



Crofton Junior School – Art Knowledge Organiser – Heroes and Villains – Year 5 Summer Term



| | |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit of Work | Art – Heroes and Villains – Sketching Grendel |
| Text Driver the Unit of Work Links to | Beowulf |
| Key Strand | Develop Ideas Master Techniques – Drawing |
| Overview of the Unit of Work | <p>Pupils will learn about the artistic style ‘Expressionism’ and how it relates to real images being distorted and exaggerated in order to express the inner feelings or ideas of an artist. They will also learn that the art is often emotional and even mystical, with frequent use of shocking and vivid colours.</p> <p>Pupils will collect information, sketches, resources, and present ideas imaginatively in a sketchbook and comment on the sculptures with a fluent grasp of visual language. Additionally they will use a variety of techniques to add interesting effects which may also show movement, perspective, shadows or reflection.</p> |
| Prior Learning & Vocabulary | <p>During the Autumn and Spring Term in Year 3 and Spring and Summer Term of Year 4, the children will have learnt to use a sketchbook to sketch ideas imaginatively. Also, during the Summer Term of Year 3, the children will have developed their drawing techniques by sketching Mount Vesuvius erupting.</p> <p>Vocabulary: sketch, refine, variety, hard, soft, pressure, thickness, texture, tone</p> |
| Sticky Knowledge | <p>Pupils will learn:</p> <ul style="list-style-type: none"> • That Expressionism in art relates to how real images are distorted and exaggerated in order to express inner feelings or ideas. • For Expressionists, colour did not have to be realistic but had more of a symbolic value which was often determined by the artist themselves. Colour might be used to express pleasure and wellbeing or to show terror and despair. • The impressionistic style was create through the use if instinct and no prior planning. This ensured that the artist worked purely in the moment with no use of intellect. To paint like an Expressionist, it is best to limit the range of colours and use them straight from the tube without mixing. • Expressionists techniques used for sculpture are particularly focused on exaggeration. Rather than sculpting the full physical form of the subject, sculptors emphasise prominent features by distorting or elongating them, making it less realistic. • How to use different sketching techniques with pencil and coloured pencil to add interesting techniques (e.g. reflections, shadows, direction of sunlight). • How to use colour, lines, hardness and softness to represent movement and emotion. |



New Vocabulary

reflection: an image seen in a mirror or shiny surface
shadows: a dark area or shape produced by a body coming between rays of light and a surface
direction: a course along which someone or something moves
depict: represent by a drawing, painting, or other art form
perspective: the appearance of viewed objects with regard to their relative position, distance from the viewer, etc
impressionism: a style or movement in painting originating in France in the 1860s, characterized by a concern with depicting the visual impression of the moment, especially in terms of the shifting effect of light and colour
mystical: not obvious to human intelligence or senses
fauvism: a French Expressionist art movement
determined: decided or resolved
instinct: a feeling that something is right
intellect: ability to understand or deal with information
communal: shared ideas or things in a group of people
prominent: very noticeable
elongating: stretching, making longer
emphasise: make (something) more clearly defined

Post Learning

During the Spring Term of Year 6, pupils will use a sketchbook to sketch ideas imaginatively.