| TERM | Autumn | | Cycle | B |
|---|---|---|---|---|
| CLASS | Birch | | | |
| SUBJECT | Art | | | |
| Subject Area | **Renaissance 1400 and Baroque 1650**<br><br>Teacher notes<br>The Renaissance period began in 1300s. There was a reinterest in the artistic achievements of the classical world. The movement began in Italy. There was an increased awareness of nature and an interest in people in this period.<br><br>The Baroque was an elaborate style of art that existed in Europe from the late 1500s to the middle 1700s. Baroque paintings, sculptures, and buildings, are known for their richness and drama. The grand works of art were meant to appeal to a person's emotions or senses. | | | |

**Prior knowledge**

| Art knowledge |
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| • 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 and Donatello |

| Art skills – to be able to: - |
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| Generic skills |
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| • 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.<br>• Begin to control types of marks made with the range of media.<br>• Name, match and draw lines from observations and invent new lines. | • Experiment with a variety of media; different brush sizes and tools.<br>• Explore lightening and darkening paint without the use of black or white.<br>• Begin to control the types of marks made with the range of media.<br>• Start to record simple media explorations in a sketch book.<br>• Start to mix a range of secondary colours, moving towards predicting resulting colours.<br>• Ensure children know names of all basic colours.<br>• Find collections of colour e.g. different sorts of green, blue, purple etc. Use language to evaluate e.g. light/dark. |

| 3D Sculpture |
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| • 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

## Core knowledge that will be learnt in this unit

### Art knowledge

- To know that the Renaissance period began in 1300s in Italy.
- In this period there was an increased awareness of nature and an interest in people.
- The Baroque was an elaborate style of art that existed in Europe from the late 1500s to the middle 1700s.
- Baroque paintings, sculptures, and buildings, are known for their richness and drama. The grand works of art were meant to appeal to a person's emotions or senses.
- To name 3 artists from this art period: -
  - ❖ Sandro Botticelli is famous for his mythological and religious paintings.
  - ❖ Michelangelo Buonarotti is famous for his sculpture of David
  - ❖ Johannes Vermeer is a famous Dutch artist who painted scenes from within people's homes.

### Art skills – to be able to: -

#### Generic skills

| Year 2 | Year 3 | Year 4 |
|---|---|---|
| <ul><li>Record and explore ideas from first hand observations.</li><li>Ask and answer questions about starting points for their work.</li><li>Develop their ideas by trying things out, changing their minds.</li><li>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.</li><li>Discuss own work and others work, expressing thoughts and feelings.</li><li>Identify changes they might make or how their work could be developed further.</li><li>Extend on their vocabulary to express their thoughts.</li></ul> | <ul><li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li><li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li><li>Explore a range of artists, architects and designers in history, describing the differences and similarities between different practices and disciplines, making links to their own work.</li><li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them, using knowledge and understanding of artists and techniques.</li><li>Adapt their work according to their views and describe how they might develop it further.</li><li>Use a sketchbook to record media explorations and experimentations, as well as planning and collecting source material for future works. Begin to annotate work in a sketchbook.</li></ul> | <ul><li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li><li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li><li>Further explore a range of artists, architects and designers in history, describing the differences and similarities between different practices and disciplines, making links to their own work.</li><li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li><li>Adapt their work according to their views and describe how they might develop it further.</li><li>Use a sketchbook to collect and record media explorations and experimentations, as well as planning and collecting source material for future works. Continue to annotate work in a sketchbook with more detail.</li></ul> |

| Drawing | | Painting | |
|---|---|---|---|
| Y2 | • Begin to control the types of marks made | Y2 | • Begin to control the types of marks made |

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| | with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.<br>• Continue to name, match and draw lines from observations and invent new lines.<br>• Continue to observe and draw shapes. Draw shapes in between objects and invent new shapes.<br>• Draw on a range of different surfaces using different media.<br>• Use a sketchbook to plan and develop simple ideas.<br>• Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.<br>• Observe anatomy and encourage accurate drawings of people. |

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| **Y3** | • Develop intricate patterns/marks with a variety of media.<br>• Experiment with ways in which surface detail can be added to drawings.<br>• Make marks and lines and create textures and patterns with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk, pastels, pens etc.<br>• Demonstrate experience in different grades of pencil and other implements to draw different forms, tones and shapes.<br>• Begin to show an awareness of objects having a third dimension<br>• Apply tone in drawing, in a simple way.<br>• Draw for a sustained amount of time, at an appropriate level. |
| **Y4** | • Develop intricate patterns using different grades of pencil and other implements to create lines and marks.<br>• Draw for a sustained period of time at an appropriate level.<br>• Experiment with different grades of pencil and other implements, to achieve variations in tone and make marks on a range of media.<br>• Make marks and lines and create textures and patterns with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk, pastels, pens etc.<br>• Experiment with ways in which surface detail can be added to drawings<br>• Have opportunities to develop further drawings featuring the third dimension and perspective.<br>• Further develop drawing a range of tones and lines using a pencil<br>• Include in their drawing a range of technique and begin to understand why they suit best.<br>• Begin to show an awareness of objects having a third dimension.<br>• Apply tone in drawing, in a simple way. |

