




Where we explore a range of artists and their techniques to become masters of art, developing our knowledge and skills to design, create and evaluate our own artwork.

Year 3	<p>Line Colour</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines Comment on artworks using visual language Begin to show precision in techniques</p>	<p>Van Gogh</p> 	<p>Pattern Colour</p> <p>Use layers of two or more colours. Make precise repeating patterns Adapt and refine ideas as they progress.</p>	<p>Andy Warhol</p> 	<p>Texture Form Shape</p> <p>Use techniques such as rolling, cutting, moulding and carving Include texture that conveys feelings, expression or movement Use clay and other mouldable materials</p>	<p>Ugo Rondinone</p> 
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Cross curricular links:

Autumn, Van Gogh –

2D and 3D shapes (form)

Spring, Andy Warhol – Science

Light, shadows, perspective and reflection.

Summer, Ugo Rondinone – Maths

2D and 3D shapes.

Enrichment

Autumn –

- Class VR – Van Gogh Day Scene, Van Gogh Night Scene

Spring –

Visiting our Sandon forest as natural inspiration for artwork for Andy Warhol work. Use of iPads for photography purposes to inspire final pieces

Printing.

Summer-

- Class VR – Famous Sculptures

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Vincent Van Gogh

Key Artist facts to be taught

Background – Van Gogh was a Dutch post-impressionist painter born on the 30th March 1853. Today, most people know the name Vincent Van Gogh. However, when he was alive, he was not very famous at all. Since his death, he has become one of the most successful painters in history. In a decade, he created about 2,100 artworks including 860 oil paintings. They include landscapes, still life's, portraits and self-portraits.

Inspiration for work – Van Gogh liked to paint the places he visited. When he was in London, he was inspired by all the art he saw in galleries. He was interested in painters who were painting everyday life.

Style/Art movement - Van Gogh was hugely inspired by the works of impressionists and post-impressionists and he adopted their bright palette and developed a unique style.

Impressionism – Was a 19th century art movement characterised by relatively small, thin, yet visible brush strokes. There was an emphasis on accurate depiction of light in its changing qualities.

Post Impressionism – Predominantly a French art movement developed between 1886 and 1905. Post impressionism emerged as a reaction against impressionists' concern for the naturalistic depiction of light and colour.

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Year 3—Autumn

Formal Elements

Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.

Comment on artworks using visual language.

Begin to show precision in techniques.

Colour

- Create colour palette through mixing of primary colours and start experimenting in adding white and black to lighten and darken tones.

Commenting on artworks and evaluating work

- Complete an artist study on Van Gogh work—commenting with visual language they have learnt. Identify likes and dislikes of their work.
- Use post it notes/ make comments around their work focusing on what they think went well. Encourage reflection.

Line/Texture

- Focus on the lines Van Gogh uses in his work to create texture such as, curved, diagonal, horizontal and vertical lines etc.
- Experiment with a variety of brushes in creating texture. Children could learn stippling effect, hatching and cross hatching.



Vincent Van Gogh



Possible lesson structure:

1. Artist study – Introduce Van Gogh. Discuss his work and explore visual language related to his work, texture, contrast and tone. Match up definitions using pictures to support. Children create artist page writing opinions of Van Gogh's work, include their own drawings of his work and visual language.
2. Colour – Compare Van Gogh's early work to his later work – what do children notice about the colours he used? Recap colour mixing primary and secondary. Children can create colour palette around pictures of Van Gogh's work by blending colours.
3. Line/texture – Discuss how Van Gogh painted (style). Explain what impasto painting is allow children to see and feel this. Model different brush strokes to children for them to explore themselves. Children can create page of experimental brush strokes.
4. Art collaboration – colour and texture. Recap learning so far on colour and texture. Children have a small piece of Van Gogh's work to recreate themselves applying colour blending and different brush strokes. Once they have completed their small tile, put them all together and as a class they will have completed a whole piece.
5. Practise and final design – Children can design their final piece based on Van Gogh's starry night but instead base it on a 'Stoke Sunset'. Once they have drawn out their design, they can practice layering paint to create texture ready for their final piece next lesson.
6. Final Piece and evaluation – Children paint their final piece in the style of Van Gogh but a 'Stoke Sunset'. Once completed children can reflect on their work using reflection bubbles to support them.

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Andy Warhol

Key Artist facts to be taught

<https://www.tate.org.uk/kids/explore/who-is/who-andy-warhol>

Background – Andy Warhol born August 6th 1928 was an American visual artist, film director and producer. He is well known for being the leading figure in the visual art movement known as pop art. His first job was illustrating adverts in fashion magazines. Now he is known as one of the most influential artist who ever lived!

Inspiration for work – He is famous for exploring popular culture in his work. Popular culture is anything from Coca Cola to pop stars to the clothes people like to wear. He loved Los Angeles, beauty and plastic, things that were modern and changed quickly.

Style/Art movement – Pop art. Pop art is all about making art inspired by things from popular culture. Warhol liked to use bright colours and silk screening techniques. He liked using screen printing to mass-produce artworks based on photographs of celebrities, for instance his art work of Marilyn Monroe.

Tate kids video to watch about Pop Art.

https://www.youtube.com/watch?v=DhEyoDCTSDQ&feature=emb_imp_woyt

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Year 3—Spring

Formal Elements

- Use layers of two or more colours.
- Make precise repeating patterns.
- Adapt and refine ideas.

Colour

- Children can recap primary and secondary colours and look at colours that complement and contrast.
- They could complete an artist study of Andy's work focusing on colour and his unrealistic colour choices.
- Using printing, children can use a variety of colours and layer colours for greater effect.

