



## ART: Sketching & Painting Knowledge Organiser – Henri Rousseau inspired art. Upper KS2: Year 6

### Opportunities for teaching Diversity, Equality & Cultural Capital:

Visit Scarborough Art Gallery, York Art Gallery, the Mercer Art Gallery, or the Smith Art Gallery to see relevant exhibitions of botanical, animal or landscape paintings.



### Key Knowledge about sketching & painting.

A **sketch** is a rough drawing which includes the main features of an object or scene and possibly some additional details. It is not usually a finished piece of artwork.

When **sketching** an outline to paint you need to think about the **line, shape, space, size, position** and **3-dimensional form** of the different objects you are drawing.

You also need to consider the **composition** of your work. What is the main **focus** of your picture? How will you create **perspective** - near to distant?

**Painting** is the process of applying different colours and tones of colour. Paint is often applied in layers to give depth to the image.

The most important elements to think about when painting are: **colour, tone, tint** and **shade**.

The use of tint and tone, light and shade, add **form, depth** and **texture** to a painting, making the objects look more 3-dimensional.

### What you will have learnt by the end of this unit.

- ❖ To try out and record new ideas, observations, techniques and processes in sketchbooks.
- ❖ To deepen my understanding of using line when drawing and fluently sketch key shapes
- ❖ To have an increased awareness of using tone to show light, shade, contrast, highlight and shadow.
- ❖ To study and apply the techniques of other artists.
- ❖ To imaginatively experiment with and develop control of different painting techniques.
- ❖ To explain how my understanding of the culture and time of an artwork has influenced my own work.

### What you have already learnt in Yr5.

- ❖ To develop drawing from observation, using perspective, design, detail and line.
- ❖ To analyse artists' use of shape.
- ❖ To analyse artists' use of colour and tone.
- ❖ To develop an increasing sophistication when using tone to describe objects when painting.
- ❖ To explore a range of painting techniques to create desired effects.

### Recall and Remember:

**Henri Rousseau** was a French **post-impressionist** artist.



Born: May 21, 1844;  
Died: September 2, 1910;  
Rousseau did not try to paint things exactly as they look in real life.

He used colour, lines and shapes to paint his own impression of what he saw and what he imagined a jungle would be like.

Rousseau painted in **layers**—starting with a sky in the background and ending with animals or people in the foreground. he sometimes used more than 50 green tones to create his jungle scenes.

Rousseau's style featured:

- ✚ imaginary scenes
- ✚ rich colour schemes
- ✚ detailed, vivid pictures

A Rousseau painting was used as inspiration for the 2005 film Madagascar.

### Quick Quiz.

*Can you explain why Rousseau's paintings were called primitive?*

*Can you name a painting by Henri Rousseau?*

*What drawing and painting techniques do artist use to create an impression of 3-dimensional form?*

### Key Painting Skills I will learn/use:

When you paint, remember to...

- ✚ Draw sketches and try out ideas with shape and shades of colour before you begin working on your final piece.
- ✚ Consider the theme of your painting and choose colours that reflect this: action = bright, peaceful = pale, scary = dark etc.
- ✚ Decide on the composition of your picture. What is the main focus in the foreground? What is in the background?
- ✚ Think about perspective, the further away things are the smaller and less clear they will be. Do you need any to add any shadows?



### My Skills and Knowledge that I may use from other subjects

- Knowledge about the Amazon Rainforest in South America – Science and Geography
- Understand the importance of preserving specific global habitats in the context of climate change – Science and Citizenship

### Key Vocabulary

Observe	Look closely and notice things of significant detail.
Analyse	To examine something in detail, to explain and interpret it.
Investigate	Enquire into, try out new methods and ideas, discuss in detail.
Concept	An idea that leads to specific form of drawing or painting
Composition	The arrangement of main components into a specific design.
Perspective	Using size to represent the way objects appear to get smaller and closer together the farther away they are from the viewer.
Form	Creating a three-dimensional aspect to an object.
Tone	The intensity (strength or depth) of a colour.
Sfumato	Blending paint using lots of tones of the same colours
Texture	The suggested feel or appearance of a surface.
Technique	Use a particular method or skill.
<b>Primitive</b>	The use of simple, not very accurate, shapes to create art
<b>Post-impressionism</b>	The use of colour, lines and shapes to show emotion in art.
Realism	Trying to represent the subject matter in a natural way
Refine	Make changes to improve the final piece.
Critique	Express an analysis of the merits and faults of work of art.
Exhibit	Show a piece of work so it can be appreciated by an audience.

### What new Skills will you have you learnt by the end of UKS2?

- How to organise line, tone, shape and colour to represent figure and forms in movement.
- How to use shading to create mood, feeling or emotion.
- How to experiment with techniques used by other artists to replicate a style.
- How to research the work of an artist and explain what they were trying to achieve in a given situation.
- How to explain why I have used different tools to create my art.
- How to explain why I have chosen specific techniques to create my art.
- How to explain some of the features of art from historical periods
- How to suggest improvements to my own work and that of others and use feedback to amend my own work.