




TERM	Spring	Cycle	B
CLASS	Willow		
SUBJECT	Art		
Subject Area	<p>Impressionism 1860- 1880 and Post Impressionism 1880.</p> <p>Teacher information</p> <p>Impressionism originated with a group of Paris-based artists whose independent exhibitions brought them to fame during the 1870s and 1880s. The art movement is characterised by relatively small, thin, yet visible brush strokes, an emphasis on light and how light changes.</p> <p>The subject matter was ordinary with unusual visual angles, and the inclusion of movement.</p> <p>The Impressionists faced harsh opposition from the conventional art community in France. The name of the style was an insult and derives from the title of a Claude Monet's painting <i>Impression, soleil levant</i>.</p> <p>Post-Impressionism was the term applied to the reaction against impressionism led by Paul Cézanne, Paul Gauguin, Vincent van Gogh, and Georges Seurat. It can be roughly dated from 1886, the year of the last Impressionist exhibition, to c. 1905.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;">   </div> <p><small>Impression, soleil levant Art in Paris</small></p> <div style="display: flex; justify-content: space-around; align-items: flex-start;">  <p>Post-Impressionism can be loosely defined as a rejection of the Impressionists' concern for the natural representation of light and colour in favour of an emphasis on abstract qualities or symbolic content. The term was coined in 1910 by the English critic and painter Roger Fry for an exhibition of late 19th-century French painting, drawing, and sculpture that he organized at the Grafton Galleries in London</p> </div>		

Prior knowledge	
Art knowledge	
<ul style="list-style-type: none"> To know that 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. 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: - <ul style="list-style-type: none"> ❖ 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 3 and 4	

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- 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.
- 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.
- Adapt their work according to their views and describe how they might develop it further.
- 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.
- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- 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.
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further
- 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

Drawing		Painting	
Y3	<ul style="list-style-type: none"> • Develop intricate patterns/marks with a variety of media. • Experiment with ways in which surface detail can be added to drawings. • 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. • Demonstrate experience in different grades of pencil and other implements to draw different forms, tones and shapes. • Begin to show an awareness of objects having a third dimension • Apply tone in drawing, in a simple way. • Draw for a sustained amount of time, at an appropriate level. 	Y3	<ul style="list-style-type: none"> • 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. • Introduce different types of brushes for specific purposes. • Use light and dark within painting and begin to explore complementary colours. • Mix tints, shades and tones with increasing confidence. • Mix colours and know which primary colours make secondary colours. • Use more specific colour language. • Drawing - Encourage more accurate drawings of people, particularly faces, looking closely at features and detail.
Y4	<ul style="list-style-type: none"> • Develop intricate patterns using different grades of pencil and other implements to create lines and marks. • Draw for a sustained period of time at an appropriate level. • Experiment with different grades of pencil and other implements, to achieve variations in tone and make marks on a range of media. • 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. 	Y4	<ul style="list-style-type: none"> • 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. • Start to develop a painting from a drawing. • Begin to choose appropriate media to work with. • Use light and dark when painting and show an understanding of complementary colours • Mix colours, shades and tones with increasing confidence.

	<ul style="list-style-type: none"> Experiment with ways in which surface detail can be added to drawings Have opportunities to develop further drawings featuring the third dimension and perspective. Further develop drawing a range of tones and lines using a pencil Include in their drawing a range of technique and begin to understand why they suit best. Begin to show an awareness of objects having a third dimension. Apply tone in drawing, in a simple way. 		<ul style="list-style-type: none"> Start to look at working in a style of a selected artist (not copying) Work on a range of scales. Create different effects and textures with paint according to what they need for the task. Mix colours and know which primary colours make secondary colours. Use more specific colour language. Use colour to reflect mood.
Print Making		Textiles/ Texture	
Y3	<ul style="list-style-type: none"> Print simple pictures using different printing techniques. Continue to explore mono-printing, impressed and relief printing. Demonstrate experience in printing with two colour overlays. Create repeating patterns. Demonstrate experience in 3 colour printing. Continue to gain experience in applying colour with printing. 	Y2	<ul style="list-style-type: none"> Gain experience in colouring textiles e.g. printing, fabric crayons, dipping.
Y4	<ul style="list-style-type: none"> Increase awareness of mono and relief printing. Demonstrate experience in fabric printing. Continue to demonstrate experience in printing with two colour overlays. Create repeating patterns. Expand experience in 3 colour printing. 	Y3	<ul style="list-style-type: none"> Explore using paste resist and batik.

