

Y6 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 art form	Explicit teaching of techniques	Applying knowledge, skills and techniques



It's A Small World
by Terry Gilecki

At the end of this block, pupils will ...	
Know:	Be able to:
Depth can be created by layering effects one on top of the other	Select and combine appropriate techniques to create the illusion of water and depth

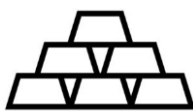
In this block, pupils will combine techniques learnt in previous lessons to create the illusion of depth and represent the translucent qualities of water.

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: Y6 Painting – Block E

Pupils will be able to:

- explain the effects that can be achieved by adding salt to a surface painted with watercolour



Prior Learning

- use a range of materials and methods to apply paint or remove areas of paint

Art History:

Terry Gilecki (1954) – contemporary artist

Terry Gilecki has been working as a freelance commercial and fine artist since 1974. He was born in 1954 in British Columbia and received a diploma in Commercial Art in 1973. His technique involves first applying reactive mediums and modelling material for texture, then painting in acrylic through a combination of airbrush and brush techniques, then finishing with the addition of translucent, opaque and occasionally metal powders for a dimensional quality.

Terry Gilecki has always had an ardent interest in the beauty of Koi and the diversity of their colour. He has devoted his artistic career to capturing their essence in his paintings. Gilecki's attraction to and study of Koi brought him to the realisation that, through his paintings, he would be able to emulate the simple and rewarding pleasure of watching them.

Links to Literature:

Nen and The Fisherman by James Mayhew

Materials:

Watercolour paper or card stock, watercolour paints, fine and thick paintbrushes, salt, wax and oil crayons, white acrylic paint, masking tape, water container and blotter (paper towel or roll of toilet paper)

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:

Y6 Painting – Block E





Core Knowledge	Explanation
reflective	Reflective surfaces are those that send back light or heat.
oil	Oil is a viscous liquid with a smooth, sticky feel, derived from plants and minerals.
translucent	Translucent material allows light to pass through but is not completely clear.

Technical Vocabulary	Definition
resist	where a substance such as wax is applied to a surface in order to resist paint or dye
absorb	to take in a liquid, gas or other substance from the surface or space around
depth	the distance from the top to the bottom of something or the distance from the front to the back of something

Link to video: https://vimeo.com/685868458/b6de84a2dc
<ul style="list-style-type: none"> • Explanation and demonstration of taught content • Lesson by lesson guidance • Exemplification of techniques and outcomes





Point of delivery:

Y6 Painting – Block E

Revisiting prior learning 	Taught content 	Point of practice 	Point of reflection 
<p>1. Substances can be added to paint to create a variety of visual effects</p>	<p>Use appropriate vocabulary to describe the appearance and qualities of water</p> <p>Experiment with a range of techniques to achieve a specific outcome</p> <p>Make decisions about which techniques and materials were most effective and why</p>	<p>Through questioning and discussion, assess pupils' ability to recall techniques they have used in previous units to create interesting visual effects with watercolour.</p> <p>Discuss the effects that can be achieved using techniques such as:</p> <ul style="list-style-type: none"> • adding salt crystals to wet watercolour paint • dropping oil onto a painted surface, before or after the paint has dried • using wax and oil pastel with watercolour to create resist patterns and marks. <p>Show pupils a variety of images of water. Which colours can pupils see? Which words would they use to describe the water and its qualities? Refer to the Knowledge Note and challenge pupils to find two words that would be appropriate to use when describing water (<i>reflective</i> and <i>translucent</i>).</p> <p>Provide pupils with a variety of materials such as salt crystals, candle wax, oil pastels and watercolour paints and challenge them to experiment with these to represent water. Remind pupils to annotate each of their samples, stating the techniques and materials they have used.</p> <p>Allow pupils to share, discuss and evaluate their samples with others. Which techniques did they use and why? Which techniques were most successful in achieving the illusion of water?</p> <p>Pupils add their annotated samples to their sketchbooks.</p>	<p>Can recall and explain learnt techniques</p> <p>Can combine techniques and substances to replicate water</p> <p>Can make decisions about which techniques are most effective in achieving desired outcomes</p>
<p>2. Effects can be achieved by combining substances and techniques</p> <p>Wet-on-wet is the technique of applying paint to a wet painted surface</p>	<p>Respond to the work of an artist, describing the effects created</p> <p>Use horizontal brushstrokes of different lengths and widths to create the illusion of ripples on water</p> <p>Alternate light and dark colours to create the illusion of movement and depth</p> <p>Use white in specific areas as a way of creating the illusion of light reflecting on water</p> <p>Evaluate outcomes</p>	<p>Introduce pupils to the work of Terry Gilecki and discuss how he has created the illusion of water, movement and depth. Pose questions such as: How has he recreated the reflective qualities of water? How do we know which fish are nearer the surface?</p> <p>Using watercolours in blues and greens, challenge pupils to create a painting that represents water and movement. Demonstrate applying a light wash of paint to watercolour paper and taping this to the table surface. Encourage pupils to use a range of shades to emphasise ripples, shadows and reflections and to use white paint to add highlights. Remind pupils to use horizontal strokes and that the amount of water they mix with the paint will affect the shade and intensity of colour created.</p> <p>Show pupils how to use the brush to remove areas of paint and how to use the brush in different ways to achieve different marks and effects. Explain how alternating light and dark shades give the impression of ripples and waves. Once dry, pupils can add further strokes, marks and highlights to emphasise reflection and movement.</p> <p>Pupils evaluate their paintings and complete Vocabulary Task 1.</p>	<p>Can use artistic and technical vocabulary to respond to the work of others</p> <p>Can use a paintbrush to apply paint in a controlled way</p> <p>Can control the intensity and shade of colour by adjusting the amount of water used</p> <p>Can use horizontal brushstrokes to apply thick and thin marks of alternating light and dark colours</p> <p>Can apply white paint with care and precision to achieve a desired effect</p> <p>Can explain how their work could be improved</p>

