

Learning journey	Art	Pointillism – Colour and Painting	Year 3 (Autumn 1)	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary
<p>In key stage 1 children will have:</p> <ul style="list-style-type: none"> • Had the opportunity to use a range of media to create images, including pencil, paint, chalks and pastels. • Create designs from observation or imagination <p>Before the start of the unit they will be able to...</p> <ul style="list-style-type: none"> • Hold and manipulate a creative tools such as a pencil or a paintbrush. • Draw or paint basic image lined to nature and the world around them. • Understand how colours can be layered or mixed. • Understand that objects or images can be decorated with smaller details or designs. 	<p>Children will make observations about the colours around them and how different colours can be made.</p> <p>Children will be taught about the mixing of primary colours to make secondary colours.</p> <p>Children will be provided opportunities to record their observations and to create and practise their own designs in their sketch book.</p> <p>Children will learn to work with different tools to paints images.</p> <p>Children will learn about Pointillism and the artist Georges Seurat.</p> <p>Children will be provided opportunities to create their own designs and to give opinions on their own work and that of others.</p>	<p>Children will be able to reuse and build upon their sketching and painting skills in all future art units.</p> <p>Children will use their understanding of colour mixing in all future units.</p> <p>Children will be given the opportunity to develop their skills with a wider range of media across different units.</p>	<p>Primary Colours: used to create all other colours.</p> <p>Secondary Colours: made by mixing two primary colours.</p> <p>Tone: how light or dark something is. Made adding grey.</p> <p>Tint: making the colour lighter by adding white.</p> <p>Shade: Making the colour darker by adding black.</p> <p>Pointillism- Use of small dots to create a larger image.</p> <p>Contour: following the shape of the object outline.</p> <p>Composition: the arrangement or layout of artwork.</p> <p>Layering: Building up the different parts of the image.</p> <p>Blending: smoothly mixing the lines into each other.</p> <p>Complimentary colours: colours that are on opposite sides of the colour wheel and contrast with each other.</p> <p>Medium (Media): the materials used by an artist to create their work.</p>

NC coverage and HWJS skills development

National curriculum coverage for Art

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

HWJS skills development

- Plan, design and sketch from observation or imagination
- Identify line, colour, shape and space in artists work.
- Investigate the work of a famous artist.
- Discuss opinions about artists work using the language of art.
- Make drawings that include detail and context, using pencil for preparatory sketches
- Understanding perspective with foreground and background.


Knowledge organisers

Year 3 Art - Autumn 1: Pointillism

PRIOR KNOWLEDGE	KEY SKILLS	KEY VOCABULARY
<ul style="list-style-type: none"> • Colour can be used to show light and dark. • Primary colours can be mixed to make other colours. White can be added to change the tint of a colour. • Pencils, pastels and paintbrushes can be held differently to create thick or thin lines. • Different materials and mediums can be used to create art. • Sketching and drawing - line, colour and shape combine to create images. 	<ul style="list-style-type: none"> • Plan and draw from observation and imagination. • Develop use of different tools and different media to create artwork. • Identify and use colours to create a colour wheel. • Investigate the work of a famous artist. • Discuss and justify opinions about artists. 	<p>Primary Colours: used to create all other colours. Secondary Colours: made by mixing two primary colours. Tone: how light or dark something is. Made adding grey. Tint: making the colour lighter by adding white. Shade: Making the colour darker by adding black. Pointillism- Use of small dots to create a larger image. Contour: following the shape of the object outline. Composition: the arrangement or layout of artwork. Layering: Building up the different parts of the image. Blending: smoothly mixing the lines into each other. Complimentary colours: colours that are on opposite sides of the colour wheel and contrast with each other. Medium (Media): the materials used by an artist to create their work.</p>



ARTIST INFORMATION - Georges Seurat

- > Born in Paris in 1859. Died, aged 31, in Paris in 1891.
- > Known for his use of small dots of colour to create which blend to create a full image when seen from a distance.
- > This technique is called pointillism.
- > Famous for his use of light and tone to create large canvas paintings.
- > Part of the French Post-impressionist movement.



GOOD TO KNOW...

- ❖ All colours can be made from the three primary colours - red, blue and yellow.
- ❖ Colours on opposite sides of the colour wheel are called complimentary colours.
- ❖ Colour can be useful to show the different spaces and layers of an image.
- ❖ Different objects can be used to paint the small dots used in pointillism, such as paintbrushes, sponges, cotton buds or even finger tips!
- ❖ Pointillist images are often best viewed from a distance to give the full impression.
- ❖ Contemporary artists continue to be influenced by pointillism but some use different media such as Federico Pietrella who uses a date stamp.

<u>Connections / deepening understanding</u>	<u>RADE</u>	<u>Assessment</u> Details of the objectives that they will have covered within this unit of work	
Wellbeing – focus on trying out, creativity and resilience	UNCRC Article 13 – Right to opinions and sharing of thoughts Article 31 – Right to be involved in creativity activities	By the end of the unit the children will be able to ... Use their sketchbook to plan their design from observation and imagination. Develop their control of tools such as pencils, paintbrushes and other objects to apply paint. Use a growing range of media to create their art work.	
<u>Key skill(s)/ knowledge to be assessed by the end of the unit</u>	<u>Lower attaining</u>	<u>Middle attaining</u>	<u>Higher attaining</u>
<u>Key Skills</u> Develop their control of tools to apply paint with some precision. <i>In this case, tools used include paintbrushes, pencils and cotton buds.</i>	Children can: Hold the tools appropriately and use them to apply paint to paper to create a recognisable image. Size of dots and distance between the application of the paint dots will vary.	Children can: Hold the tools appropriately and use them to apply paint to paper to create a clear and recognisable image with some detail. Care is taken with the handling of the tools. There is some consistency between the size of the dots and the distance between the application of the paint dots.	Children can: Tools are correctly held and moved across the page with agility to create a clear and recognisable image. Care has been taken with the application of the paint. There is consistency between the size of the dots and the distance between the application of the paint dots to show a clearer, finer final image.
<u>Key Knowledge</u> Understand background and foreground as separate parts of an image that work together to show perspective.	Children understand: An image is made up of a background and a foreground. Children can identify the background and the foreground of a given image.	Children understand: An image is made up of a background and a foreground. Children can identify the background and the foreground of a given image. Some thought will be given to background and foreground when composing their own final image.	Children understand: An image is made up of a background and a foreground. Children can identify the background and the foreground of a given image and start to explain perspective. Care will be given to creating a background and foreground when composing their own final image.

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NB: The assessments are completed for two reasons – to enable the class teacher and in turn the subject leader to evaluate the pitch of the learning within the unit in order to consider any necessary updates and for the class teacher to report to parents on the attainment of pupils in the end of year reports