting.	To explore how paint can create very different effects.	To understand that chiaroscuro means ‘light and dark’ and used to describe high-contrast images. <i>Caren Archer to develop a linking lesson on chiaroscuro here.</i> <i>Check/adapt this lesson and learning intention is correct and fits in the order??</i> <i>Could be to apply technique of chiaroscuro depending on teaching activity.</i>	To consider proportion and composition when planning a still life painting.	To apply knowledge of colour mixing and painting techniques to create a finished piece.
Recall and Retrieval	Quiz Recall from previous learning in art about lightening/darkening colours. Quiz Recall from previous art unit in previous year group – painting and mixed media	Display the Quiz: Tints and shades to recall some of the key knowledge learned in the previous lesson.	Arrange the children into pairs. Display the Presentation: Speak like an expert and ask the children to explain to their partner the techniques they could use to make an object look 3D. Slide 2 showing the two images of apples could be shown if the children need a visual prompt.		Arrange the children into pairs. Display the Presentation: ‘Gimme five’. Ask the children to recall five different painting techniques that they tried in the previous lesson. Answers could include dabbing, stippling, pointillism, washes or using different tools such as sponges and fingers.	Hand out a whiteboard and pen to each child. Display slide 1 of the Presentation: Anagrams and ask the children to unscramble the key vocabulary used in the previous lesson.

Key Knowledge <i>Sequence of knowledge throughout the lesson</i>	<ul style="list-style-type: none"> Know how to add black/white to a colour creates a shade/tint. (Colour) 	<ul style="list-style-type: none"> Using lighter and darker tints and shades of a colour can create a 3D effect. (Tone) Tone can be used to create contrast in an artwork. (Tone) 	<ul style="list-style-type: none"> Know how paint can create different effects. Understand how artists use art to convey messages through the choices they make. (Knowledge of Artists) 	<ul style="list-style-type: none"> Know that chiaroscuro means 'light and dark' and is an Italian term used to describe high-contrast images. (Tone) Know that chiaroscuro refers to the balance and pattern of light and shade in a painting or drawing. (Tone) 	<ul style="list-style-type: none"> Know what composition and proportion means. Use subject vocabulary confidently to describe and compare creative works. (Knowledge of Artists) 	<ul style="list-style-type: none"> Know how to apply prior knowledge of colour mixing and painting techniques to create a finished piece. (Colour)
Key Skills <i>Making Skills and Key Skills</i>	<ul style="list-style-type: none"> Know how to mix a tint and a shade by adding black or white. 	<ul style="list-style-type: none"> Know how to use tints and shades of a colour to create a 3D effect when painting. Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. (key skill) 	<ul style="list-style-type: none"> Know how to apply paint using different techniques e.g. stippling, dabbing, washing. Know how to choose suitable painting tools. 	<ul style="list-style-type: none"> Know how to apply paint in different ways. Know how to organise painting equipment independently, making choices about tools and materials. 	<ul style="list-style-type: none"> Know how to plan a painting by drawing first. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. (Key skill) Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. (Generate Ideas) 	<ul style="list-style-type: none"> Know how to arrange objects to create a still-life composition. Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. (Using Sketchbooks)
Disciplinary Knowledge <i>Evaluate/Analyse</i>	<i>Check the disciplinary knowledge along these columns matches the learning intentions and move around to suit the lessons/discussion within the unit.</i>		Discuss art, considering how it can affect the lives of the viewers or users of the piece.	Artists make choices about what, how and where they create art.	Use more complex vocabulary when discussing their own and others' art.	Evaluate their work more regularly and independently during the planning and making process.
Main teaching activity: <i>Summary</i>	Lesson 1 Success Criteria	Lesson 2 Success Criteria	Lesson 3 Success Criteria I can describe how I created a paint effect.	Lesson 4 Success Criteria	Lesson 5 Success Criteria	Lesson 6 Having experimented with painting techniques, the children paint a still life that

