

**Do you need to see something to believe in it?**  
**ART AND DESIGN**



**National Curriculum Links:**

- Improve their mastery of art and design techniques, including drawing, painting.
- Learn about great artists in history.

**Essential Prior Learning:**

- Copy and create patterns and textures with a range of paints.
- Critically evaluate their own artwork.
- Compare and comment on a number of art works on a similar theme, explaining the approaches taken by different artists and genres.

**Progression in Skill:**

**Painting and Cubism**

- Use grey to create tones.
- Explore alternative ways to view an object; represent these in one image.
- Consider the placement of shapes on the page to suggest 3D form.

- Make links with drawing techniques, creating texture and light with paint.
- The two most well-known Cubist artists are Pablo Picasso and Georges Braque.
- Cubists painting show objects from many angles at once.
- Cubism inspired later abstract styles.

**Questioning, Evaluating & Analysing**

- Analyse and reflect on artwork, taking account of intentions, opinions and elements of art used.
- Consider and discuss: how does the art impact the viewer?
- Consider how different artists have represented the same art movement.

**Long-term Memory Knowledge:**

Know that adding grey to a colour creates a tone. Explore how the same object can look different when viewed from different angles; experiment with showing these different angles in one image. Organise shapes on the page to try to create the illusion of a 3D image. Use paint to create texture and line. Name some well-known Cubist artists and some of the key features of the style. Talk about works of art, considering what the artist's intent may have been and your own personal response to it. Find similarities and differences between artworks from the same movement.

**Key Vocabulary**

<b>distinct planes</b>	clear flat surfaces
<b>fragmentation</b>	the process of breaking something down into parts

<b>cubism</b>	Paintings which show objects from many angles at once and are not realistic.
<b>muted colour palette</b>	selection of colours that are not bright; they have been dulled or greyed

**Progression in Resources:**

Paint brushes varying in size  
 Water based paints

**Relevance**

<b>Now</b>	Children are introduced to another form of art – one which shows an alternative way of presenting ideas and images; they refine their colour mixing techniques to create the colours they want.
<b>Future</b>	Children appreciate a broader range of art styles, recognising the intent behind Cubism – even if they do not like it as a style.
<b>Aspiration</b>	Children enjoy creating art, either independently or alongside others; they choose careers in the art world: either creating their own, curating that of others or in art history.