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| | with a range of painting techniques e.g. layering, mixing media and adding texture.<br>• Continue to experiment in lightening and darkening colours without the use of black or white. Begin to mix colour shades and tones.<br>• Use a sketch book to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.<br>• Use a brush to produce marks appropriate to work e.g. small brush for small marks. |
| **Y3** | • Demonstrate increasing control of the types of marks made and experiment with different effects and textures e.g. blocking in colour, washes, thickened paint creating textural effects.<br>• Introduce different types of brushes for specific purposes.<br>• Use light and dark within painting and begin to explore complementary colours.<br>• Mix tints, shades and tones with increasing confidence.<br>• Mix colours and know which primary colours make secondary colours.<br>• Use more specific colour language.<br>**Drawing** - Encourage more accurate drawings of people, particularly faces, looking closely at features and detail. |
| **Y4** | • Confidently control the types of marks made and experiment with different effects and textures e.g. blocking in colour, washes, thickened paint creating textural effects.<br>• Start to develop a painting from a drawing.<br>• Begin to choose appropriate media to work with.<br>• Use light and dark when painting and show an understanding of complementary colours<br>• Mix colours, shades and tones with increasing confidence.<br>• Start to look at working in a style of a selected artist (not copying)<br>• Work on a range of scales.<br>• Create different effects and textures with paint according to what they need for the task.<br>• Mix colours and know which primary colours make secondary colours.<br>• Use more specific colour language.<br>• Use colour to reflect mood. |

| Digital media | |
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| **Y2** | |
| **Y3** | • Record and collect visual information using digital cameras and video recorders.<br>• Present recorded visual images using software e.g. iPads applications, PowerPoint etc.<br>• Use a graphics package to create images and effects. |

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|---|---|---|
|  |  | • Increase control and precision of brush tools when drawing lines. |
|  |  | • Change brush tool type to an appropriate style e.g. charcoal. |
|  | Y4 | • Record and collect visual information using digital cameras and video recorders. |
|  |  | • Present recorded visual images using software e.g. iPads applications, PowerPoint etc. |
|  |  | • Use a graphics package to create images and effects. |
|  |  | • Increase control and precision of brush tools when drawing lines. |
|  |  | • Change brush tool type to an appropriate style e.g. charcoal. |

## Vocabulary

| Form | A shape in 3 dimensions (3D). Has volume (length, width and height). |
|---|---|
| Tone | The lightness or darkness of something. |
| Shape | An enclosed, two-dimensional space that has both length and width. |
| Hatching |  |
| Contour | |
| Cross hatching | |
| Random hatching | |
| Stippling | |
| Texture | Suggest how something feels to touch by the way it is drawn e.g. spiky. |
| Perspective | An art technique for creating an illusion of 3D elements on a 2D surface. |
| Scale | Refers to the size of an object (a whole) in relationship to another object |
| Proportion | The relationship of the size of one element when compared to another. |
| Ornament | An accessory, article, or detail used to beautify the appearance of something. |
| Depth | Refers to making objects appear closer or farther away or making 2D look 3D. |
| Foreground | The part of a picture or scene that is nearest to the front. |
| Background | The part of a picture or scene that is towards the back. |
| Picturesque | Something that is as pleasing or interesting to look at as a picture/painting. |
| Viewpoint | Describes the position of the subject to the viewer. |
| Lines | Marks on a piece of paper that can describe a shape. |
| Negative image | An image that shows dark areas as light and light areas as dark. |
| Black and white photo | The means of recording the level of brightness of an object(s) on a scale from pure black to a pure white, without registering or recording the colours. The scene, or picture, will be represented by a number of shades of grey. |
| Contrast | The difference in scale between black and white in your image. |
| Symbolism | The use of symbols to represent deeper meanings or themes. Symbols are usually objects, which are easy to understand, but they represent something more complex |

Hatching   Contour hatching   Cross hatching   Random hatching   Stippling

# Art History Timeline

Andy Warhol
Brooklyn Bridge
1983



No artist or time credited.



Samson and Delilah
By Peter Paul Rubens
(1609-1610)



Starry Night
Vincent van Gogh
1889



Les Demoiselles d' Avignon
Pablo Picasso
1907



- 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 style.

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

-Used an analytical system in which 3-D subjects were fragmented and redefined from several different points of view.
-Began in Paris in 1907.
-Led by Pablo Picasso and Georges Braque.

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

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Renaissance

Began in1300's

-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.



Mona Lisa
By Leonardo da Vinci
1503-1519

Impressionism

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 glance.



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.



Scream
By Edvard Munch
1895

Dada
1916-1920's

-Revelled absurdity
-Emphasized the role of the unpredictable in artistic creation.
-Irreverence was a key feature.
-Aim of the movement was to shock people out of complacency.



Fredlyst With Yellow Artificial Bone
Kurt Schwitters
1940

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 Europe.



Bridget Riley
Movement in Squares
1961