

Subject: Art, Craft and Design: Landscape Painting: Pointillism	Year: 2 – Summer Term 2
<p><b>National Curriculum objectives</b></p> <ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	
<p><b>To begin this unit, the children should have already learnt:</b></p> <p><u>(Line/Detail + Observation);</u> Show increased control over lines Encourage children to look carefully, to observe and draw some details of people, objects, landscapes. (YR1)</p> <p><u>(Texture/Pattern):</u> Experiment with different drawing tools and mark making (R) Experiment with different marks to form patterns and some textures. (YR1)</p> <p><u>(Colour Mixing/Knowledge);</u> Naming colours. Experiment mixing colour and commenting on results. (R) Make colour wheel: primary to secondary colour mixing (YR1)</p> <p><u>(Application of Paint);</u> Paint applied exploratively with fingers, large brushes, large rollers/stamps/printing (R) Paint applied using printing, large and small brushes including watercolour. (YR1)</p>	<p><b>The learning in this unit will prepare the children to learn these things in the future:</b></p> <p>Year 3 Progression of Skills; <u>(Line/Detail + Observation);</u> Use experience of line to practise close observation to add detail to drawing</p> <p><u>(Texture/Pattern):</u> Show increased control creating different marks to form patterns and different textures to create effects, for example dots, lines, shapes, hatching.</p> <p><u>(Shading);</u> Experiment with the potential of various pencils to shade and create light and dark</p> <p><u>(Colour Mixing/Knowledge);</u> Tertiary colours. Tones of colour adding light and dark.</p> <p><u>(Application of Paint);</u> Paint applied with greater variety of brushes to try and copy effects including washes.</p>
<p><b>Key Enquiry Question</b></p> <p>What is pointillism? Can you create a landscape using pointillism to colour it?</p>	<p><b>The Big Idea:</b></p> <p>Experience drawing features in landscapes. Research into major art movement and related artists (Seurat + Signac) as well as experiments into different application of paint, colour theory and mark making.</p>
<p style="text-align: center;"><b>To achieve ARE, pupils will need to be secure in the following knowledge:</b></p>	
<p><b>By the end of this unit, children will know:</b></p> <p>How to try out different activities and make sensible choices about what to do next. Use drawing to record ideas and experiences. Use drawing to record ideas and experiences.</p> <p>Deliberately choose to use particular techniques for a given purpose. Develop and exercise some care and control over the range of materials they use (for example refine/improve their first marks). <u>(Sketching outdoors, using Pointillism techniques to colour work).</u></p>	<p><b>Vocabulary:</b></p> <p>Line: Thick, thin, soft, narrow, fine, pattern, line, shape, detail, bold, dot. Texture: media marks, pencil, techniques, stippling, blending, shadow.</p> <p>Brush, size and types, scale, colour; mixing, primary colours, secondary colours, light, lightening, dark, darkening, colour wheel, techniques, layering, mixing media, texture, stroke. tone, light/dark, pale, deep, bright. Warm colours, cool colours.</p>

When looking at creative work express clear preferences and give some reasons for these (for example, "I like this because...")

Should know that different forms of creative works are made by artists, craftspeople and designer, from all cultures and times (Georges Seurat + Paul Signac). And be able to talk about the materials, techniques and processes they have used, using appropriate vocab.

**(NSEAD Assessment framework)**

**By the end of this unit, children will be able to do:**

**Drawing Skills:**

(Line/Detail + Observation);

Show increased control over lines

Encourage children to look carefully, to observe and include more detail.

(Texture/Pattern):

Show some control creating different marks to form patterns and different textures, for example dots, lines, shapes.

(Shading);

Discuss use of shadows, use of light and dark

**Colour Skills:**

(Colour Mixing/Knowledge);

Colour Wheel: primary to secondary colours mixing, contrasting colour.

Adding light and dark

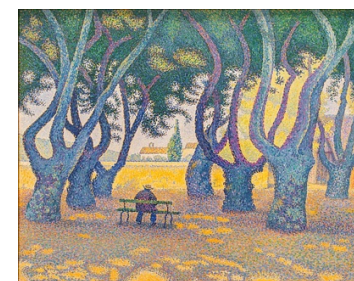
(Application of Paint);

Paint applied with greater variety of brushes to try and copy effects.

Georges Seurat, Paul Signac, Pointillism , neo-impressionism, close up, impression.

**Artists:**

Georges Seurat (1859-1891) – *Bathers at Asnieres* (1884) – *A Sunday on La Grande Jatte* (1884)



Paul Signac (1863- 1935)

**Media:**

Pen

Paint

Different tools to apply paint (eg. range of brushes but also cotton buds etc).

**Useful Resources:**

<https://www.twinkl.co.uk/resource/ks1-all-about-pointillism-information-ppt-t-tp-1636975205>

Pointillism for kids, parents and teachers;

<https://www.youtube.com/watch?v=D4hqKPX6d68>