



Lowerhouse Junior School

Art Overview Sheet



Year 5 – Painting: Rainforest



Rationale: In this unit of work, the children will study the work of Henry Rousseau - a French painter who is considered the archetype of the modern naive artist. He is known for his richly coloured and meticulously detailed pictures of lush jungles and wild beasts. They will experiment with colour, tone and line using poster paints before creating their own pieces of art.

Key Learning:

Substantive Knowledge:

- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in a journal.

Disciplinary Knowledge:

- Work from a variety of sources including observation, photographs and digital images.
- Work in a sustained and independent way to create a detailed drawing.
- Develop close observation skills using a variety of view finders.
- Use a sketchbook to collect and develop ideas.
- Identify artists who have worked in a similar way to their own work.

Building on Prior Knowledge

Key Stage 1:

Year 4: L.S Lowry. Painting in watercolour

Preparing for Future Learning

KS3: to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas ♣ to use a range of techniques and media, including painting ♣ to increase their proficiency in the handling of different materials ♣ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work ♣ about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

Overview:

Lesson 1 **Immerse in art or artist** Teacher notes – leaves / trees painted using broad smooth strokes Silver grey paint runs diagonally to illustrate the rain lack of perspective / breaks the rules (tiger)

Lesson 2: **Identify and exemplify skills and techniques** pupils identify different parts of the painting (leaves / animal / flowers etc) and draw outlines using soft pencils in their sketch books.

Lesson 3: **Teach the skills** model how to choose a suitable brush and how to fill in the colour (mixed) practise creating leaves / animals.

Lesson 4: **Practice the skills** create a background using diagonal strokes and create leaves in the foreground (simple shapes for application of skills) all in sketchbooks

Lesson 5: **Apply the skills to final piece** pupils sketch ut their scene and complete the background before adding detail in the foreground.

Lesson 6: **Evaluate the project** compare ideas, methods and approaches in their own work, say what they think and feel about it with greater insight.

Key Vocabulary

Naïve: visual art that is created by a person who lacks the formal education and training that a professional artist undergoes

Perspective: the way we see things or the point of view we have about a situation.

Background: the part of a scene that is farthest from the viewer, or it can also refer to a person's experiences and upbringing.

Foreground: the part of a scene that is closest to the viewer, often where the action takes place.

Composition: the way in which something is arranged or put together; it can refer to art, music, or writing.

Assessment/Key Skills

Most Children will:

- Outline a portrait drawing with words, varying the size, shape and placement of words to create interest.
- Try a variety of materials and compositions for the backgrounds of their drawings.
- Communicate to their partner what kind of photo portrait they want.
- Show that they are making decisions about the position of a drawing on their background, trying multiple ideas.
- Create a successful print.
- Use some Art vocabulary to talk about and compare portraits.
- Identify key facts using a website as a reference.
- Explain their opinion of an artwork.
- Experiment with materials and techniques when adapting their photo portraits.
- Show they have considered the effect created by their choice of materials and composition in their final piece.