



Year 5 Art: Drawing and Painting – Block A

- This is a one-week block.
- The outline and structure of the block is as follows:

Lesson 1	Lesson 2	Lesson 3
Explore materials	Explicit teaching of techniques	Applying knowledge, skills and techniques

At the end of this block, pupils will ...	
Know:	Be able to:
What is meant by <i>subtractive drawing</i>	Combine drawing techniques, making informed decisions based on knowledge of what could happen
What abstract art is	Transfer and enlarge an image
Lines can be used to suggest harmony	Work in the style of an artist

by Friedensreich Hundertwasser

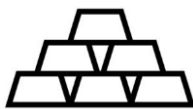
In this block, pupils will learn a new technique called *subtractive drawing*. They will combine this with previously learned drawing techniques. In Lessons 2 and 3, they will look at the work of Hundertwasser. Using organic lines and spirals, along with bright colours and overlaying, pupils will create abstract landscapes.

CUSP Art Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 2	Drawing	Painting	Printmaking	Textiles & Collage	3D	
Year 3	Drawing & Painting	Printmaking	Textiles & Collage	3D		
Year 4	Drawing	Painting	Printmaking & Textiles	3D & Collage		
Year 5	Drawing & Painting	Printmaking	Textiles & Collage	3D		
Year 6	Drawing	Painting & Collage	Printmaking & Textiles	3D		

Point of reference: Y5 Drawing and Painting – Block A

Pupils will be able to:

- refine drawing skills to focus on lines and details
- make detailed thumbnail drawings using a pencil or paint



Prior Learning

- understand that abstract art is more about shape, colour and expressing feelings than being a realistic depiction
- make secondary and tertiary colours

CUSP Connections:

No CUSP connections

Art History:

Friedensreich Hundertwasser (1928 – 2000)

Friedensreich Hundertwasser was born Friedrich (Fritz) Stowasser in Austria in 1928. He returned to the devastation of war-torn Vienna after WW2 ended. Buildings were destroyed and the streets were full of potholes and bomb craters, filled with rainwater. New life had started to emerge, there, in the puddles, where the larvae of insects and tadpoles swam. Creeping their way into the light from dusty cracks, were tender shoots of plants and grass. This inspired Hundertwasser and he saw it as a sign of hope. Protecting and preserving nature became a life long interest for this artist. Hundertwasser was an architect as well as an artist. His work is known for bright colours and quirky designs. He didn't like straight lines and this can be seen in the buildings he designed as well as in his paintings. Hundertwasser stated, "In nature there are no straight lines drawn with a ruler."

Lesson 1 looks at portraits by Frank Auerbach.

Links to Literature:

Harvesting Dreams – Hundertwasser For Kids by Barbara Stieff

Shackleton's Journey by William Grill

Ice Trap by Robertson and Hooper

Secrets of a Sun King by Emma Carroll

Materials:

Art sketchbook, paper, charcoal, erasers, pencils (HB – 6B), acetate (or sealed laminating pouch), black permanent markers, poster paint (bold, bright colours), PVA glue, viewfinders, scissors and glue sticks

Coloured photocopies of Hundertwasser landscape paintings

Pictures of landscapes and cities from magazines, books or calendars – may use images linked to *Shackleton's Journey* or *Secrets of a Sun King*

Working Artistically

Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.

Point of explanation: Y5 Drawing and Painting – Block A

Core Knowledge	Explanation
subtractive drawing (working in the negative)	Subtractive drawing or drawing in the negative is a technique where a media is intentionally taken away from the surface of the canvas or paper, e.g. an eraser or rubber is used as the drawing tool to remove chalk, pencil or pastel – these lines then reveal the intended image the artist wants to make.
organic	Organic means relating to naturally occurring objects and materials.
harmony	Harmony is an attractive combination of related things. In art terms, this could be using colours and shapes that work well together and produce an effect pleasing to the eye.





Technical Vocabulary	Definition
overlay	to put something on top of a surface to cover it completely
abstract	to represent people or things not in a realistic way, but to express your ideas about them
chroma	the strength of a colour

Teacher guidance video: <https://vimeo.com/559412385/cfa3f72eb1>





- Explanation and demonstration of taught content
- Lesson by lesson guidance
- Exemplification of techniques and outcomes


Point of delivery:

