



Pinner Wood School



Year Group	5	Term	Autumn 1	Subject	Art	Topic	Painting - still life
						Key Question	KQ: How can I draw still life?
Prior Learning and other Curriculum Links	<ul style="list-style-type: none"> Explore relationships between line and tone, pattern and shape, line and texture. Informed choices when drawing, making marks with control and some fluency. Develop more understanding of paint and painting techniques, with the opportunity to experiment through trial and error e.g. splashing, dots, stippling to develop textures Can mix and use primary and secondary colours with the addition of black, white and other hues. Can create a painting from designs and research, in order to 					Skill statements (Skills)	<ul style="list-style-type: none"> I can select, use and manipulate a range of drawing tools, using them with control and dexterity. I can draw accurately from observation conveying tonal qualities well, showing good understanding of light and dark tones on form. I can make controlled marks to convey textures. I can confidently mix and apply tertiary colours. I can use studies recorded from observation or other artists to plan and realise paintings. I can represent objects, observed, mixing and applying colour and selecting appropriate brushes/ tools I can experiment and mix colour to convey mood or emotion e.g. calm
Fundamentals	<p>Drawing: To use line, tone and shading to represent things seen, remembered or imagined in three dimensions</p> <p>Painting: To mix colours to express mood, divide foreground from background or demonstrate tones</p> <p>Craft:</p> <p>Materials: To add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures</p> <p>Sculpture: To develop skills in using clay including slabs, coils and slips</p> <p>Artists: To research various artists, architects and designers and discuss their processes and explain how these were used in the finished product</p>					Key Facts/Sticky Knowledge	<ul style="list-style-type: none"> Tone is the light and dark created by shading. Press harder to create darker shading and lighter for lighter shading. When drawing lines, use curved lines for 3D objects and straight lines for flat areas. Objects further away need to be drawn smaller. The drawing must fill the page.

Our Curriculum Journey	Journey: The children will begin their journey by exploring various artists and paintings (artwork by Paul Cezanna, Vincent Van Gogh and Georgia O'Keefe). They will then explore and practise sketching using shading and curved lines. The children will then draw still life using techniques from the previous lesson but adding colour to it using pencil colours and pastels. The children will then choose a piece of work of their choice and recreate it in their art books using pencil, charcoal and pastels. They will then evaluate their artwork.		
Key Vocabulary (revisited)	Shading, tone, curved lines.	Key Vocabulary (new)	Shading, three dimension, express mood, foreground, background, media, techniques, textures, slabs, coils, slips, research
Expected Example			

Intro - KQ1: How do artists draw still life?

Experiment - KQ2: How can I draw an enlarged image using shading, tone and curved lines?

Recreate - KQ3: How can I recreate still life using pencil, charcoal and pastel?

Compose - KQ4: How can I compose my own still life using the skills I have learned?

Evaluate - KQ5: Can I evaluate my own art?