

# Art and Design at Great Wheltenham

## C of E Primary School

Year: Year 4/5 – Cycle 1



Title	Painting – Henri Rousseau
Overview	The aim of this topic is to learn about great artists, architects and designers in history with a main focus of Henri Rousseau. Children will use their sketch books to record their observations and use them to review and revisit idea, improving their mastery of art and design techniques, focussing mainly on painting and colour mixing.
Knowledge Acquisition	Pupils will use sketchbooks to records sketches and observations from real life. We will explore and evaluate tonal variations in Rousseau’s paintings. We will use sketches and swatches to create small painted studies – experimenting with composition. Our final project will be to apply these skills to create our own version of a painting in the style of Henri Rousseau (animal inspired portrait).
Key LOs	<ul style="list-style-type: none"> <li>➤ To use sketchbooks to record and sketch observations from real life.</li> <li>➤ To explore and evaluate the tonal variation in Rousseau’s paintings.</li> <li>➤ To use sketches and swatches to create small painted studies</li> <li>➤ I can experiment with composition.</li> <li>➤ I can experiment with different effects and textures using paint (watercolour and acrylic) and show a confidence and control in the lines made demonstrating effects and textures.</li> <li>➤ I can sketch, compose and paint a Henri Rousseau inspired picture (animal portrait).</li> </ul>
Key Vocabulary	Tonal variation, natural texture, swatches, mixing
Key Learning Experiences	<ul style="list-style-type: none"> <li>➤ Take on the role of Henri Rousseau and use the gardens and surroundings to sketch ideas for their own versions of Rousseau’s paintings.</li> <li>➤ Take children outside and pick interesting plants. Leaf shapes, spikey grass and the palms in the garden are ideal for this.</li> <li>➤ Allow children 12- 20 minutes to make a series of sketches.</li> <li>➤ Children to create ‘swatches’ of colour to use in their paintings.</li> <li>➤ Children explore colour mixing with different medium, showing an ability to create shades and tones, light and dark and an understanding of complimentary colours.</li> <li>➤ Use the rainforest images, stress the importance of sketching first and then building up the colours using mixing techniques.</li> <li>➤ Have pieces of paper nearby so children can test out the paints they have mixed.</li> <li>➤ Children to carefully cut out the animals that they might want to include in their picture. Get them to think about how they are arranging the pictures on the pages. Children can use jungle backgrounds or sketch their own.</li> <li>➤ Children to complete and animal sketch using tone and shade in the style of Henri Rousseau.</li> <li>➤ Children select the correct brushes needed depending on the task.</li> <li>➤ Children to take part in an evaluation</li> </ul>

Title	Printing
Overview	The aim of this topic is to learn about great artists, architects and designers in history with a particular focus on Thomas Bewick and William Morris, understanding the huge impact these artist had. Children will compare styles of these artists and create art work using print making resources such as polystyrene and lino printing. The final outcome is to make a 3 layered lino print imitating some element for either focus Artist.
Knowledge Acquisition	Pupils will learn about the impact of William Morris and how his style was created through the industrial revolution. We will experiment with ways in which surface detail can be added to drawings. Pupils will explore simple use of pattern and textures in drawings. We will then use our knowledge to create printing blocks using a relief or impress method. We will then explore with the use of overlays before completing lino prints to finish our topic and apply our skills with a different use of media.
Key LOs	<ul style="list-style-type: none"> <li>➤ Learn about impact (role/purpose) of local printer working in 1800s.</li> <li>➤ Experiment with ways in which surface detail can be added to drawings.</li> <li>➤ Explore and evaluate the role and impact of William Morris.</li> <li>➤ Experiment with ways in which surface detail can be added to drawings.</li> <li>➤ Apply simple use of pattern and texture in a drawing.</li> <li>➤ Create printing blocks using a relief or impress method.</li> <li>➤ Create repeating patterns and explore mono printing</li> <li>➤ Use more specific colour language.</li> <li>➤ Adapt their work</li> <li>➤ Print with two colour overlays.</li> <li>➤ Annotate work in sketch book. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> </ul>
Key Vocabulary	Architects, surface detail, printing blocks, tiles, colour overlays, lino prints
Key Learning Experiences	<ul style="list-style-type: none"> <li>➤ Introduce children to Thomas Bewick (Cherryburn) and explain impact of his work.</li> <li>➤ Teach children about Morris' individual style. Discuss impact. Can they spot the 'odd one out' which isn't Morris?</li> <li>➤ Carve their pattern carefully into polystyrene blocks.</li> <li>➤ Practise printing techniques. Children make a repeating pattern and mono prints</li> <li>➤ Create a Lino print (inking and printing)</li> <li>➤ Cleaning the lino and making second cut</li> <li>➤ Transferring the next tones.</li> <li>➤ Children to take part in an evaluation.</li> </ul>