Y5 Drawing and Painting – Block A

Revisiting prior learning 	Taught content 	Point of practice 	Point of reflection 
<p>1. Experiment with line and mark making using a range of materials and techniques</p>	<p>Subtractive drawing (working in the negative) using an eraser to reveal white</p>	<p>Introduce the Knowledge Note and discuss new vocabulary with pupils. Pupils will be expected to use this vocabulary as they talk about their work or respond to questioning.</p> <p>Look at art produced by Frank Auerbach.</p> <p>Cover small pieces of paper with charcoal, black chalk or pastel and some areas with black oil crayon. Experiment with making marks on these surfaces, using an eraser as the drawing tool.</p> <p>Try creating surfaces with pencil, graphite or conte and use an eraser to remove marks.</p> <p>Next, create a surface on a larger piece of paper (A4 or A3). Draw a landscape or a view from a window, including trees, buildings and plants.</p> <p>Then, explain to a partner what is meant by <i>subtractive drawing</i>.</p>	<p>Can draw using the subtractive method and give a concise explanation of what it is to a partner</p>
<p>2. Understand how to use a viewfinder to select a portion of an image or view</p>	<p>Enlarge and transfer an image from a small drawing</p> <p>Areas need to be blocks of colour, not shaded</p> <p>Line and movement is emphasised with black</p>	<p>Look at landscape pictures by Hundertwasser. Use a small viewfinder to select a section of one of his images then draw it into sketch books. Focus on the strong black lines. This should be repeated four or five times more using a different part of the picture.</p> <p>Select one of the viewfinder images drawn and, using pencil, enlarge it to fit a 20cm x 20cm square. Use paint to fill in the spaces drawn. Overlay with a piece of acetate the same size. Use a permanent black marker to trace the lines seen onto the top of the acetate. Place each of the completed 20cm x 20cm squares from Lesson 2 together to compile a collaborative abstract piece of work.</p> <p>Complete Vocabulary Task 1.</p>	<p>Can transfer and enlarge an image</p> <p>Can select appropriate colours and paint within the border of each area</p> <p>Can trace black lines</p>

Point of delivery: Y5 Drawing and Painting – Block A

Revisiting prior learning 	Taught content 	Point of practice 	Point of reflection 
3. Know how to transfer an image	Abstract art – a way to communicate an image or idea beyond the boundaries of reality	<p>Create an abstract landscape in the style of Hundertwasser, using A3 paper or larger. Pupils can use images of scenes provided as a guide, or create their own, or use scenes linked to <i>Shackleton's Journey</i> or <i>Secrets of a Sun King</i> (this may affect colour choices).</p> <p>Transfer the image of a landscape using light pencil marks. Use paint to create areas of bold, bright colours. This time, omit the acetate. Go over the outlines drawn with black marker.</p> <p>Complete Vocabulary Task 2.</p>	<p>Can work in the style of Hundertwasser</p> <p>Can make comparisons between their own work and others' (including artists)</p> <p>Can follow a series of sequenced steps</p>

Questions for assessment 
<p>Can you explain the term <i>subtractive drawing</i> to a friend? What do you like or dislike about this method of mark making?</p> <p>What is chroma? How would you describe the artwork of Hundertwasser?</p> <p>What do you like / dislike about your artwork? Why do you feel that way?</p> <p>What did you find challenging / easy? How would you change or improve your work next time?</p>

Oracy and Vocabulary: Y5 Drawing and Painting – Block A

Task 1:

These adjectives could be used to describe the strength of a colour.

Sort these adjectives into two groups.

Each group needs to contain adjectives that have a similar strength of meaning.

intense	dull	bold	pale	strong	vivid	weak	powerful
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Exploration:

What words would you use to describe the work of Hundertwasser? Write some sentences to describe the colours, use of line and shape and pattern. Use some of the adjectives you have sorted in your sentences.




Task 2:





Answer these questions about the techniques you have been using.
Explain your answers to a partner and then write your responses.


What does subtractive drawing mean? Explain this technique.	
How do you feel about the effects you have created using the subtractive drawing technique?	
Describe the processes you completed to produce your own abstract landscape painting in response to the work of Hundertwasser.	

Vocabulary: Y5 Drawing and Painting – Block A

OWN-it	Analyse 
Tick the part of the word <i>monochrome</i> that means <i>colour</i> .	
<input type="checkbox"/> mono <input type="checkbox"/> chrome	
Underline the part of the word that means <i>to carry</i> .	
transfer	
Underline the root word.	
enlargement	

KNOW-it	Definition 
Explain, in a sentence, what the word <i>abstract</i> means.	
_____ _____	
Tick the correct definition of the word <i>reveal</i> .	
<input type="checkbox"/> to repeat something <input type="checkbox"/> to uncover something	
True or false?	
<i>Harmonious</i> colours clash with each other.	
<input type="checkbox"/> True <input type="checkbox"/> False	

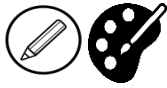
LINK-it	Connect 
Circle the words that have the same meaning.	
organic unnatural biological	
Underline two words that do not mean <i>to move</i> .	
<i>transfer refer transport report</i>	
List two words that contain the root word <i>graph</i> .	
1. _____ 2. _____	

USE-it	Use in context 
Complete the sentence.	
Using an eraser to remove surface marks will _____ marks made underneath.	
Has the word <i>enlarge</i> been used correctly in this sentence?	
If you like the picture I sent you, I can send an enlarge copy for you.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
Use the word <i>reveal</i> correctly in a sentence.	
_____ _____	

Knowledge Note:

Y5 Drawing and Painting – Block A

Year 5: Drawing and Painting



Core content:

Learn the techniques of 'subtractive drawing' – using erasers to remove layers to reveal white.

