



ART & DESIGN CLASS 5

Autumn 1 Cycle B

Painting: Animals (Patterns, Camouflage, Silhouettes, Animals in Motion) Artist: Henri Rousseau, Daniel Njoroge

Substantive Knowledge <ul style="list-style-type: none"> • To control paint to make things appear lighter and further away or with darker, more intense hues to bring them closer, • To mix secondary and tertiary colours, being able to control these to suit their own purpose. • To understand how to apply pattern and texture with confidence to decorate or embellish paintings. 	Markers for Assessment <ul style="list-style-type: none"> • Children can use colour and tone to add realism to work. • Children can add pattern and texture to make animal paintings look realistic. 	Below	Above
Disciplinary Knowledge <ul style="list-style-type: none"> • To use materials with increasing spontaneity and confidence, experimenting and taking risks over choices of media. • To make art from nature, their environment, still life or from photos they have taken. Make art from their aspirations for their future and the future of others, their fears, hopes and dreams for themselves and the world they live in. 	<ul style="list-style-type: none"> • Children can use media and materials with creativity and confidence. • Children can make art from careful observation. 		
Prior Substantive Knowledge <ul style="list-style-type: none"> • I can paint neatly and carefully, without leaving gaps or messy edges, in a more creative style when the painting demands. • I can control the amount of paint I need to use and preserve finer details. 	Vocabulary Primary, secondary, tertiary, pattern, texture, experiment, environment, nature, materials, media.		
Prior Disciplinary Knowledge <ul style="list-style-type: none"> • I know about different types of paint and when to use them. • I can experiment with expressive painting techniques such as brush use, applying & combining media, adding things to paint etc. 			
Questions (potential 'hook' questions for lessons) <ul style="list-style-type: none"> • How do animals use camouflage? • Which animals are close to extinction? • How can I help with conservation? • What is a silhouette? • What patterns do we see repeated in nature? 	Cross-Curricular/Enrichment Science – animals, habitats, camouflage Geography – habitats and biomes English – writing conservation letters to charities/government Computing – caring for the world posters RE – caring for the world Maths – pattern, Fibonacci patterns		