



Jerry Clay Academy  
Subject Knowledge Organiser

Subject: Art Year Group: 5 Term: Spring

### Core Learning of This Unit:

The children are using their **theme of What is the difference between living and surviving?** In order to produce a high quality painting, using an intricate understanding of colour and technique. Children can control and experiment with tones, shades, hue and mood, and they are able to consider choices of shades for particular purposes, explaining this in their sketch book. Children are able to explore the effects of light and dark. Throughout this unit, children explore different textures of paint (e.g. wet/thin/thick/heavy) to create effects, after considering artists and their use of colour.

This unit might also incorporate other stylistic elements, linked to the focus artist, e.g. printing techniques.

### Prior Learning:

- Mixes and matches colours and explores
- Adds black/white to contrast shades
- Using colour for emotions/mood (primary and secondary colours-colour wheels)
- Applies colours using dotting, scratching, splashing to imitate an artists
- Start to appreciate light/dark in images.
- Uses colour and marks to express moods
- Uses different types of brushes for specific focuses
- Explores the effect on paint of adding other materials

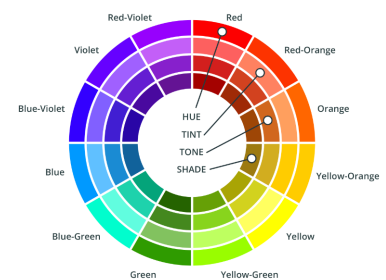
### National Curriculum Statements:

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 with a range of materials [for example, pencil, charcoal, paint, clay]

### Key Vocabulary:

- Tone
- Shade
- Hue
- Mood
- Stippling
- Contrasting
- Colour pallet



### Significant People

- Sue Davis Vachon (Print/paint work)
- Piet Mondrian (trees/colour)
- Anthony Browne (Into the forest/nature)