Point of delivery:

Y6 Painting – Block E

Revisiting prior learning 	Taught content 	Point of practice 	Point of reflection 
3. Create an illusion of water using highlights and dark shades	<p>Observe, draw and paint Koi fish</p> <p>Consider the position of drawings to create the illusion of depth and distance</p> <p>Vary the amount of painted details to distinguish between those fish that are nearer the surface and those that are further away</p> <p>Add a final layer of paint effects to represent the surface of the water</p> <p>Evaluate outcomes</p>	<p>Show pupils some images of Koi fish and look again at the work of Terry Gilecki. Question pupils about the shapes, details and features they can see in the images.</p> <p>Provide pupils with an opportunity to practise sketching some of the fish, reminding them to press lightly with their pencil as they do so. Pupils then draw some fish onto the background they prepared in the previous lesson. Prompt pupils to think carefully about how they position the fish. How can they give the impression that one fish is nearer to the surface of the water than another? As pupils paint their fish, remind them that objects in the foreground will have more intense colours, and details will be more visible than objects further away.</p> <p>Once the fish have been allowed to dry, refer pupils to the materials and methods explored in Lesson 1. Challenge pupils to select some of these materials and methods and add a final layer of colours and details to represent the surface of the water.</p> <p>Pupils then work with a partner to complete Vocabulary Task 2 and evaluate their final painting.</p>	<p>Can use a pencil with control to draw images with accuracy</p> <p>Can vary the intensity of colours used to create the illusion of depth and distance</p> <p>Can show an understanding that the closer an object is, the more visible its details will be</p> <p>Can make careful selections of taught techniques to achieve desired effects</p> <p>Can identify strengths and areas for development in their work</p>

Questions for assessment

What does depth mean?

How does oil react with watercolour?

What does resist mean?

How can you use brushstrokes and colour to give the impression of movement in water?

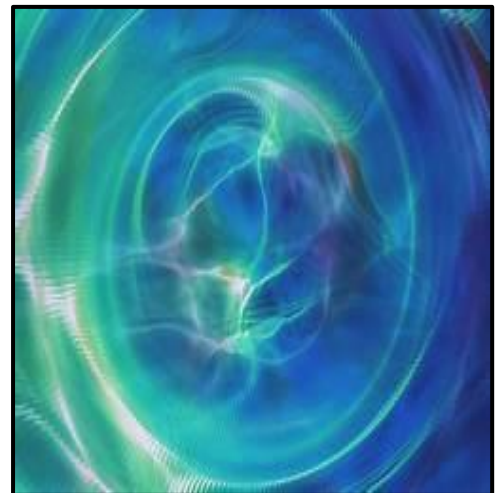
When painting water, why should you use horizontal brushstrokes?

How can you create the impression that a fish is nearer to the surface of the water than another?

How can you recreate the reflective and translucent qualities of water, using paint?

What changes would you make to your work and why?

Supporting Materials: Images of water, Y6 Painting – Block E



Supporting Materials: Images of Koi, Y6 Painting – Block E



Oracy and Vocabulary: Y6 Painting – Block E

Task 1:
Order these adjectives according to their clarity.

murky	impenetrable	clear	luminous	glassy	cloudy
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Exploration:

1. Explain the difference between translucent and transparent.
2. Can you only use watercolours if you want to paint water?

