



<b>TERM</b>	Spring	<b>Cycle</b>	B
<b>CLASS</b>	Birch		
<b>SUBJECT</b>	Art		
<b>Subject Area</b>	<p><b>Impressionism 1860- 1880 and Post Impressionism 1880.</b></p> <p>Teacher information</p> <p><b>Impressionism</b> is a style of painting which began in France in the late 19<sup>th</sup> 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>  <p><b>Post-Impressionism</b> 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> 		

Prior knowledge	
Art knowledge	
<ul style="list-style-type: none"> <li>To know that Impressionism and Post-Impressionism are periods of art from the past.</li> <li>To name 5 artists from this art period: - <ul style="list-style-type: none"> <li>❖ Claude Monet who is famous for his landscape paintings.</li> <li>❖ Paul Gauguin is famous for the way that he used colour.</li> <li>❖ Henri Matisse who is famous for his use of colour and original ideas</li> <li>❖ Paul Cezanne who is famous for painting more than 900 art works</li> <li>❖ Vincent van Gogh is famous for the influence he had on world art.</li> </ul> </li> </ul>	
Art skills – to be able to: -	
Generic skills	
<ul style="list-style-type: none"> <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>Look and talk about own work and that of others and the techniques they had used.</li> <li>Identify what they might change in their current work to develop their future work.</li> <li>Use appropriate language to describe colour media, equipment and textures.</li> </ul>	
Drawing	Painting
<ul style="list-style-type: none"> <li>Experiment with a variety of media e.g. pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</li> <li>Begin to control types of marks made with the range of media.</li> <li>Name, match and draw lines from observations and invent new lines.</li> <li>Observe and draw shapes. Draw shapes in between objects and invent new shapes.</li> <li>Draw on different surfaces with a range of</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with a variety of media; different brush sizes and tools.</li> <li>Explore lightening and darkening paint without the use of black or white.</li> <li>Begin to control the types of marks made with the range of media.</li> <li>Start to record simple media explorations in a sketch book.</li> <li>Start to mix a range of secondary colours, moving towards predicting resulting colours.</li> </ul>

media. <ul style="list-style-type: none"> <li>Start to record simple media explorations in a sketch book.</li> <li>Produce an expanding range of patterns and textures.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure children know names of all basic colours.</li> <li>Find collections of colour e.g. different sorts of green, blue, purple etc. Use language to evaluate e.g. light/dark.</li> </ul>
<b>3D Sculpture</b>	<b>Textiles/ Texture</b>
<ul style="list-style-type: none"> <li>Shape and model materials for a purpose from observation and imagination.</li> <li>Use simple 2-D shapes to make a 3-D form.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify different types and textures of fabric and materials for collage.</li> <li>Collage - create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc.</li> <li>Arrange and glue materials to different backgrounds.</li> <li>Fold, crumple, tear and overlap papers.</li> </ul>

### Core knowledge that will be learnt in this unit

#### Art knowledge

- To know that Impressionism is a style of painting which began in France in the late 19<sup>th</sup> 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.
- To know that Post-Impressionism is a term used to describe the development of French art after Edouard Manet (1832-1883).
- To name 5 artists from this art period: -
  - ❖ Edgar Degas was a French Impressionist artist famous for his pastel drawings and oil paintings that show movement.
  - ❖ Henri Rousseau was a French post-impressionist painter who was untrained and famous for his simple style.
  - ❖ Pablo Ruiz Picasso was a **Spanish painter, sculptor, printmaker, ceramicist and theatre designer**.

#### Art skills – to be able to: -

#### Generic skills

Year 2	Year 3	Year 4
<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <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> </ul>

Extend on their vocabulary to express their thoughts.		<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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	<ul style="list-style-type: none"> <li>Begin to control the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</li> <li>Continue to name, match and draw lines from observations and invent new lines.</li> <li>Continue to observe and draw shapes. Draw shapes in between objects and invent new shapes.</li> <li>Draw on a range of different surfaces using different media.</li> <li>Use a sketchbook to plan and develop simple ideas.</li> <li>Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.</li> <li>Observe anatomy and encourage accurate drawings of people.</li> </ul>	Y2	<ul style="list-style-type: none"> <li>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media and adding texture.</li> <li>Continue to experiment in lightening and darkening colours without the use of black or white. Begin to mix colour shades and tones.</li> <li>Use a sketch book to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.</li> <li>Use a brush to produce marks appropriate to work e.g. small brush for small marks.</li> <li>Begin to name different types of paints and their properties.</li> </ul>
Y3	<ul style="list-style-type: none"> <li>Develop intricate patterns/marks with a variety of media.</li> <li>Experiment with ways in which surface detail can be added to drawings.</li> <li>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.</li> <li>Demonstrate experience in different grades of pencil and other implements to draw different forms, tones and shapes.</li> <li>Begin to show an awareness of objects having a third dimension</li> <li>Apply tone in drawing, in a simple way.</li> <li>Draw for a sustained amount of time, at an appropriate level.</li> </ul>	Y3	<ul style="list-style-type: none"> <li>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.</li> <li>Introduce different types of brushes for specific purposes.</li> <li>Use light and dark within painting and begin to explore complementary colours.</li> <li>Mix tints, shades and tones with increasing confidence.</li> <li>Mix colours and know which primary colours make secondary colours.</li> <li>Use more specific colour language.</li> <li><b>Drawing</b> - Encourage more accurate drawings of people, particularly faces, looking closely at features and detail.</li> </ul>
Y4	<ul style="list-style-type: none"> <li>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</li> <li>Draw for a sustained period of time at an appropriate level.</li> <li>Experiment with different grades of pencil and other implements, to achieve variations in tone and make marks on a range of media.</li> <li>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.</li> <li>Experiment with ways in which surface detail can be added to drawings</li> <li>Have opportunities to develop further</li> </ul>	Y4	<ul style="list-style-type: none"> <li>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.</li> <li>Start to develop a painting from a drawing.</li> <li>Begin to choose appropriate media to work with.</li> <li>Use light and dark when painting and show an understanding of complementary colours</li> <li>Mix colours, shades and tones with increasing confidence.</li> <li>Start to look at working in a style of a selected artist (not copying)</li> <li>Work on a range of scales.</li> <li>Create different effects and textures with paint according to what they need for the task.</li> </ul>

