



Year Group	2	Term	Spring 1	Subject	ART	Topic	PAINTING - POINTILLISM
						Key Question	<i>KQ: Can I create a painting using the pointillism technique?</i>
Prior Learning and other Curriculum Links	<p>Nursery -</p> <p>Reception - Describe what they see, think and feel when looking at images or artefacts.</p> <p>Year 1</p> <p>Artists Look at and talk about the work of a few notable artists and architects who use different techniques.</p> <p>Painting Name and carefully mix primary colours</p> <p>Know that colours can be changed and talk about why that has happened.</p> <p>Experimenting when mixing different consistencies of paint e.g. thick and thin paint, textures</p> <p>Use and name a variety of tools and techniques ie. brush sizes and types)</p> <p>Make a variety of marks using different brushes</p> <p>Describe the marks made.</p>				Skills statements	<p><u>Artist Study</u></p> <ul style="list-style-type: none"> • Discuss and describe some works by notable artists and designers and understand the historical and cultural context. Begin to use some art language • Identify difference and similarities I techniques • Consider some artists' works that can be used as links/ideas for their own work <p><u>Painting</u></p> <ul style="list-style-type: none"> • Mix and match colours to artefacts and objects • Name and mix primary colours, exploring some double primary colours to create different shades. • Describe and name the shades created. • Name and use a range of different brushes. • Develop the skill to make own choices about tools • Make careful observations of objects and use appropriate language to describe colours 	

Fundamentals	Painting: To represent things observed, remembered, or imagined using colour and tools.	Key Facts/Sticky Knowledge	<ul style="list-style-type: none"> Observe imagine, colour, tools, techniques, pointillism
Our Curriculum Journey	<p>Journey: This unit will develop children's painting skills using the technique of pointillism. We will first explore the origins of pointillism and look at some art work by famous artists like Geoges Seurat, Paul Signac, Maximilien Luce and Henri Edmond Cross. We will then use some of their art work as stimuli to explore experiment and practise different techniques when creating pointillism art - this may involve the use of fingers, paint brushes, pencil ends and cotton buds. The third lesson will involve taking this a step further and trying to recreate a piece of art in the style of pointillism. Finally they will use all they have practised and explore to create their own art work using the pointillism technique. The children will be encouraged to end the topic by evaluating their work.</p>		
Key Vocabulary (revisited)	colours, mixing, design, patterns, painting	Key Vocabulary (new)	observe, imagine, colour, tools, techniques, pointillism

Lesson Number:1	Learning objectives: KQ1:	Lesson Outcome:	
	<u>Introduction:</u>		Resources
	Main Teaching including differentiation: <u>Main teaching</u> <u>Activities</u> <u>Plenary</u>		Slides

Lesson Number 2:	Learning objectives: KQ2:	Lesson Outcome:
	<u>Introduction:</u> Recap design specification from last lesson and sticky knowledge.	Resources Slides
	Main Teaching including differentiation: <u>Main teaching</u> <u>Activities</u> <u>Plenary</u>	Ipads for research Design specification sheet in books

Lesson Number 3:	Learning objectives: KQ3:	Lesson Outcome:	
	<u>Introduction:</u>		Resources Slides
	Main Teaching including differentiation: <u>Main teaching</u> <u>Activities</u> <u>Plenary</u>		