Core knowledge that will be learnt in this unit

Art knowledge

- Impressionism originated with a group of Paris-based artists during the 1870s and 1880s. The art movement is characterised by relatively small, thin, yet visible brush strokes, an emphasis on light and how light changes.
- The Impressionists faced harsh opposition from the conventional art community in France. The name of the style was originally an insult.
- Post-Impressionism was the term applied to the reaction against impressionism led by Paul Cézanne, Paul Gauguin, Vincent van Gogh, and Georges Seurat. It can be roughly dated from 1886 to 1905.
- Post-Impressionism artists favoured an emphasis on abstract qualities or symbolic content.
- To name 2 artists from this art period: -
 - ❖ Pierre-Auguste Renoir was among the key artists who launched the Impressionism movement in the 1870s. He is one of the most highly regarded artists of his time.
 - ❖ Camille Pissarro was an Impressionist and Post-Impressionist painter. Pierre-Auguste Renoir referred to his work as "revolutionary", through his artistic portrayals of the "common man", as Pissarro insisted on painting individuals in natural settings without "artifice or grandeur".

Art skills – to be able to: -

Generic skills

Year 4	Year 5 and Year 6
<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. 	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.

	<ul style="list-style-type: none"> • Question and make thoughtful observations about starting points and select ideas to use in their work. • 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. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • 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. 	<ul style="list-style-type: none"> • Question and make thoughtful observations about starting points and select ideas to use in their work. • 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. • Identify artists who have worked in a similar way to their own work. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • 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 and develop ideas. 	
	Drawing	Painting	
Y4	<ul style="list-style-type: none"> • Develop intricate patterns using different grades of pencil and other implements to create lines and marks. • Draw for a sustained period of time at an appropriate level. • Experiment with different grades of pencil and other implements, to achieve variations in tone and make marks on a range of media. • 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. • Experiment with ways in which surface detail can be added to drawings • Have opportunities to develop further drawings featuring the third dimension and perspective. • Further develop drawing a range of tones and lines using a pencil • Include in their drawing a range of technique and begin to understand why they suit best. • Begin to show an awareness of objects having a third dimension. • Apply tone in drawing, in a simple way. 	Y4	<ul style="list-style-type: none"> • Control the types of marks made and experiment with different effects and textures e.g. blocking in colour, washes, thickened paint creating textural effects. • Start to develop a painting from a drawing. • Begin to choose appropriate media to work with. • Use light and dark when painting and show an understanding of complementary colours • Mix colours, shades and tones with increasing confidence. • Start to look at working in a style of a selected artist (not copying) • Work on a range of scales. • Create different effects and textures with paint according to what they need for the task. • Mix colours and know which primary colours make secondary colours. • Use more specific colour language. • Use colour to reflect mood.
Y5	<ul style="list-style-type: none"> • Work in a sustained and independent way to create a detailed drawing. • Develop a key element of their work e.g. line, tone, pattern, texture etc. • Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour. • Look at the effect of light on an object from different directions. • Produce increasingly accurate drawings of people. • Draw for a sustained period of time at an appropriate level. • Use different techniques for different purposes e.g. shading, hatching within their 	Y5	<ul style="list-style-type: none"> • Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint, creating textural effects. • Mix and match colours to create atmosphere and light effects. Mix colour shades and tones with confidence, building on previous knowledge. • Start to develop their own style using tonal contrast and mixed media. • Develop a painting from a picture. • Carry out careful preliminary studies, trying out different media and materials and mixing appropriate colours. • Create imaginative work from a variety of sources e.g. observation, themes, poetry, music. • Be able to identify primary, secondary, complementary and contrasting colours.

	own work. <ul style="list-style-type: none"> • Begin to develop an awareness of composition, scale and proportion in their drawing. • Use drawing techniques to work from a variety of sources including observation, photographs and digital images. • Develop close observation skills using a variety of view finders. 		<ul style="list-style-type: none"> • Work with complementary colours. • Use colour to express moods and feelings.
Y6	<ul style="list-style-type: none"> • Work in a sustained and independent way to develop their style of drawing. This style may be through the development of line, tone, pattern and texture. • Draw for a sustained period of time over a number of sessions, working on one piece. Use different techniques for different purposes e.g. shading, hatching within their work. • Develop their own style using tonal contrast and mixed media. • Have opportunities to further develop simple perspective in their work, using a single focal point and horizon. • Develop an awareness of composition, scale and proportion in their drawings. • Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour. Look at the effect of light on an object from different directions.	Y6	<ul style="list-style-type: none"> • Work in a sustained and independent way to develop their style of painting. This style may be through the development of colour, tone and shade. • Purposely control the types of marks made and experiment with different effects and textures, including clocking in colour, washes, thickened paint, creating textural effects. • Mix colours, shades and tones with confidence, building on previous knowledge and understanding which works well in their work and why. • Develop a painting from a picture. • Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. • Create imaginative work from a variety of sources e.g. observation, themes, poetry, music. • Be able to identify primary, secondary, complimentary and contrasting colours. • Work with complementary colours. • Use colour to express moods and feelings.

