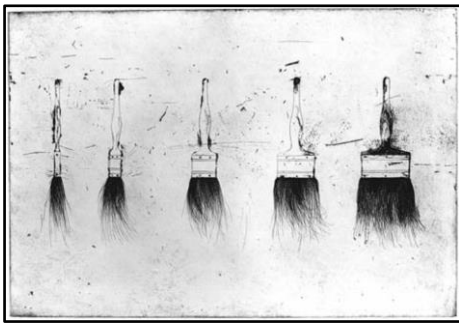


## Year 5 Art: Painting – Block E

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

Lesson 1	Lesson 2	Lesson 3
Exploration of materials and techniques	Explicit teaching of techniques  Exploration of materials and techniques	Applying knowledge skills and techniques  Evaluating outcomes

At the end of this block, pupils will ...	
Know:	Be able to:
Different effects can be achieved with watercolour paint	Select materials to create specific marks using watercolour paint



*Five Paintbrushes*  
by Jim Dine (1973)

In this block, pupils will explore a range of effects which can be achieved using watercolour paint.

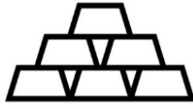
They will create a bank of effects and select from these to make specific marks.

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	Creative Response
Year 3	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 4	Drawing	Painting	Printmaking & Textiles	3D & Collage	Painting	Creative Response
Year 5	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 6	Drawing	Painting & Collage	Printmaking & Textiles	3D	Painting	Creative Response

# Point of reference: Y5 Painting – Block E

Pupils will be able to:

- change the consistency of paint by mixing with water, glue or flour



**Prior Learning**

- use the wet-on-wet technique to create interesting paint effects

## Art History:

Jim Dine (born 1935)

Jim Dine is an American painter, graphic artist, printmaker, sculptor and poet who emerged during the Pop Art period as an innovative creator of works that combine the painted canvas with ordinary objects of daily life. Jim Dine was born in Cincinnati, Ohio. His parents were second-generation immigrants from Eastern Europe and practising Jews, an identity which influenced his artistic career. He later claimed he was "raised in a family of ironmongers and the tools were always around me." His family owned a hardware store, where he gained a deep interest in the power of ordinary objects.

At the core of his art, regardless of the medium of the specific work, lies an intense process of autobiographical reflection – a relentless exploration of the self through a number of highly personal motifs. These include: the heart, the bathrobe, tools, antique sculpture, and the character of Pinocchio.

Jim's work is held in permanent collections in galleries across the world.

## Links to Literature:

*The Magic Paintbrush* by Julia Donaldson

## Materials:

Different varieties of salt, watercolour and poster paint, paint brushes (including decorating brushes to trace around), black pens, masking tape, thick paper (watercolour paper is ideal), bleach (teacher only)

## 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 Painting – Block E





Core Knowledge	Explanation
coarseness	Coarseness is the quality of being rough.
dissolve	To dissolve means to become incorporated into a liquid to form a solution.
adhere	To adhere means to stick to something.

Technical Vocabulary	Definition
warping	to make or become bent or twisted out of shape, typically as a result of the effects of heat or damp
spritz	to squirt or spray a liquid at or onto something in quick, short bursts
absorb	to take in a liquid, gas or other substance from the surface or space around

