



Subject: ART	Year/term: Y5/Autumn	Unit: Drawing
National curriculum objectives:	The national curriculum for art and design aims to ensure that all pupils: <ul style="list-style-type: none"> ♣ produce creative work, exploring their ideas and recording their experiences ♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques ♣ evaluate and analyse creative works using the language of art, craft and design ♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 	
Lesson	Learning question:	INK
1. History and culture Gather information about an artist	Who was Paul Cézanne? Where did the artist find inspiration? What was his style? What cultural movement influenced his artwork? What are two of his most famous paintings?	Paul Cézanne (1839–1906) was a French, Post-Impressionist artist who was inspired by nature, still life and people. He drew from observation , focusing on shape and volume ; his paintings look unfinished. Famous artwork: Still Life with Apples, Mont Sainte-Victoire <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div>
2. Thinking critically	How did the artist create his pieces? What is still life? What materials did he use? What elements of art are present in his artwork?	Still life is a composition of inanimate objects, from nature (fruits, food, etc) or man-made (vases, books, etc). Paul Cezanne used graphite (pencil) than layered his work with washes of colour. The artist used line, shape, form, colour, tone and space to draw from observation.
3. Explore ideas Use materials and techniques to explore ideas.	How do I build complex objects from simple shapes? How can I develop texture and tone gradually, rather than relying on outlines alone?	I can draw spheres, cylinders and cones to help me build jugs, fruits, bottles, etc. I can use broken contour lines to suggest volume without harsh edges. I can use pencil pressure effectively to show tonal drawing. I can use broken strokes to suggest form.
4. Explore ideas Use materials and techniques effectively	How can I create a 3D effect using tone? What technique can I use to show texture? How can I use overlapping to show objects in space?	I can use layers of pencil to show light, shadow, reflection. I can create 3D effect using tone. I can use subtle tone shifts to show how light bounces off objects.



	<p>How can I capture reflection? What materials am I going to use?</p>	<p>I can confidently use different pencil techniques to create texture. I can vary pressure to suggest soft and hard surfaces. I can use pencil strokes to build a tactile feel. I know how to overlap forms and use perspective to create depth.</p>
<p>5. Explore ideas Use materials and techniques to create an artwork in the style of the artist.</p>	<p>How can I create my own still life drawing using pencil techniques in style of Paul Cezanne? What materials am I going to use? How am I going to sketch accurately, capturing detail? How am I going to show depth and perspective? How would I like my final piece o look like?</p>	<p>I can use observational drawing to create my own composition in the style of Paul Cezanne. I can capture form and composition in space. I can suggest form and volume. I can use tone and texture to give depth to my artwork. I can use perspective and reflection in my work. I can make informed decisions about the materials I am going to use.</p>
<p>6. Thinking critically Use visual vocabulary to review artwork.</p>	<p>What materials have I used to create my artwork? What techniques did I use? What materials? Why did I use these materials? How does my artwork make me feel? How does my work compare to the artist's? What would I like to improve next time? Why?</p>	<p>I can use visual and critical vocabulary to describe artwork. I can talk about my own artwork and how it makes me feel. I can compare my artwork with the artist's. I know how I can improve my artwork.</p>

