

Entry Task

Who were the most famous artists of the 19th and 20th century? Children to work in small groups to research an artist and present information on the most significant impressionist painters.



Creative Curations



What different forms of art exist? How are they similar / different? (Pointillism, fauvism, surrealism, cubism, realism, abstract geometric abstract and pop art)

What is impressionism? How did the impressionist movement begin? Who is **significant** to the impressionist movement? (Claude Monet, Edgar Degas, Berthe Morisot)

What patterns occur naturally in nature? Can I replicate these patterns using pens, inks and pencils to create implied texture?

What techniques do impressionist artists use? Can I practise using the broken colour technique to paint small scale observational studies through a viewfinder?

What are complimentary and contrasting colours? Can I identify on a colour wheel? Recap tertiary, secondary, primary hues and hot / cool colours through mixing acrylic / watercolour.

Can I **explore** how complementary and harmonious colours affect the mood of impressionist artwork? How does use of tint, shades and tone change the mood of paintings? Annotate a favourite piece / pieces using

Celebration/Evaluation

Children will showcase their artwork to parents and governors, verbalising the choices that they made to their particular art work as well as explaining what impressionism art work is.

Curriculum Passport Challenge

Children to visit an art gallery displaying impressionist artwork, including landscapes. Pupils to use their knowledge to try and identify impressionist work as part of an impressionism treasure hunt.

What to revisit?

Year 3—light is reflected and dark is absence of light. How shadows are formed through blocking light.

Year 6—light travels in straight lines. Understanding of how we see.

Year 5—use of line for positive and negative space

Year 1–5—understanding of form, colour, texture, line, pattern, shape and space

Threads

Significance, Exploration, reflection

Can I **explore** how artists use line to create perspective? How does the density, thickness and texture of lines impact on perspective? Can I use my understanding to create a vanishing point in my drawings?

How is colour used to create perspective in artwork? Attempt to mix specific hues of colours (see vocab) Can I use colour graduation in my own observational drawings?

What is refraction? How does it impact on how we see objects?

How do telescopes and microscopes refract light?

What colour is a shadow? How can we change the position and length of shadows?

Can I explain how light travels from light sources to our eyes?

How does texture change perspective? Can I use implied texture to make an object appear in the foreground?

Where does light come from? Explain how light **reflects**.

How does manipulating size, texture and density of shape impact on space that objects occupy in a landscape impressionist painting? Can I use some of the techniques learnt to influence my own composition?

How have different art forms investigated through school inspired my art work? (methods, techniques and ideas)

Can I control and manipulate my use of form to overlay artwork with different textures and materials for effect? Can I make decisions about my preferences and record thinking in my sketchbook?

Can showcase my artwork in a handmade sketchbook? Can I use my preferred joining techniques and create my own papers to suit purpose? my preferences, likes and dislikes?

Key Vocabulary

As an artist, I will use...

Impressionism, mood, impact, colour graduation, applique, overlay, parabolic, perspective, landscape, foreground, Renoir, Monet, Pissaro, Degas

Green—olive, forest, apple
White—parchment, alabaster

Black—obsidian, raven
Brown—cinnamon, walnut,

As a scientist I will use...

angle of incidence, angle of reflection, refraction, spectrum, translucent, periscope

Big Question

What is light? How does it travel and can we alter its path?

DRIVER SUBJECTS ARE SCIENCE & ART