Create abstract art – using organic lines and spirals, along with bright colours and overlaying of line.

Technical vocabulary:

Organic – natural forms and materials.



Harmony – shapes and colours used to create an attractive effect that is pleasing to the eye.



Overlay – to put something on top of a surface to cover it completely.



Abstract – to represent people or things not in a realistic way, but to express your ideas about them.



Subtractive Drawing – a technique where something is taken away from the surface of a painting or picture to reveal marks or colour underneath.

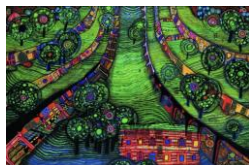


Chroma – the strength of a colour.

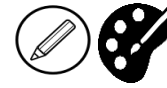


Connections:

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Austrian painter and architect



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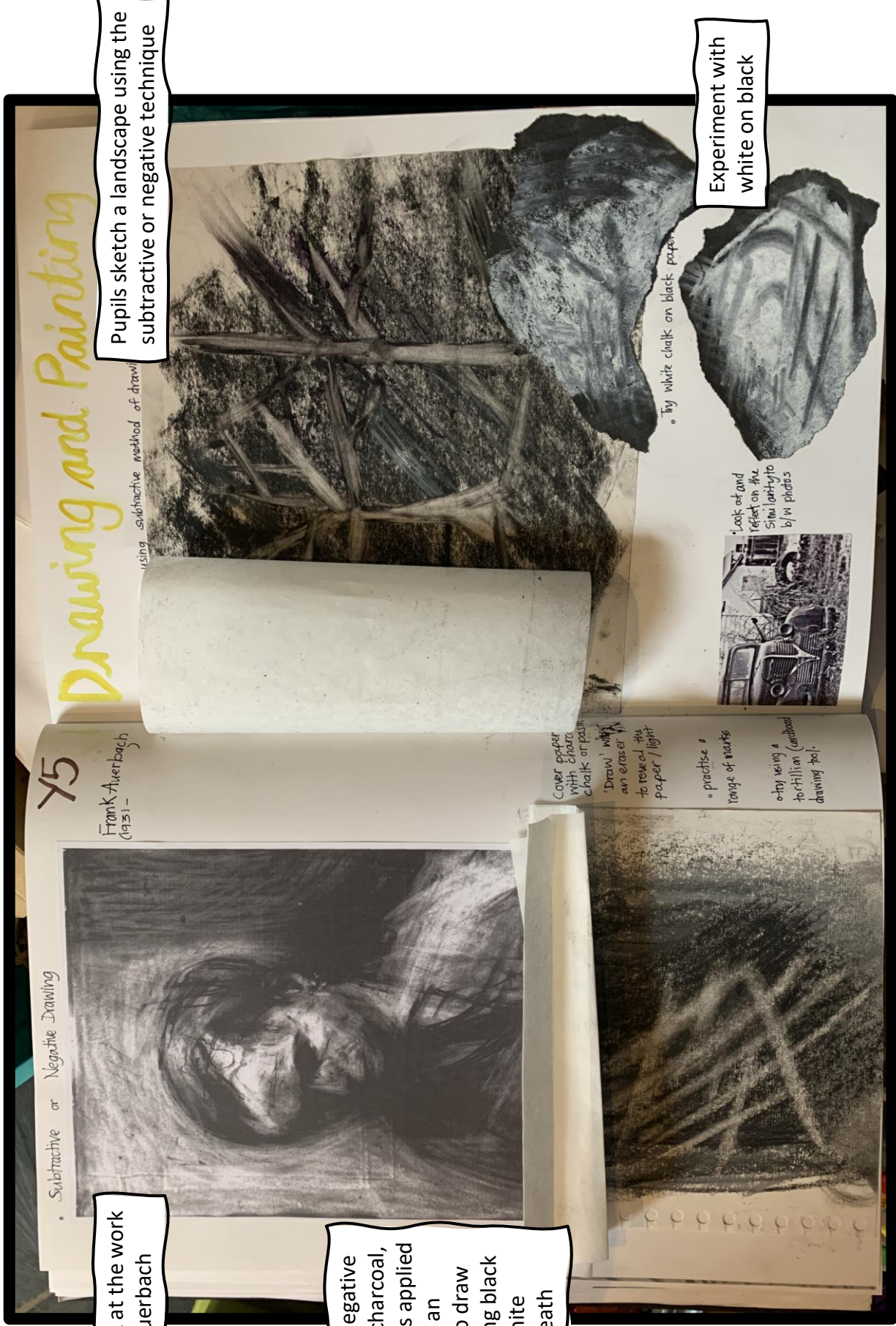


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Exemplification: Y5 Drawing and Painting – Block A



Pupils look at the work of Frank Auerbach

Subtractive or negative drawing: black charcoal, chalk or pastel is applied to paper before an eraser is used to draw with by removing black to reveal the white surface underneath

Pupils sketch a landscape using the subtractive or negative technique

Experiment with white on black

Exemplification: Y5 Drawing and Painting – Block A

