


## LENT TERM 1

### ART – Year 5 - Medium Term Planning – PAINTING (Social Realism – Grant Wood)

<u>LESSON 1</u>	<u>LESSON 2</u>	<u>LESSON 3</u>
<p><b>LEARNING INTENTION:</b> To know that tone is a hue or mixture of pure colours to which only pure grey is added.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Explore tones made by mixing a light colour (not white) with a dark colour (not black) e.g. lemon yellow with a dark red.</li> </ul> <p><b>Aim:</b> Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p>	<p><b>LEARNING INTENTION:</b> To know that Grant Wood was a Social Realist artist who focused on real settings.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Give reasoned evaluations of their own and others work which takes account of context and intention.</li> </ul> <p><b>Aim:</b> Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>	<p><b>LEARNING INTENTION:</b> To know that shape in art is created using line and colour.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Experiment with media and tools before making a final work of art (shape and pattern)</li> </ul> <p><b>Aim:</b> Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p>
<p><b>Key Vocabulary</b></p> <p>tone, light, dark, colour, hue, grey, pure, tint, shade</p>	<p><b>Key Vocabulary</b></p> <p>Social Realism, society, Regionalism, geometric, organic, pattern</p>	<p><b>Key Vocabulary</b></p> <p>colour, hue, line, shape, brushstroke, depth, assymetrical, effect, texture, organic</p>
<p><b>Recap and Retrieval</b></p> <p>Recap tint and shade from Y3 and Y4.</p>	<p><b>Recap and Retrieval</b></p> <ul style="list-style-type: none"> <li>Tones could refer to black, white and the grey tones between.</li> </ul>	<p><b>Recap and Retrieval</b></p> <ul style="list-style-type: none"> <li>Tones could refer to black, white and the grey tones between.</li> <li>Grant Wood’s paintings depicted rural American Midwest.</li> </ul>
<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>Tones refer to how light or dark a colour is.</li> </ul>	<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>Grant Wood was an American painter.</li> </ul>	<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>A shape is a two-dimensional area.</li> <li>Shapes have height and width but not depth.</li> </ul>

<ul style="list-style-type: none"> <li>• Tones could refer to black, white and the grey tones between.</li> <li>• It could refer to how light or dark a colour appears.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Each colour has an almost infinite number of tones.</li> <li>• Tone is now a central point in colour theory and an essential tool for all artists.</li> <li>• Without tone, a painting can appear flat and lifeless.</li> <li>• Tone is divided into three parts: dark tones, mid-tones and light tones.</li> </ul>	<ul style="list-style-type: none"> <li>• He was born in 1891 and died in 1942, aged 50.</li> <li>• Grant Wood was part of the Social Realism art movement.</li> <li>• Grant Wood's paintings depicted rural American Midwest.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• He was known for being part of the 'Regionalism' art movement.</li> <li>• He strove to depict archetypal rural subjects that embodied the values of hard work, community, and austerity.</li> <li>• In painting small town and rural life, Wood gave the American public an idealized vision of itself at a time during the Great Depression when most common, working Americans faced great hardship.</li> <li>• Regionalism and Social Realism both celebrated working-class Americans, particularly during the stress of the Great Depression.</li> </ul>	<ul style="list-style-type: none"> <li>• A shape might be defined by an outline or through contrast with its surroundings, such as through colour or tone.</li> <li>• Organic shapes are ones that can be found in nature.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Shape can be created by an outline also known as a contour line, or through contrast such as a change in tone or colour.</li> <li>• Organic shapes are irregular and imperfect. They are often curved and flowing and can seem unpredictable.</li> <li>• Using organic shapes can make a piece of art or design seem more natural and real.</li> </ul>
<p><b>Learning Task</b></p> <p>Create a range of tone by mixing a grey scale from white through to black, in regular intervals. Start by placing the white paint at one end of the palette and black at the other, and in the middle, make a grey mixture that is half way between the black and white paint (50:50).</p> <p>Now continue to make further intervals along the palette. Try to make as many intervals as possible, and be systematic with your mixing - for example 90:10, 80:20 etc. Keep the mixtures clear and distinct.</p> <p>Add pure grey (middle tone) to a colour.</p>	<p><b>Learning Task</b></p> <p>Explore paintings of Grant Wood.</p>  <p><b>'Young Corn'</b></p> <p><b>A – Approach</b> – Social Realism / Regionalism  <b>I – inspiration and ideas for own work</b> – not copy but pick out things you like about it  <b>M – Meaning</b> - What is he trying to say in his work?  <b>S – Skills</b> – use of different tints and shades of the same hue, tones.</p>	<p><b>Learning Task</b></p> <p>Explore 'Young Corn' and the use of shape. Create different organic shapes using tints, shades and tones – flowers, trees, hedgerows etc.</p>

