

Children will explore still life as a genre of painting. They will move from using bigger movements to express their ideas to using smaller brushes and smaller movements.

Children will learn about using light and dark for effect in their own paintings.

Children will learn to compose a group of chosen objects effectively and consider the impact of light on their group of objects.

Children will then paint an arrangement of objects that they have composed to look as they want, thinking carefully about the light source and how they can represent this in their painting.

What I have already learnt:

Children in Year 1/2 have learnt how to mix primary colours in a variety of combinations to make secondary colours. Children understand that different colours can be used to represent different emotions and moods. They used paints in different ways to create movement within paintings—swirls, flicks, swishes.

What I will learn:

In Year 5/6, children will learn to control the amount of paint on the brush to have different effects in their paintings. They will experiment with expressive techniques such as brush use, combining media and adding things to paint. They will learn how to create tints and shades of different colours instead of using black and white.

Topic: Art—What is still life?	Term: Spring 2	Year: Unit 3	Duration: 4 Weeks
---------------------------------------	--------------------------	------------------------	-----------------------------

<i>What is still life?</i>		
<i>Who is Paul Cezanne?</i>		
<i>I have...</i>	<i>I think...</i>	<i>My teacher thinks...</i>
I know what still life is.		
I can explain what I like and dislike about pieces of still life art.		
I know who Paul Cezanne is and what his art looks like.		
I know what composition is.		
I can use composition when creating a piece of art.	☆☆☆	☆☆☆
I can create a piece of art in the style of Paul Cezanne.	☆☆☆	☆☆☆

<i>What is still life?</i>		
<i>Who is Peter Claesz?</i>		
<i>I have...</i>	<i>I think...</i>	<i>My teacher thinks...</i>
I know how to use water colours effectively.		
I can use water colours effectively.	☆☆☆	☆☆☆
I know who Peter Claesz is and what his art looks like.		
I can explain the similarities and differences between Peter Claesz and Paul Cezanne.		
I know how to represent shadows in painting.		
I can represent shadows in a painting.	☆☆☆	☆☆☆
I can create a piece of art in the style of Peter Claesz.	☆☆☆	☆☆☆

<i>What is still life?</i>		
<i>How will I create a piece of art in the style of Paul Cezanne and/or Peter Claesz?</i>		
<i>I have...</i>	<i>I think...</i>	<i>My teacher thinks...</i>
I can successfully plan a piece of art.	☆☆☆	☆☆☆
I can select suitable materials to use in my piece of art.	☆☆☆	☆☆☆
I can make a final art piece.	☆☆☆	☆☆☆
I can think about what was successful in my own work.	☆☆☆	☆☆☆
I know what I would change if I did it again.	☆☆☆	☆☆☆

Vocabulary	Definition
Still life	A painting or drawing of a group of arranged objects.
Genre	A category or type of artwork.
Composition	The process of arranging objects focusing on how they fill the space and what the desired look is.
Background/ foreground	Items towards the back or front of the art piece. Objects may be placed in the fore or background during the composition stage.
Light/ dark	An area with or without shadow. Lighter areas have fewer or no shadows and dark areas have more shadow.
Tone	The shade of a colour.
Contemporary	Art pieces that are more modern.
Pigment	How vivid or vibrant the colour is.
Pattern	A repeated decorative design.
Texture	The feel, appearance or consistency of a final painting or the paints used to create the texture of the piece.
Relationship	The way different elements of art are used together to create a final piece.
Lighting	The levels of light that are represented in an art piece.

Disciplinary knowledge is how we learn to think like artists. We will use these skills throughout our Long Enquiry.

Observations	Artists observe and represent the world around them.	Knowledge	Artists have a good knowledge of materials and techniques. Materials such as paints, pencils and clay. Techniques such as shading, perspective and composition.
			
Creativity	Artists are imaginative and can generate their own ideas and explore different approaches, and experiment with various techniques.	Awareness	Artists develop an understanding of artists, art movements and different cultural art forms. This enables artists to contextualize their own work and appreciate the diversity of artistic expression.
			
Understanding	Artists understand the elements and principles of art. These include line, shape and form. They should also grasp balance, proportion and apply them to their artwork.	Assessment	Artists are able to reflect on their own artwork and be able to think about its strengths and weaknesses and make improvements.
			



The Peppermint Bottle by Paul Cezanne



By Peter Claesz



A table corner by Paul Cezanne



Rococo Vase by Paul Cezanne



By Peter Claesz

