

# Art

## Drawing/ Pastels -Year 5

### National curriculum

- To create sketch books to record their observations and use them to review and revisit ideas.
- 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].
- To learn about great artists, architects and designers in history.

### Key Knowledge and skills – Year 5

#### Sticky Knowledge

- Paul Cezanne was a French artist who was famous for painting still life's.
- Post-Impressionism was an art movement in France between 1886 and 1905.
- Vincent Van Gogh, Matisse and Paul Gauguin are all artists from the Post-Impressionism movement.

#### Art Skills

##### Exploring and Developing Ideas

- Make thoughtful observations about starting points and select ideas and processes for their work.

##### Drawing

- Observe and use a variety of techniques to show effect of light on objects.
- Use a rubber to lighten.
- Use pencil / pastel to show tone.
- Use tones of the same colour.
- Sketch out compositions focusing on shape of objects.

##### Evaluating and Deepening Work

- Compare ideas, methods and approaches in their own and others' work, and say what they think and feel about them.
- Discuss how they may adapt work and further develop it.

### Vocabulary

Paul Cezanne  
 Post-Impressionism  
 Art movement  
 Pastel  
 Pencil  
 Tone  
 Light  
 Shape  
 Sketch  
 Colour  
 Tone  
 Composition  
 Effect  
 Technique  
 Still life

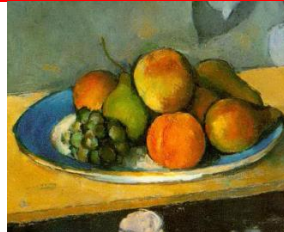
Paul Cezanne



Practising



Still life



Composition



### Lesson outline

**Lesson 1:** Investigate

**LO: To know that Paul Cezanne was famous French artist who painted many still life's.**

#### Sticky Knowledge:

Paul Cezanne was a French artist who was famous for painting still life's.

Post-Impressionism was an art movement in France between 1886 and 1905.

Who was Paul Cezanne? Focus on his still lifes, especially fruit and explain how he painted the same subject matter over and over again.

**Explain that Post-Impressionism** was a French **art** movement that developed roughly between 1886 and 1905, Other artists who painted in this style included Vincent Van Gogh, Matisse and Paul Gauguin.

Children to select different examples of his paintings and using sketch book annotate ideas, feelings and opinions about the images.

SEN- Supported with resources.

GR- Use Ipads to source information independently.

<p>Vincent Van Gogh, Matisse and Paul Gauguin are all artists from the Post-Impressionism movement.</p> <p><b>Art Skills:</b></p>	
<p><b>Lesson 2:</b> Focus practical and techniques</p> <p>LO: To use different pencil techniques to create a realistic drawing of a piece of fruit.</p> <p><b>Art Skills:</b> Observe and use a variety of techniques to show effect of light on objects.</p> <p>Use a rubber to lighten.</p> <p>Use pencil to show tone.</p>	<p>Explain that the final piece of art they will create will be a pastel drawing in the style of Cezanne. This will be first hand observation as the still life will be set up in the classroom for children to draw from.</p> <p>This lesson is about developing techniques for drawing a simple object (apple/orange/pear) and using tone, shade and texture to ensure it looks 3 dimensional.</p> <p>Teacher to demo how to draw using pencil to sketch shape and then add shadow/ shade to create. Explain that a rubber can be used to show lighter areas.</p> <p>Children to create <b>pencil</b> drawings.</p>
<p><b>Lesson 3: Focus practical task</b></p> <p>LO: To experiment with colour and tone to create a realistic pastel drawing of a piece of fruit.</p> <p><b>Art Skills:</b> Observe and use a variety of techniques to show effect of light on objects.</p> <p>Use a rubber to lighten.</p> <p>Use pencil to show tone.</p> <p>Use tones of the same colour.</p>	<p>Drawing individual fruit using <b>pastels</b>.</p> <p>The fruit will be set up in the classroom on tables. Children to use techniques such as shading and tones to draw and make 3-dimensional.</p>
<p><b>Lesson 4:</b></p> <p><b>LO:</b> To observe and use pencil to create different effects to produce a realistic still life drawing</p> <p><b>Art Skills:</b> Observe and use a variety of techniques to show effect of light on objects.</p> <p>Use a rubber to lighten.</p> <p>Use pencil to show tone.</p> <p>Use tones of the same colour.</p> <p>Sketch out compositions focusing on shape of objects.</p>	<p>Explain that we have practiced drawing single objects, however Cezanne's painting included a range of objects. Also, have examples of Cezanne's work to refer to when talking about composition.</p> <p>Teacher to explain this lesson is about combining 2 to 3 objects (Fruit) together (small compositions) Demo how to sketch out rough shapes of the fruit/ overlapping images and explaining how the objects block parts and create shadows/shading. Also, demo how drawing the line for the table provides the perspective for the drawing.</p> <p>Children can choose two to three pieces of fruit and plate to create own composition. This lesson focuses on observational drawing, using pencil only.</p> <p>Recap and remind children about how to create dimension/ shape by using shadows/shading.</p>
<p><b>Lesson 5:</b></p> <p><b>LO:</b> To observe and use pastels to create different effects to produce a realistic still life drawing.</p>	<p>Small compositions, but this time using pastels instead of pencil. 7</p> <p>Recap and remind children about how to create tones using pastels.</p>

<p><b>Art Skills:</b> Observe and use a variety of techniques to show effect of light on objects.</p> <p>Use pastel to show tone.</p> <p>Use tones of the same colour.</p> <p>Sketch out compositions focusing on shape of objects.</p>		
<p><b>Lesson 6: Final piece</b> LO: To observe and use pastels to create different effects to produce a realistic still life drawing.</p> <p><b>Art Skills:</b> Observe and use a variety of techniques to show effect of light on objects.</p> <p>Use pastel to show tone.</p> <p>Use tones of the same colour.</p> <p>Sketch out compositions focusing on shape of objects.</p> <p>Discuss how their may adapt work and further develop it.</p>	<p>This may be a longer session (full afternoon)</p> <p>Set up larger compositions of fruit, bowl/plate, cloth in the style of Cezanne. Recap by looking at examples of Cezanne's paintings. Identify how he has used colour/tone and shade to create his paintings.</p> <p>Children to sketch out composition and then using pastels add colour to create tone, texture, shadow/shading in their artwork. These need to be a least A3 or A2.</p> <p>Children to compare each other's work, saying what they like and what they would adapt and change.</p>	
<p>Working towards</p>	<p><b>End of unit assessment</b> Working at Age related expectations</p>	<p>Working at a greater depth</p>