



TERM	Summer	Cycle	B
CLASS	Oak		
SUBJECT	Art		
Subject Area	<div><div><p>Impressionism 1860- 1880 and Post Impressionism 1880.</p><p>Teacher information</p><p>Impressionism is a style of painting which began in France in the late 19th Century. Impressionist painting shows life-like subjects painted in a broad, rapid style, with brushstrokes that are easily seen and colours that are often bright.</p></div><div><p>Post-Impressionism is a term used to describe the development of French art after the artist Edouard Manet (1832-1883). The British artist art critic Roger Fry used the term in 1910 and it is now a standard art term.</p></div></div>		

Prior knowledge	
<p>Art knowledge</p> <ul style="list-style-type: none"> To know that Contemporary Art is art from the current time (now) To name 2 artists from this art period: - Yayoi Kusami and Andy Goldsworthy 	
<p>Art skills – to be able to: -</p> <p style="text-align: center;">Generic skills</p> <ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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 the range of media. 	<ul style="list-style-type: none"> 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	Textiles/ Texture
<ul style="list-style-type: none"> Shape and model materials for a purpose from observation and imagination. 	<ul style="list-style-type: none"> Begin to identify different types and textures of fabric and materials for collage. (natural

<ul style="list-style-type: none"> • 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. • Experiment with constructing and joining recycled, natural, and man-made materials. 	<ul style="list-style-type: none"> • and man-made) • Collage - create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines, natural organic material etc. • Arrange and glue materials to different backgrounds.
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Core knowledge that will be learnt in this unit

Art knowledge

- To know that Impressionism and Post-Impressionism are periods of art from the past.
- To name 5 artists from this art period: -
 - ❖ Claude Monet who is famous for his landscape paintings.
 - ❖ Paul Gauguin is famous for the way that he used colour.
 - ❖ Henri Matisse who is famous for his use of colour and original ideas
 - ❖ Paul Cezanne who is famous for painting more than 900 art works
 - ❖ Vincent van Gogh is famous for the influence he had on world art.

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

- 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 the range of media.
- Name, match and draw lines from observations and invent new lines.
- Observe and draw shapes. Draw shapes in between objects and invent new shapes.
- Draw on different surfaces with a range of media.
- Start to record simple media explorations in a sketch book.
- Produce an expanding range of patterns and textures.

Painting

- 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

- Shape and model materials for a purpose from observation and imagination.
- Use simple 2-D shapes to make a 3-D form.

Textiles/ Texture

- Begin to identify different types and textures of fabric and materials for collage.
- Collage - create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc.

- Arrange and glue materials to different backgrounds.
- Fold, crumple, tear and overlap papers.

Vocabulary

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.
Material	The substance used to make something.
Recycled	Making an old, used material into something new.
Natural	Something produced by nature; not made by humans.
Post-Impressionism	An art movement using vivid colours and real-life subject matter to show emotion and expression in the paintings.
Expressionism	Art movement in the 20 th Century where artists made artwork that showed emotions and feelings.
Primary colours	The three primary colours are red, yellow and blue.
Secondary colours	Colours made by mixing two primary colours together. The three secondary 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.
Different media	Using different types of art materials (paint, crayon, chalk etc.)
Water colour paint	A paint where you add water to the pigments to use.
Ready mixed paint	A ready to use, water based poster paint.
Line	Lines are used by artists to describe (draw) an object.
Shape	A shape is a flat, enclosed area created through lines.
Square	A plane figure with four equal straight sides and four right angles.
Circle	A round plane figure.
Triangle	A plane figure with three straight sides.
Concentric	Circles of different sizes that have the same centre point.
Pastels	Crayons made of powdered pigment, softer than wax crayons.
Crayons	A pencil or stick of coloured chalk or wax, used for drawing.
Pencils	An instrument for writing/drawing, consisting of a thin stick of graphite.
Felt tips	A pen with a writing point made of felt or other tightly packed fibres.
Chalk	A piece of limestone in the shape of a crayon; comes in different colours.
Pattern	A repeated design, using repeated colours and shapes.