1. When painting water, what happens if you use the same width of brushstroke for all the colours you use?
2. What happens if you paint straight lines rather than wavy lines?



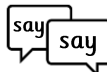
Task 2:
Work with a partner to discuss and answer the questions below.

Explain the meaning of these words to a partner.

resist translucent depth



Explain to a partner the methods, materials and techniques you used to create the illusion of water in your painting.



Explain how you created an illusion of depth in your painting.



Explain how your painting could be developed further or improved.





Write an emotion word and draw an emoji to represent how you feel about your final painting.





Can you explain why you feel this way?

Vocabulary: Y6 Painting – Block E

OWN-it	Analyse 
Change this adjective to a noun.	
reflective - _____	
Change this verb to an adjective.	
absorb	⇒ <div style="border: 1px solid black; width: 150px; height: 40px; display: flex; align-items: center; justify-content: center;"> </div>
Change this adjective to an abstract noun.	
<div style="border: 1px solid black; padding: 5px; display: inline-block;">translucent</div> ↓ <div style="border: 1px solid black; width: 350px; height: 30px; margin-top: 10px;"> </div>	

KNOW-it	Define 
Explain the meaning of <i>depth</i> .	
Tick the most accurate definition of <i>absorb</i> .	
to mix with a liquid or other substance	<input type="checkbox"/>
to take in or soak up a liquid or other substance	<input type="checkbox"/>
Tick the most accurate definition of the term <i>reflective</i> .	
<input type="checkbox"/> surfaces capable of reflecting light	
<input type="checkbox"/> surfaces capable of reflecting light or heat	
<input type="checkbox"/> surfaces that are shiny	

LINK-it	Connect 
Tick the word that is not a synonym of <i>resist</i> .	
<div style="border: 1px solid black; padding: 5px; display: inline-block;">refuse</div>	
<div style="border: 1px solid black; padding: 5px; display: inline-block;">prevent</div>	
<div style="border: 1px solid black; padding: 5px; display: inline-block;">accept</div>	
Tick two words associated with <i>oil</i> .	
<div style="border: 1px solid black; padding: 5px; display: inline-block;">thick</div>	
<div style="border: 1px solid black; padding: 5px; display: inline-block;">opaque</div>	
<div style="border: 1px solid black; padding: 5px; display: inline-block;">translucent</div>	
Write three words that contain the root <i>trans</i> .	
<div style="border: 1px solid black; width: 260px; height: 25px; margin-bottom: 5px;"> </div>	
<div style="border: 1px solid black; width: 260px; height: 25px; margin-bottom: 5px;"> </div>	
<div style="border: 1px solid black; width: 260px; height: 25px;"> </div>	

USE-it	Use in context 
Use the following words in one sentence. depth illusion size	
Tick the sentence if the word <i>resist</i> has been used correctly.	
Crops that have been modified to resist disease produce better yields.	
<input type="checkbox"/>	
Use the word <i>translucent</i> in a sentence.	

Knowledge Note:

Y6 Painting – Block E

Year 6: Painting



Core content:

Combine techniques learnt in previous lessons.
Create the illusion of depth in a painting.
Represent the translucent qualities of water
using paint effects.

Technical vocabulary:

Reflective – surfaces that send back light or heat.



Oil – viscous liquids with a smooth, sticky feel, derived from plants and minerals.



Translucent – material which allows light to pass through but is not completely clear.



Resist – where a substance such as wax is applied to a surface in order to resist paint or dye.



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



Depth – the distance from the top to the bottom of something or the distance from the front to the back of something.



Connections:

Terry Gilecki (born 1954)

Contemporary Canadian
artist



Year 6: Painting



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Exemplification: Y6 Painting – Block E

