| **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.
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|  | 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 waterUse 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 artistCan 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 clarityCan 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 examplesVisual steps to successTeacher support | Working examplesVisual steps to successTeacher support  | Working examplesVisual steps to success.Teacher support  |
| **Challenge** |  |  |  |
| **Key Vocabulary** | CoarsenessDissolveAdhereSpritzWarpingAbsorb | CoarsenessDissolveAdhereSpritzWarpingAbsorb | CoarsenessDissolveAdhereSpritzWarpingAbsorb |