

# Brough Primary School – Curriculum Intention Plan 2021 - 2022



<b>Subject: Art</b> <b>Year Group: Year 3/4</b>		<b>Area of learning: Drawing &amp; Painting – Claude Monet</b>
Links to previous work/Remember when	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Exploring the tactile and visual qualities of a paintbrush.</li> <li>• Combining materials and tools and enjoy finding out how to achieve different effects.</li> <li>• Mixing paints from a limited range.</li> <li>• Showing control in the use of colour.</li> <li>• Understanding that paint is used in different ways for different effects.</li> <li>• With guidance, adding detail to work.</li> <li>•</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Drawing confidently from imagination.</li> <li>• Combine schematic and observational approaches.</li> <li>• Add detail to art work.</li> <li>• Observing and recording the shapes, patterns and textures found in objects.</li> <li>• Working in a combined schematic and observational way with confidence in placing objects.</li> <li>• Using drawing as a starting point for work in other media as well as in its own right.</li> </ul>	
<b>Term</b>	<b>Year 3/4</b>	<b>Key Skills to be taught</b>
<b>Spring 2022</b>  What the children should know at the end of this series of lessons		<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Working in stages using different materials for particular effects.</li> <li>• Making some independent decisions about colour.</li> <li>• Beginning to understand and identify complimentary colours and warm and cool colours.</li> <li>• Speaking about the emotional impact of colour.</li> <li>• Developing painting skills, as parts of work that includes initial studies and investigation.</li> <li>• Controlling brushes and materials with confidence.</li> <li>• Adopting a systematic approach when mixing and applying colour.</li> <li>• Using a good vocabulary of art terms related to colour concepts such as opacity and transparency.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Observing how shape, colour and tone can be used to describe form.</li> <li>• Using observational drawings as opening studies for more developed work. (To be kept in a sketch book)</li> </ul>

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		<ul style="list-style-type: none"> <li>Using line, tone and texture to represent objects in three dimensions.</li> </ul>
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### Vocabulary

Colour, mix, mixing, primary, brush, palette, thin, thick, shade e.g. different shades of red, green, blue, yellow. Primary (colour), secondary (colour), light, dark, thick, thin, tone, warm, cold, shade e.g. different shades of red, green, blue, yellow, bright, Pointillism, colour wash, bold, delicate, detailed, Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise, watery, intense, strong, opaque, translucent, transparent, wash, tint, shade, Monet, France, Paris, Giverny, Le Harve, landscape, atmosphere, moment, light, Impressionism, impression, sunrise, water lilies, haystacks, oil-on-canvas.

Sequence of learning	Objectives and suggested details provided by subject leader.
1	i). I can research the French painter Claude Monet and his impressionist style of art.
2	i). I can evaluate one of three significant works by Monet – Sunrise (1872), Water Lilies (1919) and Haystacks (1891) ii). I can compare what you learn about his style of landscape work to his human form work, looking at Women with a Parasol (1875) or Luncheon on the Grass (1866).
3	i). I can recap my earlier work with water colour paints. <i>(What can they remember about lessons with water colour?)</i> <ul style="list-style-type: none"> <li>Spend some time revising how to create lighter backgrounds e.g. sky, and then how to darken your water colour mix to add shading, where necessary. Remind children about the dangers of adding too much water.</li> <li>Foreground for this topic will be added using oil pastels. Consider how this effects the light/atmosphere.</li> </ul>
4	i). I can collect digital images of my friends taken against a natural background in the wooded area or one of the beds around the school with different coloured spring flowering shrubs. <i>(Try to do this in more than one light condition if you can)</i>
5	i). I can create my own Monet style impressionist painting using the images I collected and water colour paints to create the light and dark areas of the background before changing to oil pastels to add the detail of the foreground features such as my friend's features. <i>(You will need to leave time for the background to dry completely before adding in the foreground detail in pastel.</i>
6	i). To evaluate my art work in terms of the effectiveness of the combination of the water colours in the background and the oil pastels in the foreground and how these have impacted the light/atmosphere of my work.

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## Learning Outcome/product

The end of this series of lessons will be a painting inspired by Monet's work with the human form. The painting should show the impressionist style in terms of depicting light and images in a new way, in a style that wasn't highly finished or realistic, with the subjects being neither classical or historical.



<b>Assessment records</b>	<b>List only those children who have not achieved the expected outcomes.</b>

<b>Assessment records</b>	<b>List only those children who have exceeded the expected outcomes.</b>

## End of unit assessment question

E.g. How successfully have I used colour to vividly depict the light and the season?