	<p>I can add white paint to one colour to create a tint.</p> <p>I can add black paint to one colour to create a shade.</p> <p>I can investigate creating a wide range of colours by mixing tints and shades.</p>	<p>I can describe the way colours change in different lights.</p> <p>I can add black to make a colour darker and add white to make a colour lighter.</p> <p>I can use just one original colour in my painting and only change it by adding black, white or water.</p>	<p>I can use a painting tool in a new way.</p> <p>I can use tints and shades of colour to make my painted object appear 3D.</p> <p>Questions: <i>Which painting techniques have you chosen and which painting tools will you need?</i></p> <p><i>How will you use tints and shades in your painting today?</i></p> <p><i>(The children will need small amounts of black and white paint ready to use tints and shades to create light and dark areas.)</i></p>		<p>I can explain what composition means.</p> <p>I can choose and arrange objects to create my own still life composition.</p> <p>I can select important detail to include in my composition sketch.</p> <p><i>Looking at artists still life compositions.</i></p> <p>Still life with cherries' by Paul Cezanne.</p> <p>'Nature morte' by Clara Peeters</p> <p><i>Explain to the children that still life paintings are often created to celebrate the nice things in life, such as food or parties but sometimes they communicate more serious messages.</i></p>	<p>showcases their own unique style.</p> <p>Success Criteria I can organise the equipment I will need to paint using my chosen technique. I can show light and dark by using tints and shades of colour.</p> <p>I can show what I have learned about techniques in the way I paint.</p> <p>Questions <i>How will you show light and dark in your painting?</i> <i>How could you use colour to make your still life objects appear 3D?</i> <i>What painting techniques will you use?</i></p>
<p>Scaffolding</p> <p>Pupils needing extra support:</p>	<p>May need reminding about painting basics: keeping a clean water pot, adding black and white paint a small amount at a time, holding the paintbrush near the bristles for greater control; could use slide 1 of the Presentation: Odd painting out to help them in discussing the paintings.</p>	<p>Should use the grid template with fewer, larger squares; may need to be reminded of how to hold paintbrushes to achieve control.</p>	<p>Could work on just one painting technique in the lesson; may need support in choosing suitable equipment to try their chosen painting technique.</p>		<p>May need reminding to move objects around rather than using the first composition they create; will probably find working on white or lighter coloured paper easier as they will be able to see their drawn lines more clearly in Lesson 5: Still life.</p>	<p>Assessment Pupils with secure understanding indicated by: showing in their final painting that they have understood how colour can be used to show light and dark, and therefore show three dimensions; should paint with care and control to make a still life with recognisable objects.</p>

Challenge	Could investigate the range of colours they can make even with very similar starting colours; should mix two quite similar original colours, e.g. two different greens, and then mix tints and shades of both to observe the differences in colour.	Should aim to only change the original colour a bit at a time to achieve a gradual difference between the colour of squares; should be able to fill each square quite neatly so colours do not bleed into one another.	Should be encouraged to choose painting techniques that challenge them, e.g. if they usually like to work in a detailed way, encourage them to try something more expressive; should be independent in their organisation and use of equipment.		Should be challenged to improve their composition and justify their choices; will draw the objects accurately, showing that they have observed the size in relation to the rest of the composition.	Assessment Pupils working at greater depth indicated by: demonstrating that they can paint using tints and shades to help show the form of objects; showing a consistent use of the painting techniques they chose for the task; being able to evaluate and improve their painting as they work.
Key vocabulary:	abstract detailed figurative landscape muted patterned shade tint vivid	abstract detailed figurative landscape muted patterned shade tint vivid	dabbing paint paint wash pointillism stippling paint three-dimensional	chiaroscuro	composition photorealism proportion still life	composition shade still life three-dimensional tint
End of Unit Outcomes	<ul style="list-style-type: none"> • Share their ideas about a painting. • Describe the difference between a tint and a shade. • Mix tints and shades by adding black or white paint. • Discuss their real-life experiences of how colours can appear different. • Use tints and shades to paint an object in 3D. • Study and use the technique chiaroscuro. (Check this outcome matches the lesson and adapt) • Try different arrangements of objects for a composition, explaining their decisions. • Produce a clear sketch that reflects the arrangement of their objects. • Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. • Paint with care and control to make a still life with recognisable objects. 					
Resources and Ideas	<p>Complete Main Teaching Activities using KAPOW – Light and Dark Unit Y4 – Adapt for Y5</p> <p>There are knowledge organisers within KAPOW also.</p> <p>https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-painting/</p>					

Example Work for lesson 3

