

Topic: Painting and mixed media – Pre-historic painting

**National Curriculum Objectives which are covered in this unit:**

**Art and design**

Pupils should be taught:

- 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.
- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

**Lesson sequence - include the key concept, L.O. and brief description of lesson**

<p><b>WALT: apply an understanding of prehistoric human-made art.</b></p> <p>Reflecting on the purpose of cave art paintings and introducing a sense of proportion when drawing an animal.</p> <p>Success criteria</p> <ul style="list-style-type: none"> <li>• I can identify features that prehistoric paintings have in common.</li> <li>• I can look for basic shapes within an animal drawing to help get the proportions of my drawing accurate.</li> <li>• I can describe why prehistoric people often painted animals.</li> </ul> <p><b>Pupils with secure understanding indicated by:</b> recognising the processes involved in creating prehistoric art, explaining roughly when they were made as well as creating their own animal drawing in this style; using simple shapes to build initial sketches.</p> <p><b>Pupils working at greater depth indicated by:</b> working with a greater level of control and detail when drawing, confidently using shapes to sketch accurate proportions of the animals and discussing similarities and differences to contemporary art using some art vocabulary.</p>	<p><b>WALT: understand and use scale to enlarge drawings in a different medium.</b></p> <p>Scaling up drawings in charcoal to create tones and textures.</p> <p>Success criteria</p> <ul style="list-style-type: none"> <li>• I can identify key 2D shapes in an image.</li> <li>• I can scale up a drawing by sketching the simple shapes first.</li> <li>• I can successfully apply and blend charcoal to create form, tone and shape.</li> </ul> <p><b>Pupils with secure understanding indicated by:</b> creating a large scale copy of a small sketch, using charcoal to recreate the style of cave artists.</p> <p><b>Pupils working at greater depth indicated by:</b> confidently working with the mediums charcoal, chalk and pastel, using different techniques and tools to create varied effects and textures; describing how they have scaled up their drawing.</p>	<p><b>WALT: explore how natural products produce pigments to make different colours.</b></p> <p>Experimenting with spices and found natural materials to make paint and exploring the colours and effects that can be created.</p> <p>Success criteria</p> <ul style="list-style-type: none"> <li>• I can identify and collect coloured natural items to paint with.</li> <li>• I can describe which natural items make the most successful colours and give reasons.</li> <li>• I can create paints using all natural ingredients as prehistoric artists did.</li> </ul> <p><b>Pupils with secure understanding indicated by:</b> demonstrating a good understanding of colour mixing when using the natural pigments, evidenced by a record of colours in sketchbooks; discussing the differences between prehistoric and modern paint.</p> <p><b>Pupils working at greater depth indicated by:</b> showing a wide range of experimentation and mark making when exploring the natural paints and demonstrating advanced colour mixing and blending of pigments to create new colours.</p>	<p><b>WALT: select and apply a range of painting techniques.</b></p> <p>Applying painting skills to recreate a prehistoric picture on a textured surface.</p> <p>Success criteria</p> <ul style="list-style-type: none"> <li>• I can mix paint to create a range of natural colours.</li> <li>• I can experiment with techniques to create different textures.</li> <li>• I can add fine detail using smaller brushes.</li> </ul> <p><b>Pupils with secure understanding indicated by:</b> experimenting with paint to create different colours and textures to make a piece of art in a prehistoric style; making choices about equipment or paint that enable them to recreate features like bold lines.</p> <p><b>Pupils working at greater depth indicated by:</b> using greater skill and control in their painting and creating a more complex and sophisticated composition, possibly involving more than one animal; discussing the choices they are making as they work, adapting ideas if they don't work as expected on the textured surface.</p>	<p><b>WALT: apply painting skills when creating a collaborative artwork.</b></p> <p>Creating hand prints onto a textured background as a collaborative class piece of prehistoric-inspired art.</p> <p>Success criteria</p> <ul style="list-style-type: none"> <li>• I can work in a group to create a large piece of artwork.</li> <li>• I can create designs using both positive and negative impressions of my hand.</li> <li>• I can create natural colours using paint.</li> </ul> <p><b>Pupils with secure understanding indicated by:</b> successfully making positive and negative handprints in a range of colours; applying their knowledge of colour mixing to make natural colours suitable for the task.</p> <p><b>Pupils working at greater depth indicated by:</b> creating more elaborate designs; manipulating colours, patterns and shapes to suit their own ideas and intentions.</p>
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<p><b><u>Prior learning</u></b></p> <p><i>List year groups and topics with connected learning</i></p>	<p>Reception Paint my world  Year 1 Colour splash  Year 2 Life in colour</p>			
<p><b><u>Future learning</u></b></p> <p><i>List year groups and topics with connected learning</i></p>	<p>Year 4 Light and dark  Year 5 Portraits  Year 6 Artis study</p>			
<p><b><u>Key vocabulary to be explicitly taught</u></b></p>	<p>charcoal composition negative image pigment positive image prehistoric proportion scaled up sketch smudging texture tone</p>			
<p><b><u>Cross-curricular links</u></b></p>	<p><b>History</b>  Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Changes in Britain from Stone Age to Iron Age.</li> </ul> <p><b>Mathematics</b>  <b>Geometry</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.</li> </ul>			
<p><b><u>Enrichment</u></b></p> <p><i>Give visit/visitor/first hand experience and focus</i></p>				
<p><b><u>Useful websites/resources</u></b></p>	<p><a href="#">Lower KS2 Art Knowledge Organiser   Painting</a>  <a href="#">Vocabulary display: Prehistoric painting</a></p>			