| TERM         | Autumn  | Cycle | В |
|--------------|---|-------|---|
| CLASS        | Oak   |       |   |
| SUBJECT      | Art   |       |   |
| Subject Area | Renaissance 1400 and Baroque 1650   |       |   |
|              | Teacher notes The Renaissance period began in 1300s. There was a reinterest in the artistic achievements of the classical world. The movement began in Italy. The period looked at realism and human emotion The Baroque period was an elaborate style of art in Europe from the late 1500s. Baroque paintings, sculptures and buildings are known for their richness and drama |       |   |

## Prior knowledge (from EYFS)

#### Being an artist

- Explore, use and refine a variety of art projects.
- Return to and build on their work
- Create collaboratively, sharing ideas, resources and skills
- Know how to mix colours and to match the colours they want to represent.

#### Observational skills

- Use appropriate language to say what they can see in the natural world (colours, shapes, texture and smells)
- Can talk about art that they have seen (in museums and galleries) the work and the artist.

### Other skills

- Selects and uses materials to work on processes that interest them.
- Through their explorations finds out and makes decisions about how media and materials can be combined and changed.
- Talks about ideas and processes which have led them to make music, designs, images or products.
- Can talk about features of their own and others work, recognising the differences between them and the strengths of others.

# Core knowledge that will be learnt in this unit

#### Art knowledge

- To know that the Renaissance and Baroque are periods of art from the past
- To name 2 artists from this art period: -
  - Leonardo Da Vinci was an Italian painter, scientist, engineer, sculptor and architect. He is famous for painting the Mona Lisa
  - Donatello was a sculptor who is famous for the sculpture of David

## Art skills – to be able to: -

## **Generic skills**

- Record and explore ideas from first hand observations.
- Ask and answer questions about starting points for their work.
- Develop their ideas by trying things out, changing their minds.
- Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work.
- Look and talk about own work and that of others and the techniques they had used.
- Identify what they might change in their current work to develop their future work.
- Use appropriate language to describe colour media, equipment and textures.

| Drawing | Painting |
|---------|----------|

| • | Experiment with a variety of media e.g.        |
|---|--|
|   | pencils, rubbers, crayons, pastels, felt tips, |
|   | charcoal, pen, chalk.                          |
| • | Begin to control types of marks made with      |
|   | range of media.                                |

the

Name, match and draw lines from observations and invent new lines.

- Experiment with a variety of media; different brush sizes and tools.
- Explore lightening and darkening paint without the use of black or white.
- Begin to control the types of marks made with the range of media.
- Start to record simple media explorations in a sketch book.
- Start to mix a range of secondary colours, moving towards predicting resulting colours.
- Ensure children know names of all basic colours.
- Find collections of colour e.g. different sorts of green, blue, purple etc. Use language to evaluate e.g. light/dark.

## 3D Sculpture

- Experiment with constructing and joining recycled, natural, and man-made materials.
- Shape and model materials for a purpose from observation and imagination.
- Use simple 2-D shapes to make a 3-D form.
- Impress and apply simple decoration techniques (impressed, painted, and applied).
- Use tools and equipment safely and in the correct way

## Vocabulary

| 1000.00.00.0    |  |  |
|-----------------|--|--|
| Primary colours | Colours that can't be made using other colours – red, yellow and blue                |  |
| Secondary       |  |  |
| colours         | colours are orange, green and purple.  |  |
| Mix             | Combine or put together different colours.   |  |
| Light           | A brighter colour than the colour you start with.                                    |  |
| Dark            | A duller colour than the colour you start with.                                      |  |
| 2D              | Two dimensional. A 2D shape is any shape that has two dimensions – length and        |  |
|                 | width.   |  |
| 3D              | Three dimensional. 3D shapes are solid shapes that have three dimensions –           |  |
|                 | length, width and height.  |  |
| Recycled        | Making an old, used material into something new.                                     |  |
| Natural         | Something produced by nature; not made by humans.                                    |  |
| Man-made        | Something made by humans; not produced by nature.                                    |  |
| Environment     | All our surroundings including the air, soil, water, plants, and animals make up the |  |
|                 | environment.   |  |
| Sculptor        | An artist who creates a sculpture.   |  |
| Sculpture       | 3D art that can be made by carving, modelling or placing materials together. They    |  |
|                 | can be made out of stone, wood, clay or any other material the artist wants to use.  |  |
| Carving         | Using tools to shape something   |  |
| Equipment       | Equipment  |  |
| Ready mixed     | A ready to use, water based poster paint.  |  |
| paint           |  |  |
| Acrylic paint   | A fast-drying paint containing pigment in an acrylic emulsion.                       |  |
|                 |  |  |

# **Art History Timeline**



- Began with the invention of writing

-Art includes Egyptian frescoes, metal work and pottery. -Work was recently found in tombs.

-Early art often favored drawing over color.

15,000 B.C.

Ancient Art



Encouraged by the Catholic Church -Less complex, more realistic, and more emotionally affecting than Mannerism.

-Began as a reaction against the intricate and formulaic Mannerist

1600's Baroque



-Most artists began as Impressionists then abandoned the style.

Represented an extension of Impressionism and a rejection of that style's inherent limitations.

Late 19th Century/Early 20th Post-Impressionism



subjects were fragmented and redefined from several different points of view.

Began in Paris in 1907. Led by Pablo Picasso and Georges

1908-1914 Cubism



-Used bright, solid colors with no variation.

-Celebrated everyday objects such as coke bottles, comic strips, and soup cans. -Most prominant in American art.

-Marked by the fascination with popular culture reflecting the affulence of post-war society.

1950's-1960's Pop Art

Renaissance

Began in 1300's

Revival of interest in the -Revival of interest in the artstic achievements of the classical world -Began in Italy -da Vinci expressed humnaistic values in his work from this period. -Some of the world's most famous artists were from this time period.



19th Century

-Break from tradition in Europen paintings.
-Achieved a more exact representation of color and tone.

-Applied paint in small touches of pure color rather than broader strokes.

Captures the image as if it were seen by a



Claude Monet Impression Sunrise 1872

Expressionism Early 20th Century

-Denoted the use of distortion and exaggeration for the emotional effect.

-Also effected dance, cinema, literature, and the theatre.

-Artists tries to depict the subjective emotions and responses that objects and events arouse in him.



Dada 1916-1920's

-Reveiled absurdity -Emphasized the role of the unpredictable in artistic creation.

-Irreverence was a key feature.



Fredlyst With Yellow Artificial Bone

Op Art 1960's

-Paintings or sculptures which seem to swell and vibrate through their use of optical effects

-Abstract art

Fashionable in the US and

