**YEAR 5 ART**

**DIGITAL Unit 1**

**Medium Term Plans**

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| **Prior Learning** | | **Future Learning** |
| **Drawing and Painting (including on a textured surface and / or abstraction) Year 4**  **Drawing**   * Experiment with ways in which surface detail can be added to drawings, e.g. *use grades of pencil, biros, charcoal and chalk. (Y4)*   Draw for a sustained period of time at an appropriate level. (Y4)   * Experiment with different grades of pencil and other implements to create lines and marks. (Y4) * Experiment with different grades of pencil and other implements to draw different forms and shapes. (Y4)   **Painting**   * Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.(Y4) * Work on a range of scales (Y4) * Create different effects and textures with paint according to what they need for the task. (Y4) * Use more specific colour language. (Y4) * Mix and use tints and shades.(Y4)   **Digital Mosaics Year 3**  **Digital Media**   * Present visual images using software. (Y3) * Experiment with colours by using effects to manipulate and create images for a purpose. (Y3) | | **Digital Abstract Portraiture / Digital Camouflaging Year 6**   * Use a graphics package to create and manipulate new images for a required purpose. (Y6) * Be able to import an image (scanned, retrieved, taken) into a graphics package.(Y6) * Understand that a digital image is created by layering. (Y6) * Create layered images from original ideas.(Y6) |
| **What pupils need to do or know to be secure** | | |
| **Exploring and Developing Ideas**   * Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures and begin to explain artistic choices * Question and make thoughtful observations about the work of other artists and explain how they can use elements of their work as starting point for their own * Identify artists who have worked in a similar way to their own work.   **Drawing**   * Work from a variety of sources including observation, photographs and digital images. * Work in a sustained and independent way to create a detailed drawing. * Use dry media to make different marks, lines, patterns and shapes within a drawing.   **Painting**   * Develop a painting from a drawing. * Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. * Create imaginative work from a variety of sources e.g. observational drawing, themes * Be able to identify and work with complementary and contrasting colours using colour theory * Show an awareness of how paintings are created i.e. composition. * Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.   **Digital**   * Use a graphics package to create and manipulate new images.   **Evaluate**   * Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Use a blank star diagram with 8 points. * Adapt their work according to their views and describe how they might develop it further using more advanced artistic vocabulary, e.g. proportion, scale, tonal variation * Annotate work in a journal. | | |
| **Rationale** | | |
| * Children will be given the opportunity to paint upon a surface that has been covered in mod-roc. This follows up learning from Year 4 in which children could experiment with painting on different textures. * The investigation of the colour wheel when imagining planetary surfaces is important at this point in order to give children the space to ask important questions that they are now at an age to think about including: Which ones seem to work well together? Which combinations are your favourites? What do different colours and colour combinations mean to you or remind you of? How do they make you feel? Which combination work better together for X planet surface and why? This careful consideration of colour theory will go on to support them through Art and Design in UKS2. * This Unit also provides an opportunity for a more in-depth study of abstract / surrealist Art. Children should be given the opportunity to extend their artistic vocabulary when describing the paintings and understand the movements that the artists belonged to. | | |
| **Possible Activities**  **(activities in bold must be completed in order to fulfil the skills outlined above)** | | **Key vocabulary** |
| **Exploring and developing ideas**  This theme allows children to explore abstract painting and create their own abstract paintings for imaginary planet surfaces. **Children can investigate abstract painters such as Jackson Pollock (abstract expressionist – expressive brushstrokes), Kandinsky (abstract and theorist), Jean Miro (surrealist – power of the unconscious and dreams), and Mark Rothko (abstract – balance of colour, shape, depth, line).** **They can research and examine existing images of planet surfaces and make extensive drawings and paintings of all sizes and of different shapes, for example, circles. Paintings could be textured using a mod-roc base to create craters and mountains. Ideas could be extended using digital media to quickly experiment with colour changes and effects.**  **Drawing**   * **Using photographs children can make studies in sketchbooks of various planet surfaces.** * **Experiment using a range of pencils, charcoal and chalk, biros and felt pens, pastels and oil pastels.** * **Experiment working on various scales in drawing.**   **Painting**   * **Develop colour mixing in response to planet colours and forms in paint e.g. watercolour and readymix.** * **Develop from preliminary studies in sketchbooks a large scale painting in colour, in response to an imaginary planet surface.** * **Consider building textures using mod-roc or tissue paper on cardboard base.** * **Build up layers of shapes and marks in response to craters and mountains.** * **Use readymix or acrylic paints in an experimental and abstract style.** * **Discuss and evaluate how the composition has built up in layers. Does the composition move from a start to a finish?** Explore painting in circular formats to further explore composition.   **Digital**   * Develop images using a graphics package such as ‘Brushster’ ([here](http://www.nga.gov/kids/zone/brushster.htm)) and ‘Flow’ ([here](http://www.nga.gov/kids/zone/flow.htm)) from the National Gallery of Art website*. ‘*Brushster’ uses abstract forms so is especially appropriate. ‘Flow’ could experiment with the planet’s atmosphere. * **Use a graphics package such as paint.net to import photograph/drawing of planet and use effects to make changes. Annotate images made in sketchbook to describe changes in a planet’s weather patterns or effects of the Sun etc.**   **Evaluate**   * **Use sketchbooks to refer back to original ideas to incorporate as work progresses.** * **Give children time to evaluate their work and that of others, describe what they like or might change next time, what materials they preferred using, what advice they may give another artist.** | | Complimentary colours  Colour wheel  Abstract expressionism  expressive  surrealism |
| **National Curriculum Links** |
| 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 and painting with a range of materials [for example, pencil, charcoal, paint] ♣ about great artists, architects and designers in history. |
| **Possible evidence** | | **Link to Artist / Craftsperson** |
| * Abstract painting of a planet (could be large scale) * Observational painting of a planet (could be large scale) * Painting of a textured mod-roc surface in response to craters etc. * Evidence of use of Colour Theory to support paintings * Digital image of a planetary surface | | Kandinsky  Miro  Rothko  Pollock |
| **Children Working Towards Expected Standard** | **Children Working At Expected Standard** | **Children Working Greater Depth Standard** |