| **Art Year 6 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 depth be created? | How can depth be created? | How can depth be created? |
| **Skills taught** | Experiment with a range of techniques to achieve a specific outcome | Can use a paintbrush to apply paint in a controlled way  Can control the intensity and shade of colour by adjusting the amount of water used  Can use horizontal brushstrokes to apply thick and thin marks of alternating light and dark colours  Can apply white paint with care and precision to achieve a desired effect | Can use a pencil with control to draw images with accuracy  Can vary the intensity of colours used to create the illusion of depth and distance  Can make careful selections of taught techniques to achieve desired effects |
| **Recall and retrieval** | Substances can be added to paint to create a variety of visual effects | Effects can be achieved by combining substances and techniques  Wet-on-wet is the technique of applying paint to a wet painted surface | Create an illusion of water using highlights and dark shades |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**  Use appropriate vocabulary to describe the appearance and qualities of water  Make decisions about which techniques and materials were most effective and why | **Key knowledge**  Can use artistic and technical vocabulary to respond to the work of others  Can explain how their work could be improved | **Key knowledge**  Can show an understanding that the closer an object is, the more visible its details will be  Can identify strengths and areas for development in their work |
| **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** | Reflective  Oil  Translucent  Resist  Absorb  Depth | Reflective  Oil  Translucent  Resist  Absorb  Depth | Reflective  Oil  Translucent  Resist  Absorb  Depth |