Digital Media



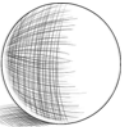
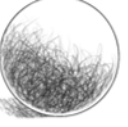
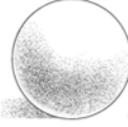

Y4	<ul style="list-style-type: none"> • Record and collect visual information using digital cameras and video recorders. • Present recorded visual images using software e.g. iPads applications, PowerPoint etc. • Use a graphics package to create images and effects. • Increase control and precision of brush tools when drawing lines. • Experiment with colours and textures by making an appropriate choice of special effects and simple filters, to manipulate and create images.
Y5	<ul style="list-style-type: none"> • Record, collect and store 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 and manipulate new images. • Be able to import an image (scanned, retrieved, taken) into a graphics package • Understand that a digital image is created by layering. • Create layered images from original ideas (sketchbooks etc.).
Y6	<ul style="list-style-type: none"> • Record, collect and store visual information using digital cameras and video recorders more confidently. • Present recorded visual images using software e.g. iPads applications, PowerPoint etc. • Use a graphics package to create and manipulate new images. • Be able to import an image (scanned, retrieved, taken) into a graphics package. • Understand that a digital image is created by layering. • Create layered images from original ideas (sketchbooks etc.).

Vocabulary

Digital Media	
Layer	The different levels at which one can place an object or image file. Layers can be stacked, merged, or defined when creating a digital image.
Rotate	To move or cause to move in a circle round an axis or centre.
Overlay	To place an image over the top of another image.
Duplicate	To make an exact copy of something, such as a digital image.
Crop	A button/tool used to cut out parts of a picture.
Cut-out	A button/tool used to cut out that which has been selected.
Merge	To combine together.

Painting	
Impressionism	Art movement of the 19 th Century based on the practice of painting out of doors and spontaneously 'on the spot' rather than in a studio from sketches. Characterized by relatively small, thin, yet visible brush strokes.
Colour theory	The study of colour and how different colours mix together.
Mood & atmosphere	The feeling expressed in a work of art, through the colours chosen.
Colour block	Complementary blocks or panels of solid, typically bright colour.
Colour wash	Apply a thin coat of water based paint.
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'.
Contrasting colours	Contrasting colours are those which lie on the opposite sides of the colour wheel. Some of the contrasting colours are (red and green), (blue and yellow), (orange and purple) etc. For producing vibrancy in a space, contrasting colours are used.
Shades	A mixture of a colour with black, which makes a colour darker.
Tones	The lightness or darkness of something.
Pointillism	A painting technique in which dots of colour are applied to create optical effects.
Pattern	A repeated decorative design.
Colour blend	A painting technique where two different colours are slightly mixed together when wet, giving a smooth transition from one colour to the next.
Analogous colours	Analogous colours are groups of three colours that are next to each other on the colour wheel.
Cyan	A green-blue colour used in printing.
Magenta	A pink-purple colour used in printing.
Yellow	A primary colour used in printing.
Black	The black ink used in offset printing doesn't produce a really dense or deep black. If larger surfaces are printed using 100% black, they look a bit grayish. Professional designers add a percentage of the other printing colors to the black to create what is called rich or deep black.
One-point perspective	A drawing method that shows how things appear to get smaller as they get further away,
Shadows	A dark area where light from a light source is blocked by an opaque object.
Drawing	
Landscape	A picture that shows a view of an area
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.
Charcoal	A black crumbly drawing material made of carbon and often used for sketching.
Chalk	A piece of limestone in the shape of a crayon; comes in different colours.
Tone	The lightness or darkness of something.
Sketching	Make a rough drawing of something
Tone	The lightness or darkness of something.
Shading	Technique used when drawing to create the illusion of depth in 2D medium.



Hatching	    
Texture	Suggest how something feels to touch by the way it is drawn e.g. spiky.
Composition	The way the parts of something are put together, like parts of a drawing.
Proportion	The relationship of the size of one element when compared to another.
Pencil Grades (H, B, HB)	 9H 8H 7H 6H 5H 4H 3H 2H H HB B 2B 3B 4B 5B 6B 7B 8B
One-point perspective	A drawing method that shows how things appear to get smaller as they get further away,
Two-dimensional (2D)	A 2D shape is any shape that has two dimensions – length and width.
Three-dimensional (3D)	3D shapes are solid shapes that have three dimensions - length, width and height
Dimension	Size as measured in length, width, or depth.
Horizon line	Eye level: refers to a physical/visual boundary where sky separates from land or water.
Parallel lines	Lines lying or moving in the same direction and being the same distance apart at every point.
Vanishing point	The point at which receding orthogonal lines appear to converge (meet).
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.

Art History Timeline

