| **Art Year 5 Medium Term Planning – Painting Block E** | | | |
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| **National Curriculum**  **Key stage 2**  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 | Lesson 2 | Lesson 3 |
| **Learning intention** | How can watercolours be used to create different effects? | How can watercolours be used to create different effects? | How can watercolours be used to create different effects? |
| **Skills taught** | Can add different types of salt to watercolour and describe the effects achieved  Can experiment further by applying paint on top of a layer of salt crystals | Explore how wet or dry watercolour reacts to substances such as wax, bleach and salty water  Use a range of materials and methods to apply paint or remove areas of paint | Can apply painting techniques to create an image in a similar style to that of a specific artist  Can apply paint in a considered way to emphasise form  Can use observational skills and art materials effectively |
| **Recall and retrieval** | Watercolour paint is combined with water to create a translucent effect  Wet-on-wet is a technique of painting on top of a previously applied wet paint  A wash is a very thin, watery layer of paint applied to a surface | When salt is added to wet watercolour paint, some of the paint is absorbed by the salt, resulting in interesting effects  Wax resists watercolour paint | Different effects can be achieved by adding substances to paint  Different effects can be achieved by applying or removing layers of paint using a variety of materials |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**  Can explain the differences between poster paint and watercolour  Can use appropriate vocabulary to describe the effects achieved | **Key knowledge**  Can describe the way watercolour paint reacts to certain substances such as bleach  Can describe the effects of applying or removing layers of paint using a range of materials and techniques  Can use appropriate vocabulary to describe visual effects  Can explain the methods used with clarity  Can state preferences and make suggestions about how different effects could be achieved | **Key knowledge**  Can respond to an artist’s work and use the language of art to describe it  Can demonstrate an understanding of terms such as monochrome, tone and line  Can state preferences about their work and make suggestions about what they could change to improve it |
| **Scaffolding** | Working examples  Visual steps to success  Teacher support | Working examples  Visual steps to success  Teacher support | Working examples  Visual steps to success.  Teacher support |
| **Challenge** |  |  |  |
| **Key Vocabulary** | Coarseness  Dissolve  Adhere  Spritz  Warping  Absorb | Coarseness  Dissolve  Adhere  Spritz  Warping  Absorb | Coarseness  Dissolve  Adhere  Spritz  Warping  Absorb |