	<p>drawings featuring the third dimension and perspective.</p> <ul style="list-style-type: none"><li>• Further develop drawing a range of tones and lines using a pencil</li><li>• Include in their drawing a range of technique and begin to understand why they suit best.</li><li>• Begin to show an awareness of objects having a third dimension.</li><li>• Apply tone in drawing, in a simple way.</li></ul>	<ul style="list-style-type: none"><li>• Mix colours and know which primary colours make secondary colours.</li><li>• Use more specific colour language.</li><li>• Use colour to reflect mood.</li></ul>
<b>Textiles/ Texture</b>		
Y2	<ul style="list-style-type: none"><li>• Gain experience in colouring textiles e.g. printing, fabric crayons, dipping.</li></ul>	
Y3	<ul style="list-style-type: none"><li>• Explore using paste resist and batik.</li></ul>	
<b>Print Making</b>		
Y2	<ul style="list-style-type: none"><li>• Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge.</li><li>• Create simple printing blocks with press print (e.g. carving into a potato).</li><li>• Use equipment and media correctly and be able to produce a clean printed image.</li><li>• Make simple marks on rollers and printing palettes. Take simple prints e.g. mono-printing.</li><li>• Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.</li><li>• Experiment with overprinting motifs and colour.</li><li>• Build repeating patterns and recognise pattern in the environment.</li></ul>	
Y3	<ul style="list-style-type: none"><li>• Print simple pictures using different printing techniques.</li><li>• Continue to explore mono-printing, impressed and relief printing.</li><li>• Demonstrate experience in printing with two colour overlays.</li><li>• Create repeating patterns.</li><li>• Demonstrate experience in 3 colour printing.</li><li>• Continue to gain experience in applying colour with printing.</li></ul>	
Y4	<ul style="list-style-type: none"><li>• Increase awareness of mono and relief printing.</li><li>• Demonstrate experience in fabric printing.</li><li>• Continue to demonstrate experience in printing with two colour overlays.</li><li>• Create repeating patterns.</li><li>• Expand experience in 3 colour printing.</li></ul>	
<b>Vocabulary</b>		
Colour block	Complementary blocks or panels of solid, typically bright colour.	
Colour wash	Apply a thin coat of water based paint.	
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.	
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.	
Complementary colours	A colour that combined with a given colour makes white or black. When placed next to each other, the colours create the strongest contrast (difference). Sometimes called ‘opposite colours’.	
Mix	Combine or put together different colours.	
Tints	A mixture of a colour with white, which makes a colour lighter.	
Shades	A mixture of a colour with black, which makes a colour darker.	
Tones	The lightness or darkness of something.	
Dark	A duller colour than the colour you start with.	
Light	A brighter colour than the colour you start with.	
Block printing	A technique of printing (usually using wooden blocks) where the pattern is carved into a block, which is then used for printing.	
Printing block	A block used in printing, with a pattern carved into it.	
Press	To apply pressure (e.g. pushing down on a printing block).	
Ink	A coloured liquid used for printing.	
Pattern	A repeated, decorative design.	
Repeated	To do something again and again.	
Overprint	To print over that which has already been printed.	
Texture	Suggest how something feels to touch by the way it is printed e.g. spiky.	

Motif	A decorative image or design, especially a repeated one forming a pattern.
Mono printing	A form of printmaking where the image can only be made once.
Landscape	A picture that shows a view of an area.
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.
Perspective	A way of showing objects on the flat surface of a picture so that they seem the correct size and distance from one another.
Negative space	The space around and between the subject(s) of an image.
Positive space	The areas in a work of art that are the subjects, or areas of interest.
Roller	A device used to spread ink/paint evenly over a printing block.
Printing ink/ paint	A coloured liquid used for printing.

## Art History Timeline

