Our School Values- Art	
Love	We show love by exploring art together, helping one another and learning about a diverse range of artists (of different skin colours, genders, nationalities and ages).
Courage	We show courage by having a go at using or doing something new and by reflecting on our successes and our struggles.
Unity	We show unity by working together and sharing our ideas.
Inspiration	We show inspiration by expressing ourselves and finding things in the world that inspire us.

Year 5

Art

Painting

To use drawing painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Knowledge I already know

I know that we arrange colours on a colour wheel to help us know how to mix them; I know the difference between **primary colours, secondary colours** and **tertiary colours.**

I know that **harmonious colours** are colours which are next to one another on the colour wheel, and the effects of this.

I know what **cool** and **warm** palettes are and the effects of these.

I know that patterns are created when **motifs** are repeated, and that contrasting different patterns in artwork can be very effective.

I know that colours have **tone** too. Light tones are called **tints**. Dark tones are called **shades**.

I know that **foreground** is the part of artwork which is closest and draws attention. I know **background** is furthest away and sets the scene.

I know that artists use a range of techniques to create space in 2D art, including **relative size** and **overlapping**.

Knowledge I will learn

Colour:

I know that colours have **saturation**: **saturated colours** are intense and pure, appearing vivid.

I know that **complementary colours** are colours which are opposite to one another on the colour wheel. They look aesthetically pleasing and create a feeling of vibrant energy.

Tone

I know that **shades** and **tints** of a colour appear more vivid than **tones.**

Space

I know that contrasting patterns and block colour/gradation can help to define shapes and spaces in artwork.

Key Vocabulary

Word	Definition
Complementary colour	Colours which are opposite one another on the colour wheel. Using complementary colours next to one another creates energy in your artwork. They look beautiful next to one another. 
Saturation	The intensity/pureness of a colour. 
Saturated colour	A colour which is an intense, pure hue. Primary colours are the most saturated as they have not been mixed with any other colours. Tones are less saturated as they have been mixed with grey.
Pop-art	An art movement from the 1950s—1980s. Rejected traditional art because it didn't feel 'art' reflected the life of real people. Inspired by everyday things—Hollywood movies, advertising pop music, food packaging, everyday objects. Used bright colours and simple images. 

Artist in focus—Romero Britto



He is a Brazilian Pop Artist.

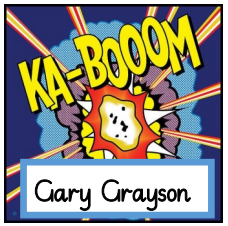
He is inspired by the power of art to make you see the world differently.

He was inspired by Picasso and Matisse.

He worked with and was inspired by other pop artists including Haring, Lichtenstein and Warhol.

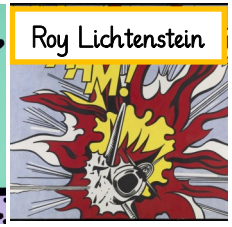
He uses vibrant, saturated colours and abstract compositions which use simple images, shapes and patterns to express ideas.

He likes to portray positive emotions like joy, love and happiness.









LI: I can explore how the Pop-Artists changed the art world.	LI: I can explore the effects of using different colour palettes.	LI: I can explore how contrasting patterns can to create space	LI: I can select which techniques to use to create tone, form and texture with increasing control and purpose.	LI: I can apply what I have learned to create my own artistic response communicating an idea.	LI: I can apply what I have learned to create my own artistic response communicating an idea.
Contrast work of pop artists with earlier and later artwork—artistic annotations.	Exploration of different colour combinations (complementary/harmonious; saturated/muted). Effective artistic annotations. *Acrylic paint.*	Zentangles: exploration of different patterns and colour combinations *Acrylic paint.*	Careful observational drawing of an object precious to them, applying skills learned in Year 4. *Artist pencils (full set 6B-HB)*	Creating final outcome *A4 180gsm cartridge paper & Acrylic paint*	Finishing final outcome and post-it evaluation *A4 180gsm cartridge paper & Acrylic paint*