**Link to video:** <https://vimeo.com/680905303/b50b5fd92a>

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

# Point of delivery: Y5 Painting – Block E

Revisiting prior learning 	Taught content 	Point of practice 	Point of reflection 
<p>1. Watercolour paint is combined with water to create a translucent effect</p> <p>Wet-on-wet is a technique of painting on top of a previously applied wet paint</p> <p>A wash is a very thin, watery layer of paint applied to a surface</p>	<p>Explore the effects that can be achieved by adding salt to a surface painted with watercolour</p> <p>Salt crystals absorb some of the water from the painted surface and leave impressions on the paper</p> <p>Watercolour paper is used because of its thickness and tendency not to warp when watery paint is applied</p> <p>Describe and evaluate the effects achieved using this technique</p>	<p>Introduce the lesson by prompting pupils to recall techniques they have used to create different visual effects using paint. Establish through questioning that many factors can determine the effects achieved, such as:</p> <ul style="list-style-type: none"> <li>the consistency and type of paint you use</li> <li>the surface you are painting on</li> <li>the tools you use to apply the paint and how you use them.</li> </ul> <p>Explain that pupils are going to explore the effects that can be achieved by adding salt to watercolour paint. Can pupils describe the difference between watercolour paint and poster paint? Remind pupils that watercolour paints are translucent and by varying the amount of water used, the intensity of colours can be changed.</p> <p>Provide each pupil with a sheet of watercolour paper and ask them why this type of paper is most suitable. Prompt pupils to draw a grid on their paper and demonstrate sprinkling different types of salt (table, rock, Himalayan and Epsom®) onto small areas of wet paint. Encourage pupils to use the same colour for each sample.</p> <p>Encourage pupils to experiment by using a combination of salt crystals and by adding paint or water on top of the salt layer. Ensure pupils annotate each sample for future reference.</p> <p>Once dried, scratch off the salt layers to reveal the patterns and textural effects caused by the salt. Can pupils explain why this has happened?</p> <p>Pupils add their samples to their sketchbooks with some descriptions of the effects and evaluative comments.</p> <p>Pupils complete Vocabulary Task 1.</p>	<p>Can explain the differences between poster paint and watercolour</p> <p>Can add different types of salt to watercolour and describe the effects achieved</p> <p>Can experiment further by applying paint on top of a layer of salt crystals</p> <p>Can use appropriate vocabulary to describe the effects achieved</p>

## Questions for assessment

**What** is the difference between watercolour paint and poster paint?

**Would** you get the same results if you added salt to watercolour paint that has dried?

**What** happens when you add salt to a surface of wet watercolour?





**Which** colours produce the most noticeable effects?

**Why** are salt crystals used ?

**What** adjectives would you use to describe the impressions left by the salt crystals?

**What** does absorb mean?

# Point of delivery: Y5 Painting – Block E

Revisiting prior learning 	Taught content 	Point of practice 	Point of reflection 
<p>2. When salt is added to wet watercolour paint, some of the paint is absorbed by the salt, resulting in interesting effects</p> <p>Wax resists watercolour paint</p>	<p>Explore how wet or dry watercolour reacts to substances such as wax, bleach and salty water</p> <p>Use a range of materials and methods to apply paint or remove areas of paint</p> <p>Note the effects of texturing the paper prior to painting</p> <p>Explain methods used</p> <p>Describe and compare results</p>	<p>Recap the techniques used in the previous lesson and discuss the effects achieved.</p> <p>Refer to the Knowledge Note to recap and explain key vocabulary relevant to this lesson.</p> <p>Following on from the previous lesson, provide pupils with a variety of materials and substances to use with watercolour paint to investigate the different effects they can achieve.</p> <p>Demonstrate techniques such as:</p> <ul style="list-style-type: none"> <li>• adding drops of salty water to a wet or dry painted surface</li> <li>• pressing crunched plastic wrap onto the wet paint</li> <li>• dabbing wet paint with a tissue, cotton wool ball or paper towel</li> <li>• pressing bubble wrap against the wet paint and leaving to dry</li> <li>• flicking paint over a painted surface</li> <li>• spritzing water or paint onto a painted surface</li> <li>• using scissors to score or cut into the watercolour paper before adding a wash of paint</li> <li>• drawing onto the paper with wax or oil pastels and then applying a wash of paint</li> <li>• creating gradients of colour before dropping or flicking paint across the surface.</li> </ul> <p>Another interesting effect can be achieved by adding diluted bleach with a pipette to a wet or dry painted surface. As bleach is a potentially dangerous substance, it is recommended that this technique is demonstrated by the teacher.</p> <p>Prompt pupils to prepare some grids on watercolour paper, as before, and provide plenty of opportunities for them to experiment with a range of techniques. Remind them to make a note on their painted samples of the method or materials they have used in each case.</p> <p>Allow pupils to share and discuss their results with others and encourage them to use technical and adventurous vocabulary to explain the methods they have used and the outcomes.</p>	<p>Can describe the way watercolour paint reacts to certain substances such as bleach</p> <p>Can describe the effects of applying or removing layers of paint using a range of materials and techniques</p> <p>Can use appropriate vocabulary to describe visual effects</p> <p>Can explain the methods used with clarity</p> <p>Can state preferences and make suggestions about how different effects could be achieved</p>

## Questions for assessment

**Which** substance has the most dramatic effect on the paint?

**How** many different materials can you use to remove areas of paint? Which material gives the most interesting results?

