

Inspiring and enabling our school community to live life to the full



YEAR FIVE

Subject: Art
Unit: Still Life

Artist Study: Range of still life artists

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

Prior Learning:

-Apply skills taught for sketching in autumn term unit of year 5 (which built on skills taught in lower KS2) to sketch different arrangements of multiple objects using 2D art work to create 2D effects. Children practised arranging mosaic tiles in different ways in Year 3
- Experiment with and refine use of a variety of media including to create effects including: sketching pencils, charcoal, chalk, oil pastels, watercolours used in previous year groups
- Build on work in Year 4 on surrealist art to look at cubism

Key Vocabulary taught in this unit:

Cubism, juxtaposition, vanitas, inanimate, perspective, vessels, transient, asymmetrical, overlapping, contour lines, cylindrical forms, ellipses, placement, overlap, crosshatching, cross contouring, composition, 3-dimensional, tone,

Intent: What do we want the children to know, be able to do by the time they complete this unit)?

To create sketch books to record their observations and use them to review and revisit ideas

Children use sketch books to sketch still life pictures inspired by each artist covered and use this research to experiment with their own ideas for a still life piece of art.

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]

Children are taught ways to give 2D art work a 3D effect using techniques such as: crosshatching, cross contouring and using ellipses for cylindrical forms

They learn how to select and arrange objects for effect and to create symbolism

They apply knowledge taught including sizing of objects, lines and heights, asymmetry, angles created by particular arrangements, overlapping objects and perspective

Children use charcoal, chalk, oil pastels and watercolours using chalks and charcoal specifically to create tone and 3D effects

Learn about great artists, architects and designers in history

Learn about the following artists: Henri Matisse, Harmen Steenwyck, Pablo Picasso, Uzo Egonu and Georges Barque including main details about their lives, what inspired their art work and a study of various pieces from their still life collections and a comparison of their styles.

Impact / Outcome:

What will the final product / result be?

Children will produce their own still life: they will select their own objects and be able to explain why they selected those particular items and why they have arranged them in the way they have; they will have applied art techniques used for sketching and creating effects using their preferred art media and style.

P4C Inquiry (where appropriate)

Explore 'big questions' through art.

Stimulus: Harmen Steenwyck's still life piece 'Still Life: An Allegory of the Vanities of Human Life', 1640 (oil on oak panel)