Y6 Painting

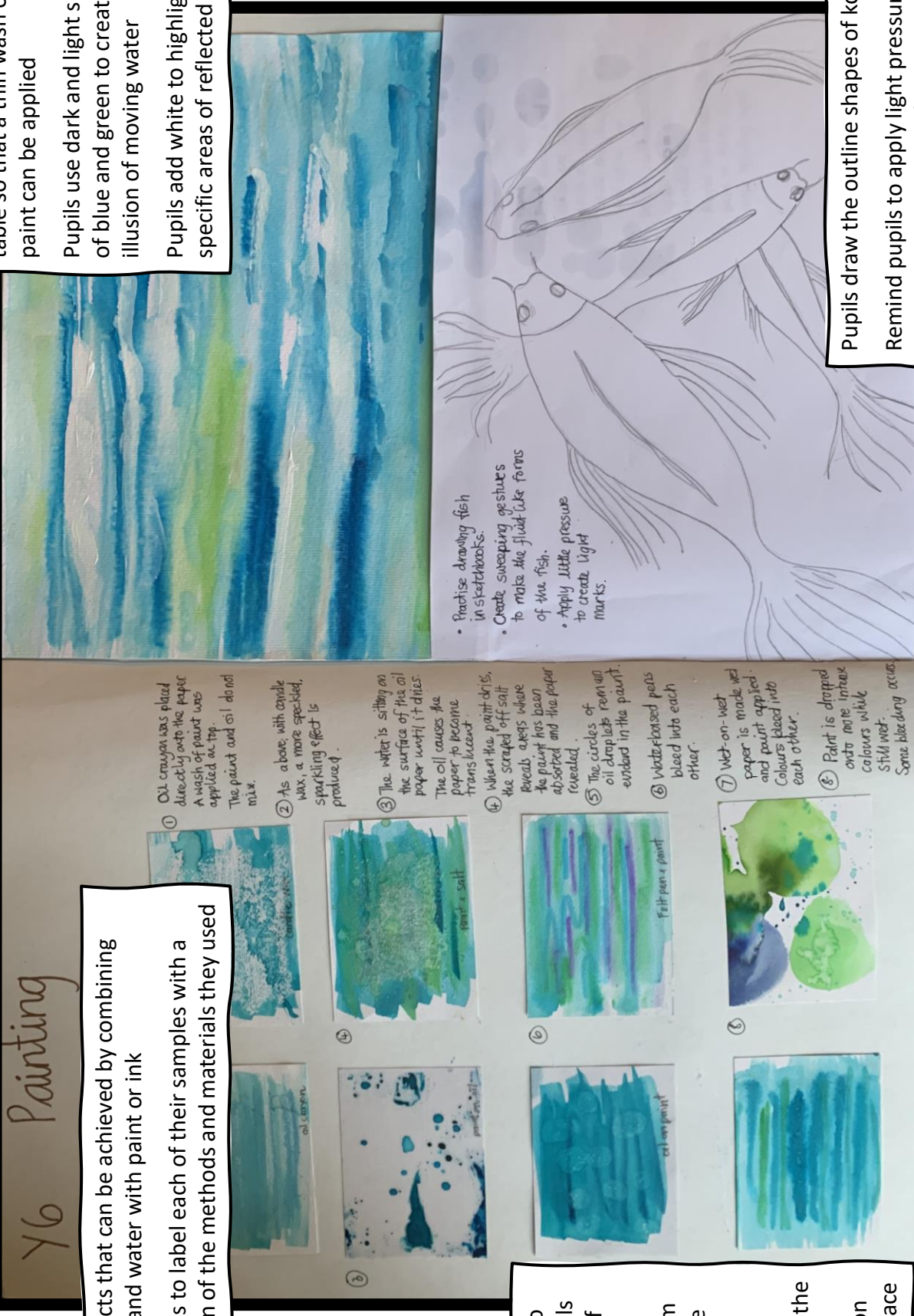
Explore the effects that can be achieved by combining wax crayon, oil and water with paint or ink

Encourage pupils to label each of their samples with a brief explanation of the methods and materials they used

Tape watercolour paper to the table so that a thin wash of paint can be applied

Pupils use dark and light shades of blue and green to create the illusion of moving water

Pupils add white to highlight specific areas of reflected light



Prompt pupils to apply salt crystals to the surface of some samples

Rub the salt from the surface once the paint is dry

The salt crystals absorb some of the paint and leave textural marks on the painted surface

Pupils draw the outline shapes of koi fish

Remind pupils to apply light pressure with their pencil and to focus on only drawing the outline shapes

Exemplification: Y6 Painting – Block E

• A second background is created and fish outlines sketched lightly on top.

• Fish are coloured with more detail being applied to the surface of the fish just below the water.

• When dry, different techniques and effects, learnt in lesson one, are applied.

• Allow to dry fully then, remove any salt or re-apply effects to create the illusion of water.



Pupils use a range of techniques to create a background and then draw fish shapes over the top once it is dry. They then paint the fish. Remind pupils to include more detail on the fish that will be nearer the surface of the water.

Allow the fish paintings to dry. Then prompt pupils to add a final layer combining painting techniques to represent the surface of the water.

White paint can be added to the finished surface to give the impression of speckles of light on the water.

Encourage pupils to carefully consider the techniques they will use and where certain marks will be placed.