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<u>LESSON 4</u>	<u>LESSON 5</u>	<u>LESSON 6</u>
<p><b>LEARNING INTENTION:</b> To know that the choice of colour and pattern can reflect an emotion or mood.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Experiment with media and tools before making a final work of art (shape and pattern)</li> </ul> <p><b>Aim:</b> Produce creative work, exploring their ideas and recording their experiences.</p>	<p><b>LEARNING INTENTION:</b> To know that the planning and design of a painting is crucial to the quality of the end product.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Express ideas, thoughts and feelings through the creation of art.</li> </ul> <p><b>Aim:</b> Produce creative work, exploring their ideas and recording their experiences.</p>	<p><b>LEARNING INTENTION:</b> To know that a painting has a mixture of fine and bold details.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Draw on experience to select and use tools in appropriate ways to create fine and bold details.</li> <li>Develop their knowledge of colour mixing to show space, e.g. thin colours look distant; intense, thick colours look closer.</li> </ul> <p><b>Aim:</b> Evaluate and analyse creative works using the language of art, craft and design.</p>
<p><b>Key Vocabulary</b></p> <p>atmosphere, <b>emotion, mood, pattern, colour</b></p>	<p><b>Key Vocabulary</b></p> <p><b>practice sketch, colour palette,</b> mood board, subject</p>	<p><b>Key Vocabulary</b></p> <p>brushstroke, fine, bold, <b>detail, reflect, evaluate, improve</b></p>
<p><b>Recap and Retrieval</b></p> <ul style="list-style-type: none"> <li>Tones could refer to black, white and the grey tones between.</li> <li>Grant Wood’s paintings depicted rural American Midwest.</li> <li>Organic shapes are ones that can be found in nature.</li> </ul>	<p><b>Recap and Retrieval</b></p> <ul style="list-style-type: none"> <li>Tones could refer to black, white and the grey tones between.</li> <li>Grant Wood’s paintings depicted rural American Midwest.</li> <li>Organic shapes are ones that can be found in nature.</li> <li>Pattern is the repeating of an object or symbol all over the work of art.</li> </ul>	<p><b>Recap and Retrieval</b></p> <ul style="list-style-type: none"> <li>Tones could refer to black, white and the grey tones between.</li> <li>Grant Wood’s paintings depicted rural American Midwest.</li> <li>Organic shapes are ones that can be found in nature.</li> <li>Pattern is the repeating of an object or symbol all over the work of art.</li> <li>Practice sketches need to be done as a guide.</li> </ul>
<p><b>Key Knowledge:</b></p>	<p><b>Key Knowledge:</b></p>	<p><b>Child:</b></p>

<p><b>Child:</b></p> <ul style="list-style-type: none"> <li>• Pattern is the repeating of an object or symbol all over the work of art.</li> <li>• Repetition works with pattern to make the work of art seem active.</li> <li>• Most colours can have positive as well as negative feelings attached.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Often when an artist uses colour in a painting they are trying to communicate an emotion, mood or atmosphere.</li> <li>• They could either be trying to make a viewer feel a certain way or they are trying to communicate their own feelings.</li> <li>• There are many different associations attached to colours.</li> <li>• Some colours share the same ones too.</li> </ul>	<p><b>Child:</b></p> <ul style="list-style-type: none"> <li>• The colour palette needs to be defined.</li> <li>• Practice sketches need to be done as a guide.</li> <li>• Planning and designing means an artist thinks about what to create.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Subject matter needs to be defined.</li> <li>• Mood boards will help support the emotional intent.</li> </ul>	<ul style="list-style-type: none"> <li>• Thin colours look distant</li> <li>• Intense, thick colours look closer.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• The thickness of a line can also be changed by the pressure applied to the brush.</li> <li>• Thick brushes create thick lines.</li> <li>• Thin brushes create thin lines.</li> </ul>
<p><b>Learning Task</b></p> <p>Use of pattern to create hedges, fields, trees etc. Use of colours – harmonious, tertiary etc</p>	<p><b>Learning Task</b></p> <p>Plan and sketch out a piece of Regionalist art inspired by Grant Wood. Decide which type of paint and textures to use. Draw the design. Think about the mood you want to create with choice of colours (recap on Y4 learning – warm and cool colours). Plan what colours to use – tint, shades, tones. Create a mood board and practice texture brushstrokes, pattern, line, shape.</p>	<p><b>Learning Task</b></p> <ul style="list-style-type: none"> <li>• Paint the design to produce a Grant Wood-inspired piece of Regionalist art.</li> <li>• Evaluate what they like and what can be improved.</li> </ul>
<p><b>Assessment</b> Cumulative Quiz. Retrieval Practice.</p>		