

Brough Primary School – Curriculum Intention Plan 2023 - 2024



Subject: Art Year Group: Year 5/6		Area of learning: Painting
Links to previous work/Remember when	Painting <ul style="list-style-type: none"> ● Explore how adding more / less water to watercolours can dramatically change the effect. ● Demonstrate increasing control of the types of marks made to create certain effects using paint. ● Begin to alter paint colour using white, grey and black. Observe colour and suggest why it has been used. ● Explore different brush strokes and consider why / when they might be used. ● Begin to discuss how they are influenced by the work of other artists. ● Begin to understand and identify complementary colours and warm and cool colours. ● Adopt confidence when mixing and applying colour. ● Use a good vocabulary of art terms related to colour concepts such as transparency and strong. 	
Term	Year 5/6	Key Skills to be taught
Summer 2024 What the children should know at the end of this series of lessons		Painting <ul style="list-style-type: none"> ● Mix colours with confidence, building on previous knowledge. ● Select colour for purpose, confidently explaining choices. ● Confidently control the types of marks made / brushstrokes and experiment with different effects. ● Use colours and brushstrokes to create atmosphere and light effects. ● Include texture gained through paint mix or brush technique.

Vocabulary

traditional, representational, imaginary, modern, still life, splattered, dabbed, scraped, dotted, textured

Sequence of learning	Learning objectives / outcomes	Suggested lesson outline
1	<i>To explore the marine work of Dennis Chapman, a retired trawlerman from Hull.</i>	https://www.hullfishingheritage.org.uk/gallery/ <ul style="list-style-type: none"> ● Look closely at his use of watercolour techniques and how he shows trawlers at sea, in often difficult sea conditions

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		depicting the hardships of a life at sea as a trawlerman in the 60s.
2	<i>To experiment with sketching sections of some of Dennis Chapman's paintings.</i>	Recognise through sketching, using a card frame, the need to see how accurately the image is being studied. This requires some knowledge of the subject – size, shapes, deck gear, funnel(s), mast etc.
3	<i>Repeat the lesson above, but this time focus on features of the RMS Titanic.</i>	This should be used to collect sketches of the various parts of the RMS Titanic. Teacher choices here include whether the ship will be painted bow on, as a stern view or whether the issue of perspective is to be tackled.
4	<i>To use sketchbooks to experiment with a watercolour colour palette to explore the texture of the paint</i>	There is a need to keep the paint fairly dry – too much water and the paper is compromised. *Use the technique of dabbing the brush in a colour for e.g. 5 seconds and then 10 seconds and then 15 and so on to show in sketchbooks how this changes the vibrancy of the colour. Show this in swatches of the same colour in sketchbooks. Time spent experimenting here will enable the end piece to be of a better quality.
5	<i>To produce a completed large-scale picture of the RMS Titanic, from the chosen perspective on A3 paper.</i>	Art work to be done in stages, not rushed to avoid the paper getting overly wet. Recap on the different grades of pencil and how to use and select the grades to create various techniques and more accurate lines. *Sheet for this in the resource folder
6	<i>To share, reflect and discuss.</i>	<i>Please see assessment details below.</i>

Learning Outcome/product

The outcome of these lessons will be a developed understanding of water colour paint, how to create a colour palette and how to use texture with the paint. The art work will be a marine picture of the RMS Titanic at sea.



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Assessment:



Children should display their work on tables / the floor for all to see and gather around. Encourage positive language and a celebration of each other's hard work.

Adult to guide and model how to peer assess - share thoughts on each other's work;

- What do they like about their peer's artwork? "I like Fred's work because..."
- Compare their work to one of Chapman's pieces. What are the similarities and differences?
- Encourage self reflection: Is there anything you would do differently next time?
- What did you learn from the process of using watercolours to create a painting of the Titanic?
- What did you learn / what key information can you remember about Dennis Chapman?