

Pioneer Federation
Medium term plan
Year 3/4 Cycle 2, Term 5
Art



Subject: Art (creating a landscape using collage including marbling)	
Key Concept/ Theme: How do rivers change the land?	
Prior Learning links: Year 2 Cycle 1 - T4 Meerkat Mail Collage	
Vocabulary: <i>Core vocabulary:</i> collage, marbling, complementary colours, movement, tone, evaluate <i>Aspirational vocabulary:</i> landscape, impressionism, impressionist, viewfinder, recreate	
Resources needed for unit: <i>Session 1: paint, paint brushes, palettes, colour wheels, examples of impressionist landscape art</i> <i>Session 2: paint, brushes, A5 size thick paper/card for painting</i> <i>Session 3: charcoal, pencil, viewfinder</i> <i>Session 4: marbling ink, trays, water, thick paper</i> <i>Session 5: scissors, dried marbled paper</i> SEN support: change size of brushes, enlarge printed examples of paintings, larger space to work, standing not sitting, scribing Future learning links: Cycle 2- T2 WWII, Cycle 1 -T5 Victorians	
1.	Deeper learning question: How important are the colours to a painter? Prior learning reconnection Year 2 Cycle 1 - T4 Meerkat Mail Collage <i>LO:</i> To study impressionism art Vocabulary: landscape, impressionism, complimentary colours Activity: Prior to teaching COMPLETE FRONT COVER SHEET- What do the children know about collage art already? Explain the end goal of this unit: to study a range of impressionist artwork and to learn the technique of marbling in order to create their own landscape collage. What is impressionism? https://www.tate.org.uk/kids/explore/what-is/impressionism (Impressionism: an idea or a feeling about something) Impressionism was an art movement. The style was bright colours and bold brush strokes. Impressionists painted out doors and they wanted to paint everyday life. The impressionist style and technique: - short, thick strokes of paint to capture the essence of the object rather than the subject's details. -Bright colours -Quickly applied brush strokes give the illusion of movement.

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	<p>Learn about warm and cold colours: https://wibseyprimary.co.uk/wp-content/uploads/2020/05/hot-and-cold-colours-powerpoint.pdf In sketchbooks they could explore warm colours, cold colours and complimentary colours by completing a colour wheel. https://www.tate.org.uk/art/art-terms/c/complementary-colours</p> <p>Immerse children in a range of impressionism artwork</p> <p>Introduce them to artwork by a range of impressionist artists i.e Berthe Morisot, Claude Monet and Eric Ravillious. https://www.tate.org.uk/kids/explore/who-is/who-berthe-morisot (use timeline to plot when they worked). Encourage them to look for the styles and techniques in the art work (warm and cold colours, complimentary colours, thick brush strokes, bright colours.) They might glue in a chosen landscape painting and write their thoughts/findings directly into sketchbooks. Explain that as artists it is important to study other artists' work so we can learn from them and help to inspire us. Using our sketchbooks is a really useful technique for noting our thoughts such as what we like, dislike and notice about the pieces.</p> <p><i>*Teacher modelling of techniques and sketchbook layouts in every lesson is essential to reinforce the purpose and use of sketchbooks. Recap the purpose and importance of sketchbooks from last term. Every sketchbook should be different and individual to the child and used as a journal to record ideas as a means to the end goal.</i></p>
2.	<p>Deeper learning question: Does an impressionist painting always look unfinished?</p> <p>Prior learning reconnection: what is impressionism? What are the key styles and techniques used by impressionist artists? Can you name examples of impressionist artists? What are complimentary colours? Can you name warm and cold colours?</p> <p><i>LO:</i> To use an impressionist artist's techniques.</p> <p>Vocabulary: landscape, impressionism, tone</p> <p>Activity:</p> <p>The focus today is tone. What is tone? https://www.tate.org.uk/art/art-terms/t/tone (tone is the lightness or darkness of a colour). Why is it important to use tone when painting?</p> <p>In sketchbooks they could have a go at creating as many different tones using two complimentary colours i.e orange and blue. They start off by painting an orange mark in one corner of the paper and gradually add a bit more blue to get a range of tonal colours. In the end they should have a strip starting with pure orange and ending with pure blue. This could be done on a long strip and added into sketchbook when dry.</p> <p>Next they choose an example piece of art from an impressionist artist and use only those two colours to paint it. This does not have to be a big painting, they could do it on an A5 size piece of paper and stick it in sketchbook. Encourage them to look for the lightest area in the painting they are copying and the darkest area and adapt their tone of colour accordingly.</p>
3	<p>Deeper learning question: Do you always have to paint in detail?</p> <p>Prior learning reconnection what is tone? Why is it important to use tone when painting?</p> <p><i>LO:</i> To study an image and recreate it using a viewfinder</p> <p>Vocabulary: landscape, movement, viewfinder</p> <p>Activity:</p>

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	<p>(If you have the adults, you could combine this lesson with lesson 4 so children can go off in smaller groups to do marbling.)</p> <p>Explain what a viewfinder is and how they are used by artists. (A viewfinder is a simple square or rectangle cut out of card that you can look through. Using a viewfinder helps you to focus on something and not get distracted by what's around it. It will help you pay close attention to the image that you are trying to create.)</p> <p>Using either a photograph of the local area, or an example of a landscape piece by Monet/Ravillious, children use a viewfinder to focus on one small part of it. (the viewfinder can be any size.) They practise drawing what they see using pencil or charcoal. (It's important that they focus on what they see and not try to make it into something. What they draw isn't important, the skill they apply is. Encourage children to use lots of lines to create movement in their drawing. i.e if they're drawing moving trees, how do they show this?)</p> <ul style="list-style-type: none"> • In the next lesson, they will marble paper then use the marbled paper to create a collage.
4	<p>Deeper learning question: How can we show movement in our drawings?</p> <p>Prior learning reconnection What is a viewfinder?</p> <p><i>LO:</i> To apply the skill of marbling</p> <p>Vocabulary: marbling</p> <p>Activity: Explain that they will use marbling to create patterns on paper and in the next lesson when dry, they will cut out the marbled paper carefully in order to create a collage. Instructions for marbling: https://www.papier.com/thefold/articles/how-to-do-paper-marbling They should carefully select the colours they want on their paper in order for them to be applied to their landscape collages in the next lesson.</p> <p>Children can note their thoughts on the marbling technique in sketchbooks. What do they like about it? Why did they select the colours they chose?</p>
5	<p>Prior learning reconnection Explain how to marble. What did you like/dislike about it?</p> <p><i>LO:</i> To create a collage using marbled paper</p> <p>Vocabulary: marbling, collage, landscape, evaluate</p> <p>Activity: They should cut out the marbled paper to recreate the viewfinder sketch (or a photo of a landscape, or recreate a piece of work by an artist such as Monet.) They should layer the paper and match the colours so it resembles the colours of the landscape. They should remember that even though they aren't painting like an impressionist artist, they are still creating art that creates a feeling or an idea. The small details aren't important.</p> <p>When finished they should peer assess their work.</p>
<p><u>End points:</u></p> <p>To study a range of impressionism artwork To learn the technique of marbling in order to create their own landscape collage.</p>	

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