**How** many different ways can you apply paint to a surface?





**Does** adding salty water to wet paint achieve the same results as adding dry salt to wet paint?

**Do** you achieve the same effects by adding substances to wet and dry paint?

**Which** techniques do you prefer and why?

**Why** does scoring the paper result in such noticeable effects?

# Point of delivery: Y5 Painting – Block E

Revisiting prior learning 	Taught content 	Point of practice 	Point of reflection 
<p>3. Different effects can be achieved by adding substances to paint</p> <p>Different effects can be achieved by applying or removing layers of paint using a variety of materials</p>	<p>Respond to the work of an artist using technical language</p> <p>Create a painting in a similar style</p> <p>Make choices about techniques to use to achieve a desired effect</p> <p>Evaluate outcomes</p>	<p>Recap and review the techniques the pupils have explored in the previous two sessions. Which did they prefer and why? Explain that they will be required to select and apply some of these techniques to create a painting in the style of Jim Dine.</p> <p>Show pupils <i>Five Brushes</i> by Jim Dine and give some contextual information about the artist, in particular his links to Pop Art and the concept of creating art from everyday objects. Prompt pupils to describe the painting and state their views about it. Use questioning to guide this discussion. Why has the artist chosen not to use colour? How has he used shades and tones to create effects? Can pupils comment on the artist's use of line to express realistic detail?</p> <p>Demonstrate how to create an image of five brushes by tracing around the objects and using shades of grey watercolour to add shadow and to emphasise form.</p> <p>Prompt pupils to refer to their bank of technique samples from the previous two lessons and select five that they will recreate on their brush painting.</p> <p>Once dry, further details can be added to the brushes using pens.</p> <p>Allow pupils time to share their work with others, evaluate the outcomes and explain the choices they have made.</p> <p>Pupils complete Vocabulary Task 2.</p>	<p>Can respond to an artist's work and use the language of art to describe it</p> <p>Can demonstrate an understanding of terms such as monochrome, tone and line</p> <p>Can apply painting techniques to create an image in a similar style to that of a specific artist</p> <p>Can apply paint in a considered way to emphasise form</p> <p>Can use observational skills and art materials effectively</p> <p>Can state preferences about their work and make suggestions about what they could change to improve it</p>

## Questions for assessment

**What** effects has the artist achieved through his use of line and tone?

**Would** you label Jim's art as abstract or realistic?

**What** does monochrome mean?

**How** could you create a painting to reflect Jim's style?

**Why** do you think the artist has chosen to create a monochrome painting?

**What** do you like about your finished painting? What would you change?

# Oracy and Vocabulary: Y5 Painting – Block E

## Task 1:

You have explored the effects of adding different types of salt to watercolour paint.  
Order these adjectives according to their texture.

dusty	gravelly	powdery	crumbly	gritty	lumpy
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Exploration: 

Does a coarser grain of salt have a more dramatic effect on the paint?

Explain the difference between *gritty* and *grainy*, *gravelly* and *crumbly*.

Does it make a difference how much salt you add to the painted surface?

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## Task 2: Express your views about your painting by answering these questions.

How confident do you feel about the techniques you have used in these lessons?

Mark your level of confidence on the scale.



not confident



very confident

Explain to a partner the techniques you chose to use in your final painting.

Explain why you made these choices.




Have you been successful in achieving the effects you wanted to?

Write some sentences to explain the skills you would like to practise further and what improvements you would like to make to your work.



# Vocabulary: Y5 Painting – Block E

**OWN-it** Analyse 

Add a suffix to change this verb to an adjective.


absorb - \_\_\_\_\_

Change this adjective to its superlative form.

coarse - \_\_\_\_\_

Tick the correct word class for the word *coarseness*.

- noun
- abstract noun
- preposition

**KNOW-it** Define 

Write a definition of the word *spritz*.


\_\_\_\_\_

\_\_\_\_\_

Tick the correct definition of *dissolve*.

- to become part of water
- to disappear
- to become incorporated with a liquid

Colour the word or phrase that best describes the meaning of *warp*.

**LINK-it** Connect 

Tick the word that is not a synonym of *adhere*.


stick	<input type="checkbox"/>
attach	<input type="checkbox"/>
separate	<input type="checkbox"/>

Write two different meanings of the word *coarse*.

- \_\_\_\_\_
- \_\_\_\_\_

Match the synonyms.