Year 4/5 Cycle 2

Title	Textures: Gustav Klimt – Tree of Life
Overview	The aim of this topic is to learn about great artists, architects and designers in history with a main focus on Gustav Klimt and Paul Klee. We will explore and create textures using media such as pencil, chalk, pastel and charcoal. We will move onto applying these skills to observational sketches as well as exploring perspective.
Knowledge Acquisition	Pupils will learn about influences to Gustav Klimt’s style – evaluating, analysing and comparing artists work. This will lead us onto creating textures within our drawings. Using our knowledge, we will then create texture of natural materials using a range of media and viewfinders. We will then create a sketched collage while drawing from observations – finishing by creating our own sketch of the tree of life.
Key LOs	<ul style="list-style-type: none"> <li>➤ To learn about influences to Gustav Klimt’s style.</li> <li>➤ To evaluate, analyse and compare artists work.</li> <li>➤ To create texture within my drawings.</li> <li>➤ To explore and create texture of natural materials using a range of media – using viewfinders.</li> <li>➤ To develop observational skills using Paul Klee as a stimulus.</li> <li>➤ To create a sketched collage while drawing from observations.</li> <li>➤ Draw in third dimension and perspective</li> </ul>
Key Vocabulary	Sketches, symbolic, tone, texture, perspective, observation
Key Learning Experiences	<ul style="list-style-type: none"> <li>➤ Learn about Klimt’s early life, study early portraits and then practice sketching in his style. Consider the questions – What senses can you bring to the artwork? Messages included? How will it inspire you and influence your artwork?</li> <li>➤ Create textures of every day materials through sketching such as bricks, wood, grass, marble and rock (objects with intricate patterns and marks)</li> <li>➤ Find leaves and take rubbings to show the texture. Then recreate these using different media in freehand.</li> <li>➤ Work from a variety of sources including real life objects/observation photographs/digital images.</li> <li>➤ Develop close observational skills using viewfinders.</li> <li>➤ Build up stamina for drawing</li> <li>➤ Opportunities to draw in the third dimension and perspective.</li> <li>➤ Create a basic collage using everyday materials and use observational skills to recreate this using sketching techniques.</li> <li>➤ Children to take part in an evaluation.</li> </ul>

Title	Mosaic collage - Henri Matisse and Kurt Schwitters
Overview	In this topic, we will look closely at a wide range of collage techniques including cutting/tearing, circles, natural/man made materials and folding paper (repeating patterns). These techniques will be developed through the exploration of different materials and media. Alongside this, we will be analysing examples of the techniques being used by artists such as Henri Matisse and Kurt Schwitters
Knowledge Acquisition	We will evaluate a range of work from key artists before exploring these techniques. We will cut, tear a range of materials to make a collage that portrays a clear theme. This will allow us to use suitable materials and experiment with colour, pattern, tone and texture. Pupils will use layering and manipulation techniques that fit a purpose. Finally, we will use ceramic mosaics to produce a clear piece of art.
Key LOs	<ul style="list-style-type: none"> <li>➤ Analyse and evaluate work from Henri Matisse and Kurt Schwitters – comparing similarities and differences.</li> <li>➤ I can cut and tear materials (various papers, tissue paper, crepe paper, magazines, newspaper, felt and fabric) to make a collage that portrays a clear theme.</li> <li>➤ I can explore use of colour, pattern, tone and texture within collages.</li> <li>➤ I can choose the most suitable materials and techniques for a purpose</li> <li>➤ I can use circles to create recognisable images within a collage.</li> <li>➤ I can use layering and manipulation techniques that fit the purpose most successfully.</li> <li>➤ I can use natural materials to create a collage on paper or in the environment.</li> <li>➤ I can experiment and explore with ceramic mosaic techniques to produce a piece of art.</li> </ul>
Key Vocabulary	Texture form layering manipulating ceramic mosaic theme
Key Learning Experiences	<ul style="list-style-type: none"> <li>➤ Use a variety of paper with different textures and small patterns e.g. marbled or textured by paint.</li> <li>➤ Arrange pieces of paper closely to create one shape.</li> <li>➤ Explore how folding and cutting circles can create new shapes and recognisable images.</li> <li>➤ Use other media such as buttons, sequences or feathers to enhance their collage.</li> <li>➤ Create a collage in the environment.</li> <li>➤ Freedom to explore possibilities without being restricted by 'expected' outcomes.</li> <li>➤ Children to take part in an evaluation.</li> </ul>