| **Art Year 5 Medium Term Planning – Drawing and Painting Block A** | | | |
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| **National Curriculum**  Produce creative work, exploring their ideas and recording their experiences.  Become proficient in drawing, painting, sculpture and other art, craft and design techniques.  Evaluate and analyse creative works using the language of art, craft and design.  Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.  **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.  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** | What is meant by subtractive drawing and abstract art? | What is meant by subtractive drawing and abstract art? | What is meant by subtractive drawing and abstract art? |
| **Skills taught** | Can draw using the subtractive method | Can transfer and enlarge an image  Can select appropriate colours and paint within the border of each area  Can trace black lines | Can work in the style of Hundertwasser |
| **Recall and retrieval** | Experiment with line and mark making using a range of materials and techniques | Understand how to use a viewfinder to select a portion of an image or view | Know how to transfer an image |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**  Can give a concise explanation of what the subtractive method is | **Key knowledge**  Can understand how to use a viewfinder to select a portion of an image or view | **Key knowledge**  Can explain that abstract art is a way to communicate an image or idea beyond the boundaries of reality |
| **Scaffolding** | Teacher guidance  Working examples.  Visual steps to success. | Teacher guidance  Working examples.  Visual steps to success. | Teacher guidance  Working examples.  Visual steps to success. |
| **Challenge** |  |  |  |
| **Key Vocabulary** | organic  harmony  overlay  abstract  subtractive drawing  chroma | organic  harmony  overlay  abstract  subtractive drawing  chroma | organic  harmony  overlay  abstract  subtractive drawing  chroma |