Evaluation

- During experimentation in their sketchbooks, children should be encouraged to comment on their prints and preliminary drawings with a focus on their formal elements, e.g. colour or pattern.
- These comments could influence children's final designs, allow children to adapt their ideas as they progress.

Pattern

- Children can explore how Andy repeats images that creates a pattern and its impact, as well as using different colours.
- Children can create their own patterns using portraits and printing them at different angles.



Andy Warhol

Possible lesson structure:

1. Artist study. Introduce Andy Warhol's artwork, discuss, likes, dislikes and visual language. Share facts about Warhol and the Pop art movement; link to other artists e.g. Roy Lichtenstein. Children create artist page based on Andy Warhol, including facts, opinions, replicas of his work and pictures. Word bank for support.
2. Colour – complementary colours. Recap primary and secondary colours. Focus on Andy's work, what do children notice about the colours he uses. Explain what complementary colours are using the colour wheel. Children use complementary colours in sketchbooks using a colour wheel as support to colour parts of their own pictures.
3. Pattern – repeating patterns. Discuss what pattern means and explain definition to children. Look at a range of examples and in Andy's work. Children create 4 small patterns in sketchbooks using nature or popular culture.
4. Printing introduction. Explain children will be printing a pattern using a styrene tile, link to Andy's screen printing. Children create final pattern design using pattern designs from last lesson. Children can then draw their final design onto their styrene tile.
5. Printing tiles design. Explain/demonstrate printing process to children. Children then print x4 of their styrene tiles using printing ink.
6. Layering colours and evaluation. On two of their prints. Children can layer a new colour over the top and edit their tile to make the pattern different. Once completed, children can write their evaluation of their prints.



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Ugo Rondinone

Key Artist facts to be taught

Background – Ugo Rondinone was born in Switzerland in 1964 however he currently lives and works in New York. He uses a variety of different media within his art work but is well known for his sculpture, drawing and painting.

Inspiration for work – Ugo's artworks are based on the world and everyday life. They focus on blurring the boundaries between what is real and artificial. He painted these stacks of rough-cut boulders rainbow colours as well as silver, black and white because he said he sees artificial colour and natural rock formations as a link between human and nature, real and artificial.

Style/Art movement – His sculptures are often based on different shapes, that are asymmetrically put together and are semi-abstract. This means his sculptures don't physically represent something but it's still possible to recognise parts of it.

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Year 3 —Summer

Formal Elements

Use techniques such as rolling, cutting, moulding and carving.

Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials.

Form

- Focus on more complex shapes (3D). Identify 3D shapes from Ugo's work.

Shape

- Pick out shapes in Ugo's work and how he uses abstract shapes to create sculptures.

Evaluation

- Encourage children to annotate each piece of work they do in their sketchbooks.
- Final evaluation - use reflection bubbles and sentence starters to help.

Texture

- Children experiment with clay creating different textures (like rocks/stones) using a variety of clay tools and techniques.



Ugo Rondinon

Possible Lesson structure:

1 - Artist study. Focus on artistic vocabulary associated with Ugo's work. Add opinions and own drawings of his work.

2 - Shape— Children explore Ugo's work focussing on 2D and 3D shapes they see and how Ugo puts these shapes together to create abstract humans. Children draw these shapes.

3 - Texture—Play with clay experimenting with textures to make clay look and feel like rocks and draw final plan based on picture of themselves and splitting their body into shapes.

4 - Final piece 1 - Children create final piece using clay based on their plan and picture of themselves.

5/6 –Final piece 2 - Children can paint final piece in bright colours inspired by Ugo's work and complete evaluation.

Final outcomes:

- Children create their own clay figure based on themselves inspired by Ugo's work.

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	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Drawing	Crayons, felt tips, pencils, wax crayons and chalks.	Pencils, wax crayons and pencil crayons. (Portraits & art day)	Pencils, oil pastels and pencil crayons.	Pencils, charcoal and pencil crayons.	Pencils and oil pastels or chalk pastels with charcoal.	Pencils, chalk pastels or oil pastels and pencil crayons.	Pencils, charcoal with chalks pastels and pencil crayons.
Painting	Watercolour,, poster paints and powder paints,	Poster paint and powder paint. (Piet Mondrian)	Poster paint, ceramic paint and water colours.	Poster paint, water colour and printing ink.	Poster paint and water colour and printing ink.	Watercolour, acrylic and poster paint.	Watercolour, poster paint and acrylic.
Textiles/Collage	Collage with range of materials, Combine textures and manipulate materials. Assemble and join materials.	Use variety of materials to collage—by cutting, tearing and gluing. (Paul Klee)	Cut and assemble various shapes from paper to assemble a 2D model in books.	Start concentrating on visual texture as well as actual texture in paintings. Sewing a cushion together using a variety of materials.	Collage materials of various different textures to make a collagraph board ready to print..	Create textures using various techniques with paint and paint brushes.	Carve and add texture to clay using various tools.
Form (3D work, clay, sculpture, junk modelling etc.)	Use tools on clay and salt dough. Junk model.	Assembling a windmill and develop awareness for 2D and 3D structure. (D&T)	Design and assemble a chair applying knowledge of structure. Investigate materials for strength and structure.	Sculpting with clay focus on texture, feelings and movement. Salt dough— Science to create fossils. Use various materials, to construct a 3D model of a castle.	Design and assemble collagraph board for printing, focus on layers and levels.	Form through perspective drawing.	Clay

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Printing	Potato prints and foam block printing with paint.			Lino printing with styrene blocks.	Collagraph printing.	Mono-printing.	
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