<input type="text" value="dissolve"/>	<input type="text" value="spritz"/>
<input type="text" value="warp"/>	<input type="text" value="liquefy"/>
<input type="text" value="atomise"/>	<input type="text" value="deform"/>

**USE-it** Use in context 

Use the word *absorb* in a sentence.

\_\_\_\_\_

\_\_\_\_\_

Complete this sentence.

Due to its high water content, special paper is used with watercolour paint to prevent \_\_\_\_\_.

Tick the box if the word *adhered* has been used correctly in this sentence.

Chloe was always in trouble at school because she *adhered* to the rules.



# Knowledge Note: Y5 Painting – Block E

## Year 5: Painting



### Core content:

Explore a range of effects which can be achieved using watercolour paint.  
Create a bank of effects and select from these to make specific marks.

### Technical vocabulary:

**Coarseness** – the quality of being rough.



**Dissolve** – to become incorporated into a liquid to form a solution.



**Adhere** – to stick to something.



**Spritz** – to squirt or spray a liquid at or onto something in quick, short bursts.



**Warping** – to make or become bent or twisted out of shape, typically as a result of the effects of heat or damp.

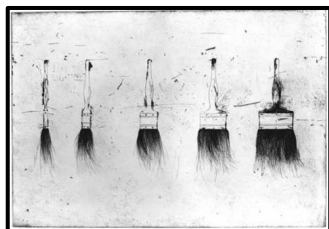


**Absorb** – to take in a liquid, gas or other substance from the surface or space around.



### Connections:

Jim Dine  
(born 1935)  
American painter, graphic  
artist, printmaker, sculptor  
and poet



## Year 5: Painting



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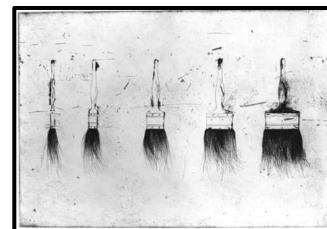


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# Exemplification: Y5 Painting – Block E

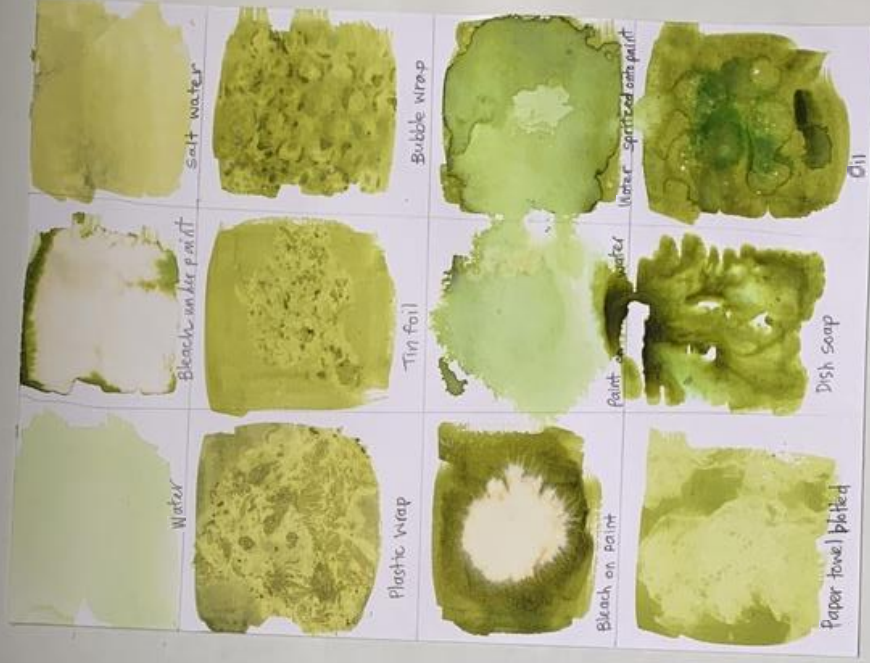
## Y5 Painting

Place different types of salt onto samples of wet watercolour paint. The salt absorbs some of the watercolour paint. When the salt is rubbed off the surface it leaves behind a textural effect. The effects achieved depend on the type of salt and the depth of colours used.



\*Explore what happens when different salts are added to water colour paint.

\*When paint is dry, scrape it off to reveal the effect.



\*Make notes about what has been added to the paint.  
\*These will be used in lesson 3.

Encourage pupils to explore and explain what happens when other substances are mixed with the paint or applied to the surface of the paper. Use a variety of materials and methods and compare the results.

